

THE RESPONSES, EFFECTS, AND POSITIVE OUTCOMES
OF RETRENCHMENT AS PERCEIVED BY PRESIDENTS,
ACADEMIC OFFICERS, AND BUSINESS OFFICERS
AT EIGHT SELECTED PUBLIC HIGHER
EDUCATION INSTITUTIONS IN
OKLAHOMA

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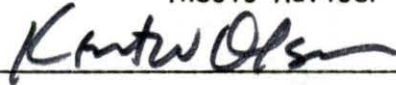
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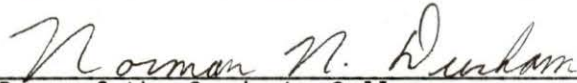


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PREFACE

This study is concerned with the responses, effects, and positive outcomes of retrenchment as perceived by presidents, academic officers, and business officers at eight selected public higher education institutions in Oklahoma. The study also sought to determine the similarities and dissimilarities of current retrenchment efforts compared to retrenchment procedures of fiscal years 1982-83 and 1983-84, and to determine potential positive outcomes from the current retrenchment experiences.

I wish to express my sincere appreciation and gratitude to my major adviser, Dr. Robert B. Kamm, for his interest and guidance throughout this study, and to the other committee members: Dr. Ronald S. Beer, Dr. John J. Gardiner, and Dr. Kent W. Olson for their encouragement and assistance. I also wish to express my appreciation to Dr. William B. Adrian and to Dr. Deborah L. Inman for their past interest and contributions to the study.

The development of the study needed many friends, much assistance, and many rewrites before completion. Thank you first to Dr. Dan Hobbs, Vice-Chancellor of the Oklahoma State Regents for Higher Education. The information gathered during the formative days of the study, and the data gathered from files and reports made the study a reality. Thanks to Dr. Richard H. Mosier, President of Rogers State College, for careful consideration of the study, the reading of draft

copies, and for serving as a member of the Panel of Experts in reviewing the interview instrument. His experiences with retrenchment brought special meaning to the study, and his encouragement and interest made the Ed.D. a reality. A note of thanks also to Dr. Tobie Titsworth, Dr. Raymond Wamsley, Ms. Danette McNamara, Dr. Gary Walker, and Mr. Jim Hess, administrators of Rogers State College, for their contributions and encouragement during the course of this study.

A special note of thanks to the 22 presidents, academic officers, and fiscal officers from the eight institutions included in this study, for agreeing to participate in the time-consuming interview process. Were it not for them, there would not be a study. I express my extreme appreciation to them.

A note to co-workers and friends who were put on "hold" for the duration of this doctoral program--thank you for your endurance and patience. To Dr. and Mrs. Bob Bowman and Dr. and Mrs. Lanny Trotter, notes of special thanks for being special friends.

A note of gratitude to the typist of this manuscript, Sharon K. Phillips. The Graduate College deadlines became hers, and "together" we completed the project.

Finally, the love and understanding of my family, Wallace and Michelle, through a difficult and taxing period is acknowledged. Their support and assistance cannot be diminished. It is to them and to my grandmother, Edna Ruttman, whose lifelong commitment to education and the pursuit of education that this study and degree are dedicated.

Written in my fourth grade autograph book by my grandmother, who taught in public school during the early years in the state of Oklahoma, and who, together with my grandfather,

John Martin Ruttman, reared my brother and I following the passing of our mother, and who passed from this earth in 1970:

Labor for learning
Before you get old.

For a good education
Is worth more than
Silver or gold.

Silver or gold
Will vanish away,
But a good education
Will never decay.

(Author Anonymous)

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CHAPTER I

NATURE OF THE PROBLEM

Introduction

Higher education in the United States, after a century of gradual and then rapid expansion, must now anticipate several decades of no growth or even decline. Some well established institutions will adjust to this steady or declining state with only minor difficulty. But others, especially the privately controlled institutions, may experience such travail as to have their very existence seriously jeopardized. Whether comfortably situated or approaching mortal danger, all institutions will face new conditions and must arrange their affairs accordingly (Mayhew, 1979, p. ix).

No issue facing higher education in the coming decades will be as important or have the potential impact as that of retrenchment. How higher education allocates and expends funds while maintaining and developing quality educational programs for students during this period of "no growth" will be critical in determining an educational legacy for the next generation of students (Cooke, 1979).

The characteristics of the environment in which colleges and universities now exist--enrollment trends, financial exigencies, federal policy changes, and unexpected disaster--are creating a demand for a new set of administrative and organizational responses. Some institutions will respond by becoming smaller, by closing, and by consolidating or merging. Other institutions will get bigger, change missions, or become entrepreneurial. According to Cameron (1983):

The conditions of decline do not dictate what organizations must do, but they create a situation where some response is necessary. The management of conditions of decline, therefore, has become a major requirement of managers and administrators in institutions of higher education (p. 359).

Cameron (1983) also noted that managers and administrators in higher education are not generally prepared to cope with or to manage effectively conditions of decline. He cited three reasons for this ineffectiveness: (1) the experience of most administrators and managers has largely been in responding to conditions of growth; (2) the values and ideology of our culture emphasize growth and expansion as being indicative of effectiveness; and (3) the tendency is to pursue strategies that were successful in the past--during conditions of abundance and growth, even though these strategies are inappropriate under current conditions of decline.

Institutional responses to decline are varied. Mingle and Norris (1981) indicated that institutions clearly prefer to resist decline by seeking new students and new sources of revenue before trying to adapt to a smaller scale of operations by cutting programs and faculty. It was further suggested that this objective can be accomplished by retaining students through improving student life and campus climate, through tightening standards and attracting bright students, and through attracting new sources of revenue. However, it is predicted that in most institutions, these measures will give way to adapting to decline.

Although the majority of the literature concerning retrenchment focused on the negative outcomes, three researchers took a different approach. Weathersby (1982) reflected that the increasing scarcity of

resources experienced by most of American higher education can provide some favorable opportunities for improvement in the quality, effectiveness, and efficiency of the educational enterprise. Weathersby further noted that real constraint, resulting from required retrenchment, makes actions imperative that in another time and place would be unacceptable to internal or external constituencies. Such unavoidable choices can create new opportunities. As Weathersby contended, this can be the best opportunity since World War II for institutional and state leaders to bring integrity and harmony to higher education policy in their states.

Hechinger (1980) suggested that this new era of limited resources could readily be met with a new sense of pioneering. It is suggested that the emphasis should be on the positive goal of building on existing strengths by reducing or eliminating weaknesses. Such change will result in the elimination of weaker and redundant courses, programs, and departments. Faculty interest and time will be reallocated. Hechinger further contended that academic leadership will be called upon to mobilize support internally for the challenge of "making less be better" (p. 42).

Externally, such leadership during retrenchment can extend beyond the campus boundaries serving as outposts of reform and progress. Academic leadership

. . . can provide the tools and the impetus for the other institutions of society, particularly government and industry, to sharpen the cutting edge of American ideas, ingenuity, and technology that has been dulled by years of comfort and complacency (Hechinger, 1980, p. 42).

Deutsch (1983) recognized that retrenchment can be viewed as either a crisis or a challenge. This research served to recall the

old adage of "When given lemons--make lemonade." One can choose whether to accentuate either the negative or the positive.

Statement of the Problem

Oklahoma's public higher education institutions were significantly impacted by the decline and instability of the state's economy. Following years of rapid economic growth, rapid decline was reported for the state of Oklahoma during fiscal years 1982-83 and 1983-84. The rapid expansion and rapid decline in Oklahoma's economy left virtually all sectors of the state affected by the large fluctuations.

State government was unable to respond quickly or fully to changing economic conditions. As a result, state government was impacted significantly by the changes in economic conditions (Oklahoma State University, 1985a).

Large swings in state revenues, especially income tax and gross production tax receipts, resulted in wide fluctuations of revenues within the state's general revenue fund. Since this fund is the principle source from which the state legislators gain the proceeds to support the many functions of state government, the variations had a direct impact upon the state's ability to meet original appropriation levels (Oklahoma State University, 1985a) (Table I).

Appropriations for higher education in Oklahoma were directly affected by the economic downturn. Olson (1984) noted that Oklahoma had received one of the largest increases in legislatively-appropriated tax funds among the 50 states between July, 1972, and July, 1983, but when school opened in August, 1984, Oklahoma's institutions of higher education faced a 10% decrease from funding levels of two years

earlier. When coupled with inflation, the abrupt halt to rapid economic expansion within the state of Oklahoma took its toll upon the funding of Oklahoma's 26 public higher education institutions. No longer did the actual allocations of state funds approach the fiscal requests.

TABLE I
GENERAL REVENUE FUND APPROPRIATIONS FOR
OKLAHOMA FOR FISCAL YEARS 1979-86

Fiscal Year	General Revenue Fund Appropriations (millions of dollars)
1979	\$ 749
1980	928
1981	1229
1982	1563
1983 ^a	2023
1983 ^b	1871
1984 ^a	1734
1984 ^b	1584
1985	1661
1986 ^c	1542

Note: ^a = original; ^b = revised; ^c = certified for appropriation November 27, 1984.

Source: Oklahoma State University, 1985 Oklahoma Economic Outlook (1985), p. 18.

According to the Oklahoma State Regents for Higher Education (OSRHE) (1985):

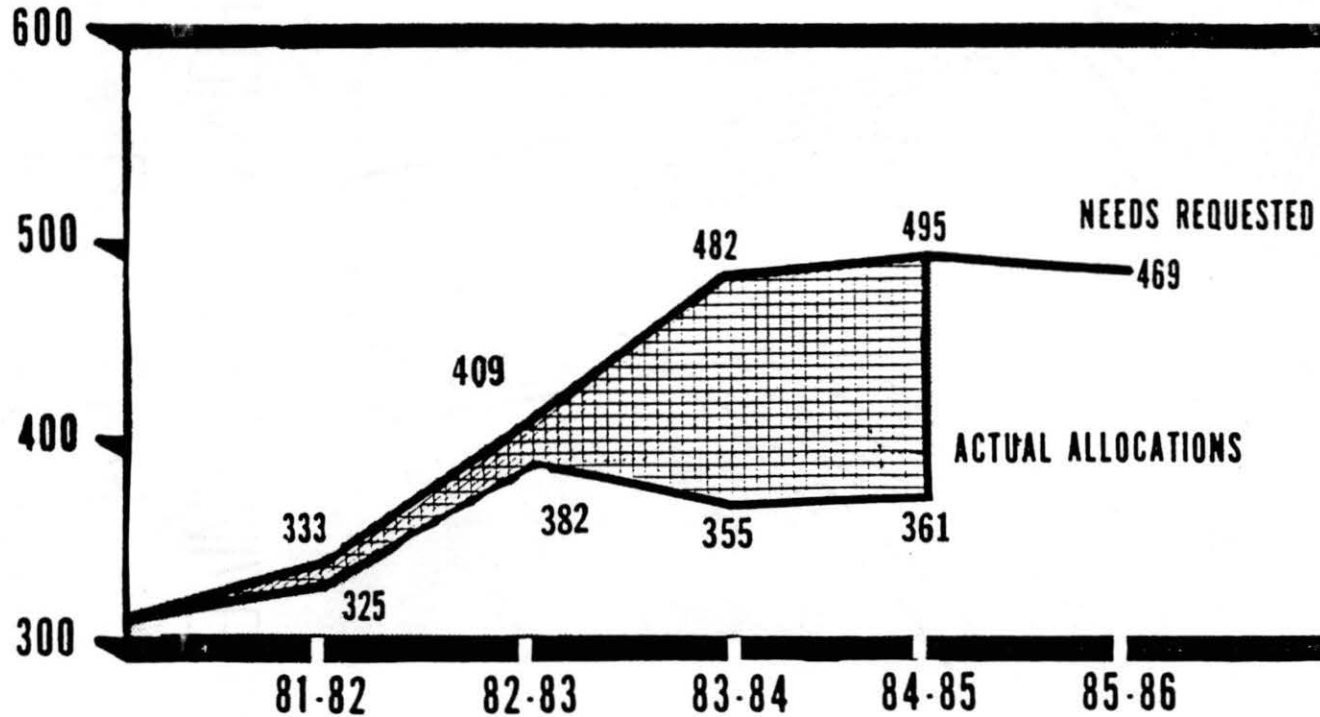
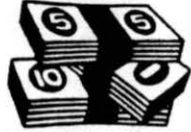
The gap between the needs of the State System of Higher Education and resources available from the state has widened dramatically since 1982-83. Three years of essentially steady state funding, while both enrollment and costs continued to rise, have forced institutions to cut back on programs and services to the state (p. 10).

This gap between needs and resources of the state system of higher education is evidenced in Figure 1. The gap is further examined by adjusting needs requested and actual allocations in terms of current and constant dollars. This is demonstrated in Table II.

Other external variables were considered in assessing the impact of declining constant dollars upon financing higher education within Oklahoma. It was estimated by the OSRHE (1985) that some 4,000 more students would enroll in the state system in 1985-86 than enrolled in 1982-83, which was the last year institutions received an increase in state-appropriated funds. Oklahoma's enrollment in institutions of higher education for Fall, 1984, indicated a slight reduction (down 3.5%), although some institutions continued to grow. In general, Oklahoma's college enrollment continued to increase modestly during the 1980's. The OSRHE (1985) also indicated a shift in enrollment toward the upper division and graduate levels, where programs are more specialized and classes are smaller and more costly than at the lower division, general education level.

Changes were also reported in programs in which students were enrolling. Enrollment tended to be shifting toward expensive technical programs which required additional resources (Figure 2).

DOLLARS
IN MILLIONS



Source: Oklahoma State Regents for Higher Education, 1985-86 Operating Budget Needs: Executive Summary (1985), p. 10.

Figure 1. Oklahoma State Regents' Requested Needs Compared With Total Allocations of State Funds for Oklahoma for Years 1981-82 Through 1985-86

TABLE II
 APPROPRIATIONS FOR HIGHER EDUCATION IN OKLAHOMA
 IN MILLIONS OF CURRENT AND CONSTANT DOLLARS
 FOR FISCAL YEARS 1982-86

	Needs Requested		Actual Allocations	
	Current Dollars ^a	Constant Dollars ^b	Current Dollars ^a	Constant Dollars ^b
FY 82	333.00	333.00	325.00	325.00
FY 83	409.00	384.76	382.00	359.36
FY 84	482.00	431.51	355.00	317.82
FY 85	495.00	424.16	361.00	309.34 ^c
FY 86	469.00			

^aSource of data: Oklahoma State Regents for Higher Education, 1985-86 Operating Budget Needs, (1985), p. 10.

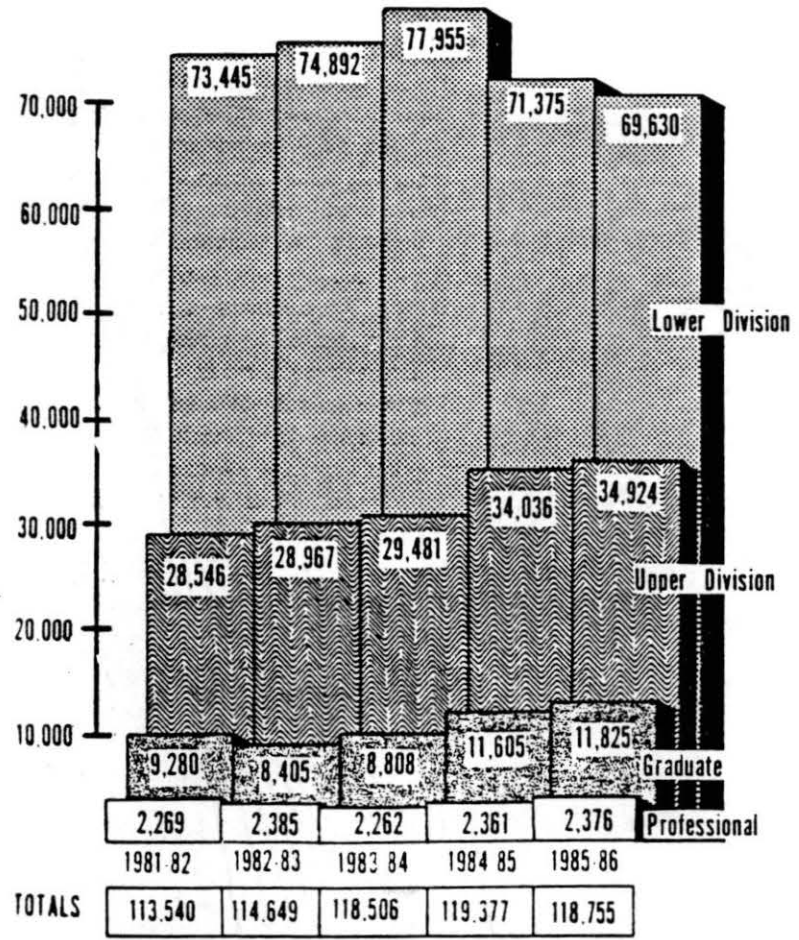
^bSource of data: Research Associates of Washington, Higher Education Prices and Price Indexes: Update (1984), p. 1. FY 1982 was used as a base adjusted to 1971 dollars (see Appendix A).

^cEstimated Higher Education Price Indexes.

According to the OSRHE (1985):

Enrollment at the upper division and graduate levels is growing in Oklahoma public higher education while lower division enrollments are declining somewhat. Costs at the upper division and graduate levels are generally higher than at the lower division level because of the more specialized course content, smaller class size and technical equipment not generally found at the freshman and sophomore level (p. 4).

Oklahoma's colleges and universities were forced to increase the numbers of students per faculty members to assist in retrenchment



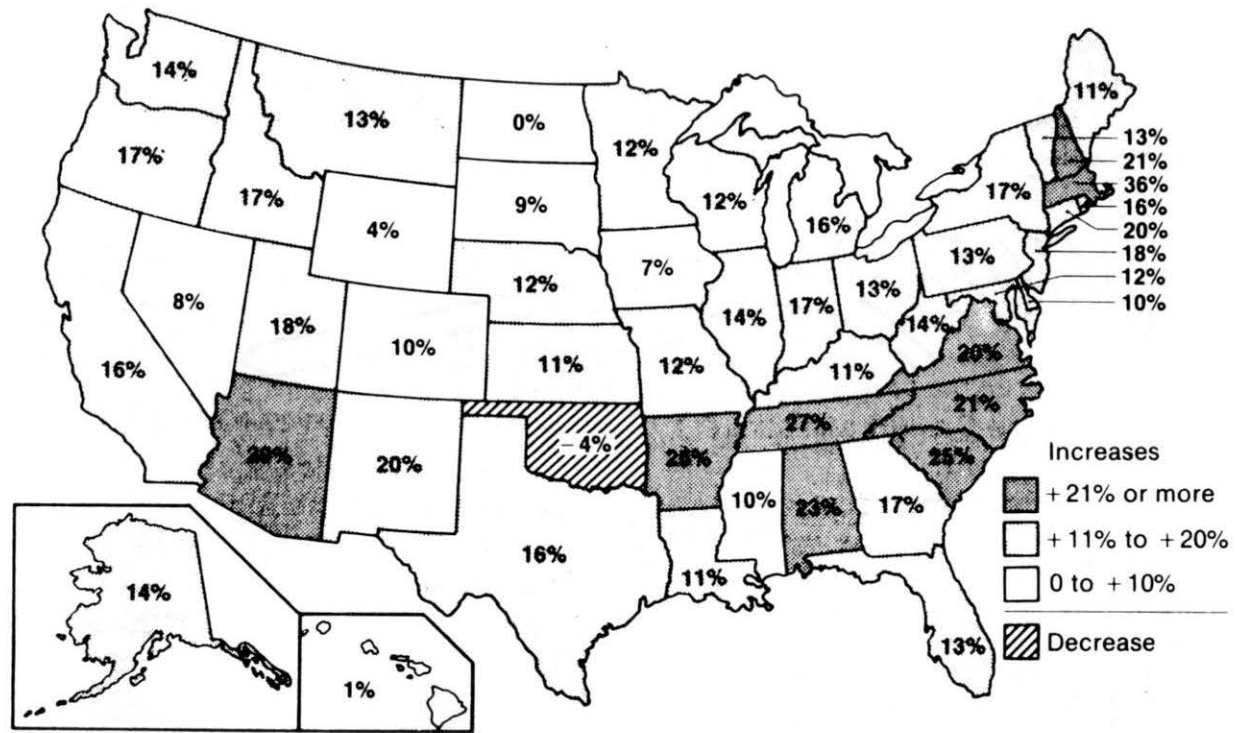
Source: Oklahoma State Regents for Higher Education, 1985-86 Operating Budget Needs: Executive Summary (1985), p. 4.

Figure 2. Projected FTE by Division of Study, 1981-82 to 1985-86

efforts. It was also significant to observe the position of Oklahoma in determining how state support had changed in two years. Figure 3 indicates that Oklahoma was the only state to post a decrease in state support from 1983-84 to 1984-85.

Oklahoma's public higher education has undergone retrenchment. The effects of this process will be felt for years to come. While current literature was replete with topics relating to retrenchment, such as policy formation, responses during, planning, effects upon programs and faculty, enrollment, alternatives, leadership during, and challenges, the literature related specifically to the positive outcomes of retrenchment was inconclusive. A study determining the responses, effects, and positive outcomes of retrenchment, as reported by presidents, academic officers, and business officers of eight selected public higher education institutions in Oklahoma was considered to be of value in recording the results of the retrenchment processes.

For this research, the presidents, academic officers, and business officers were selected because they represented the primary areas of concern within the administrative structure of institutions of higher education most likely to be able to determine positive outcomes as related to retrenchment. The president serves as the chief executive officer and is vested with the authority to implement board and institutional policy. The academic officer serves as the official vested with the authority and responsibility for organizational development of the institution's academic program. The business officer serves as the official vested with the responsibility for financial planning, reporting, and management of the institution.



Source: Oklahoma State Regents for Higher Education, 1985-86 Operating Budget Needs: Executive Summary (1985), p. 6.

Figure 3. How State Support Has Changed in Two Years

Purpose of the Study

The purpose of the study was to determine the responses, effects, and positive outcomes of retrenchment during fiscal years 1982-83 and 1983-84 at selected Oklahoma public institutions of higher education as reported by the presidents, academic officers, and business officers. This study also sought to determine the similarities and dissimilarities of current retrenchment efforts compared to retrenchment procedures of fiscal years 1982-83 and 1983-84, and to determine potential positive outcomes from the present retrenchment experiences.

The participants for this study were presidents, academic officers, and business officers at eight Oklahoma public institutions. These eight institutions were selected from the 26 Oklahoma public higher education institutions.

Institutions were selected from each of the following state of Oklahoma system classifications: universities, senior colleges, and two-year colleges. This classification was provided by the OSRHE (1985). The perceived responses, effects, and positive outcomes of retrenchment were established in recorded individual interviews with presidents, academic officers, and business officers of each selected institution.

Basic Assumptions

The investigator made the following assumptions:

1. Institutional responses were made to the decline in state funding.
2. Institutions were effected by retrenchment efforts.

3. Positive outcomes of retrenchment existed.

4. Similarities and dissimilarities could be identified between retrenchment efforts of FY 1982-83 and FY 1983-84, and those of current times.

5. Views of presidents, academic officers, and business officers appropriately represented the views of the institution.

Delimitations of the Study

The investigator did not attempt to survey presidents, academic officers, and business officers at all institutions of higher education, but only at eight Oklahoma institutions of public higher education. The eight institutions selected for this study were selected from the following state regent categories: universities, senior colleges, and two-year colleges. Since only two universities exist in the university grouping, both were included in the sample. Two of the ten senior colleges were included and 4 of the 14 two-year colleges were included. Stratified sample selection within the senior college and two-year college categories were made based on 1983-84 Full-Time Equivalent (FTE) student funding levels (Appendixes B and C). This method was used to insure representativeness of the population of Oklahoma's higher education institutions.

Research Questions

The investigator sought to find answers to the following research questions:

1. What were the institutional responses to retrenchment during fiscal years 1982-83 and 1983-84 as identified by presidents, academic

officers, and business officers at eight selected public higher education institutions in Oklahoma?

2. What were the effects of retrenchment within institutions during fiscal years 1982-83 and 1983-84 as delineated by presidents, academic officers, and business officers at eight selected public education institutions in Oklahoma?

3. What were the positive outcomes of retrenchment during fiscal years 1982-83 and 1983-84 as perceived by presidents, academic officers, and business officers at eight selected public higher education institutions in Oklahoma?

4. How are the current retrenchment efforts similar/dissimilar to those of fiscal years 1982-83 and 1983-84 as delineated by presidents, academic officers, and business officers at eight selected public institutions in Oklahoma?

5. What positive outcomes can be anticipated to come from the present retrenchment experiences as delineated by presidents, academic officers, and business officers at eight selected public institutions in Oklahoma?

Definition of Terms

For the purpose of this study, the following definitions were used:

Retrenchment - The process of responding to the decline of financial support and reacting to external and/or internal factors affecting an institution of higher education.

Planning - The act of identifying, specifying, and selecting alternative goals, objectives, and courses of action for accomplishing the mission of the institution (Cherry, 1978).

Vitality - The capacity for survival or for the continuation of a meaningful or purposeful existence (Kirschling, 1978).

Outcomes - The results.

Manage - The process of controlling or guiding (Newman, 1980).

Bureaucracy - The rigid adherence to administrative routine.

Esprit de Corps - The sense of shared purpose and high morale among faculty and administrators; a feeling of genuine community (Anderson, 1983).

FTE. - Full-time equivalent, referring to a unit for counting students and funding institutions.

Current Dollars - A value of the dollar at the present time.

Constant Dollars - A value of the dollar as compared to base year 1971.

Section Thirteen and New College Funds - Revenues generated by section thirteen lands and received by a number of higher education institutions through a monthly distribution.

Dissertation Format

Chapter I contains a background of the study, the statement of the problem, purpose of the study, basic assumptions, delimitations of the study, research questions, definition of terms, and the format of the remainder of the dissertation. Chapter II contains a review of the literature related to the study. The review of the literature is organized into five sections: (1) an historical perspective of

retrenchment, (2) factors contributing to retrenchment, (3) responses to retrenchment, (4) leadership during retrenchment, and (5) positive outcomes of retrenchment. Chapter III contains a description of the population, sample, design of the study, research questions, procedure, and report of the data. Chapter IV contains the presentation and synthesis of the data. Chapter V presents the findings of the study, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Faced with serious inflation, declining student enrollments, shifting demands for undergraduate fields, reduced graduate demand for Ph.D. programs, and a loss of federally sponsored research programs, many of America's colleges and universities today confront financial problems more serious than anyone had ever imagined (Carter, 1980, p. 1).

The problem of retrenchment has affected almost every American college and university (Bowen, 1983). A quarter of a century of unparalleled growth in American higher education has come to an end. The future for higher education is described to hold, at best, stability, and at worst, significant retrenchment and school closing (Hellweg and Churchman, 1981; Ream, 1981). In consideration of the current recession, high unemployment, declining enrollment, decreasing or static federal support, and reductions in state revenues, Hendrickson and Lee (1983) anticipated that further reductions in programs, faculty, and staff may be necessary. Keller (1983) indicated that experts predict between 10% and 30% of America's 3,100 colleges and universities will close their doors or will merge with other institutions by 1995.

Institutional pressures from both inside and outside are affecting higher education. The rising costs of education and the

perception that the cost of obtaining a degree may not be worth the investment, have disenchanted the public sector (Nwagbaraocha, 1979). Educators are troubled because their hopes for rising quality of education and for widening access for students are being thwarted (Bowen, 1983).

The financial problems of higher education, however, are not unique to the 1980's. Cheit (1971) reported that as early as 1970, only 29% of the 41 institutions questioned in the study were not facing financial problems. Cheit completed a follow-up study of the same institutions two years later. The results of that study revealed that the institutions were still impacted (Cheit, 1973).

The literature on retrenchment indicated that it is a complex issue. Powers (1982) stressed that few universities have policies in effect for adequately coping with budget reductions and program shrinkage or termination. This is due in part to the retention of structures and staffing patterns which were developed in the 1950's to react to growth and increasing budgets.

The future well-being of the United States is considered to be tied inextricably to the health of its higher education institutions. Thus, it is imperative that the nation have top quality colleges and universities (Stauffer, 1983). American higher education institutions must successfully respond to the challenges of retrenchment.

The review of literature related to retrenchment will be organized into five sections, as follows:

1. An historical perspective
2. Factors contributing to retrenchment
3. Responding to retrenchment

4. Leadership during retrenchment
5. Positive outcomes of retrenchment

An Historical Perspective

Hard times are producing nothing less than a complete change in the character of our institutions of higher learning. Every aspect of their work is being affected. Their faculty, their students, their teaching, and their research are experiencing such alteration that we who knew them in the good old days shall shortly be unable to recognize them. Many of these changes are for the better. Others may wreck the whole system (Hutchins, 1933, p. 714).

So wrote Robert Maynard Hutchins in an issue of the Yale Review in 1933. This excerpt served to remind educators that indeed there was an historical perspective to the subject of retrenchment. Without a date and author's name, the article could be of current times.

The considerations included within this portion of the literature review are focused on the depression years of 1929-39. Orr (1978) reported a perspective of these depression years in his doctoral dissertation. He indicated that, although the stock market collapsed in the closing months of 1929, a delayed reaction took place. Education was impacted at a later date. Just before the depression, American higher education had completed a decade of unprecedented growth. Educators assumed that the 1930's would bring more of the same growth.

The seriousness of the depression began to be perceived in 1932-33 by all within higher education. Adjustments were considered to be needed by some. Others welcomed the depression as "a corrective to the excesses of the decade of the twenties" (Orr, 1978, p. 30). Reported views of the depression expressed within the literature of higher education included such titles or phrases as: "A University

Profits by the Depression,'" "'steps taken to consolidate departments in order to promote more efficiency and economy,'" "'end of an era of expansion and the beginning of a helpful period of contraction,'" "'energy could be expended not upon the introduction of more or larger facilities, but upon the improvement of existing facilities'" (Orr, 1978, pp. 30-31).

Responses to retrenchment during the depression were varied. College missions were examined as well as the curriculum and extracurricular activities. Retrenchment was reported to have replaced the concept of reform as the economy weakened.

In 1919-30, resident college enrollment had totaled 1,100,737 persons; in 1931-32, there were 1,154,117 enrolled; by the fall of 1933, however, enrollments dropped 8.6 percent, to a total of 1,055,360. It was the first year in more than a decade in which enrollments each fall had not surpassed the previous year's totals (Orr, 1978, p. 41).

Higher education reacted to retrenchment in varied ways during the depression years. In 1932, the Association of American Colleges (AAC) surveyed 159 institutions in 38 states to determine what the institutions were doing to balance their budgets. Sixteen models emerged and were reported by Orr (1978). Also included in the report in parentheses were the numbers of colleges using the method, as follows:

1. Reduction in the cost of maintaining and operating building and grounds (113)
2. Elimination of miscellaneous expense not concerned with instruction (110)
3. Beginning no new construction except where funds are provided (92)
4. Increasing faculty load by not making appointments to vacancies (81)

5. Reducing travel expenditures (80)
6. Reducing clerical help and office expense (78)
7. Rearranging courses in order to enlarge classes or giving courses on alternate years (68)
8. Postponing purchase of library books (61)
9. Reducing expenditures of publicity bureaus and university presses (57)
10. Eliminating or reducing all appropriations for publications (42)
11. Postponing or denying all leave with pay (37)
12. Omitting renewal of annual appointments (29)
13. Reducing extension and correspondence work (19)
14. Reducing expenditures for research (19)
15. Eliminating or reducing extra pay for summer session (16)
16. Substituting demonstration lectures for individual lab experiments in large courses (7) (Orr, 1978, p. 45)

Orr's (1978) study listed these major conclusions concerning retrenchment of higher education between the years of 1919-39, the "Depression Years":

1. The depression years did not seriously weaken most of the institutions of higher education in the United States
2. The depression decade revealed a general lack of contingency planning or thinking about the methods educational institutions should follow in lean years
3. The amount of state and federal influence on higher education was greatly increased during the great depression
4. The depression decade encouraged the development of new relationships between national political leaders and faculty members

5. Most faculty members were able to survive the depression years without making major sacrifices
6. The turbulent years of the depression decade generated no sustained and pervasive threat to the academic freedom of faculty members
7. The primary psychological impact of the depression era on faculty members emerged in their strong demand for job security
8. The depression decade enabled the faculty professional organization, the American Association of University Professors, to expand and consolidate its voice on behalf of the interests of all faculty members
9. The depression decade forced retrenchment and discouraged somewhat experiments in educational innovation
10. The depression decade gave much greater recognition and respect to the contribution of faculty members as scholars and educators (Orr, 1978, pp. 375-376)

Orr's conclusions should be considered in regard to current higher education retrenchment policies and outcomes.

Factors Contributing to Retrenchment

According to Mingle and Associates (1981, p. 48), "In few institutions is decline caused by a single, clearly identifiable factor." Internal and external factors combine to effect the educational environment. Included within this discussion on factors contributing to retrenchment are the following topics: (1) Enrollment, (2) Funding: Introduction, (3) Funding Sources, and (4) Funding Oklahoma Public Higher Education Institutions.

Enrollment

The annual double-digit increases in enrollment which were

common in the 1960's decreased to 2 to 4% of the annual growth in the 1970's, with much of this growth composed of older students. The 1980's were characterized by a significant decline in the college-age population. By 1990, the 18 to 21-year-old population was predicted to return to its 1970 level, which was "just above 14 million" (Centra, 1980, p. 18). The decrease between 1980 and 1990 was estimated to slightly exceed 15%. By 1995, this same population was expected to drop to approximately 13 million, representing nearly a 25% decline from the 1979 peak (Centra, 1980; Breneman, 1983).

When studying potential enrollment numbers, additional variables were considered, such as the percentage of enrollment of varying age groups, race, sex, full-time, part-time programs available, and level of academic work (Centra, 1980; Bowen, 1983). Enrollment trends also varied within regions and states. Migration patterns of students between states were considered, as well as policy changes.

Enrollment trends were also predicted to vary between public and private institutions, as well as among levels and types of institutions. The financial condition, size, location, and reputation of institutions are also reported to influence enrollment numbers (Centra, 1980; Zammuto, 1983).

Centra (1980) suggested that additional enrollments among adults and minorities could help alleviate projected enrollment declines in the 1980's. Enrollment in remedial programs, concurrent programs for 12th grade students, and enrollment of transfer students were predicted to help improve enrollment numbers.

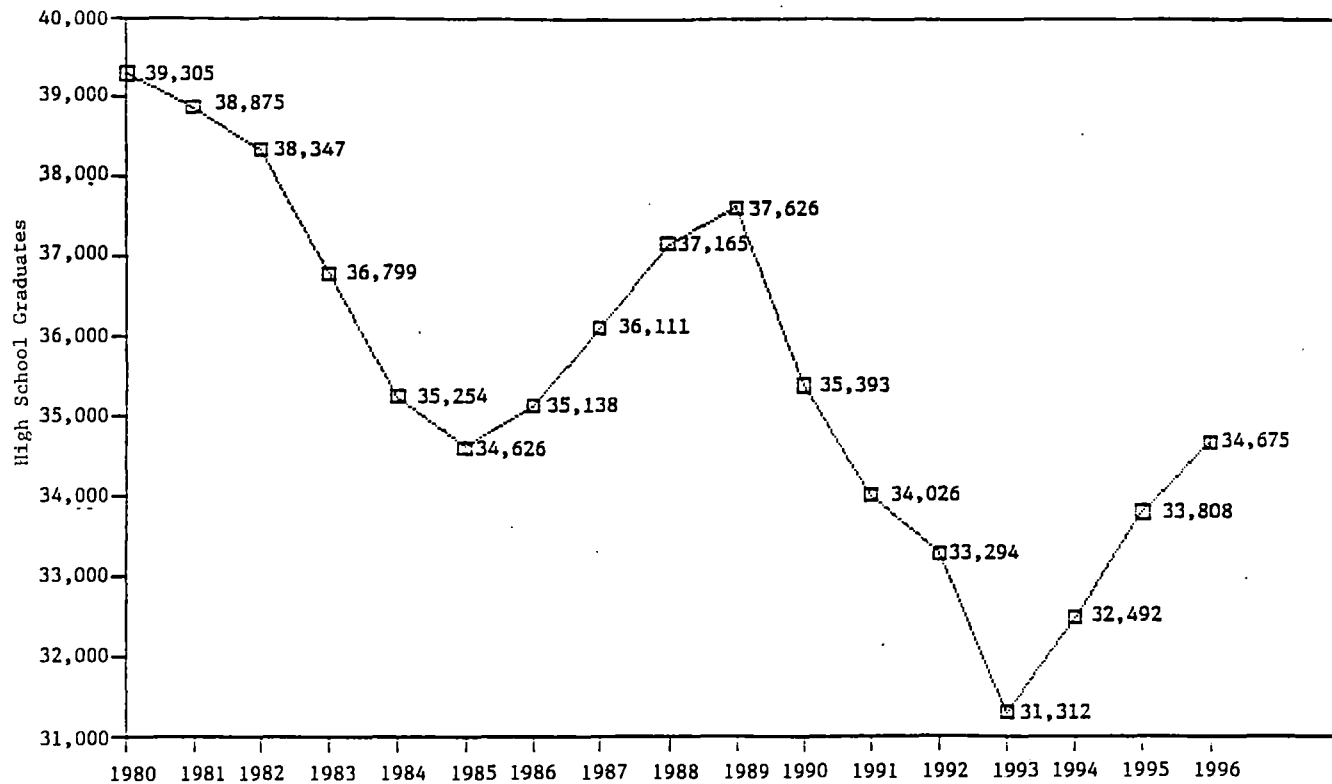
The predicted enrollment declines were anticipated primarily due to a declining traditional college-age population. Such was reportedly

true for the number of high school graduates of public schools in Oklahoma (Figure 4). It was also speculated that there was a lower rate of attendance because of a weakened job market for college graduates. Rusk, Leslie, and Brinkman (1982) indicated that economic reversals were accompanied by enrollment upturns. Leslie (1980), however, cautioned that the variation in enrollment trends must be considered. Even economic and political variables affected enrollment numbers (Adrian, Gardiner, and Nazari-Robati, 1983).

Enrollment variations and differences were evaluated to determine the suitability of different retrenchment strategies for specific institutions. Ginsburg (1983) indicated that the environment must be understood and action taken to significantly impact higher education in the next decade. Enrollment declines were determined to cause significant problems for an institution when administrators could not cut expenditures as quickly as income fell (O'Neill and Barnett, 1981). Declining enrollment contributed to the need for retrenchment procedures.

Funding: Introduction

Research of the history of the United States revealed evidence that American higher education fortunes were effected by significant events: the Great Depression of the 1930's; three major wars; the Cold War; the space race, which began with the Soviet launching of Sputnik; demographic variances; and inflation. These events combined to produce periods of unprecedented development in growth of higher education as well as periods of stagnation and decline (Bowen, 1980). Funding levels for higher education varied accordingly.



Source: Oklahoma State University, Student Profile, 1985b, p. 87.

Figure 4. High School Graduates of Public Schools in Oklahoma Based on Current Public School Enrollment (1980-81 Through 1984-85 Actual, With Projections to 1996-97)

Concentrating on the history of the past decade, it can be summarized that the 1960's provided a period of unprecedented growth for American higher education. Enrollments doubled and campuses expanded, often due to generous response from state legislators' desires to meet public demand for higher education. Public funding for research also soared, in partial response to the Soviet space challenge "Sputnik."

Declining trends in enrollment, coupled with a weakening economy, caused great concern for administrators. The expansion of the 1960's created fixed costs and inflexibility that made response to the changed environment inadequate at best. Campbell (1982) emphasized that financial stresses resulted from legacies from the period of growth, the spiraling costs of inflation, and the costs associated with government-mandated social programs and government regulation.

Additional factors compounding the problems of the 1970's included the end of draft deferment for men enrolled in higher education and the war in Southeast Asia. No longer were males enrolled in college to avoid military service, and the record inflation in the 1970's created serious funding problems. These factors, combined with periods of declining stock markets and a severe recession, created problems for students and institutions alike (Carter, 1980).

Economic conditions impacted significantly the funds available for institutions of higher education. During times of economic well-being the state funded increased budgets for institutions enabling those schools to increase programs and broaden research and services. During economic downturns, the state government was faced with spreading fewer dollars over all state-supported institutions, while at the

same time requiring the institutions to "do the same or more with less" fiscal support.

The economy also affected the development wing of institutions. When business as a whole showed large profits, donations increased. The opposite applied during times of economic decline.

Enrollment upturns were evidenced as earnings decreased. Rusk, Leslie, and Brinkman (1982) discussed the hypothesis that economic conditions have impact on post-secondary enrollments, which was explained through the human capital theory. The authors postulated that individuals are more likely to invest in education and training when their present situation can be improved through more training/education. This theory indicated that as job opportunities increased and as salaries grew correspondingly, enrollments turned downward.

Since funding models for higher education tended to be enrollment driven, enrollment in institutions of higher education were reported to have a direct impact upon funding of those institutions. Directly, the numbers enrolled affected the dollars of tuition and fees that were paid to that institution. Indirectly, enrollment numbers affected the dollars that were appropriated to that institution based on full-time enrollment numbers.

Many factors were reported to have affected enrollment numbers. A few of these included: changes in tuition and fees (Adrian, Gardiner, and Nazari-Robati, 1983), changes in birth rates (Baldrige, Kemerer, and Green, 1982), as well as changes in the economy (Rusk, Leslie, and Brinkman, 1982).

The political climate evident both locally and nationally were also reported to have affected the funding of higher education

institutions. Taxpayers were highly resistant to tax increases and in some places resistant to continuing existing tax rates (for example, the passage of Proposition 13 in California). Harclerod (1979) indicated that since higher education was one of the primary consumers of tax monies in almost every state, the effects of tax decline were traumatic.

Glenny (1979) discussed the role of governors and constituents in times of economic stress. They were described as increasing power over institutions in trying to solve state budgetary problems.

Glenny (1979) described legislators as also getting into the political arena when considering chances of being re-elected. "Doing what's best for the institution of higher education" might not win votes when election time comes. With the general population somewhat indifferent to the oversupply of graduates, the high costs and the converging of incomes of graduates with the less educated, legislators were not inclined to increase taxes to meet the needs of higher education.

Naisbitt (1982) stated that the role of the federal government for the 1980's was to return the responsibility of higher education to the states. Less federal funding was suggested to have an impact on higher education institutions. Less research and grant monies were also suggested to affect the mission of the institutions.

Funding Sources

Great diversity was reported in funding sources available to institutions of higher education. Each funding source was a significant consideration as institutions considered the retrenchment process.

Sources of funding were described as either significantly affecting the retrenchment process or affected by the retrenchment process. A study by the National Commission on Financing Postsecondary Education indicated that state and regional differences in post-secondary education and its financing were so great that it would be impossible as well as undesirable to develop a national policy for financing postsecondary education. The commission presented the idea that the development of a rational set of policies for financing postsecondary education required an understanding of the interactions that occur between and among:

1. The demand for postsecondary education services by students and society
2. The supply of postsecondary education services by institutions
3. The financial support of postsecondary education by federal, state and local governments, students and their families and other concerned organizations and individuals (Education Commission of the States, 1974, p. 8)

The seriousness of the higher education dilemma as it related to the future funding of institutions was evidenced by the numbers of institutions which have declared bankruptcy. Between the years of 1960 and 1981, 240 higher education institutions closed their doors permanently (U.S. Department of Education, 1983).

An understanding of statistical relationships was essential in the development of a financial plan for an institution. According to the U.S. Department of Education (1983), sources of funding were varied:

Institutions of higher education depend for their financial support on a combination of public and private sources. The mix of monies is largely dependent on the control of the institution and, to a lesser extent, on the level of the institution. Public institutions

derive their funding primarily from governmental sources, while private institutions depend much more heavily on student sources (p. 76).

It was the responsibility of administrators to ensure that the institution of concern was obtaining the most dollars possible, as well as budgeting and spending such funds in a cost effective way to provide the "consumers" of the campus, the students, with a quality education. Administrators of higher education institutions were to remain informed concerning funding sources as they worked to apply the realities of the market place to successful fiscal support of higher education. Funding sources to be considered included: tuition, student fees, gifts and grants, local taxation, state appropriations, endowments, and the auxiliary enterprise.

Tuition in higher education is described as the money that was paid as partial payment of the cost of instructional services when enrolled at a college or university. Tuition rates reportedly vary among institutions. Some institutions charged a flat rate sum per semester, term, or quarter, while other institutions established a charge per credit hour enrolled. Other variables affecting tuition charges included the level at which the student was enrolled (undergraduate, graduate, or professional), the number of hours the student was enrolled in (part-time or full-time), where the course was to be taught (on campus, off campus), and the legal residency of the student (in-state, out-of-state, out-of-country). Tuition rates were determined, in most instances, by legislative coordinating boards, state legislatures, or institutional governing boards (Cunningham, 1980).

Tuition rates were reported to have more than doubled at public institutions and almost doubled at private institutions between

September of 1961 and September of 1974. Tuition rates reportedly rose more rapidly than did personal disposable income during this same period and also more rapidly than inflation rates. Such a rapid increase caused great concern for college and government officials alike. Pressured to provide education for the masses no matter from what economic strata, and at the same time balance the college budget, officials have coped with a critical issue (Corson, 1975).

Student fees were described as general or specific charges made to the student in an institution of higher learning (student activity fees, student services facilities fees, student directory fees, laboratory fees, registration fees). Student fees were defined as charges which helped support building usage for facilities such as the student union, recreational facilities, or student hospital, or which helped support campus student organizations. Fees were often assessed in the form of deposits for entrance to a college or university or in the form of housing deposits to live in college/university housing facilities. Fees were assessed in a variety of ways. Some institutions assessed fees based on the number of hours enrolled (per rata hour); others assessed based solely upon per person enrollment (Cunningham, 1980).

According to Leslie (1980), income from tuition and fees grew sharply in recent years, as public college tuitions rose by 145% and nonpublic tuitions rose by 133% between the fall of 1964 and 1976. Leslie attributed these increases to the desire to maintain a constant income growth while other income sources grew somewhat more slowly.

Gifts referred to voluntary and absolute conveyances of financial assistance given a college by or through a donor. Gifts were

considered to be general or unrestricted if the donor failed to specify any purpose for which it be used. A "restricted" gift carried a stipulation that it "should be" used for a particular purpose (Cunningham, 1980).

Grants were described as a type of gift awarded to colleges and universities for financial assistance. Grants usually came from foundations, private donors, agencies, the federal government, or business and industry, and were usually restricted in their use (Cunningham, 1980).

Cunningham (1980) defined taxes as the compulsory payment imposed upon citizens by the government which were used to distribute the cost of governmental services among members of society. The process was designed to distribute the cost of services equitably. Historically, taxes were a vital source of financing education.

The term "state appropriation" referred to an aggregate amount of money designated for allotment to a specified recipient by an official action for specific utilization (Cunningham, 1980). The concept of state-assisted institutions was not new. According to Cunningham, "the concept of state support for institutions of higher education could be vividly seen through the support received by South Carolina College and the University of Virginia in 1819" (p. 90). Such financing was also evident on October 28, 1636, as the Massachusetts Bay Colony passed the legislative act that founded Harvard College. The court appropriated 400 pounds to build the college (Harclerod, 1979).

The future of increasing state appropriations to higher education institutions was viewed as questionable. The "climate" for raising taxes to fund such increases was not good. This was evidenced by the

Jarvis-Gann initiative (Proposition 13) passed in California (Leslie, 1980).

Endowments in higher education financing referred to gifts or bequests of tangible properties given to a college/university of which only the interest or income derived from the investment could be used by the institution for current expenditures. The principal is nonexpendable and is invested to provide earnings for the institutional use. The two types of endowment funds, restricted and unrestricted, provided opportunities for donors to be as specific or general as desired in giving. Restricted endowments often provided for specific scholarship funds, provided for an "endowed" chair or other faculty, or provided for buildings or equipment. Unrestricted endowments provided for expenditures at the discretion of the institution. The amount of endowment funds held varied from institution to institution. Colleges and universities are reported to constantly seek to add to endowments (Cunningham, 1980).

Leslie (1980) forecasted that future trends for this income source are directly related to the future of the economy, and that the economic recession of recent years seemed to have affected voluntary giving. Leslie also indicated that tax laws were another major factor affecting voluntary giving.

Auxiliary enterprises were described as any noneducational services provided to students by an institution for money-making purposes. While in the past the auxiliary enterprise unit was designed to operate for a fee on a "break even" basis, the auxiliary enterprise unit was reported on most college and university campuses now operating to make a profit.

The role of the auxiliary enterprise unit was to provide services to students in order to make college life as convenient as possible. Examples of services operated as auxiliary enterprises included: food service, housing, student union, book store, sports center and activities, post office, vending machines, barber and beauty shops, student hospital, duplicating machines, print services, and laundries. Auxiliary enterprises also included activities such as movies, concerts, banquets, plays, or dances as ways to provide services and as ways to raise funds for the institution (Cunningham, 1980).

In 1980-81, information published by the U.S. Department of Education (1983) revealed the following:

- State governments contributed the largest share of governmental funds at public institutions
- The federal government provided most of the governmental funds at private institutions
- State funding was usually through appropriations
- Federal funding was often through contracts and grants
- State revenues comprised 44% of all funding for public four-year institutions, 50% for public two-year institutions and 2% for all private institutions
- An increase from 1970-71 was evident in the states' share of funding
- Federal revenues make up 1/5 of the support for private 4-year institutions, slightly higher than for public 4-year institutions and much higher than for public and private 2-year institutions
- Local support was a significant source only for public 2-year institutions
- Student revenues, mainly tuition and fees, comprised less than 25% of the total revenues of public institutions, about 50% of those of private 4-year institutions, and 75% of revenues for private 2-year institutions

--Funding from institutional sources, including endowment income, was relatively significant only for 4-year institutions

--State and local revenues combined to equal about 50% of all monies received by public institutions, with some variations by state (pp. 76, 108)

As the leadership of America's institutions of higher education coped with the uncertainties of the economy and the impact of "New Federalism" policies upon current sources of income, it was important to focus on the seemingly stabilizing or declining federal role which resulted in political battles for resources at the state level, and an increased dependence on students and their families to fund higher education to a greater degree (Andringa, 1983). Tuition, student fees, gifts and grants, taxation, state appropriations, endowments, and auxiliary enterprises were significant sources of funding higher education institutions which were to be considered in this literature.

Funding Oklahoma Public Higher Education

Institutions

Since state and regional differences in financing and budgeting methods were so diverse and complex, the systematic funding process in place within Oklahoma public higher education was worthy of consideration. While this model may not be readily adaptable for use in all state systems, it was a method that might be considered by other states in seeking to develop more systematic approaches to funding institutions within higher education. Other models differed in several aspects from the Oklahoma model.

According to the OSRHE (1985), the Oklahoma State System of Higher Education was made up of 26 colleges and universities plus nine other

constituent agencies whose functions were related to public higher education. Article XIII-A of the Oklahoma Constitution provided for the Oklahoma state system of higher education, as well as provided that the OSRHE served as the coordinating board through which leadership was vested for those institutions and agencies (Oklahoma State Regents for Higher Education, 1980).

Section 2 of article XIII-A provided the following as responsibilities of the coordinating board:

1. It shall prescribe standards of higher education applicable to each institution;
2. It shall determine the functions and courses of study at each of the institutions to conform to the standards prescribed;
3. It shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions;
4. It shall recommend to the State Legislature the budget allocations for each institution; and
5. It shall have the power to recommend to the legislature proposed fees for all of such institutions and any such fees shall be effective only within the limits prescribed by the Legislature (Oklahoma State Regents for Higher Education, 1980, p. 5).

The constitution also provided that the state regents should allocate funds to each institution based upon individual needs and functions from lump sum appropriations made by the state legislature. This amendment of the Constitution of Oklahoma (XIII-A) dramatically reduced the need for institutions to lobby individually for appropriations from the legislature (Frye, 1981).

The following steps illustrate the process involved in the funding procedure for public higher education institutions in Oklahoma.

The budget process began in the fall for the ensuing year and took the majority of the year.

Step 1--The institution prepared its budget. Each institution determined the cost of operating educational programs at the institution, the number of students projected to enroll, and the expense of research and public service.

The sum of the costs for instruction, research, and public service becomes the total educational and general budget of an institution. From this total the amount of estimated revolving fund income (student tuition and fees) for the budget year is subtracted, and the difference is the amount of state-appropriated funds required to fund the institution's budget (Oklahoma State Regents for Higher Education, 1983, p. 13).

The state regents utilized "Educational Program Budgeting" as their method to compute funding levels for institutions (Coyle and Hobbs, 1983).

Step 2--The institution submitted its proposed budget to the OSRHE. After time to review, each institution appeared before the staff and representatives of the state regents and explained budgets and discussed unique needs and future plans for specific institutions. The president of the institution and chief business officers represented the institution before the OSRHE.

The state regents, following all of the institutional budget hearings, reviewed and analyzed each institutions' budget and made changes which were deemed necessary. The regents then formulated one budget which reflected budgetary requests for all higher education institutions and agencies.

Step 3--The OSRHE presented their budget to the governor and legislature. The state regents defended their budget request to the

legislature and had many meetings with the governor and legislative leaders. After much debate, the legislators agreed on appropriations, although the figure was usually less than requested by the state regents.

Step 4--The legislature appropriated, in a lump sum, funds to the OSRHE. The regents re-evaluated appropriations received in order to distribute appropriations to the institutions and agencies proportionately.

Step 5--The OSRHE allocated funds from the legislature to the institution. The state regents distributed funds to the institution on a quarter system. Funds were not encumbered until the allotments were approved.

Step 6--The OSRHE approved allotments. This step provided for the approval of spending funds allocated. It gave authority to spend cash and allotments. The director of state finance monitored both cash and allotments. A unique situation existed in Oklahoma. Through constitutional amendment (the budget-balancing amendment), the state was prohibited from spending more revenues than were available.

Capital improvement funds were appropriated separately from other budgetary funds. These funds were primarily used for capital outlay projects such as construction, purchase of new buildings or purchase of equipment, and were allocated and allotted as were other funds. These funds were nonfiscal (Oklahoma State Regents for Higher Education, 1973).

Sources of funding as well as methods of allocating state-appropriated funds were considered, as each directly impacted the fiscal "well-being" of higher education institutions. Economic

conditions, enrollment, and enrollment patterns, as well as the political climate, combined to have significant impacts upon the level of funding which were available to specific institutions.

Responding to Retrenchment

To survive retrenchment an institution must be sensitive to signals which warn of impending distress. Glenny and Bowen (1981) presented 30 indicators, both within and outside the institution's control that, properly viewed, tended to alert an institution to an impending need for change in policies or activities. These included:

INDICATORS THAT THE INSTITUTION CANNOT CONTROL

1. Shifts in the Ethnic Mix of the Institution's Service Area
2. Shifts in the Socioeconomic Mix of the Institution's Service Area
3. Federal Subsidies
4. Changes in Labor Demand in the College Service Area
5. Live Births and Demand for Teachers
6. Source of Students by Geographical Area
7. Changing Student Profiles
8. Student Flow from High Schools
9. Average Student Loads
10. Uncertainty in Obtaining the Next Budget

INDICATORS THAT THE INSTITUTION CAN CONTROL

11. Physical Environment of the Campus
12. Proportion of Total Budget Composed of Soft Money
13. Decrease in Transfer Students at Two-Year Colleges

14. Lower Admissions Standards
15. Hiring from Within
16. Increasing Units Costs
17. Increasing or Decreasing Percentages of Part-Time Faculty
18. Percentage of Faculty Teaching Outside Primary Specialization
19. Regular Faculty Assigned to Unusual Teaching Hours
20. Decreasing Rates of Funding for Additional Students
21. Encouragement of Unselective Early Retirement
22. Proportion of Faculty with Overloads or Underloads
23. Period Between Closing of Applications and Registration
24. Drop in Application Rates for Admission
25. Increasing or Decreasing Dropout Rates
26. Overload of Career Counselors
27. Placement of Graduates
28. Reduction in Supply, Equipment, and Travel Budgets
29. Faculty Salaries Increasing Disproportionate to Total Budget
30. Increased Fees for Support of Selected Services (Glenny and Bowen, 1981, pp. 34-35)

The impact of each indicator varied among states and institutions. The literature suggested that institutional leaders must be alerted to the implications of each indicator upon individual institutions in order to assess the impact of retrenchment.

The literature indicated that institutions prefer to resist decline, but after implementation of specific measures planned to thwart decline, in most institutions the implemented measures will not yield

desired results and institutions give way to adapting to decline (Mingle and Norris, 1981).

Cameron (1983) revealed that the characteristics of the environment surrounding colleges and universities created a new set of responses. Conditions, however, did not dictate what response was necessary, only that a response was necessary. The situation was complicated due to the lack of administrative experience in responding to decline.

Responding to retrenchment as related to planning, mission, curriculum, faculty and staff, buildings and the physical plant will be reviewed within the text of this review of related literature.

Planning

As our society has become more complex, more interdependent, and more technological, it is understandable that as a culture we would increasingly attempt to control our destinies. Thus, over the past two decades there has been a growing emphasis on planning and how organizations might better adapt to the future (Heydinger, 1980, p. 1).

According to Mingle and Norris (1981, pp. 56-57), "The most common way of dealing with decline remains a reactionary one. Contraction takes place only when revenue shortfall creates a crisis. . . ." However, Mingle and Norris further indicated that the most successful responses to decline were those that anticipated changes, where decline was taking place in a planned and rational manner, and where institutions were reordering priorities and carrying out an orderly contraction. Naisbitt (1982) reminded us that "people whose lives are affected by a decision must be part of the process of arriving at that decision" (p. 159). The literature revealed that the retrenchment

process should involve participatory decision making with persons from all levels within the institution assisting in the process.

Cooke (1979) discussed the centrality of the planning issue recognizing the need for a formal and conscious planning orientation. He described planning as "a process by which an institution attempts to anticipate the impact of future events upon its ongoing processes and activities" (p. 90). Cooke indicated that planning should eliminate the surprises associated with such "predictables" as the enrollment crunch and periods of "no-growth." Planning should have been pursued as an organized and concerted effort that encompassed every aspect of an institution. Proper decision making involved adequate planning (Joiner, 1981). Norris and Mims (1984) suggested that usage of a decision-support system will assist in the planning and decision-making process.

Baldrige (1981) suggested that it will be of benefit to spend planning time developing a flexibility and a response capacity to meet the future rather than spending long hours developing a "grand master plan." This flexibility would allow the institution to respond to whatever is confronted in the future.

Ginsburg (1983) indicated that with understanding, courage, determination, cooperation, and planning on the part of administrators, financial exigency can be avoided. It is noted, however, that even though it may be difficult, there was a need for the various groups and publics associated with an institution to understand the forecasts made by the administration. Planning was described as is perhaps the most significant event taking place in the retrenchment process (Stewart and Harvey, 1975).

Flaig (1979) discussed planning as "a systematic consideration of goals and objectives, identification of programs, calculation and allocation of resources, identification of priorities and alternatives, and program evaluation" (pp. 20-21). To be effective, planning should have provided a number of options as issues were faced. Planning should have led to the establishment of operational objectives, determined which programs should be kept, initiated, or dropped, and what changes should have been made in the way the university conducted business. The need for planning was also evident in assuring that goals and objectives were clarified and were consistent with the mission and objectives of the institution. Howe (1980) reported the existence of formal retrenchment policies within classifications of institutions. This study revealed that 54% of 531 public institutions had a policy covering "reduction in staff" retrenchment, and 38% of 463 private institutions had a "reduction in force" retrenchment policy. This study indicated that planning had been completed for establishing the retrenchment process within many institutions.

A sound data base was determined as essential in any planning function. Accurate and timely information on all institution activities was important, even in normal times, to identify weaknesses or problems. Data obtainable from most management information systems included: general salary figures, student-faculty ratios, costs for different operations, income and enrollment patterns, financial aid data, nonacademic costs, and five-through-ten-year projections based on past events. Such a system provided for ease in contingency planning (Cherry, 1978). McLeod (1980) stated that there were specific considerations which should be avoided during the planning process.

These included: deficit spending, annual bail-out, faculty projection, ignoring inflation, questionable personnel practices, ill-considered grants, unnecessary capital outlay, deferred maintenance, poor intelligence, unfunded activity, rewarding incompetence, and failure to plan. According to McLeod, good planning and responsible management will "pay off."

Peterson (1984) viewed the planning perspective differently. His suggested planning process involved: redefinition of mission, rethinking administrative leadership and organizational models, reintegration of organizational processes, revitalizing members, reparations, recuperation and repatriation, and recommitment. These seven R's of planning are predicted to assist in the retrenchment process.

Planning and anticipating changes in an institution and its environment had important roles to play in successfully meeting and resolving the challenges of retrenchment, which involved creative resource management (Ivey and Mack, 1982).

Staman (1979) noted that the goals set within most institutional planning systems included:

1. A well-defined method of allocating resources
2. A well-known system of priorities set within the institution
3. A well-known system of dealing with a declining budget
4. A sense of cohesiveness and direction within the various facets of the organization (p. 67)

Mission Evaluation

Peters and Waterman (1982) indicated that organizations which

branch out, but which stick very "close to their knitting," outperform the others. This was an important consideration as the institution's mission was examined. The response to retrenchment included a process to evaluate and/or determine new goals and/or missions of the university in light of a changing environment which typically included declining enrollments and fiscal support. Christ-Janer (1980) indicated that the mission of an educational institution during retrenchment must be viewed in terms of societal needs and individual needs and the aspirations of both, and have long-term and short-term goals. This was termed perhaps the most difficult step in planning, as it not only "establishes the direction along which the university should proceed, but also provides the means for identifying priorities, alternatives, and targets" (Flaig, 1979, p. 21). According to Deutsch (1983, p. 41), "Financial exigencies need not traumatize colleges and universities if administrators carefully reassess missions and programs and evaluate all alternatives before beginning long-range planning."

Yarrington (1981) related mission and financing, reflecting that "the availability of finances will determine mission, at least for the next few years" (p. 20). It was deemed important in initial planning to re-assess the viability of the institution's mission. Institutional quality and effectiveness were suggested to be measured through the accomplishment of the mission (Millard, 1980). The mission statement was able to guide planning priorities. Burke (1981) indicated that as retrenchment takes place, an institution's mission must shift to encompass what the faculty could do best, given the available resources

and needs of students and regions. Stewart (1975) agreed on the importance of determining mission.

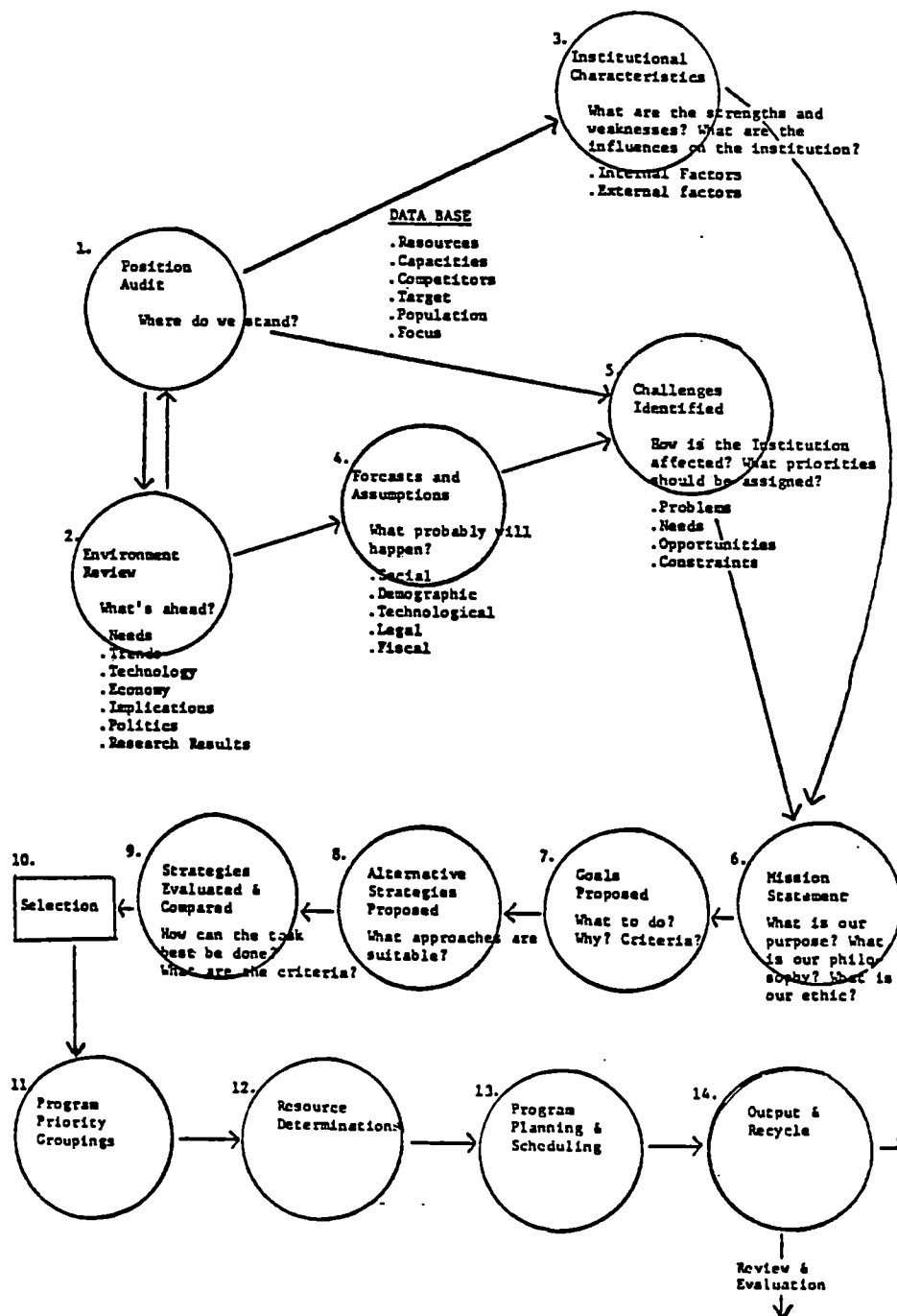
Curriculum Considerations

A viable response to retrenchment also included as necessary an assessment of the curriculum to determine what programs and/or classes were essential to the accomplishment of the mission. Once this step was complete, those programs and/or classes which impair the quality of the institution or which do not contribute to the total mission of the institution are eliminated. Priorities for continued funding were given to those programs/classes essential to accomplishment of mission. This assured that viability and quality were considered upmost within conditions of retrenchment and fiscal restraints (Millard, 1980).

According to Gillis (1982, p. 34), "The determination of program priorities, deciding which efforts best serve an institution and its constituencies, is an intriguing exercise." Gillis suggested that some form of a program priority-setting exercise was necessary and proposed the exercise similar to the schematic shown in Figure 5. This recommended a 14-step process which yields program priorities. A similar activity was recommended for those institutions contemplating program change or maintenance.

Gillis (1982) recommended the following seven categories for program grouping:

1. The programs to be continued at the current level of activity insofar as resource allocation, enrollments, and number of faculty and staff



Source: A. L. Gillis, "Program Choice/Resource Compaction," Planning for Higher Education (1982).

Figure 5. Program Priority Exercise

2. Existing programs to be continued, but at a reduced level of activity and resources
3. Existing programs to be continued, but at an increased level of activity and resources
4. Programs now in existence to be singled out for further development as areas of excellence
5. Programs now in existence which are to be phased out
6. New programs to be developed
7. Programs to be provided by or coordinated with other institutions in substitution for existing programs (p. 36)

Following the placing of programs into appropriate categories, there was the need to have insured that priority decisions were reflected in the resource allocation process. University administrators had the role of searching for cost efficient methods of meeting institutional program responsibilities while maintaining maximum program effectiveness (Gunnell, 1979). Gunnell suggested that it was essential to determine fiscal and personnel requirements necessary for achieving minimum and maximum levels of program effectiveness. The goal of this activity was to identify the programs which operate with minimum acceptable resource and personnel requirements and maximum effectiveness. This enables administrators, if necessary, to make decisions to reallocate resources in a way that allowed each program to continue at least at the minimally acceptable levels. Dougherty (1981) recommended that there was clear advantage in eliminating a few programs rather than starving all the programs within a higher education institution. It was also indicated that the following factors should be considered within a program evaluation: (1) academic quality of the program, (2) changing environment in which higher education

must operate, and (3) changing priorities of the institution or state. Powers (1982) suggested that several factors must be considered when program termination becomes an issue. These included: centrality to mission, program quality, cost, potential redistribution of resources, and timeliness.

Faculty and Staff Determinations

The response to retrenchment includes an assessment of the faculty and staffing needs of the institution. This response was perhaps the hardest to complete of those listed. Until this point, people and their jobs were not affected in adjusting to the retrenchment process. Only adjustments in mission and curriculum were evaluated. The institution must both protect itself against litigation and at the same time retain faculty and staff vitality.

Faculty who were laid off could institute lawsuits on three major grounds. These included: (1) freedom of speech of first amendment concerns, (2) deprivation of constitutional right of due process of the fourteenth amendment rights, and (3) contractual obligations evident in the written document signed by the faculty member and the institution. Tenure was a particularly controversial point involved in litigation surrounding category number three (Hample, 1982). It was necessary that due process steps and retrenchment procedures be compiled and be part of the faculty handbook and institutional policy. It was also necessary to be able to prove to the courts, on the part of the institution, that "real" financial exigency existed which required retrenchment.

Another consideration in planning faculty and staff retrenchment focused on the potential disruption of efforts concerning the mission of the institution. Grotz (1982) suggested that persons involved in the implementation of the retrenchment strategies should be involved in the formulation of the strategies. Through this process, hopefully, a unified plan would be implemented which would assist in maintaining institutional cohesiveness and continuation of the mission.

Howe (1980) revealed that institutions which selected faculty for retrenchment did so for one of the following reasons: (1) financial considerations, (2) changes in the academic program, and (3) both financial considerations and changes in the academic program. Faculty members who were terminated were released based on the following considerations: (1) program of instruction, (2) length of service, and (3) tenure.

Glenny (1982) stated that substantial revenues can only be obtained by reducing salaries or by firing faculty and staff, or both. Program and across-the-board cuts were two options available within the retrenchment process. This was consistent with the findings reported by Cherry (1978).

Bruss and Kutina (1981) addressed another consideration concerning faculty and staff--that of vitality during retrenchment: "Maintenance or renewal of faculty vitality under conditions of static or shrinking financial support were one of the most challenging problems facing higher education over the next decade" (p. 19).

Breslin (1983) offered concrete suggestions for fostering faculty vitality. Among these were: the tuition remission program which permitted faculty members to take courses at neighboring institutions

with tuition being waived, and the faculty exchange program which provided for faculty members teaching at neighboring institutions without loss of tenure or seniority at home. These two enrichment programs could provide opportunity for faculty which could help encourage vitality and prevent stagnation.

Franklin (1982) indicated hope that retrenchment could be accomplished without alienating the university faculty and staff from its administration during the retrenchment process. This was of particular importance in implementing needed retrenchment procedures.

Building and Physical Plant Assessments

Another consideration in the retrenchment process was an assessment of building and the physical plant. In accordance with declining enrollments, buildings such as dormitories and classrooms could remain empty, and in the event that budgets decline, physical plant maintenance may be deferred. It was likely that the capital investment made in the physical plant could provide a source of financial strain on educational institutions. Vladeck (1978) indicated that institutions have over-invested in additions made to their physical plants. Administrators were challenged to find uses for buildings that remained empty or that failed to be utilized at maximum capacity. Vladeck also contended that administrators should think long and hard before adding buildings and should consider whether or not to commit to long-term expenditures facilities that may not be needed in the future. He recommended that administrators consider the cost to taxpayers of paying for lighting, heating, and cleaning of buildings that were never needed in the first place. Ardent care needed to be taken to

adequately maintain unused portions of the physical plant, especially during periods of retrenchment.

Creative Resource Management

Administrators of institutions faced with retrenchment, in addition to searching for new sources of revenues, looked to the other side of the "balance sheet" to search for better utilization of current resources through improved management and cost effectiveness. Included within this portion of the literature was a discussion of creative resource management techniques.

Institutional survival during retrenchment is determined, according to Brantley, Miller, and McAlpine (1979), to be dependent upon four interrelated conditions. These included:

1. a clear-cut institutional mission,
2. recruitment of existing and different markets of students to be served, and
3. adequate self knowledge, all acted upon by
4. competent, dynamic leadership (p. 12).

Examples from this study were reported. The City University of New York was described as having gone through the retrenchment process. After carving \$87 million from its budget of \$560 million, the university was ordered to cut an additional \$55 million. Responses included such items as "a month-long moratorium on staff pay; consolidating two or three campuses; increasing faculty workload; and tightening admission requirements by shutting out some older students" (Brantley, Miller, and McAlpine, 1979, p. 13). The institution was eventually closed and then reopened. State aid was provided, earlier decisions

to close or merge campuses were revoked, a new 15-member board of education was established, tuition charges begun, and student-aid money was made available. The institution survived as a result of the early implementation of resource management practices which were implemented as a part of the retrenchment endeavor.

Aquinas College also survived. After a projected budget deficit of \$400,000, several changes were implemented. The mission was enlarged after an intense self study. New ideas were implemented, such as: (1) an external degree program, (2) an evening programming to specifically accommodate working adults, (3) a program to allow registered nurses to earn a baccalaureate degree in non-nursing fields, (4) a guidance program for high school sophomores and juniors, (5) Saturday enrichment classes for young students, (6) workshops for local police, (7) a flexible summer school for resident students, (8) a campus health club, and (9) a program which targeted awarding ex-students a degree. The results of creative management of resources in this study provided the opportunity for the college to survive.

Leslie (1980) discussed a study that he conducted which argued that during difficult times, collegiate institutions act quite similarly to business entrepreneurs by seeking innovations that which will allow them to maintain their positions in the marketplace. Leslie contended that higher education is and will continue to seek growth, or at least stability, in five ways: (1) introduction of a new goods or a new grade of goods already in use; (2) introduction of a new method of production; (3) opening of new markets; (4) employment of new sources of supply as a production factor; and (5) reorganization

of an industry, several industries, or part of an industry. These techniques focus on the "supply side" of higher education.

Glenny and Bowen (1981) suggested creative ways an institution could resist decline. These included the implementation of such ideas as: additional off-campus offerings, evening programs, flexible admissions deadlines, and new forms of admissions. Also considered relevant were techniques to increase retention and reduce attrition, improve student life and campus climate, and improve standards to attract bright students. Shankshaft and Gardner (1983) indicated that higher education must find ways to expand the existing market and seek ways to enter new markets.

O'Neill and Barnett (1981) suggested creative ways to increase enrollment numbers. These included such ideas as: recruiting adult students into evening and weekend programs, introducing more career-oriented degree programs into curriculum, and recruiting "marginal" students. Although each of these ideas was accompanied by a direct cost, each should be considered.

Ginsburg (1983) and Mayhew (1979) contributed many ideas to the literature concerning creative funding sources. Both references should be consulted, as retrenchment becomes a reality demanding response.

Centra (1980) also reported creative ways to avoid retrenchment. Included within the discussion was: possible new clientele (adults, women, and minorities), 12th grade programs, and transfer students, as well as the increase of student aid. Implementation of these creative survival techniques can certainly help in coping with retrenchment.

Keller (1983) indicated that the institution must keep in step with the changing environment. It could do so through the development of an active academic strategy which was competitive and recognized that higher education was subject to economic market conditions and increasingly strong competition. Milson, O'Rourke, Richardson, and Rose (1983) indicated that medium and long-term strategies as well as short-term tactics could assist in institutional adjustment to resource reduction.

Chaffee (1984) observed the differences between successful and unsuccessful institutions in the area of retrenchment. She indicated that two models of strategic management exist--the "adaptive" model and the "interpretive" model. Findings indicated that less resilient colleges were more likely to have pursued a purely adaptive model. The more resilient were more likely to have pursued a combination of adaptive and interpretive strategies which implemented creative resource management.

Surviving the 1980's can be a crisis or a challenge. For administrators who are able to be creative in managing resources, the 1980's will provide challenges, while those less resourceful administrators may well find times ahead to be crisis-oriented. Strategic planning which brings the institution closer to fulfilling its long-range goals will provide the impetus to creative management of resources (Frances, 1982).

Conclusions

Retrenchment is--to risk understatement--an unsettling issue for higher education. It also resists generalization. Tolstoy said, in Anna Karenina, that 'happy

families are all alike; every unhappy family is unhappy in its own way.' Financial cutbacks and enrollment declines have exposed differences in higher education that were masked by growth--differences between administrators and faculty, between systems and campuses, between public and private colleges, between state officials and institutional leaders (Mingle and Associates, 1981, p. 335).

Financial retrenchment caused budget reductions in many programs and services within institutions. Angel and Karathanos (1979) reported the results of Proposition 13 as it impacted California's community colleges. Programs which suffered the most were: community services, travel, capital outlay, supplies, maintenance and operations, overtime pay of classified personnel, administrative personnel, printing, summer school, athletics, library, and elimination of classes by increasing the minimum class.

Volkwein (1984) indicated that constructive responses to this new situation were difficult. "Across-the-board cuts, freezes on hiring and travel, expenditure ceilings, thinning of budget formulas, and other forms of cost control have become widespread" (Volkwein, 1984, p. 389).

A planned approach to retrenchment provided for public support and lessened the impact upon individuals and groups effected. It also provided for the best chance of preserving the quality and integrity of higher education. In addition, it protected students and faculty caught in the retrenchment process. A planned approach to decision making during retrenchment required a level of consensus on basic educational goals and priorities (Mingle and Associates, 1981). Rose and Hample (1981) suggested the establishment of a retrenchment process. This nine-task process included: (1) development of a data base, (2) definition of circumstances necessary for retrenchment, (3)

development of policies regarding participation, (4) examination of alternatives to retrenchment, (5) development of policies regarding program discontinuance, (6) review of role and mission statements, (7) review of legal standards and procedures, (8) assessment of political considerations, and (9) distribution of policies and solicitation of comments. This step-by-step procedure provided a rational plan for the initial review process. These suggestions detailed a course of action which, if implemented, would assist in successfully meeting the problems anticipated for colleges and universities during the retrenchment processes.

The Carnegie Council on Policy Studies in Higher Education (1980) suggested the following nine-point checklist of imperatives for colleges and universities to follow to successfully meet the problems of the next two decades. This checklist included:

1. Analyze all factors likely to affect future enrollments
2. Insist in institutionwide or systemwide planning
3. Encourage strong leadership by chief executive officer
4. Intensify recruitment efforts and reduce attrition
5. Give high priority to maintenance of quality
6. Encourage innovation and flexibility
7. Strive for most effective use of resources
8. Seek support from private sources of funds
9. Concentrate on proposals to federal and state governments that will result in better programs at no increase in the real levels of federal and state expenditures; that acknowledge the likelihood of some reductions but not proportionately to reduced enrollments (Carnegie Council on Policy Studies in Higher Education, 1980, pp. 130-131)

Warren (1978) reviewed additional steps which are to assure institutional viability during retrenchment. The steps identified included:

1. Institutional appraisal
2. Planning process
3. Market analysis
4. Financial analysis and projection
5. Program planning and redesign
6. Career services to personnel
7. Alternative plant utilization (Warren, 1978, p. 14)

These suggestions detailed a course of action which, if implemented, would assist in successfully meeting the problems anticipated for colleges and universities during the retrenchment process.

Responding to retrenchment included, but was not limited to, planning, mission evaluation, curriculum considerations, faculty and staff determinations, building and physical plant assessment, and creative resource management.

Leadership During Retrenchment

Leadership within higher education institutions, although important in all situations at all times, was identified as especially important during the retrenchment process. Leadership must have successfully maintained coordination between the activities and functions in the professional world and the training offered through the curricula of the institution. Leadership must have brought out the best in people (Kamm, 1982). The period of retrenchment provided the opportunity to reflect upon the importance of the college and evaluate the

past, present, and future (Oastler, 1975). The long-term effects of resource decline must be considered and strategies identified to promote renewal and prevent stagnation (Peterson, 1984).

Newman (1980) reflected on the role of academic leadership during "tough" times. His analysis of the subject revealed that institutions need to be managed; that is, "to control or guide, to do one's bidding, to be able to continue to thrive" (p. 14). He further indicated that decisive action and flexibility describe effective leadership roles. Newman also mentioned that the board's role is crucial to the preservation of institutional autonomy during the difficult era.

Patrick and Caruthers (1980) reported that results of priority areas were interpreted as reflecting the current retrenchment environment. Priorities reported included:

1. Communicating institutional strengths to internal and external groups
2. Integration program--review results in program planning and budget processes
3. Resource allocation and reallocation
4. Faculty vitality and renewal
5. Implementation of institutional goals and objectives through the planning and budgeting process
6. Forecasting institutional revenue needs more accurately (Patrick and Caruthers, 1980, p. 195)

Norris and Mims (1984) indicated the centralization of management activities around strategic planning, management control, and operational control. Their contention was that management often only gets involved in the strategic planning area, when in reality, management should become involved in all three areas in order to be the most effective.

Peterson (1984) intimated that it might well be time to rethink leadership styles which might be the most effective for the 1980's. In reflection, Peterson described leaders of the 1950's as institution builders, the early 1960's as participatory leaders, the late 1960's as political negotiators, the 1970's as rational or technocratic managers, and as tough minded managers in recent times. Visionary leadership and strategic management were deemed important in today's era. This categorization reflected the variation of leadership styles needed at different times.

Peterson (1984) also indicated that management styles should be considered. Management is predicted to become more acceptable in times of retrenchment. Academic leaders "who identify difficult problems, see that important issues are addressed, hear differing views, press for action and then see that changes are implemented, can do their jobs with confidence, not reluctance" (Peterson, 1984, p. 44). A good manager can keep periods of uncertainty and conflict to a tolerable level and may absorb much of the controversy that difficult decisions entail.

The tendency to centralize decision making during resource decline is common. During "better" times such processes would not be readily acceptable.

Franklin (1982) expressed the view that retrenchment can be accomplished without alienating the university community from its administration. Leadership characteristics that were evidenced at Duke University as related to successful retrenchment included:

1. The presence of a high degree of homogeneity in background and values

2. The agreement within central administration and faculty of what kind of institution Duke University was and should be

3. The key administrators were all relatively new to their positions and agreed in a general way on what would improve Duke University and supported the Chancellor's recommendations

4. The Chancellor's ability to convince the faculty that retrenchment would benefit the institution

Glenny (1982) stated that the leadership of the governor, legislature, coordinating agency, and system boards must also be considered during times of leadership. Leadership was described as a key ingredient in the bond which holds an institution's fiber together during retrenchment, as opposed to splitting the seams of the institution at every stress point.

The presidential leadership role, in times of crisis, was that of "insulating" and of sparing faculty and students from serious disturbances so that the work of classrooms can continue without undue interference or interruption (Kamm, 1982).

Positive Outcomes of Retrenchment

Limited literature has been written concerning the positive outcomes of the retrenchment process; however, such research has the potential of assisting in the task of "sifting" through all happenings surrounding retrenchment to answer the following questions:

1. What were the good things that came from all the pain and suffering associated with retrenchment?

2. What were the positive outcomes of the retrenchment process?

Hechinger (1980) suggested that retrenchment can "make less become better" (p. 39). He contended that as the new era of limited resources has been accepted as a reality, a new sense of pioneering may exist. It was the spirit of comradeship, of oneness and of teamwork, that could effectively bind an institution together and make all concerned determined to overcome the crisis presented.

Weathersby (1982) reflected that scarce resources can be a golden opportunity for higher education. He stated that the increasing scarcity of resources experienced by most American higher education can provide some favorable opportunities for improvement in the quality, effectiveness, and efficiency of our enterprise. Weathersby looked at retrenchment as a legal opportunity to "clean house" and to:

assert a unified, coherent state strategy for instruction, financial aid, research, and public service-- independent of federal policy; eliminate outmoded facilities and obsolete equipment and develop cooperative and imaginative arrangements for sharing specialized facilities or equipment; reconsider the instructional process, and re-evaluate the role of faculty by planning whether or how faculty who leave will be replaced; and balance regulation and market forces to enable a better functioning economic market for higher education (p. 12).

Ivey and Mack (1982) also agreed that retrenchment can have a positive effect on higher education institutions. They stated that "Retrenchment can provide an effective means of resource management that will benefit rather than adversely affect an institution if the process is carefully planned and even-handedly administered" (p. 32).

Skolnik (1982) proposed that higher education can do a better job, in spite of decreased funding, through greater cost-consciousness, adopting better management and budgeting methods, and by better utilization of existing human and physical resources. The search for

improved quality in a time of declining resources within the existing paradigm of what higher education is, will indeed lead to identification of additional positive outcomes.

Deutsch (1983) believed that financial exigencies need not traumatize colleges and universities if administrators carefully reassess missions and programs and evaluate all alternatives before beginning long-range planning. He considered that retrenchment could be viewed as either a crisis or a challenge. Vladeck (1978) admitted that the crisis of retrenchment began to bring forth some constructive responses. Smith (1982) also contended that it was possible to improve educational quality while financial strength is eroding. He stated that there is "no direct, proven, correlation between the amount of money spend on education and its quality" (p. 73). Frances (1982) indicated that the productivity of the educational system has improved as quality of educational output has increased; quality of the academic program has maintained, while real resources expended on educational inputs have declined.

Positive outcomes can be observed within the retrenchment process. It can be said that "There is indeed something redemptive about hard times" (Kamm, 1984, n.p.).

CHAPTER III

METHOD OF INVESTIGATION

Introduction

The purpose of the study was to determine the responses, effects, and positive outcomes of retrenchment during fiscal years 1982-83 and 1983-84 at selected Oklahoma public higher education institutions. This study also sought to determine the similarities and dissimilarities of current retrenchment efforts compared to retrenchment procedures of fiscal years 1982-83 and 1983-84, and to determine potential positive outcomes from the present retrenchment experiences as reported by presidents, academic officers, and business officers.

The data for the study were collected via personal interviews with presidents, academic officers, and business officers at eight Oklahoma public higher education institutions. Institutions were selected from each of the Oklahoma State Regent institutional classifications: two from the university classification (this included the entire population of public universities in the state of Oklahoma, Group I); 2 from the 10 institutions within the senior college classification (Group II); and 4 from the 14 institutions within the two-year college classification (Group III).

The remainder of this chapter describes the population, sample, design of interview instrument, research questions, and the report and treatment of the data after it was collected.

Population

The population for this study was composed of presidents, academic officers, and business officers of all public institutions of higher education in the state of Oklahoma as categorized by the OSRHE (1985). The total number for the population of institutions was 26.

Sample

A stratified random selection of eight institutions in the population was obtained from sub-stratum. Institutions were first stratified according to Oklahoma State Regent institutional classifications. This stratification yielded two institutions within the public university classification: 10 institutions within the senior college classification, and 14 institutions within the two-year college classification. The stratified population was then stratified into sub-stratum as ranked according to high and low FTE funding levels (Appendix C contains a charting of this division.)

Random sampling within substratum provided for each institution in the population to have an equal and independent chance of being chosen for the sample (Gay, 1981). One institution was randomly selected from each of the four sub-stratum. The sample of selected institutions were then evaluated by committee members to determine if the following criteria were met:

1. Were institutions from each of the institutional classifications represented in the selected sample?
2. Were four- and five-year institutions represented in Group II of the selected sample?

3. Were each geographic quadrants of the state represented in the selected sample?

4. Were there institutions in the selected sample which receive local funding support and no local funding support?

5. Were rural, urban, and suburban institutions represented in the selected sample?

6. Were there both commuter and resident campuses represented in the selected sample?

7. Were selected institutions truly representative of the population?

It was determined by committee members and a consultant from the Oklahoma State Regents Office that the selected sample lacked representation from criteria four and five. Two institutions were selected within Group III to insure that the identified criteria were met. One institution was selected from the low FTE funding level and one institution was selected from the high FTE funding level. Anonymity was insured in the reporting of the data gathered from institutions included in the sample.

Design

After carefully consulting various information sources concerning the choice of research methods by which data was to be collected, the researcher determined that the interview method of data collection was the most appropriate method for gathering the data needed for the study. According to Nisbet and Entwistle (1970), a research interview method provides for a sample to be interviewed in a form which permits the answers from each subject to be "put together to give an accurate

picture of the population from which the sample is drawn" (pp. 32-33). Interviews were described as able to more likely obtain true information from members of the sample in situations which are properly planned and conducted (Nisbet and Entwistle, 1970).

Because it was important that the interviews be standardized, an interview instrument was developed by the investigator with the assistance of her doctoral committee, Dr. Kenneth Bailey of "The Bailey Oklahoma Poll," and a panel of experts. The instrument also was designed in consideration of a review of literature on questionnaires (Berdie and Anderson, 1974). It was field-tested in an institutional setting. (Appendix D contains a copy of the interview instrument.)

Content validity for the study was established through the literature and a panel of experts. The members of the panel of experts were requested to critique a draft of the interview instrument in terms of how accurately they believed the items included contributed to answering the research questions.

Research Questions

The investigator sought to find an answer to the following research questions:

1. What were the institutional responses to retrenchment during fiscal years 1982-83 and 1983-84 as identified by presidents, academic officers, and business officers at eight selected public higher education institutions in Oklahoma?
2. What were the effects of retrenchment during fiscal years 1982-83 and 1983-84 within institutions as delineated by presidents,

academic officers, and business officers at eight selected public higher education institutions in Oklahoma?

3. What were the positive outcomes of retrenchment during fiscal years 1982-83 and 1983-84 as perceived by presidents, academic officers, and business officers at eight selected public higher education institutions in Oklahoma?

4. How are current retrenchment efforts similar/dissimilar to those of fiscal years 1982-83 and 1983-84 as delineated by presidents, academic officers, and business officers at eight selected public institutions in Oklahoma?

5. What positive outcomes can be anticipated to come from the present retrenchment experiences as delineated by presidents, academic officers, and business officers at eight selected public institutions in Oklahoma?

Procedure

After a stratified random sample of 26 institutions was obtained, the names and addresses of the presidents, academic officers, and business officers were obtained through appropriate lists and telephone conversations. Beginning in March, 1984, the seven institutional presidents and one presidential representative were reached by telephone by the chairman of the thesis advisory committee, who summarized the nature of the study and background of the researcher, and then asked each president/representative to participate and to allow the academic officer and business officer to participate in the study. The presidents were then telephoned by the researcher and their availability for the interview was determined and an appointment secured.

When possible, appointments were secured for interviews with the academic officer and business officer during the same telephone conversation. Telephone conversations were followed by a formal letter written to each participant (Appendix E). The letter confirmed the appointment, described the study, and provided an outline of the five questions which would be discussed in-depth in the study. The interviews took place at the institutions with the presidents, academic officers, and business officers between April 10, 1986 and May 7, 1986.

At the outset of the interview, the researcher explained the basis of the study and of the interview, and that anonymity would be afforded them; this was done in an effort to promote response veracity. The participants were told that their answers would be reported in the aggregate. A request was made, and agreed to, by each participant to allow the interview to be recorded on cassette tape, to assist the researcher in accurately transcribing the responses. The instrument was administered by the researcher, who recorded responses on tape recordings during the course of the interview.

Report of the Data

Narrative descriptions of the responses of the institutional participants are presented by institution and by research question. Anonymity was respected in the reporting of the data.

Summary

Data for this study were accumulated via personal interview conducted with presidents, academic officers, and business officers

at eight higher education institutions. A total of 22 persons participated in the interviews (one open position was found among the potential 24 positions and one interviewee was found to be not employed during fiscal year 1982-83).

The interview instrument was developed by the researcher with the assistance of the doctoral committee, Dr. Kenneth Bailey, and a panel of experts. It was field tested in an institutional setting. The instrument was deemed ready for use and was administered to the subjects.

CHAPTER IV

PRESENTATION AND SYNTHESIS OF THE DATA

Introduction

The purpose of the study was to determine the responses, effects, and positive outcomes of retrenchment during fiscal years 1982-83 and 1983-84 at selected Oklahoma public higher education institutions. This study also sought to determine the similarities and dissimilarities of current retrenchment efforts compared to retrenchment procedures of fiscal years 1982-83 and 1983-84, and to determine potential positive outcomes from the present retrenchment experiences as reported by presidents, academic officers, and business officers.

Included in this section of the study is the presentation of data and synthesis of the data. The 22 responses to the interview questions are reported in the section in the aggregate for each institution, case by case. The institutions are identified only by a letter of the alphabet, starting with the letter "A" through "H." Each of the eight studies is described in terms of the responses given to the interview questions and in the same numerical order as they appeared on the interview instrument, beginning with question number one. Also included in this presentation in parentheses were the numbers of persons at the institution responding in a similar manner.

Presentation of the Data

Case Study "A"

- I. How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84?
 - a. The institutional responses to retrenchment planning included:
 1. Completing an institutional analysis, cutting and streamlining the institution to meet administrative philosophy (2)
 2. Completing a financial analysis of the institution (3)
 3. Completing a program review process (3)
 4. Considering the institutional mission statement; analyzing its key concepts; getting "on track" (1)
 5. Evaluating all personnel (2)
 6. Writing reduction in force policies and carrying them forth (2)
 7. Evaluating merit of administrative positions (3)
 8. Establishing the structure and process, enabling participatory management to become part of the decision-making process (2)
 9. Working with faculty and staff to determine where "extra" dollars were (3)
 10. Reviewing utility expenses and determining ways to cut costs (3)
 11. Developing a preventative maintenance plan (1)
 - b. The institutional responses to retrenchment upon managing existing resources included:
 1. Performing necessary cuts in areas that enhanced and strengthened the institution (3)
 2. Making essential and required cuts which allowed changes to take place without criticism of a new administrator (2)

3. Eliminating programs and personnel, preserving as many full-time tenured people as possible (3)
 4. Cross-training personnel to perform a variety of tasks (1)
 5. Eliminating weak programs and moving resources to strong ones (2)
 6. Combining administrative staff positions (3)
 7. Having faculty each teach one evening course (1)
 8. Cutting all salaries by 6% for part of a year (2)
 9. Volunteering to not submit personal travel claims (2)
 10. Managing existing resources to purchase equipment (3)
 11. Beginning campus energy conservation (3)
 13. Eliminating all but "bare essential" maintenance (3)
 14. Purchasing own teaching supplies (3)
- c. The institutional responses to retrenchment upon attracting new resources included:
1. Designing a special credit term held during May for out-of-country students (2)
- II. What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84?
- a. The institutional effects of retrenchment upon curriculum included:
1. Establishing a program review process (3)
 2. Eliminating programs and sections of classes (3)
 3. Scheduling classes to maximize efficiency (2)
- b. The institutional effects of retrenchment upon faculty and staff included:
1. Eliminating some faculty, staff/administration (3)
 2. Combining some positions to maximize personnel (3)
 3. Electing to leave vacant positions unfilled (2)
 4. Utilizing part-time (2)

5. Cutting all salaries 6% for part of year (2)
6. Leaving unfilled positions vacant (2)
- c. The institutional effects of retrenchment upon headcount and credit hour generation included:
 1. Increasing F.T.E. and headcount generation (3)
- d. The institutional effects of retrenchment upon student services included:
 1. Changing institutional focus to a more student-centered approach (2)
- e. The institutional effects of retrenchment upon the buildings and physical plant included:
 1. Developing a preventative maintenance plan (1)
 2. Deferring maintenance as possible (3)
 3. Implementing cost saving measures (3)
 4. Closing buildings when possible (2)
 5. Cutting utility budgets significantly through reducing quantity of lighting per fixture and other cost saving measures (3)
 6. Cutting communication expenses (2)
- f. The institutional effects of retrenchment upon the library included:
 1. Soliciting private funds sufficient to enable the library to not be impacted by retrenchment (3)
- g. The institutional effects of retrenchment upon financial aids and grants included:
 1. Increasing efforts in applying for additional funds (2)
- h. The institutional effects of retrenchment upon research included:
 1. Increasing the research budget (1)
- i. The institutional effects of retrenchment upon marketing/recruiting included:
 1. Changing marketing emphasis to a more student-service orientation (3)

2. Consolidating program brochures into clusters and publishing fewer brochures (1)
 3. Involving total faculty and staff in recruiting (3)
 - j. The institutional effects of retrenchment upon student retention included:
 1. Increasing numbers of students that were retained (1)
 2. Requiring 10 hours of office hours from all faculty (2)
 3. Providing office space near division chair for all part-time faculty (1)
 - k. The institutional effects of retrenchment upon private funding levels included:
 1. Increasing private giving in the foundation for scholarship and library funds (3)
 - l. Other comments included:
 1. Cutting almost all travel (3)
 2. Purchasing school vehicles during this time (1)
 3. Choosing to not change significantly extension/public service efforts, although it has become more self-supporting (2)
- III. Were there positive outcomes of retrenchment at your institution?
- a. The institutional responses included:
 1. Changing the budgeting system to become more realistic (3)
 2. Changing the institutional focus to a more student-centered approach (2)
 3. Allowing institution to do some things that would not have been possible without retrenchment (2)
 4. Beginning to build financial reserves (2)
 5. Improving morale (3)
 6. Implementing faculty pay scale (1)
 7. Enabling private resources to be solicited to develop a larger scholarship fund (2)

8. Becoming fiscally responsible (3)
 9. Implementing faculty/staff participation in decision-making (3)
 10. Becoming more efficient and more effective (3)
 11. Increasing quality of institution (2)
 12. Reducing weaknesses of institution (programs and faculty/staff) (3)
 13. Becoming more productive (3)
 14. Utilizing resources in a most productive manner (3)
 15. Improving programs through the elimination of weak programs and rechanneling resources to support remaining programs (2)
 16. Establishing better planning procedures/policies (3)
 17. Maximizing resource utilization (3)
 18. Developing a preventative maintenance plan (2)
 19. Increasing student enrollment (2)
- IV. How are current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?
- a. The current institutional efforts considered similar included:
 1. Reducing travel, equipment, supply, and contractual services budgets (3)
 2. Reducing adjunct budgets through rearranging schedules and reducing the number of adjunct faculty (3)
 3. Continuing to evaluate program demands based on society needs and student enrollments (2)
 - b. The current institutional efforts considered dissimilar included:
 1. Utilizing reserve funds to offset shortfalls this time (3)
 2. Making serious cuts during FY 1982-83 and FY-1983-84 is enabling the institutions to "weather the current storm" without serious changes (3)

3. Increasing tuition and fees will assist in reducing the possible effects of retrenchment this time (2)
 4. Providing fewer options/choices for students through scheduling changes (2)
 5. Committing to protect full-time faculty and to not exceed the set number of classes/hours to be taught (2)
 6. Committing to protect full-time faculty salaries (2)
 7. Maintaining current programs (3)
 8. Protecting English composition courses from increasing numbers of students served per class (1)
 9. Making changes based on participatory governance (2)
 10. Drawing upon policies which have been established to aid in decision-making (1)
- V. In view of the extent of anticipated reductions in fiscal support, what good do you see coming from our present retrenchment experiences?
- a. Institutional responses included:
 1. Improving academic programs (2)
 2. Improving organization (3)
 3. Improving all levels of management (3)
 4. Improving purchasing, buying, bidding, handling of materials and procedures (2)
 5. Eliminating dead weight (1)
 6. Retiring of some individuals which needed to leave the institution (1)
 7. Developing/reestablishing college mission/philosophies based on dollars available (2)
 8. Eliminating that part of the educational system which is in need of elimination (1)
 9. Developing knowledge which allows the retrenchment process to be effected easier and with less fear (3)
 - b. Other comments included:
 1. Because retrenchment involved such massive changes in

prior times, and because a healthy reserve has been accumulated at this time, the effects of current retrenchment efforts are not predicted to significantly impact the institution in an adverse manner (3)

Case Study "B"

- I. How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84?
 - a. The institutional responses to retrenchment upon planning included:
 1. Responding to the governor's request to develop and submit a retrenchment plan through appointing a committee composed of all categories of employees (3)
 2. Adopting a retrenchment plan following hearings and board of regent acceptance (3)
 3. Submitting the retrenchment policy to the state (3)
 - b. The institutional responses to retrenchment upon managing existing resources included:
 1. Utilizing reserve funds (3)
 2. Cutting travel, supply, and equipment budgets to meet the fiscal needs of the changing budget (3)
 3. Installing energy-saving devices to effect cost savings in the utility budget (2)
 4. Requiring community service offerings to be self-supporting (2)
 - c. The institutional responses to retrenchment upon attracting new resources included:
 1. Intensifying foundation fund-raising efforts during this time (2)
 - d. Other comments included:
 1. Maintaining a conservative fiscal policy at this institution enabled the institution to not need to effect severe retrenchment policies (3)
 2. Maintaining level enrollments during this time enabled the institution to operate effectively without making

significant changes in the institution's mode of operation (3)

3. Holding regular faculty and staff meetings helped to preserve morale at the institution (3)

- II. What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84?
 - a. The institutional effects of retrenchment upon curriculum included:
 1. Reducing numbers of sections of courses (3)
 2. Continuing the policy of program review; however, no programs were discontinued during this time (3)
 3. Reducing the number of offerings at an outreach center (2)
 - b. The institutional effects of retrenchment upon faculty and staff included:
 1. Reducing the numbers of part-time/adjunct (3)
 2. Electing to leave unfilled positions vacant (3)
 3. Rallying the "troops" to provide a high "esprit de corps," increasing morale (3)
 - c. The institutional effects of retrenchment upon headcount and credit hour generation included:
 1. No effect was reported (3)
 - d. The institutional effects upon student services included:
 1. No significant effect was reported (3)
 - e. The institutional effects of retrenchment upon the buildings and physical plant included:
 1. Deferring maintenance to reduce expenditures (2)
 2. Declining number of persons employed within the maintenance division (2)
 3. Using an energy conservation plan to assist in energy conservation (2)
 - f. The institutional effects of retrenchment upon the library included:

1. Cutting the budget of the library to effect purchasing fewer books and supplies. These cuts were further justified because of an endowment from which the library benefits (3)
 - g. The institutional effects of retrenchment upon financial aids and grants included:
 1. No significant changes (3)
 - h. The institutional effects of retrenchment upon research included:
 1. No change reported (2)
 - i. The institutional effects of retrenchment upon marketing/recruiting included:
 1. Protecting this function of the college to continue efforts to attract students to the institution (3)
 - j. The institutional effects of retrenchment upon student retention included:
 1. No significant change (3)
 - k. The institutional effects of retrenchment upon private funding levels included:
 1. Increasing private fund raising somewhat (2)
 - l. Other comments included:
 1. Personnel were asked to assist in the conservation of funds spent on communication costs (3)
 2. The president of this institution described it as his responsibility to keep people informed to "keep the institution" together. He described those institutions which are hurt most by retrenchment are those who "cave in internally." He stated that the internal hazards of retrenchment are greater than external hazards. He felt that all faculty, staff, and administrators would suffer equally (1).
- III. Were there positive outcomes of retrenchment at your institution?
- a. The institutional responses included:
 1. Improving morale during this time. (NOTE: Morale is reported to be better during this time than the three years previously) (3)

2. Providing an impetus for refining/developing policy/procedures rather than letting personal opinion influence what will happen (2)
3. Increasing public knowledge of where money for education has been coming from within state incomes (1)
4. Becoming aware of other state funding models which are used to support state services (1)
5. Evolving teamwork which pulled the faculty and staff closer together, enabling them to make it through the hard times (3)
6. Earning respect for the president, his office, and the "job" that he did during this time (1)
7. Building confidence for the administration and their abilities to make appropriate decisions and build morale during this time (3)

IV. How are current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?

- a. The current institutional effects considered similar included:
 1. Drawing upon reserves again (3)
 2. Continuing to cut travel, equipment, supplies, and to defer maintenance
 3. Continuing to review programs and eliminating programs, if necessary (3)
 4. Reviewing/refining policies and procedures for retrenchment (2)
 5. Continuing to be concerned that the needs of the "local" community will go unmet at a time when the needs are the greatest (1)
 6. Utilizing staff and faculty and appropriate groups to have input in the decision-making process (3)
 7. Promising to utilize as much of existing reserves as needed to maintain current levels of operation (two years commitment) (2)
- b. The current institutional efforts considered dissimilar included:

1. Planning to retrench in the same ways, but will probably need to furlough faculty/staff to effect sufficient savings (1)
 2. Feeling that this time the retrenchment process will not be a short-term problem (2)
 3. Lacking the confidence that this problem will be resolved quickly (2)
 4. Affecting productivity more this time. More people are retiring and leaving this time (2)
 5. Replacing open positions with "less experienced, less expensive" faculty and staff (3)
 6. Lessening potential impact by state allowed "carry-over" funds, fee, and tuition increases (1)
- V. In view of the extent of anticipated reductions in fiscal support, what good do you see from our present retrenchment experiences?
- a. Institutional responses included:
 1. Feeling that we will again weather the storm together as a team (3)
 2. Having gone through this process before, we will be able to utilize the plan that worked before and to refine that process (3)
 - b. Other comments included:
 1. There is a belief at this institution that the past experiences will serve only as a preparation for those things to come. There is the feeling that we must "get smarter" and analyze the changing picture to make the necessary adjustments (1)
 2. It is not easy to see any good things--it is just frustrating (1)
 3. Higher education institutions are described as "organisms that breathe and have collective souls." An institution is said to be "composed of a mass of vital organs." "There is a hazard in reducing its vital appendages in that this can fatally wound the critical mass. Once you damage this critical mass, the organism will be fatally wounded" (1)

Case Study "C"

- I. How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84?
 - a. The institutional responses to retrenchment upon planning included:
 1. Planning conservative fiscal policies in effectively managing the resources of the institution (3)
 2. Evaluating components within the institution's budget more frequently (1)
 3. Encouraging the institutional planning process which was in place during "good times" to function in setting priorities for retrenchment (3)
 4. Planning lower percentages of total dollars for salary and wage commitments over the years allowed this institution to adjust with minimum negative effects (2)
 5. Evaluating programs and program options (3)
 6. Choosing to protect the instructional "side" of the institution (3)
 7. Practicing similar management strategies--good times and bad, including:
 - a. Spending money to make money
 - b. Spending money to save money
 - c. Reducing/redirecting activities to save money and/or to be more fiscally responsible (1)
 8. Assisting institutions to do some things which could not have been done (1)
 - b. The institutional responses to retrenchment upon managing existing resources included:
 1. Reallocating unencumbered funds to offset impact of retrenchment (3)
 2. Reducing travel, equipment, utility, material duplication, and supply budgets (3)
 3. Electing to not use all available fee waiver dollars (1)
 4. Declining to give raises (1)
 5. Cutting maintenance budgets as much as possible (3)

6. Implementing energy savings procedures (3)
 7. Soliciting recommendations from groups involved in participatory governing to determine what procedures are necessary in retrenching (3)
 8. Utilizing private funds raised for a special project (3)
 9. Utilizing reserve funds (3)
 10. Operating conservatively (3)
 11. Cutting as possible from the central funds and then asking the institution's department units to cut budgets to accommodate the remaining cuts (3)
 12. Handing out money for equipment/special projects in the spring of the year enabled the reallocation of some of such funds before they became encumbered (3)
 13. Cutting sections of classes (3)
 14. Choosing to replace full-time tenured positions with part-time, less expensive faculty when possible (2)
 15. Funding teacher pay based on number of students enrolled in class (2)
 16. Bidding natural gas supply (1)
 17. Increasing number of students in classes (2)
 18. Replacing faculty/staff with less expensive people or not replacing (2)
 19. Deferring maintenance of physical plant (3)
 20. Purchasing own communication system which will result in great savings over time (1)
- c. The institutional responses to retrenchment upon attracting new resources included:
1. Expanding private giving for special projects (3)
 2. Continuing efforts to generate funds through continuing education efforts (2)
 3. Seeking external research funds (3)
 4. Making staff changes to assist in seeking enrollment increases (3)

5. Purchasing personal computers for labs through amortizing their purchase and paying for them with the funds generated for lab fees (1)

d. Other comments included:

1. Believing that good management is important in good times and in bad. The difference is that you are forced to manage well in bad times (3)
2. Believing that it is important to always look for soft spots in the budget/programming (3)

II. What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84?

a. The institutional effects of retrenchment upon curriculum included:

1. Eliminating some majors within programs (2)
2. Offering fewer sections of classes. (NOTE: This resulted in larger class sizes) (3)
3. Disallowing small classes to be held (2)
4. Offering some classes fewer times per year (1)

b. The institutional effects of retrenchment upon faculty and staff included:

1. Utilizing more part-time positions (2)
2. Leaving some positions unfilled (2)
3. Utilizing cleaning staff less often as a result of a time/frequency study (2)
4. Utilizing in other areas or terminating some of the building trades staff (2)

c. The institutional effects of retrenchment upon headcount and credit hour generation included:

1. Declining enrollments during this time, but this is due in part to declining numbers of traditionally college aged students (2)
2. Developing new methods to retain students as well as to recruit additional students (2)

- d. The institutional effects upon student services included:
 - 1. Reducing some services offered to students (2)
- e. The institutional effects of retrenchment upon the buildings and physical plant included:
 - 1. Cleaning the buildings and physical plant less often as a result of findings learned through a time/frequency study (1)
 - 2. Reducing utility costs through reducing fixtures/tubes in fixtures in buildings and offices (2)
 - 3. Expanding the installation of a central chilled water system (3)
 - 4. Computerizing building heating/cooling through a central system (3)
 - 5. Removing the availability of hot water in the classroom bathrooms (1)
 - 6. Deferring maintenance (2)
- f. The institutional effects of retrenchment upon the library included:
 - 1. Limiting the purchase of books/supplies/serials (2)
 - 2. Limiting the hours of operation and staffing (2)
- g. The institutional effects of retrenchment upon financial aids and grants included:
 - 1. No significant change reported (3)
- h. The institutional effects of retrenchment upon research included:
 - 1. Increasing dollars to the institution from outside sources (3)
 - 2. Decreasing state support (3)
- i. The institutional effects of retrenchment upon marketing/recruiting included:
 - 1. Adding more staff to expand efforts (3)
- j. The institutional effects of retrenchment upon student retention included:

1. Funding a study to assist in identifying reasons for not retaining students (2)
 - k. The institutional effects of retrenchment upon private funding levels included:
 1. Increasing private funding levels to fund special projects (3)
 2. Expanding fund raising efforts (2)
 - l. Other comments included:
 1. Cutting administrative overhead through computerization of functions (1)
 2. Utilizing Land Grant funds for equipment purchases (3)
- III. Were there positive outcomes of retrenchment at your institution?
- a. The institutional responses included:
 1. Elevating the consciousness of people in the enterprise of the sources of fiscal support (2)
 2. Increasing an appreciation of the institution in the community as people better realized the economic benefit of the institution (2)
 3. Providing the impetus for the institution to substitute capital for labor when possible (1)
 4. Increasing efficiency and cost effectiveness (3)
 5. Becoming a "leaner and meaner" institution (1)
 6. Becoming more efficient in terms of the dollars available for the number of students served (2)
 7. Increasing private giving somewhat through retrenchment efforts (2)
 8. Implementing new technologies which resulted in great utility and communication savings (3)
 9. Funding more research efforts than before (3)
 10. Making you look closely at where you spend money, which makes you more cost conscious (3)
 11. Setting priorities which serve the academic interests (3)

12. Providing motivation to implement cost saving measures (3)
 13. Becoming dedicated to doing fewer things better (1)
- b. Other comments included:
1. Specific elements identified as positive outcomes would have been more positive without retrenchment (1)
- IV. How are the current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?
- a. The current institutional efforts considered similar included:
1. Drawing upon reserves again (3)
 2. Utilizing Land Grant funds in ways to assist in lessening the impact of retrenchment (3)
 3. Cutting budget in similar manner (travel, supplies, equipment, communication costs) (3)
 4. Causing us to review priority setting and determine what is most important (3)
- b. The current institutional efforts considered dissimilar included:
1. Reviewing programs with the goal to begin limiting extent of offerings (2)
 2. Increasing numbers of people are retiring (1)
 3. Planning time was provided (2)
 4. Carrying forth dollars from one budget year to the next is being allowed this time to "soften" the impact of a projected budget shortfall (2)
 5. Increasing tuition and fees will assist in lessening the impact of retrenchment (2)
 6. Demonstrating belief in education by legislators has been evidenced this time (2)
 7. Lessening of morale in new people who are not sure that things are "going to get better any time soon" (1)
- V. In view of the extent of anticipated reductions in fiscal support, what good do you see coming from our present retrenchment experiences?

- a. Institutional responses included:
 1. Causing us to review priority setting and determining what is most important (3)
 2. Becoming a leaner organization with a better reality check between the budget and what we can afford to do will help us make a commitment to do fewer things better (hopefully) (1)
 3. Having more realistic expectations (2)
 4. Reporting very little good can come from this situation (2)
 5. Elevating the consciousness of the people in Oklahoma of the importance of education in the growth, development, and progress of the state (2)
 6. Reaffirming higher education as a priority in this state (2)
 7. Renewing our desire for "our kids" to be able to compete with others across the country (1)

Case Study "D"

- I. How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84?
 - a. The institutional responses to retrenchment upon planning included:
 1. Evaluating fixed costs in the budget to identify where there could be movement (3)
 2. Identifying sources of unspent parts of the budget (3)
 3. Making plans for the first cuts (FY 1982-83) at the administrative level and involving additional persons for cuts in FY 1983-84 (3)
 4. Considering impact of increased enrollment during a period of declining revenues (1)
 5. Considering ways to manage existing resources (3)
 6. Deciding to cut in non-academic areas as much as possible (3)

7. Deciding to decrease the dollars traditionally spent on faculty search procedures when filling a vacancy (2)
 8. Utilizing decision-making system which was in place to assist in making decisions on the retrenchment process (3)
- b. The institutional responses to retrenchment upon managing existing resources included:
1. Increasing the size of classes (3)
 2. Utilizing Land Grant funds (3)
 3. Continuing efforts to solicit federal grants (2)
 4. Cutting in non-academic areas (3)
 5. Cutting part-time faculty and staff (3)
 6. Cutting non-personnel items such as travel, supplies, materials, and equipment (3)
 7. Decreasing costs of communication (2)
- c. The institutional responses to retrenchment upon attracting new resources included:
1. Continuing efforts to obtain federal grants (2)
 2. Continuing recruiting efforts (3)
 3. Increasing efforts to obtain more private dollars for scholarship funds (2)
- II. What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84?
- a. The institutional effects of retrenchment upon curriculum included:
1. Offering fewer sections of classes (3)
 2. Eliminating two expensive programs (3)
 3. Reducing summer program (3)
 4. Choosing to offer upper level classes less often (2)
 5. Increasing class size (3)
 6. Funding most essential high demand, most profitable classes first (2)

7. Encouraging community services to become self-supporting (2)
- b. The institutional effects of retrenchment upon faculty and staff included:
 1. Decreasing part-time and full-time employees (3)
 2. Reducing part-time faculty significantly (3)
- c. The institutional effects of retrenchment upon headcount and credit hour generation included:
 1. Increasing headcount and credit hour generation during this time (3)
- d. The institutional effects upon student services included:
 1. Declining personnel due to attrition (not replaced) (3)
 2. Protecting budget as much as possible (1)
- e. The institutional effects of retrenchment upon the buildings and physical plant included:
 1. Deferring building maintenance and repair (3)
 2. Completing only projects which must be completed (2)
 3. Effective cost saving measures (3)
- f. The institutional effects of retrenchment upon the library included:
 1. Cutting the library budgets both years (2)
- g. The institutional effects of retrenchment upon financial aids and grants included:
 1. Continuing to seek aids and grants (2)
- h. The institutional effects of retrenchment upon research included:
 1. Cutting the research budget significantly (2)
- i. The institutional effects of retrenchment upon marketing/recruiting included:
 1. Attempting to protect these functions (no significant cuts or changes took place in this part of the budget) (2)

- j. The institutional effects of retrenchment upon student retention included:
 - 1. No significant effect (2)
 - k. The institutional effects of retrenchment upon private funding levels included:
 - 1. Increasing funds for scholarships (3)
- III. Were there positive outcomes of retrenchment at your institution?
- a. The institutional responses included:
 - 1. Phasing out of two programs which were not enrolling enough students to be profitable (3)
 - 2. Making more people aware of institutions and its impact on the community (2)
 - 3. Pulling faculty/staff together as a "team" to make it through the tough situation (3)
 - 4. Planning procedure refined (3)
 - 5. Becoming more efficient (2)
 - 6. Setting priorities according to true "need" (3)
 - 7. Reevaluating and setting priorities (1)
 - 8. Developing a concern for the institution rather than "self" of own department (1)
 - 9. Succeeding in getting everyone involved in the retrenchment decision-making process (3)
- IV. How are current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?
- a. The current institutional efforts considered similar included:
 - 1. Cutting part-time (3)
 - 2. Replacing full-time with part-time (3)
 - 3. Cutting in the same non-personnel areas (3)
 - 4. Eliminating sections/courses (2)
 - b. The current institutional efforts considered dissimilar included:

1. Increasing vacancies among upper levels of experienced faculty (3)
 2. Replacing vacant positions with less expensive faculty (3)
 3. Preparing for cuts over two years is helpful (2)
 4. Planning time was increased (3)
 5. Planning to not terminate any full-time faculty/staff (2)
 6. Decreasing morale at the institution this time (1)
 7. Increasing tuition and fees will help offset declines (2)
 8. Purchasing even less supplies, equipment, and decreasing travel funds further (3)
 9. Increasing input from all levels of employment (3)
- V. In view of the extent of anticipated reductions in fiscal support, what good do you see coming from our present retrenchment experiences?
- a. Institutional responses included:
1. Viewing current situation as only depreciating the enterprise, with no good coming from the situation (1)
 2. Failing to see any good things due to the prolonged period of time which is involved (1)
 3. Viewing this situation as having prolonged impacts upon the institution with nothing good coming forth (1)
 4. Impacting the savings program which institutions have begun (1)
 5. Creating "havoc" in budgeting process (1)
 6. Teaching us how to be "better" budgeting agents (1)

Case Study "E"

- I. How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84?

- a. The institutional process to retrenchment upon planning included:
 1. Evaluating current resources (3)
 2. Involving all levels/groups in notification and planning process (2)
 3. Asking for input in decision-making process (3)
 4. Evaluating retrenchment policies which had been developed by faculty/staff and approved by the board of regents prior to the plan being necessary (1)
 5. Notifying employees on campus of the possibility that retrenchment might take place (1)
 6. Keeping faculty and staff informed on a regular basis of retrenchment matters and impact possibilities upon the institution (3)
- b. The institutional responses to retrenchment upon managing existing resources included:
 1. Cutting non-personnel items first, including travel, equipment, and supplies (3)
 2. Utilizing part of reserves (3)
 3. Cutting evening class offerings (3)
 4. Reducing salaries by 5% for part of a year (were able to put all this into salaries at the end of the year) (2)
 5. Reallocating existing resources (3)
 6. Replacing vacancies with less expensive faculty/staff (3)
 7. Cutting one-third community service offerings (2)
 8. Protecting full-time faculty as much as possible (3)
- c. The institutional responses to retrenchment upon attracting new resources included:
 1. Increasing number of scholarships available for students (2)
- d. Other comments included:
 1. Wanting people to know that with reduced funding, services would be impacted (the elimination of the evening

program and one-third of the community services offerings signaled this to the student population) (1)

- II. What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84?
- a. The institutional effects of retrenchment upon curriculum included:
 1. Eliminating the evening credit program (3)
 2. Trimming the community services offerings by one-third (2)
 3. Looking closely at all programs and notifying all concerned that programs were in jeopardy (1)
 4. Cutting class sections (3)
 - b. The institutional effects of retrenchment upon faculty and staff included:
 1. Replacing those who are leaving with less expensive faculty or staff (2)
 2. Taking care of needed cuts somewhat through attrition (1)
 3. Utilizing fewer part-time when classes are cut (2)
 - c. The institutional effects of retrenchment upon headcount and credit hour generation included:
 1. Decreasing with the decline in numbers of offerings and elimination of the evening program (3)
 - d. The institutional effects upon student services included:
 1. Maintaining services with only the loss of one staff member (3)
 - e. The institutional effects of retrenchment upon the buildings and physical plant included:
 1. Deferring maintenance as possible (3)
 2. Furloughing one maintenance worker (2)
 3. Cutting back the number of hours in operating plant (3)
 4. Unable to effect cost savings in utilities much past those due to limiting the hours in the plant operation (3)

5. Cutting back on the number of long distance calls (3)
- f. The institutional effects of retrenchment upon the library included:
 1. Purchasing for the library was moved to Land Grant funds, preventing much impact (3)
- g. The institutional effects of retrenchment upon financial aids and grants included:
 1. No significant impact (3)
- h. The institutional effects of retrenchment upon research included:
 1. No significant change (3)
- i. The institutional effects of retrenchment upon marketing/recruiting included:
 1. No significant change (3)
- j. The institutional effects of retrenchment upon student retention included:
 1. No significant cut/impact (3)
- k. The institutional effects of retrenchment upon private funding levels included:
 1. Giving increased somewhat to increase the number of dollars presented in scholarships (2)

III. Were there positive outcomes of retrenchment at your institution?

- a. The institutional responses included:
 1. Failing to really find much (if anything) good about the situation (3)
 2. Looking at the situation from a taxpayer's point of view; they might see some good in movements made to tighten expenditure (1)
 3. Increasing awareness of purchasing and using supplies (1)
 4. Increasing group (faculty/staff) cohesiveness (3)
 5. Decreasing numbers of openings (turnovers) (1)
- b. Other comments included:

1. Increasing teaching loads and other assignments are not viewed as positive outcomes (1)

IV. How are current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?

- a. The current institutional efforts considered similar included:
 1. Cutting non-personnel budget items have been very similar (3)
 2. Determining the cuts has been made in similar decision-making process (3)
- b. The current institutional efforts considered dissimilar included:
 1. Increasing amount of time to make decisions concerning cuts (3)
 2. Allowing a carryover in dollars from year to the next will help reduce the impact (3)
 3. Eliminating programs will take place this time (2)
 4. Retiring personnel are increasing in numbers and will not be replaced with as expensive of staff members (2)
 5. Reducing the number of support staff (2)
 6. Choosing to leave some positions open rather than replacing (3)
 7. Serious impacts will result this time. We have gone past reducing supplies, equipment, and travel budgets and have gone into the core of the organization (3)

V. In view of the extent of anticipated reductions in fiscal support, what good do you see coming from our retrenchment experiences?

- a. Institutional responses included:
 1. Feeling that if it takes these reductions to "force" institutions to re-evaluate mission and do those things that are deemed most important for the institution--then this may be the only good thing brought forth by the retrenchment efforts (2)
- b. Other comments included:
 1. Trouble seeing much good (3)

2. Feeling that the net effect of this process is likely to be negative--losing faith (1)

Case Study "F"

- I. How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84?

- a. The institutional responses to retrenchment upon planning included:
 1. Involving professional staff in the planning process to implement cuts (3)
 2. Allowing time to involved "people" depended on the time allowed for reaction. With increases in time, all professional staff is involved (3)
 3. Utilizing "zero based budget system" and "project management" systems provides opportunities for the institution to expand or contract quickly in a systematized manner (3)
 4. Evaluating programs as part of an on-going process. Although programs were effected during this time, the changes that were made were not done so based solely on retrenchment, but for additional reasons (3)
 5. Focusing on mission during times of contraction or expansion and moving toward actualization of specific goals in "short" or "long" steps, depending on funding levels (3)
 6. Planning a forced decline in enrollment through offering fewer class sections and discontinuing Saturday offerings (3)
 7. Maintaining quality of institution was focused upon during the planned retrenchment (3)
 8. Developing priorities and putting money that they have on the programs that meet these priorities (3)
 9. Studying institution to determine areas which can "give" with the least impact upon students (3)
- b. The institutional responses to retrenchment upon managing existing resources included:
 1. Reducing equipment, travel, and supply budget items (3)

2. Waiting to fill full-time faculty positions (3)
 3. Utilizing fewer part-time faculty positions (3)
 4. Planning the decline of 1,400-1,500 students (3)
 5. Utilizing ability of institution to hold "self-funding" projects (2)
 6. Taking advantage of the institution's computerized zero-based budgeting system allows personnel to know daily/hourly where they are in terms of income and expenditures/encumbrances (3)
 7. Changing marketing efforts to effect cost savings (2)
 8. Changing to a four-day work week (3)
 9. Declining numbers of classes offered off-campus (2)
 10. Eliminating weekend services (3)
 11. Moving faculty from one campus to another (3)
 12. Consolidating some program divisions (3)
 13. Purchasing own telephone system resulted in considerable savings (2)
- c. The institutional responses to retrenchment upon attracting new resources included:
1. Increasing private giving of equipment allowed dollars budgeted for a new program to be rebudgeted in the system
 2. Increasing private giving increased scholarship funds and helped to offset declines in state revenues

II. What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84?

- a. The institutional effects of retrenchment upon curriculum included:
1. Offering fewer sections of some classes (3)
 2. Failing to expand programs into some high demand/high tech areas needed and identified for the institution (3)
 3. Eliminating programs as a part of regular evaluation (3)
 4. Reducing size of programs (3)

5. Turning away students because of inability to fund enough classes (3)
- b. The institutional effects of retrenchment upon faculty and staff included:
 1. Utilizing fewer part-time (3)
 2. Failing to replace vacant positions (3)
 3. Maintaining full-time faculty/staff, except vacancies due to attrition, and if replaced, positions are replaced with part-time (3)
- c. The institutional effects of retrenchment upon headcount and credit hour generation included:
 1. Declining headcount/credit hour generation 7% through a planned reduction (3)
- d. The institutional effects upon student services included:
 1. Decreasing services due to the closing of campus on Saturdays (3)
- e. The institutional effects of retrenchment upon the buildings and physical plant included:
 1. Causing hardship on opening a new campus with the cuts in state support (3)
 2. Closing the campus on Saturdays and going to a four-day work week in the summer (3)
 3. Adding more buildings to the central control system helped to reduce costs for utilities (2)
- f. The institutional effects of retrenchment upon the library included:
 1. Causing hardship to be able to afford all the holdings desired (3)
 2. Protecting this institutional function as much as possible during retrenchment (3)
- g. The institutional effects of retrenchment upon financial aids and grants included:
 1. No significant change (3)
- h. The institutional effects of retrenchment upon research included:

1. No significant change (3)
 - i. The institutional effects of retrenchment upon marketing/recruiting included:
 1. Causing institution to relook marketing strategies (2)
 2. Redesigning brochures on programs into clusters to combine for maximum dollar benefit (1)
 3. Using different method of distributing course brochure (2)
 - j. The institutional effects of retrenchment upon student retention included:
 1. No significant change (3)
 - k. The institutional effects of retrenchment upon private funding levels included:
 1. Increasing private giving of equipment which allowed dollars budgeted for the equipment for the new program to be rebudgeted into the system (2)
 2. Increasing private giving increased scholarship funds and helped to offset declines in state revenues (2)
- III. Were there positive outcomes of retrenchment at your institution?
- a. The institutional responses included:
 1. Failing to find any positive outcomes (1)
 2. Reinforcing the management strategies that were in place before retrenchment. This provided an opportunity for the system to work (3)
 3. Sharpening of involvement in planning budget process (2)
 4. Continuing to sharpen focus on programs as a part of a continuing effort (3)
 5. Expecting people to do more increased productivity, (This is described as a short-term improvement only) (1)
 6. Increasing planning and awareness of its importance (3)
 7. Reallocating resources to "winners" in terms of programs and dollar allocations (2)

8. Increasing community appreciation of the institution for maintaining level of services during hard economic times. The community perceptions seemed to be heightened (1)
 9. Continuing special project efforts which were self-supporting (2)
 10. Appreciating the budgeting process which is in place (3)
 11. Proving that we can do a good job in spite of cuts (2)
- IV. How are current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?
- a. The current institutional efforts considered similar included:
 1. Shrinking budgets involving same system as before (3)
 - b. The current institutional efforts considered dissimilar included:
 1. Learning from past experiences has prepared us for what is to come (2)
 2. Providing ample time through the legislative changes to allow us to plan for the decline this time (3)
 3. Declining state support in Oklahoma make this state somewhat unique. During the last retrenchment efforts, all states were depressed (2)
 4. Making commitments to industry who need our expanded services is not possible (3)
 5. Morale is higher this time. Staff and faculty seem to realize that life can go on, and we can make it through these tough times (2)
- V. In view of the extent of anticipated reductions in fiscal support, what good do you see coming from our present retrenchment experiences?
- a. Institutional responses included:
 1. Failing to see any good. This is considered to be more of a detriment to community and state. With underfunding, this institution is unable to serve the work force and to be futuristic in programming. This situation also prevents us from helping our industries modernize to be competitive (1)

2. Failing to see any value gained by our institutions. Citizens in the area are missing out. People will go unserved (1)

Case Study "G"

- I. How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84?
 - a. The institutional responses to retrenchment upon planning included:
 1. Planning process was not allowed in an in-depth manner due to the short-time span required for cuts during FY 1982-83 (2)
 2. Making across-the-board cuts for all colleges on campus provided the method of handling retrenchment during FY 1982-83 (2)
 3. Planning process involved more personnel for FY 1983-84 planning (2)
 4. Completing a financial analysis for the institution (2)
 5. Making the decision to assign cuts by vice-presidential area (1)
 6. Setting a priority to protect academic areas as much as possible (2)
 7. Setting a policy to distribute cuts according to institutional priority and how well funded areas were (2)
 8. Phasing out programs as a result of a program review (2)
 9. Studied mission to determine if changes needed to be made in the mission to be more consistent with present funding levels. (It is difficult to carry out the existing institutional mission with the limited state revenues.) (1)
 - b. The institutional responses to retrenchment upon managing existing resources included:
 1. Utilizing reserves somewhat, but there weren't large reserves (2)
 2. Reallocating dollars to the best of ability (2)
 3. Deciding to not fill vacant positions when possible (2)

4. Deciding to effect cost savings in non-personnel areas first (2)
 5. Furloughing personnel to save 4% of salaries for six-month period of time (2)
 6. Reducing non-personnel budgets as much as possible, including travel, supplies, equipment, and utility budgets (2)
- II. What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84?
- a. The institutional effects of retrenchment upon curriculum included:
 1. Reducing 14 programs and effecting a massive program review (2)
 2. Reducing classes and sections (2)
 3. Reprioritizing programs and strengthening most important programs (1)
 - b. The institutional effects of retrenchment upon faculty and staff included:
 1. Choosing to leave vacant positions open when possible (2)
 2. Refilling vacancies with part-time when possible (or not refilling (2)
 3. Retrenching took three years of growth away from the institution in the area of faculty growth (2)
 - c. The institutional effects of retrenchment upon headcount and credit hour generation included:
 1. Enrollment dropped by 1,500 students. This decreased headcount in 1984/85 was not expected to be this large. This greatly affected retrenchment procedures (2)
 - e. The institutional effects of retrenchment upon the buildings and physical plant included:
 1. Laying off more people in this area than any other area. Some of the work done in academic areas is funded through the academic areas and, with those cuts they could not/did not afford to do work (2)
 2. Funding for this area was diverted to funding equipment and library purchases (2)

3. Deferring maintenance (2)
 4. Closing campus over holidays (2)
 5. Eliminating telephones in some departments saved on communication expenditures (1)
 6. Implementing energy conservation methods (2)
 7. Bidding the supply of natural gas effected cost savings (2)
- f. The institutional effects of retrenchment upon the library included:
1. Protecting the library from serious cuts; however, the library was not expanded and a proposed building project was put on hold (2)
- g. The institutional effects of retrenchment upon financial aids and grants included:
1. No significant change noted (2)
- h. The institutional effects of retrenchment upon research included:
1. Decreasing funding resulted in affecting expenditures for instrumentation. Internal support for research decreased (2)
 2. Eliminating some publications that were done on a regular basis (1)
- i. The institutional effects of retrenchment upon marketing/recruiting included:
1. Increasing efforts in this area due largely to large decline in enrollment (2)
- j. The institutional effects of retrenchment upon student retention included:
1. Working on a plan to assist in the retention of more students (2)
- k. The institutional effects of retrenchment upon private funding levels included:
1. Increased giving somewhat for one-time grants for faculty to help offset the decline in salaries (2)
- III. Were there positive outcomes of retrenchment at your institution?

- a. The institutional responses included:
 - 1. Feeling that there are few positive outcomes. Retrenchment served to only disturb an already thought out budget process in mid-year during FY 1982-83 (2)
 - 2. Feeling that retrenchment does force you to look at the institution and focus in on critical programs/activities (1)
 - 3. Assisting in assessing what is most important to the institution and helping to give merit to eliminating those things less critical or that need to be eliminated (2)
 - 4. Allowing you to do some "housecleaning" (1)
 - 5. Feeling that retrenchment is a different thing from one institution to another, depending on many variables (2)
 - 6. Feeling that value of retrenchment may come later when resources begin flowing again (2)
 - 7. Increasing efficiency somewhat, but were efficient before (2)
 - 8. Maximizing the involvement of people in the institution in the planning process (2)
- c. The institutional responses to retrenchment upon attracting new resources included:
 - 1. Searching for new resources during a time in which the private sector was also depressed proved to be somewhat fruitless (2)
 - 2. Utilizing one-time grants for faculty helped to soften the blow of the retrenchment process (2)

IV. How are current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?

- a. The current institutional efforts considered similar included:
 - 1. No significant changes noted (1)
- b. The current institutional efforts considered dissimilar included:
 - 1. Planning time has been provided during retrenchment this time (2)

2. Cutting deeply into the institution. Every cut is now an unkind cut--doing a lot of damage (2)
 3. Taking a lot more detailed planning to cut any dollars out. (Fewer options--and the cuts take longer) (2)
 4. Protecting the academic areas this time (1)
 5. Cutting faculty positions which are vital to the institution's health (1)
 6. Anticipating large lay-offs in staff (2)
 7. Cutting individual parts of the institution rather than across-the-board (2)
- V. In view of the extent of anticipated reductions in fiscal support, what good do you see coming from our present retrenchment experiences?
- a. Institutional responses included:
 1. Hoping that since this is a statewide reduction, it will bring about a focusing in of missions of institutions across the state to help avoid duplication of programs that exist today (2)
 2. Hoping this will also cause legislators to look at the number of institutions in the state to determine the number needed and to spread the resources that will do the most good for the most people of Oklahoma and for the future of Oklahoma (1)
 3. Hoping this process will lead educational programs to future development of the people of the state (2)
 4. Feeling that we have maximized our knowledge of the fiscal resources of the institution. We know where the dollars are and have looked at every budget (2)
 5. Selecting the retrenchment processes/strategies based on the knowledge base built before (2)

Case Study "H"

- I. How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84?
 - a. The institutional responses to retrenchment upon planning included:

1. Identifying areas that could be cut with least effect on the institution (the president and the vice-president for finance did this) (2)
 2. Attempting to plan for cuts that would not affect positions and salaries (2)
 3. Planning involved the administrative staff and the university finance committee at a later time, and then the college's board of regents (2)
 4. Limiting focus for cuts to: supplies, equipment, travel, communications, and other contractual services (2)
 5. Planning to make cuts during operating year out of operating budget, rather than using reserves (1)
 6. Choosing to attempt to maintain quality of programs during the cuts (2)
 7. Decision-making for expenditures moved from the department heads to the vice-presidential levels during this time (2)
- b. The institutional responses to retrenchment upon managing existing resources included:
1. Choosing to leave vacant positions empty (2)
 2. Choosing to cut supply, equipment, travel, and contractual services and communication budgets when possible, rather than staff (2)
- c. The institutional responses to retrenchment upon attracting new resources included:
1. Unable to attract any new resources during this time (2)
- II. What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84?
- a. The institutional effects of retrenchment upon curriculum included:
1. Increasing class size (2)
 2. Disallowing small classes to "make" (2)
 3. Limiting summer and evening class offerings (2)
- b. The institutional effects of retrenchment upon faculty and staff included:

1. Limiting the number of part-time as the evening program was cut (2)
 2. Choosing to not reduce full-time faculty (2)
 3. Disallowing staff to be replaced and no new positions were created during this time (2)
- c. The institutional effects of retrenchment upon headcount and credit hour generation included:
1. No change reported (2)
- d. The institutional effects upon student services included:
1. Cutting one and one-half positions in this area (2)
- e. The institutional effects of retrenchment upon the buildings and physical plant included:
1. Failing to complete capital projects because funds were not available (2)
 2. Doing only absolute maintenance necessary (2)
 3. Instituting cost savings measures to effect savings in utilities. (However, even with the 15% savings, inflation prevented any apparent savings.) (2)
 4. Purchasing own communication system effected savings (1)
 5. Closing buildings when not in session, and combining classes in one building helped somewhat with conservation measures (2)
- f. The institutional effects of retrenchment upon the library included:
1. Protecting the library from serious cuts (2)
- g. The institutional effects of retrenchment upon financial aids and grants included:
1. No change reported (2)
- h. The institutional effects of retrenchment upon research included:
1. Limiting resources for doing institutional research and for awarding faculty dollars for research (2)
- i. The institutional effects of retrenchment upon marketing/recruiting included:

1. Causing funds to need to be spent from the foundation to assist in marketing/recruiting efforts (2)
 2. Losing staff in this area, but maintained efforts as possible (1)
 - j. The institutional effects of retrenchment upon student retention included:
 1. No significant change (2)
 - k. The institutional effects of retrenchment upon private funding levels included:
 1. Continuing to increase somewhat (2)
- III. Were there positive outcomes of retrenchment at your institution?
- a. The institutional responses were:
 1. Improving internal communications because of retrenchment (2)
 2. Retaining faculty and staff because of retrenchment (2)
 3. Utilizing resources better (2)
 4. Developing very conservating policies (Looked at any way we could save a dollar) (2)
 5. Finding ways to do things with less dollars (2)
 6. Sharpening planning procedures (2)
 7. Studying "cash flow" to determine cause and effects to learn more about the financial aspects of the institution (1)
 8. Evaluating and prioritizing institution expenditures and spending dollars on those things easily identified as most important (2)
 9. Making us more aware of the need to plan and to evaluate (2)
 10. Making us appreciate the increased appropriations during the good years, and making us aware of the advances made in higher education across the state over the past 10 years (1)
 11. Making us better budget managers (2)
 12. Involving more people in the planning process (2)

13. Teaching division directors to read and monitor the department expenditures carefully (2)
 14. Increasing efficiency somewhat (2)
 15. Eliminating some programs that needed to be eliminated (2)
- IV. How are the current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?
- a. The current institutional efforts considered similar included:
 1. Maintaining quality of educational programs as an area of concern during all phases of retrenchment (2)
 2. Cutting in similar areas--supplies, equipment, travel, other contractual areas, and maintenance (2)
 - b. The current institutional efforts considered dissimilar included:
 1. Evaluating personnel, programs, staff, and salaries for further cuts as necessary (2)
- V. In view of the extent of anticipated reductions in fiscal support, what good do you see coming from our present retrenchment experiences?
- a. Institutional responses included:
 1. Becoming grateful when we again receive full funding (2)
 2. Working together to effect the necessary changes to get through the hard times has pulled the faculty and staff closer together as a team (2)
 3. Realizing that we need to better inform the general public of what we are doing and of our needs (2)
 4. Needing to recognize that our legislators have funded our enterprise and have protected education from some cuts (2)

Synthesis of the Data

The purpose of this section is to present the synthesis of the data, which was gathered in 22 interviews at 8 higher education

institutions. This synthesis section will be presented in the question by question format which follows.

Question I. How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84?

The eight institutions surveyed reported varying responses to retrenchment during FY 1982-83 and FY 1983-84. The planning process enacted during FY 1982-83 was reported by most leaders of institutions to have been conducted primarily by the administrative council groups. Most institutional leaders had not anticipated the budget cuts which were announced in December of fiscal year 1982-83. The 4.1% budget reduction caused the leaders of most institutions to conduct much of the planning, decision-making, and implementation of retrenchment procedures during that time. Retrenchment proceedings during FY 1983-84 were reported at the eight institutions to have included increased institutional involvement at all levels. The 7.1% budget reduction was somewhat anticipated, and time was taken to involve professional staffs of the institutions in the planning and implementation processes.

Retrenchment planning at the institutions involved the formalization of retrenchment procedures and the evaluation of institutional missions. It also involved completing financial analyses of the institutions and consideration of programs and program options existing on each campus. The planning processes at the institutions sought to protect quality and the academic/instructional areas. Faculty and salaries were also identified to be protected as much as possible from cuts during the retrenchment process.

Managing existing resources to make budget reallocations in ways to have the least adverse effect on the institutions and the least

impact upon students were reported as challenges at each of the eight institutions included in the study. This management process led each institution to identify sources of unspent dollars and to consider how these resources might be managed most effectively. This review process resulted in institutional planning to make significant budget reductions in travel, equipment, supplies, utility expenses, communication, and maintenance costs. Two institutions planned to eliminate programs following program review procedures. One institution developed program priorities and planned to reallocate resources to more efficiently fund those high priority programs. Most institutions implemented energy-saving procedures during FY 1982-83 and FY 1983-84. Seven institutions utilized reserve funds, and four institutions utilized section thirteen and new college funds to offset declines in other state revenues. Four institutions utilized private funds to finance special projects which were to have been funded from pre-existing budgets. In several institutions, private funds were utilized to purchase library holdings.

Several institutions made significant changes in course scheduling due to the change in state funding. Personnel were effected at all institutions, and services to students were decreased.

Seven institutions reported that they were able to attract new resources during this period of decline. Three institutions reported increased giving from the private sector for student scholarship funds. Two institutions reported that private giving for special projects had increased. One institution was unable to design a special credit term which was held during May for out-of-county students. This special session increased revenues significantly for the revolving

fund account. Other institutions reported that efforts were continued to generate funds through continuing education efforts and to require courses to be held on a self-supporting basis.

Question II. What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84?

The institutional effects of retrenchment upon curriculum were reported by each of the eight institutions included in the study. Two institutions began an intensive program review and evaluation. Programs were eliminated at these two institutions. Majors within programs were reported to have been eliminated at another institution. Fewer sections of classes and larger class sizes were reported at all eight institutions. Some classes were scheduled to be offered fewer times per year, as reported by three institutions. Small classes were disallowed to be held, as reported by two institutions. Summer, evening, Saturday, and outreach center offerings were reduced or completely eliminated during this time at six institutions. Reducing the size of programs and failing to expand programs into high demand/high technology areas were reported by one institution.

The institutional effects of retrenchment upon faculty and staff were also reported at each of the eight institutions included in the study. All eight institutions reported that full-time positions were left unfilled when vacant, and if these positions were filled, they were filled with either part-time or less expensive full-time personnel. In most institutions, the teacher personnel remaining were protected as much as possible. However, one institution reported that faculty and staff were furloughed to affect a 4% savings from salaries, and another institution reduced all salaries 6% for part of the

year. However, at the end of the year, this institution reported being able to return the 6% salary reduction to the faculty and staff. Retrenchment procedures affected maintenance and building staffs more than other staff positions; however, other staff and administrative positions were reported to have been eliminated during this time.

The institutional effects of retrenchment upon headcount and credit hour generation were reported by each of the eight institutions included in the study. Four institutions reported a declining enrollment during this period of time, which resulted in lower headcount and credit hour generation. Three institutions reported that this was a planned reduction caused from a decline in course offerings. Another institution reported that the unusually large decline in headcount was unexpected. Two institutions reported increasing headcount and credit hour generation, and two institutions reported no change in headcount and credit hour generation.

The institutional effects of retrenchment upon student services were reported by each of the eight institutions included in the study. Responses varied greatly among institutions. Student services were reported to have been affected somewhat at seven institutions. One institution increased services and six institutions decreased services. Services declined at the six institutions due to the loss of staff positions at four institutions and through the closing of the campus on Saturdays at another institution.

The institutional effects of retrenchment upon the buildings and physical plant were reported by each of the eight institutions in the study. All eight institutions reported significant effects on the physical plant from declining state revenues. All eight institutions

reported deferring maintenance and doing only the maintenance that was absolutely necessary. All eight institutions also reported implementing cost saving measures. Several institutions reported the closing of facilities during Fridays, Saturdays, and holidays, and the closing of specific buildings during summers. One institution reported decreasing the number of hours of plant operation. Three institutions reported the purchasing of their own communication systems. Two other institutions reported that some telephones were removed in some divisions. The institutional effects of retrenchment upon the library were reported by each of the eight institutions included in the study. Four institutions reported that the library was protected from serious budget cuts during this time. In a few instances, purchasing for the library was moved to section thirteen and new college funds, and in other instances, the library was funded through endowments and other private funds. A hardship was noted by one institution, as they were not able to afford all the holdings which they desired. Another institution reflected that the hours of operation and staffing were limited.

The institutional effects of retrenchment upon financial aids and grants as reported by the eight institutions were limited. Six institutions reported no significant change. Two institutions reported that they continued to seek aids and grants. One of the two institutions increased efforts in continuing to seek such funds.

The institutional effects of retrenchment upon research were reported by the eight institutions. Three institutions reported no significant change. Three institutions decreased research budgets, and two institutions had increasing research budgets and activities.

The institutional effects of retrenchment upon marketing/recruiting were also reported by each of the eight institutions included in the study. All eight institutions continued to spend dollars and dedicate efforts to marketing and recruiting. One institution increased efforts in this area; the other institutions continued efforts refining procedures as deemed most effective.

The institutional effects of retrenchment upon student retention were reported by each of the eight institutions included in the study. Seven of the institutions indicated that retention was not affected by retrenchment. One institution indicated that increasing numbers of students were retained. Two institutions reported funding studies to assist in identifying ways to retain more students.

The institutional effects of retrenchment upon private funding levels were reported by each of the eight institutions included in the study. All eight institutions indicated at least the maintenance of status quo activity or increased activity. Five of the institutions noted increased giving activity during this time. One institution received private donations for providing one-time grants for faculty to help offset the decline in salaries. Four institutions noted increased private donations to assist in building larger scholarship funds. Two institutions utilized private donations to purchase equipment and offset the funding for the library.

Question III. Were there positive outcomes of retrenchment at your institution?

Positive outcomes of retrenchment were identified by each of the institutions included in the study. Although 6 of the 22 individuals indicated that they felt there were few, if any, positive outcomes of

retrenchment, 81 comments were gathered which indicated positive outcomes of retrenchment by the eight institutions included in the study. All eight institutions reflected that some improvement had been noted in the institutional budgeting system. Institutions reported becoming better budget managers, looking closely at where money was spent, becoming more cost conscious, involving more people in the planning process, refining the planning procedure, learning more about the financial aspects of the institution through the study of "cash flow" in determining cause and effects, evaluating and prioritizing institution expenditures, and spending dollars on those things easily identified as most important. One institution commented that all levels of personnel learned to read and monitor the department expenditures carefully. Another institution commented that retrenchment provided the impetus to become fiscally responsible. They began building reserves and were able to maximize resource utilization. Another institution indicated the development of an appreciation of the budgeting process which is in place at that institution.

Two institutions reflected that retrenchment gave opportunity for the institutions to do some things that would not have been possible, or which would have been difficult to accomplish without retrenchment. Programs were eliminated at two institutions, and evaluation procedures were implemented at others. Several institutions reflected that they became more efficient, more cost effective, and more productive. Resources were described as being utilized in a most productive manner as a result of retrenchment efforts. One institution described itself as a "leaner and meaner" institution as the result of retrenchment efforts.

Most institutions reflected that retrenchment forced them to evaluate what they were doing, to re-evaluate, and to set priorities based on critical programs/activities and true need. Other institutions reflected that this evaluation process allowed resources to be reallocated to "winners" in terms of programs and dollar allocations. Another institution reflected that programs were improved through this elimination of weak programs and resources were rechanneled and used to support the remaining programs.

Most institutions reflected that retrenchment served to increase morale among those at the institution through increased involvement in the planning processes. During this time, a concern developed and was demonstrated for the institution rather than a concern for "self." The faculty and staff at one institution were described as "pulling together." It was this esprit de corps which enabled the institutions to make it through the hard times. Decreasing numbers of openings due to people changing jobs were also noted during this time.

Additionally, institutions expressed that communities and people therein developed a better realization of the economic benefit of the institution to the community. Employees within the institutions and citizens of Oklahoma gained increased knowledge of higher education funding sources. It was also noted that the "hard times" certainly made those within higher education appreciative of the increased appropriations which were made during the "good years," and were also made aware of the advances in higher education across the state during the past 10 years. In addition, it was reported that an increased community appreciation of the institution for maintaining a level of services during hard economic times was observed at one institution.

Other positive outcomes which were reported in this study included providing the impetus for the institution to substitute capital for labor when possible. New technologies were implemented which resulted in great utility and communication savings. In addition, private resources were able to be solicited which helped to offset the effects of retrenchment and which will again help in the future.

Question IV. How are current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?

The eight institutions surveyed reported varying similarities between retrenchment efforts and those of FY 1982-83 and FY 1983-84; seven of the institutions reported similarities in the budget revisions. Nonpersonnel budget items were cut during FY 1982-83 and FY 1983-84, and again during current times, travel, equipment, and supply budgets have been cut. Maintenance budgets have also been cut again. Personnel efforts are reported to also be similar. Full-time openings are again being replaced with part-time, and part-time people are being eliminated as sections, courses, and classes are eliminated.

The planning process for retrenchment procedures is similar to that of years past. The decision-making process was reported as similar.

Institutions again are pledging to utilize reserves to offset potential shortfalls in budget revenues. Section thirteen and new college funds will again be utilized to assist in softening the potential impact of retrenchment at those institutions which receive such funding. Again, maintaining quality of educational programs will be an area of concern during all phases of retrenchment.

The eight institutions surveyed reported varying dissimilarities between current retrenchment efforts and those of FY 1982-83 and FY 1983-84. Those institutions not forced into program/class offering limitations during FY 1982-83 and FY 1983-84 have not been forced to limit the extent of offerings. Budget items that were decreased last time are being decreased even further this time. This is predicted to result in providing fewer options/choices for students.

All institutions expressed appreciation with the state legislature in allowing the current ability to carry over funds into the next fiscal year. The full funding of this year's budget and the planning time provided to make budget cuts, combined with an increase in tuition and fees, is predicted to "soften" the impact of budget declines. One institution reflected that the legislators have demonstrated a belief in education this time. One institution reflected that declining state support in Oklahoma makes this state somewhat unique. During the last retrenchment efforts, all states were depressed. However, this is not the case this time, as reviewed by another institution. Oklahoma is one of only a few states with depressed economies.

Another factor reflecting dissimilarities between current retrenchment efforts and those of FY 1982-83 and FY 1983-84 is an increase in the numbers of persons retiring during this present predicted funding crisis. Many persons are reported to be taking advantage of retirement benefit opportunities which have been made available.

Responses varied from institution to institution on several points. Some institutions believe that morale is higher during current times. These institutions have stated that the staff and

faculty seem to realize that "life will go on," and that they can make it through these tough times. Other institutions expressed that morale has been lessened this time. Morale in new people is reported to be declining. They are reported as not sure that things are going to get better any time soon.

Some institutions are reporting that cuts will be much deeper this time. Cuts are described as being unkind and as doing a "lot of damage." The planning process is described as taking more time and being more detailed. Productivity is described as being greatly affected during the current retrenchment efforts. Some institutions are feeling that, this time, the retrenchment process will not be a short-term problem.

Additional factors reflecting dissimilarities between current and past retrenchment efforts involve planning procedures. Some institutions reflected that additional personal involvement has been possible during the current retrenchment efforts. One institution stated that current efforts will effect a reduction in the number of support staff, as well as choosing to leave some positions open rather than replacing. Serious impacts are predicted this time, as three persons agreed at one institution, "We have gone past reducing supplies, equipment, and travel budgets and have gone into the core of the organization." Other institutions, which perhaps cut deeply last time and suffered greatly then, are predicting that current programs will be maintained. Commitments which were made to protect full-time faculty and the number of classes/hours that they are to teach and their salaries will be honored.

Question V. In view of the extent of anticipated reductions in fiscal support, what good do you see coming from our present retrenchment experiences?

Responses identifying good coming from present retrenchment experiences were identified by each of the institutions included in the study. Most institutions shared "good things" in response to this question, but a few failed to see any good coming from such financial situations.

Positive comments involved improving academic programs, improving the organization, improving all levels of management, eliminating dead weight, retiring individuals who needed to leave the institution, and improving purchasing, buying, and bidding procedures.

Other institutions reflected that good may come of current retrenchment efforts if it forces institutions to re-evaluate institutional mission and to concentrate efforts on those things that are deemed most important for the institution. Another institution reflected that the hard times we are going through have served to unify the faculty and staff. This institution also noted that through this period of retrenchment, we have come to recognize the importance of keeping our "publics" informed. Current retrenchments are also reported to have served to elevate the consciousness of the people in Oklahoma of the importance of education to the growth, development, and progress of the state.

Another institution reflected that this retrenchment process has caused us to review priority setting and determining what is most important. This institution also noted that we have maximized our knowledge of the fiscal resources of the institution through the

retrenchment process and now know where the dollars are, after looking so closely at each budget and each expenditure.

Summary

Chapter IV has offered a presentation of the data collected from personal interviews with 22 institutional leaders of eight public higher education institutions. The data was presented in a question by question format, and in a manner which indicated the numbers of persons at the institution responding in a similar manner.

The chapter has also presented a synthesis of the data gathered in the individual interviews. The data represent information regarding the responses, effects, positive outcomes, similarities and dissimilarities, of the retrenchment processes of FY 1982-83 and FY 1983-84, and of the retrenchment processes of current times. Information was also presented which identified potential "good" which can be identified and attributed as coming from present retrenchment experiences.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of the study was to determine the responses, effects, and positive outcomes of retrenchment during fiscal years 1982-83 and 1983-84 at selected Oklahoma public higher education institutions. This study also sought to determine the similarities and dissimilarities of current retrenchment efforts compared to retrenchment procedures of fiscal years 1982-83 and 1983-84, and to determine potential positive outcomes from the present retrenchment experiences. This information was reported by presidents, academic officers, and business officers in interviews conducted at each institution. An interview instrument was developed to enable the standardization of the interviews, and the instrument was utilized during the 22 interviews. The remainder of this chapter contains the findings of the study relative to the five research questions, conclusions, and recommendations.

Findings of the Study

The following are the findings of the present study:

1. All institutions which participated in this study reported to have responded to retrenchment with implementing a planning process. The planning process varied among institutions, and varied between

FY 1982-83 and FY 1983-84. The planning process during FY 1982-83 was conducted primarily by administrative council groups. The planning process during FY 1983-84 involved input from more people within each institution. This difference was attributed to the variance in the length of time between notification of budget changes and the time provided for implementation of budget changes during each of the years. The more reactionary time allowed for implementation procedures and resulted in involving more people in the planning processes.

2. The planning processes at the institutions sought to protect the following from retrenchment: quality, academic and instructional areas, and when possible, faculty positions and salaries.

3. Managing existing resources in ways to cause the least adverse affect on institutions and students were reported as challenges at each of the eight institutions.

4. Significant reductions were reported in travel, equipment, supply, and maintenance budgets of all institutions. Reductions of utility and communication budgets were reported for most institutions.

5. Seven institutions were able to utilize reserve funds, sections thirteen and new college funds, and/or local mill levies to supplement state budgets. Several institutions were able to attract new resources during this period of decline. These measures were able to diminish the impact of reductions in state support.

6. The impact of retrenchment on programs and personnel reductions at institutions resulted in a reduction of programs, classes offered, services provided, increased faculty teaching loads, and the number of students per class.

7. Marketing/recruiting functions remained mostly unaffected during this time at the institutions. One institution reported an increase in such efforts during FY 1982-83 and FY 1983-84.

8. Positive outcomes of retrenchment were reported at each of the institutions. Some improvement was noted in the institutional budgeting systems of each of the eight institutions. This improvement varied in practice among institutions.

9. Greater cost-consciousness and better utilization of existing human and physical resources were reported at most institutions.

10. Retrenchment provided opportunities for institutions to accomplish that which would not have been possible, or which would have been difficult to accomplish without retrenchment.

11. Retrenchment forced the evaluation of institutional mission and activities, caused the re-evaluation of activities, and encouraged institutions to set priorities based on critical programs/activities. Institutional weaknesses such as programs enrolling low numbers and faculty/staff no longer needed, were eliminated and resources rechanneled to support remaining programs/activities.

12. Morale among faculty and staff increased during retrenchment with increased individual involvement in planning and decision-making. A concern for the institution evolved as faculty and staff "pulled together" as a "team" to "make it through" the hard times.

13. Many institutions reported that communities developed and acknowledged a greater appreciation for the institutions and the economic benefit of the institution to the community.

14. Retrenchment provided the impetus for some institutions to implement new technologies which resulted in economic benefits.

15. Similarities were reported between current retrenchment efforts and those of FY 1982-83 and FY 1983-84 at the institutions. Budget revisions of the institutions involved many of the same cuts concerning nonpersonnel budget items. Travel, equipment, supply, and maintenance budgets have again been cut.

16. Current decisions regarding budgets for personnel are similar to those of FY 1982-83 and FY 1983-84. Full-time openings are again being replaced with part-time, and part-time people are being eliminated as sections, courses, and classes are eliminated.

17. Institutions reported that reserves, section thirteen and new college funds, and mill levy funds will assist in again "softening" the potential impact of retrenchment at those institutions which receive such funding.

18. Dissimilarities were also reported between current retrenchment efforts and those of FY 1982-83 and FY 1983-84 at the institutions. Those institutions not forced into program/class offering limitations during FY 1982-83 and FY 1983-84 have now had to make such considerations.

19. Current retrenchment efforts are dissimilar to those of previous times, due to the ability of institutions to carry over funds into the next fiscal year, the advanced warning that budgets would be cut by 10% for FY 1986-87, and to the increase in tuition and fees for the ensuing year.

20. Institutions projected positive outcomes to come from present retrenchment experiences. These included improving academic programs, improving the organization, improving all levels of management, eliminating "dead weight," retiring individuals who needed to leave

the institution, as well as improving purchasing, buying, and bidding procedures.

Conclusions

The retrenchment processes within Oklahoma higher education institutions evolved from declines in anticipated and budgeted state funding beginning in fiscal year 1982-83. According to Dr. Dan Hobbs, Vice-Chancellor for the Oklahoma State Regents for Higher Education, (responsible for Institutional Research and Planning), "State appropriated funds were equally reduced per institution, 4.14% in FY 1982-83, and were reduced 7.18% in FY 1983-84." The researcher noted that these reductions were reflected in dollar reductions at the institutions studied, and ranged from \$132,715 to \$2,742,163 for FY 1982-83, and from \$177,653 to \$4,558,070 for FY 1983-84 at the same eight institutions. Calculations were completed to compare preliminary budgets to actual dollars expended at the eight institutions, and these figures were documented. This information is presented in percentages in Table VI (Appendix F). Percentages were utilized rather than numbers to insure the anonymity which was assured institutional participants.

Chapter IV reported the responses and effects of the decline in state funding as reported by 22 presidents, academic officers, and fiscal officers of the eight institutions. Tables VII through Table XIV in Appendix G further document responses of the individual institutions to the retrenchment process. The following conclusions are made from the results of the study:

1. Higher education institutional leadership realistically and effectively responded to retrenchment during FY 1982-83 and FY 1983-84, and are appropriately responding to current retrenchment demands. Institutional leaders responded to decline in state fiscal support with planning procedures which prepared institutions to effectively manage the conditions of decline. This finding is in contrast to those of Cameron (1983), who suggested that managers and administrators in higher education are not generally prepared to administer retrenchment. In consideration of the Oklahoma institutions and of the leadership within, it is important to note that most of the institutional leaders interviewed had held current positions for several years and had been experienced in administering public higher education during both periods of growth and of decline.

2. The decision-making process during retrenchment efforts involved varying numbers of people at the institutions. A direct correlation was noted between the length of reactionary time provided for retrenchment response and the numbers of people involved in the planning and decision-making process. The longer the time for planning and implementation of the plans, the more people involved. During FY 1982-83, the time for reaction was short and administrative council or budget committees made most of the recommendations for retrenchment procedures. During FY 1983-84, the reaction time was lengthened, and as a result, time was provided to involve more people in the planning and decision-making process. The review of literature reported that it is common for institutional leadership to centralize decision making during resource decline. This seems especially true when the planning time is shortened.

3. Effective leadership was observed and reported to have been/be in place in each of the institutions surveyed. Leadership during retrenchment is important for preservation of institutional autonomy. The leadership surveyed in this study demonstrated their abilities to effectively manage in times of crisis. They have each positioned their institutions to successfully respond to the present challenges, and to be able to expand and be "better" institutions when the resources are available to again expand. The leadership also developed strong lines of communication which seems necessary in keeping internal and external groups informed. Appropriate measures have been implemented at each institution to maximize the impact of decline. These findings are consistent with those reported by Patrick and Caruthers (1980).

4. The effects of retrenchment upon higher education institutions have resulted in budget reductions in travel, supplies, equipment, and maintenance. Programs have been evaluated and in some instances eliminated. Classes have been arranged to enlarge class size. Vacant positions have been left unfilled or filled, when possible, with less expensive and/or part-time faculty. Tables VII through XIV (Appendix G) document the percentages of change in budgeted and actual dollars spent per object in each of the institutions. Year-to-year comparisons are also provided in the tables. These findings are consistent with the findings of Orr (1978), whose study reported the varied ways higher education reacted to balance budgets during the depression years. Each of the 16 models have again emerged.

5. The institutions impacted the least during retrenchment were institutions which had maintained conservative fiscal policies; which

were able to utilize section thirteen and new college monies, and local mill levies; and which were able to offset the 4.14% and 7.18% declines of state-appropriated dollars with increased incomes from: student tuition and fees, federal appropriations, gifts and grants, sales and services of educational departments, organized activities, and other sources. The changes in incomes from sources, in addition to the changes already reported in state-appropriated dollars, account for the percentages of variance reported in the "total" column in the institutional comparisons of budgeted dollars and actual expenditures, as found in the tables in Appendix G.

6. Institutions categorized as receiving low FTE funding levels were financially impacted to a greater degree than those institutions receiving high FTE funding. This finding is consistent with projections.

7. Institutions reported positive outcomes consistent with the review of literature. Improvement/utilization of institutional budgeting systems were reported with greater cost-consciousness, and better utilization of human and physical resources as the outcomes. This finding is consistent with findings presented by Skolnik (1982).

8. Retrenchment resulted in the identification and elimination of weaknesses in programming, courses, and departments at some institutions. Such findings were reported by Hechinger (1980).

9. Most communities developed and acknowledged a greater appreciation for the institutions and the economic benefits of institutions to the community during this time. This appreciation may assist the institutions in further developing strong "town and gown" relationships.

10. The similarities of retrenchment procedures reported between current and past times reflected similar budget reductions. This would indicate that again, nonpersonnel items will be cut. Institutional leaders have managed, and plan to manage, existing resources to protect the academic/instructional functions of the institutions. Quality and faculty positions, as well as salaries, have been protected. This reflects the re-evaluation and priority setting activities that were conducted at the institutions. As missions were evaluated and retrenchment procedures effected, institutions developed a "stick very close to their knitting" approach. This philosophy, which was described by Peters and Waterman (1982), exemplifies the management approach to retrenchment adopted by institutions during retrenchment.

11. The dissimilarities identified between current retrenchment procedure and those of times past reflected that the longer the period of declining revenues, the more serious the effects upon the institution; however, the assistance given institutions this year from the state legislature should help lessen the potential impact of projected retrenchment measures.

12. Institutions projected positive outcomes to come from present retrenchment experiences. These included: improving academic programs, improving all levels of management, eliminating "dead weight," retiring individuals who needed to leave the institution, as well as improving purchasing, buying, and bidding procedures. Such outcomes are consistent with findings reported by Weathersby (1982) and Ivey and Mack (1982).

13. Positive outcomes can be observed within the retrenchment process. It can be said that "There is indeed something redemptive about hard times" (Kamm, 1984, n.p.).

Recommendations

Several recommendations may be made for institutional leadership managing during times of decline. It is suggested that the planning process include all levels of employees. It is also suggested that communication lines be kept open, and that communication regarding the conditions of decline at and surrounding the institution be provided on a regular and timely basis to all employees of the institution. It is anticipated that such measures assist in the maintenance of good morale at institutions even during non-crisis periods of time.

It is important to also suggest that the implications of institutional responses to the decline in funding be considered. The long-term impact of short-term budget adjustments may significantly adversely affect the institution in future years. Implications of deferring maintenance, increasing faculty teaching loads, increasing numbers of students per class, reducing equipment purchases, reducing supply and travel budgets, reducing support positions, and depleting reserve funds can have long-term effects upon institutions.

It can also be suggested that procedures such as program evaluation, faculty and staff evaluation, involvement of all employees in institutional planning, as well as the establishment of conservative fiscal policy, provide good management practices regardless of economic conditions.

Several recommendations are to be made for further study. The research should be replicated to broaden the data base. All presidents, chief academic officers, and chief fiscal officers of all 26 public higher education institutions in Oklahoma should be interviewed to expand the scope of the study. This would serve to eliminate any errors which might be the result of sampling error.

It is also recommended that additional institutional representatives be interviewed in a future study. Such representatives might include faculty members, staff and/or students. It is anticipated that additional insight into the responses, effects, and outcomes of retrenchment might be gained through the consideration of additional perspectives.

It is suggested that a follow-up study involve the collection of data which would reflect additional specific effects of retrenchment. Such data could include: specific numbers and types of positions eliminated or left unfilled, and when travel was permitted, who traveled from the institution, and what was the purpose and cost to the institution. Collection of such types of data would be helpful in understanding the priorities of institutions which were established during the retrenchment process.

This study could provide the basis for a follow-up study. Such a study should be conducted to determine the status of the institutions' retrenchment responses, effects, and outcomes. A follow-up study would be most appropriately conducted after the closing of fiscal years 1986-87 and 1987-88. Such a study would determine the impact of long-term retrenchment upon higher education institutions in the state of Oklahoma.

It would also be useful to devise a questionnaire which could be administered in contrast or in addition to the interview instrument and/or process. The interview process carried forth in this study elicited information which could not have been gained solely from a questionnaire, but is a difficult and time-consuming method of research. A combined questionnaire and interview approach might be appropriate to solicit and receive responses to standardized questions with answer options, while maintaining the personal contact through conducting the interviews.

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APPENDIXES

APPENDIX A

HIGHER EDUCATION PRICE INDEXES TABLE

TABLE III
HIGHER EDUCATION PRICE INDEXES

Fiscal Year	HEPI		R&DPI		CPI		Boeckh Construction		Capital Equipment	
		(%)		(%)		(%)		(%)		(%)
1974	119.1	(7.1)	117.4	(6.5)	117.3	(8.9)	122.7	(6.8)	113.4	(7.8)
1975	129.2	(8.6)	128.4	(9.4)	130.4	(11.2)	137.0	(11.6)	135.4	(19.4)
1976	137.8	(6.6)	137.6	(7.1)	139.6	(7.1)	147.5	(7.7)	142.0	(4.9)
1977	146.7	(6.5)	146.1	(6.2)	147.7	(5.8)	160.0	(8.5)	148.9	(4.9)
1978	156.5	(6.7)	155.5	(6.5)	157.7	(6.8)	171.5	(7.2)	159.2	(6.9)
1979	168.7	(7.7)	167.7	(7.8)	172.4	(9.3)	183.3	(6.9)	172.1	(8.1)
1980	185.3	(9.9)	182.8	(9.0)	195.4	(13.3)	198.4	(8.3)	186.3	(8.2)
1981	205.2	(10.7)	202.4	(10.7)	218.0	(11.6)	217.7	(9.7)	202.8	(8.8)
1982	225.8	(10.0)	220.8	(9.1)	236.9	(8.7)	239.3	(9.9)	217.7	(7.3)
1983	240.1	(6.3)	234.4	(6.2)	247.1	(4.3)	257.8	(7.7)	226.3	(4.0)
1984	253.1	(5.4)	246.4	(5.1)	256.2	(3.7)	272.9	(5.9)	231.4	(2.3)

Note: Price Indexes (1971=100) and Annual Percentage Changes, Fiscal Years 1974-84.

Source: Research Associates of Washington, "Higher education prices and price indexes: Update (1984), p. 1.

APPENDIX B

EDUCATIONAL AND GENERAL EXPENDITURES TABLE

TABLE IV
 COMPARISON OF EDUCATIONAL AND GENERAL EXPENDITURES BY FUNCTION
 FOR THE FISCAL YEARS 1980-81 THROUGH 1983-84
 (AMOUNTS IN DOLLARS)

FUNCTION AND INSTITUTION	AMOUNT				PERCENT OF TOTAL EDUCATIONAL AND GENERAL				AMOUNT PER FTE STUDENT				FTE Funding Levels
	1980-81	1981-82	1982-83	1983-84	80-81	81-82	82-83	83-84	1980-81	1981-82	1982-83	1983-84	
TOTAL EDUCATIONAL AND GENERAL:													
OU	64,468,491	74,793,018	86,649,475	80,396,316	100.0	100.0	100.0	100.0	3,577.60	4,147.09	4,740.90	4,394.21	High
OSU	61,972,154	69,734,005	82,176,715	78,370,706	100.0	100.0	100.0	100.0	2,970.16	3,326.85	3,899.44	3,787.13	Low
BOTH UNIVERSITIES	126,440,645	144,527,023	168,826,190	158,767,022	100.0	100.0	100.0	100.0	3,251.65	3,706.20	4,290.27	4,071.99	Low
CSU	19,066,033	22,407,897	26,821,160	25,741,063	100.0	100.0	100.0	100.0	2,169.80	2,526.27	2,963.02	2,728.53	Low
ECOSU	6,997,854	8,718,588	10,078,585	9,677,860	100.0	100.0	100.0	100.0	1,914.08	2,485.34	2,835.85	2,520.93	Low
NEOSU	11,230,475	13,414,912	15,946,510	15,718,072	100.0	100.0	100.0	100.0	2,170.13	2,652.73	2,833.93	2,538.84	High
NWOSU	3,582,838	4,058,059	4,743,920	4,521,196	100.0	100.0	100.0	100.0	2,360.24	2,754.97	3,181.69	3,004.11	Low
SEOSU	8,181,330	9,458,595	11,222,479	9,969,774	100.0	100.0	100.0	100.0	2,256.90	2,604.24	3,055.40	2,806.01	High
SWOSU	10,103,734	12,058,765	13,391,089	12,960,011	100.0	100.0	100.0	100.0	2,297.87	2,956.30	3,212.83	3,020.99	Low
CAMERON	8,591,706	10,296,992	11,662,815	11,386,525	100.0	100.0	100.0	100.0	2,097.58	2,673.85	2,911.34	2,741.76	High
LANGSTON	4,169,721	4,764,364	5,715,015	5,800,430	100.0	100.0	100.0	100.0	3,860.85	4,037.60	3,567.43	3,675.81	High
PANHANDLE	3,015,623	3,415,772	3,954,009	3,866,790	100.0	100.0	100.0	100.0	2,916.47	3,429.50	3,783.75	3,783.56	High
USAD	3,275,957	3,541,433	4,338,326	4,189,089	100.0	100.0	100.0	100.0	3,295.73	3,708.29	4,295.37	4,139.40	High
ALL SENIOR COLLEGES	78,215,271	92,135,377	107,873,908	103,830,810	100.0	100.0	100.0	100.0	2,276.21	2,742.05	3,062.17	2,838.70	
CAJC	2,135,776	2,540,098	2,917,167	2,706,004	100.0	100.0	100.0	100.0	2,208.67	2,527.45	2,552.21	2,503.25	High
CONNDRS	2,331,857	2,741,777	2,920,628	2,735,981	100.0	100.0	100.0	100.0	2,125.66	2,695.95	2,724.47	2,535.66	High
EASTERN	3,226,518	3,844,827	3,957,680	3,599,624	100.0	100.0	100.0	100.0	1,943.69	2,516.24	2,436.99	2,354.23	Low
EL RENO	1,561,123	1,796,619	2,165,518	2,084,787	100.0	100.0	100.0	100.0	2,361.77	2,921.33	3,058.66	2,467.20	Low
MURRAY	2,188,640	2,467,069	2,812,805	2,609,686	100.0	100.0	100.0	100.0	2,394.57	2,842.26	2,998.72	2,601.89	High
NEDAMC	5,077,202	5,685,739	6,170,821	5,622,326	100.0	100.0	100.0	100.0	2,276.77	2,693.38	2,901.19	2,643.32	High
NOC	2,643,905	3,216,598	3,315,665	3,160,444	100.0	100.0	100.0	100.0	2,167.13	2,630.10	2,612.82	2,607.64	High
OCCC	7,050,370	8,353,219	9,914,136	9,777,222	100.0	100.0	100.0	100.0	2,009.80	2,292.31	2,531.72	2,491.65	Low
ROGERS	2,935,980	3,739,664	4,303,826	4,065,582	100.0	100.0	100.0	100.0	2,092.64	2,383.47	2,466.38	1,961.21	Low
ROSE	9,808,350	11,806,775	13,443,997	13,455,670	100.0	100.0	100.0	100.0	1,909.34	2,414.96	2,559.30	2,412.28	Low
SEMINOLE	2,314,463	2,556,883	2,751,722	2,423,170	100.0	100.0	100.0	100.0	2,068.32	2,337.19	2,399.06	2,092.54	Low
TJC	12,804,439	15,810,761	18,685,768	18,293,953	100.0	100.0	100.0	100.0	2,200.83	2,495.37	2,616.69	2,653.22	High
WOSC	2,148,180	2,509,420	2,857,543	2,755,913	100.0	100.0	100.0	100.0	2,067.55	2,550.23	2,820.87	2,568.42	High
SAYRE	423,001	509,741	558,411	516,376	100.0	100.0	100.0	100.0	1,468.75	2,306.52	2,778.17	2,041.01	Low
ALL 2-YEAR COLLEGES	56,649,804	67,579,190	76,775,687	73,806,738	100.0	100.0	100.0	100.0	2,093.41	2,493.34	2,620.60	2,474.25	
ALL INSTITUTIONS	261,305,720	304,241,590	353,475,785	336,404,570	100.0	100.0	100.0	100.0	2,605.02	3,051.54	3,402.86	3,191.77	

Source: Oklahoma State Regents for Higher Education, Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, Fiscal Year 1983-84 (1985), p. 7.

APPENDIX C

POPULATION INSTITUTIONS TABLE

TABLE V
INSTITUTIONS INCLUDED IN THE POPULATION

Institutional Classification	FTE Funding Levels	
	Low	High
University	Oklahoma State University	Oklahoma University
Senior Colleges	Central State University East Central University Northeastern State University Southeastern Oklahoma State University Cameron University Oklahoma State University	Northwestern Oklahoma State University Southwestern Oklahoma State University Langston University Oklahoma Panhandle State University University of Science & Arts of Oklahoma Oklahoma University
Two-Year Institutions	Eastern Oklahoma State College El Reno Junior College Oklahoma City Community College Rogers State College Rose State College Seminole Junior College Sayre Junior College	Carl Albert Junior College Connors State College Murray State College Northeastern Oklahoma A & M College Tulsa Junior College Western Oklahoma State College

APPENDIX D

INTERVIEW INSTRUMENT

INTERVIEW INSTRUMENT

This instrument will serve to generate information regarding institutional responses to retrenchment, effects of retrenchment, and the positive outcomes of retrenchment within specific higher education institutions. Such information will be gathered as it relates to retrenchment effected beginning with fiscal years 1982-83 and 1983-84, and as reported through interviews with college presidents, academic officers, and business officers. These years were selected to begin the review because they represent the first years after many years of fiscal growth that higher education institutions were faced with declines in fiscal support.

The information gathered in the interviews will be reported in the aggregate rather than as quotes attributed to any individual or institution participating in the interview.

* * *

Question I: How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84 as related to the following functions/activities:

1. Planning (who began, process)
 - a. Mission evaluation (change, no change)
 - b. Decision-making (who, how, what)
2. Managing existing resources (enrollment, cash flow, expending cash balances)
3. Attracting new resources (enrollment, private resources, auxiliary enterprise revenues)

Comments: _____

Question II: What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84 as related to the following functions/activities:

1. Curriculum (programs, divisions, classes)
2. Faculty and staff (numbers of, part-time, full-time)

Question II (continued)

3. Headcount and credit hour generation (increase, decrease)
4. Student services (change in services provided)
5. Building and physical plant (capital improvements, operation, and maintenance)
6. Library (increases/decreases in quantities of books, periodicals, printing, and binding)
7. Travel (increase/decrease)
8. Communication (increase/decrease in costs)
9. Utilities (increase/decrease)
10. Financial aids and grants (increased efforts, numbers)
11. Research (increase/decrease)
12. Marketing (changes in strategies, budget)
13. Recruiting (change in efforts, numbers)
14. Retention (change in efforts)
15. Private funding levels (increase/decrease, new sources)

Comments: _____

Question III: Were there positive outcomes of retrenchment at your institution during FY 1982-83 and FY 1983-84 as related to the following:

1. Efficiency
2. Effectiveness
3. Quality
4. Reduction/elimination of weaknesses
5. Productivity
6. Morale
7. Planning procedures
8. Curriculum
9. Faculty and staff
10. Resource utilization
11. Reallocation
12. Community perceptions
13. Elimination of "fat"
14. Introduction of financial management strategies intended to reduce the impact of retrenchment

Comments: _____

Question IV: How are current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?

Comments: _____

Question V: In view of the extent of anticipated reductions in fiscal support, what good do you see coming from our present re-trenchment experiences?

Comments: _____

APPENDIX E

PARTICIPANT LETTER

April 4, 1986

Mrs. Debbie Goodman
415 W. Delaware
Nowata, OK 74078

Dear

As a doctoral student at Oklahoma State University, I am completing a descriptive study on "The Responses, Effects, and Positive Outcomes of Retrenchment as Perceived by Presidents, Academic Officers, and Business Officers at Eight Selected Public Higher Education Institutions in Oklahoma." Your institution was one of eight which was selected at random to be included in the sample, and I am most appreciative that you have agreed to participate in the study.

I will be conducting interviews of presidents, academic officers, and business officers at each of the selected institutions to gain data for the research project. All information gathered in the interviews will be reported in the aggregate rather than as quotes attributed to any individual or institution participating in the study. I will be tape recording the interviews to enable the process to require as little of your time as possible.

Information will be generated in the interviews regarding institutional responses to retrenchment, effects of retrenchment, and the positive outcomes of retrenchment within specific higher education institutions. Such information will be gathered as it relates to retrenchment effected, beginning with fiscal year 1983-84. This year was selected to begin the review because it was the first year, after many years of fiscal growth, that higher education institutions were faced with a decline in fiscal support. The following questions will serve as the base for specific questions during the interview process:

- Question 1: How did your institution respond to retrenchment during FY 1982-83 and FY 1983-84?
- Question 2: What were the effects of retrenchment upon your institution during FY 1982-83 and FY 1983-84?
- Question 3: Were there positive outcomes of retrenchment at your institution during FY 1982-83 and FY 1983-84?
- Question 4: How are current retrenchment efforts similar/dissimilar to those of FY 1982-83 and FY 1983-84?
- Question 5: In view of the anticipated reductions in funding levels, what good do you see coming from our present experiences?

Again, both my dissertation adviser, Dr. Robert Kamm, and I wish to express our thanks for your participation in this study. I will provide you with a copy of the study upon its completion. The day and time for your interview is as follows:

Most sincerely yours,

Debbie Goodman, Graduate Student
Oklahoma State University

APPENDIX F

STATE APPROPRIATIONS BUDGETED AND ACTUAL
EXPENDITURES TABLE

TABLE VI
 COMPARISON OF STATE APPROPRIATIONS, BUDGETED
 COMPARED TO ACTUAL EXPENDITURES,
 FY 1982-83 AND FY 1983-84*

State Appropriations Budget Compared to Actual % Differ- ence in FY 1982-83		State Appropriations Budget Compared to Actual % Differ- ence in FY 1983-84	
College "A"	-4.14%	College "A"	-7.18%
College "B"	-4.14%	College "B"	-7.18%
College "C"	-4.14%	College "C"	-7.18%
College "D"	-4.14%	College "D"	-7.18%
College "E"	-4.14%	College "E"	-7.18%
College "F"	-4.14%	College "F"	-7.18%
College "G"	-4.14%	College "G"	-7.18%
College "H"	-4.14%	College "H"	-7.18%

*Amounts in percentages. Numbers utilized to make computations were not reported in this table in order to ensure the anonymity assured institutional participants. Numbers were found in The Oklahoma State System of Higher Education Institutions' Educational and Primary Budgets, 1981-82 (p. 1) and 1983-84 (p. 1); also, Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, Fiscal Year 1982-83 (p. 19) and 1983-84 (p. 17). Both are published by the Oklahoma State Regents for Higher Education.

APPENDIX G

COMPARISONS OF TOTAL DOLLARS BUDGETED AND ACTUAL
DOLLARS EXPENDED BY YEAR AND OBJECT FOR
INSTITUTIONS "A" THROUGH "H" AND
COMPARISONS OF ACTUAL DOLLARS
EXPENDED COMPARED TO PREVI-
OUS YEAR FOR INSTITU-
TIONS "A" THROUGH
"H" TABLES

TABLE VII

COMPARISONS OF TOTAL DOLLARS BUDGETED AND ACTUAL DOLLARS EXPENDED
BY YEAR AND OBJECT FOR FYS 1981-82 THROUGH 1983-84 FOR INSTITU-
TION "A" AND COMPARISONS OF ACTUAL DOLLARS EXPENDED COMPARED
TO PREVIOUS YEAR FOR INSTITUTION "A"*

	Actual-Budget Change During Fiscal '81 '82	Actual-Budget Change During Fiscal '82 '83	'82 '83 Actual Compared to '81 '82 Actual	Actual-Budget Change During Fiscal '83 '84	'83 '84 Actual Compared to '82 '83 Actual	Actual-Budget Change During Fiscal '84 '85	'84 '85 Actual Compared to '83 '84 Actual
Total	-1.26	-6.43	7.62	-16.04	-11.94	-7.64	6.42
Teaching Salaries	0.96	-2.38	13.19	-13.93	-19.38	-2.38	3.03
Other Prof. Salaries	-3.70	-6.13	15.32	-8.92	-2.42	-4.58	-3.11
Nonprof. Salaries and Wage	0.99	-4.72	5.57	-7.62	-1.31	-4.77	6.04
Staff Benefits	-5.07	-9.04	-9.49	-16.87	-4.25	-7.28	9.40
Supplies and Materials	8.19	-21.82	-18.64	-27.58	-29.05	-30.02	9.38
Equipment	-39.45	-81.12	-63.96	-43.33	95.50	125.28	68.30
Books and Periodicals	-24.68	-57.62	-56.72	-31.07	204.13	-19.13	44.08
Travel Expense	-53.30	-60.01	-46.74	-73.18	-8.09	-57.86	72.24
Communication Expense	1.86	3.59	18.19	-10.50	-13.60	-22.09	-12.01
Printing and Binding	-1.02	-0.22	17.61	-49.23	64.35	-68.09	-39.55
Utilities	-2.93	-17.53	20.36	-20.88	4.40	-24.60	2.93
Other Contractual Service	4.86	11.07	20.09	-19.81	-13.92	-9.00	2.21
Other Current Expense	-8.21	0.39	-12.26	-54.97	-30.07	-30.15	24.57
Data Processing	0.00	0.00	0.00	0.00	0.00	-21.88	100.00

*Amounts in percentages

Sources: Oklahoma State Regents for Higher Education, Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, Fys 1981-82, 1982-83, 1983-84, and 1984-85; also, The Oklahoma State System of Higher Education Institutions' Educational and General Primary Budgets, Fys 1981-82, 1982-83, 1983-84, and 1984-85.

TABLE VIII

COMPARISONS OF TOTAL DOLLARS BUDGETED AND ACTUAL DOLLARS EXPENDED
BY YEAR AND OBJECT FOR FYS 1981-82 THROUGH 1983-84 FOR INSTITU-
TION "B" AND COMPARISONS OF ACTUAL DOLLARS EXPENDED COMPARED
TO PREVIOUS YEAR FOR INSTITUTION "B"*

	Actual-Budget Change During Fiscal '81 '82	Actual-Budget Change During Fiscal '82 '83	'82 '83 Actual Compared to '81 '82 Actual	Actual-Budget Change During Fiscal '83 '84	'83 '84 Actual Compared to '82 '83 Actual	Actual-Budget Change During Fiscal '84 '85	'84 '85 Actual Compared to '83 '84 Actual
Total	-3.19	-4.30	14.01	-5.63	-7.22	1.87	4.60
Teaching Salaries	-1.02	-1.08	14.36	1.50	-4.30	2.89	-6.53
Other Prof. Salaries	-1.11	-9.44	9.36	-1.26	8.71	11.57	3.57
Nonprof. Salaries and Wage	-4.32	-0.09	8.92	-24.82	-25.38	-8.75	27.86
Staff Benefits	-2.52	2.66	24.72	-13.12	-8.40	-6.89	5.33
Supplies and Materials	-2.00	-9.82	4.02	-6.32	11.31	6.53	2.49
Equipment	19.81	52.11	125.13	30.04	-46.98	261.32	24.61
Books and Periodicals	-4.79	-12.71	-8.32	-54.90	-54.79	-2.88	18.74
Travel Expense	-35.91	-37.85	-24.45	-33.74	-12.23	-9.27	12.00
Communication Expense	-7.77	-23.95	-6.73	-12.23	-34.78	0.00	5.18
Printing and Binding	-11.30	-5.79	74.99	-43.10	-35.86	-15.21	9.35
Utilities	-25.91	-13.33	20.88	23.74	15.17	-16.18	1.55
Other Contractual Service	26.95	-7.18	4.55	-11.82	-19.41	9.12	-1.64
Other Current Expense	-7.08	-38.82	20.39	-22.27	-0.97	-15.16	-13.63
Data Processing	-30.90	-31.88	7.53	-15.47	-9.61	-2.70	23.96

*Amounts in percentages

Sources: Oklahoma State Regents for Higher Education, Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, Fys 1981-82, 1982-83, 1983-84, and 1984-85; also, The Oklahoma State System of Higher Education Institutions' Educational and General Primary Budgets, Fys 1981-82, 1982-83, 1983-84, and 1984-85.

TABLE IX

COMPARISONS OF TOTAL DOLLARS BUDGETED AND ACTUAL DOLLARS EXPENDED
 BY YEAR AND OBJECT FOR FYS 1981-82 THROUGH 1983-84 FOR INSTITU-
 TION "C" AND COMPARISONS OF ACTUAL DOLLARS EXPENDED COMPARED
 TO PREVIOUS YEAR FOR INSTITUTION "C"*

	Actual-Budget Change During Fiscal '81 '82	Actual-Budget Change During Fiscal '82 '83	'82 '83 Actual Compared to '81 '82 Actual	Actual-Budget Change During Fiscal '83 '84	'83 '84 Actual Compared to '82 '83 Actual	Actual-Budget Change During Fiscal '84 '85	'84 '85 Actual Compared to '83 '84 Actual
Total	-3.91	-0.42	17.84	-4.01	-4.63	1.78	4.80
Teaching Salaries	-0.35	-1.77	13.80	-4.48	-4.41	-0.13	1.12
Other Prof. Salaries	-1.63	3.71	14.09	2.94	0.28	-0.86	2.23
Nonprof. Salaries and Wage	0.29	-1.04	15.02	-8.31	-8.92	-3.21	4.61
Staff Benefits	-0.22	-5.56	20.20	-4.41	1.58	-0.30	3.76
Supplies and Materials	-16.20	-12.17	3.97	-19.59	-7.95	5.52	16.13
Equipment	-22.70	33.59	43.97	75.43	3.65	81.13	5.61
Books and Periodicals	-8.96	84.72	28.59	58.08	-19.70	124.65	28.59
Travel Expense	-22.67	-23.50	7.82	-33.95	-14.85	14.94	20.26
Communication Expense	8.69	1.17	13.84	2.85	0.17	2.80	8.26
Printing and Binding	-3.32	821.03	1121.59	-20.30	-91.03	-25.75	-9.80
Utilities	-17.16	-13.12	25.80	-16.26	-3.56	-20.23	-4.73
Other Contractual Service	-12.90	10.92	54.43	-8.97	-17.57	21.54	23.53
Other Current Expense	-7.52	-8.05	29.57	-21.20	-18.20	-4.77	6.76
Data Processing	-8.66	-7.67	16.10	-15.36	-7.65	-8.85	-0.12

*Amounts in percentages

Sources: Oklahoma State Regents for Higher Education, Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, Fys 1981-82, 1982-83, 1983-84, and 1984-85; also, The Oklahoma State System of Higher Education Institutions' Educational and General Primary Budgets, Fys 1981-82, 1982-83, 1983-84, and 1984-85.

TABLE X

COMPARISONS OF TOTAL DOLLARS BUDGETED AND ACTUAL DOLLARS EXPENDED
BY YEAR AND OBJECT FOR FYS 1981-82 THROUGH 1983-84 FOR INSTITU-
TION "D" AND COMPARISONS OF ACTUAL DOLLARS EXPENDED COMPARED
TO PREVIOUS YEAR FOR INSTITUTION "D"*

	Actual-Budget Change During Fiscal '81 '82	Actual-Budget Change During Fiscal '82 '83	'82 '83 Actual Compared to '81 '82 Actual	Actual-Budget Change During Fiscal '83 '84	'83 '84 Actual Compared to '82 '83 Actual	Actual-Budget Change During Fiscal '84 '85	'84 '85 Actual Compared to '83 '84 Actual
Total	0.67	-3.27	15.60	-5.33	-3.98	-2.94	0.42
Teaching Salaries	-0.43	-1.59	18.85	0.62	2.12	-0.94	-3.77
Other Prof. Salaries	3.33	7.76	28.49	-16.19	-21.92	-4.06	3.05
Nonprof. Salaries and Wage Staff Benefits	-1.08	-2.44	17.59	0.47	5.45	-3.70	-3.61
	-6.33	-8.11	14.48	-11.48	1.49	-2.96	11.67
Supplies and Materials	3.80	-15.61	-13.92	-31.47	-22.35	1.01	14.09
Equipment	21.61	-30.59	-29.65	-58.63	-77.03	-31.01	32.94
Books and Periodicals	-9.02	-6.66	10.09	-36.48	-36.50	-19.58	28.83
Travel Expense	-1.70	-15.85	12.85	-44.34	-30.51	-1.01	31.11
Communication Expense	-8.62	-0.85	24.83	-3.64	-23.28	-12.18	-1.20
Printing and Binding	21.07	-18.08	-1.23	-46.06	-27.18	-49.52	-32.90
Utilities	17.99	-5.56	9.55	12.20	18.82	-1.59	8.13
Other Contractual Service	-90.13	-18.43	1131.56	-37.88	-34.35	-35.35	-2.29
Other Current Expense	55.74	6.23	-42.20	-17.58	-30.43	52.32	8.83
Data Processing	39.95	11.32	49.91	-17.41	-29.95	0.91	17.78

*Amounts in percentages

Sources: Oklahoma State Regents for Higher Education, Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, FYs 1981-82, 1982-83, 1983-84, and 1984-85; also, The Oklahoma State System of Higher Education Institutions' Educational and General Primary Budgets, FYs 1981-82, 1982-83, 1983-84, and 1984-85.

TABLE XI

COMPARISONS OF TOTAL DOLLARS BUDGETED AND ACTUAL DOLLARS EXPENDED
BY YEAR AND OBJECT FOR FYs 1981-82 THROUGH 1983-84 FOR INSTITU-
TION "E" AND COMPARISONS OF ACTUAL DOLLARS EXPENDED COMPARED
TO PREVIOUS YEAR FOR INSTITUTION "E"*

	Actual-Budget Change During Fiscal '81 '82	Actual-Budget Change During Fiscal '82 '83	'82 '83 Actual Compared to '81 '82 Actual	Actual-Budget Change During Fiscal '83 '84	'83 '84 Actual Compared to '82 '83 Actual	Actual-Budget Change During Fiscal '84 '85	'84 '85 Actual Compared to '83 '84 Actual
Total	-3.83	-6.67	3.08	-10.01	-4.68	-4.80	-0.01
Teaching Salaries	-2.76	-5.71	11.82	-9.92	-6.88	-7.31	-1.40
Other Prof. Salaries	-5.52	-9.33	6.25	-10.52	-0.57	-11.22	1.56
Nonprof. Salaries and Wage	-0.67	-2.15	5.79	-3.73	-5.05	1.02	5.93
Staff Benefits	0.75	-7.83	-26.99	1.30	7.84	-0.43	-3.65
Supplies and Materials	25.70	20.53	-2.37	-2.20	-18.10	-12.25	-9.92
Equipment	-96.41	-70.54	885.76	-97.48	-93.13	-95.89	-44.03
Books and Periodicals	-6.80	-21.33	4.01	-61.65	-51.25	-45.58	-266.45
Travel Expense	-26.75	-54.11	-29.49	-74.70	-48.53	3.87	55.80
Communication Expense	-7.80	-30.02	-44.84	-10.69	31.47	-16.59	-3.72
Printing and Binding	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Utilities	-10.08	-10.28	18.77	-17.63	0.99	23.52	3.00
Other Contractual Service	-40.06	-25.71	1.99	-17.38	18.78	-10.20	3.18
Other Current Expense	68.88	82.03	29.34	27.85	-12.20	3.72	7.55
Data Processing	0.03	-0.47	25.51	-11.70	-12.90	-3.06	1.63

*Amounts in percentages

Sources: Oklahoma State Regents for Higher Education, Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, FYs 1981-82, 1982-83, 1983-84, and 1984-85; also, The Oklahoma State System of Higher Education Institutions' Educational and General Primary Budgets, FYs 1981-82, 1982-83, 1983-84, and 1984-85.

TABLE XII

COMPARISONS OF TOTAL DOLLARS BUDGETED AND ACTUAL DOLLARS EXPENDED
 BY YEAR AND OBJECT FOR FYS 1981-82 THROUGH 1983-84 FOR INSTITU-
 TION "F" AND COMPARISONS OF ACTUAL DOLLARS EXPENDED COMPARED
 TO PREVIOUS YEAR FOR INSTITUTION "F"*

	Actual-Budget Change During Fiscal '81 '82	Actual-Budget Change During Fiscal '82 '83	'82 '83 Actual Compared to '81 '82 Actual	Actual-Budget Change During Fiscal '83 '84	'83 '84 Actual Compared to '82 '83 Actual	Actual-Budget Change During Fiscal '84 '85	'84 '85 Actual Compared to '83 '84 Actual
Total	-5.72	4.84	18.18	3.88	-2.10	16.03	7.14
Teaching Salaries	-2.04	-9.54	13.46	-20.81	-7.87	-15.20	6.30
Other Prof. Salaries	1.94	16.08	18.53	0.66	4.89	-1.47	3.93
Nonprof. Salaries and Wage	-5.66	-0.86	16.44	-9.96	2.29	13.41	13.64
Staff Benefits	-4.36	16.56	33.30	22.60	4.71	51.60	11.12
Supplies and Materials	-21.29	125.49	4.88	491.62	-2.34	422.04	4.11
Equipment	-30.99	458.07	22.50	256.72	-47.95	268.72	-141.87
Books and Periodicals	-16.39	21.45	62.69	50.27	-2.33	36.16	-25.81
Travel Expense	-20.64	6.83	-26.64	98.45	-30.43	136.18	6.64
Communication Expense	-19.05	-8.94	5.54	170.01	8.81	61.99	-67.45
Printing and Binding	-98.31	-13.54	5132.21	2363.00	18.47	3926.80	38.83
Utilities	11.30	-24.23	2.43	-16.91	10.56	-1.21	14.02
Other Contractual Service	-15.45	13.02	33.08	265.55	0.80	454.21	12.70
Other Current Expense	51.60	212.83	67.41	529.21	-33.84	1298.70	55.01
Data Processing	19.03	-4.58	18.16	40.16	28.21	47.21	-17.53

*Amounts in percentages

Sources: Oklahoma State Regents for Higher Education, Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, Fys 1981-82, 1982-83, 1983-84, and 1984-85; also, The Oklahoma State System of Higher Education Institutions' Educational and General Primary Budgets, Fys 1981-82, 1982-83, 1983-84, and 1984-85.

TABLE XIII

COMPARISONS OF TOTAL DOLLARS BUDGETED AND ACTUAL DOLLARS EXPENDED
BY YEAR AND OBJECT FOR FYS 1981-82 THROUGH 1983-84 FOR INSTITU-
TION "G" AND COMPARISONS OF ACTUAL DOLLARS EXPENDED COMPARED
TO PREVIOUS YEAR FOR INSTITUTION "G"*

	Actual-Budget Change During Fiscal '81 '82	Actual-Budget Change During Fiscal '82 '83	'82 '83 Actual Compared to '81 '82 Actual	Actual-Budget Change During Fiscal '83 '84	'83 '84 Actual Compared to '82 '83 Actual	Actual-Budget Change During Fiscal '84 '85	'84 '85 Actual Compared to '83 '84 Actual
Total	-0.24	5.14	15.85	-0.71	-7.22	6.24	5.01
Teaching Salaries	-2.99	-3.80	16.79	-5.80	-3.94	-2.16	0.85
Other Prof. Salaries	-12.69	4.94	20.25	3.20	-5.07	2.22	2.64
Nonprof. Salaries and Wage	-16.93	-16.04	13.36	-15.90	-7.15	-4.76	-1.73
Staff Benefits	1.79	-3.95	16.30	-12.56	-3.82	-1.56	6.05
Supplies and Materials	-1.92	29.36	12.92	61.70	-15.68	24.58	7.14
Equipment	5.19	20.73	7.14	-26.62	-57.48	167.56	53.82
Books and Periodicals	-6.17	36.13	7.45	-12.61	-24.40	5.84	-24.05
Travel Expense	-11.40	-18.41	-2.97	-4.97	-20.64	-7.26	22.36
Communication Expense	28.06	0.21	-0.43	-15.36	-5.37	-1.81	16.54
Printing and Binding	40.66	67.05	-7.22	-49.25	-58.98	-23.28	33.85
Utilities	5.87	4.98	19.71	-10.30	5.47	-5.40	9.66
Other Contractual Service	109.12	127.85	-26.23	134.22	14.61	132.14	19.20
Other Current Expense	59.45	164.33	104.10	77.59	-28.96	39.21	-2.84
Data Processing	0.00	-12.49	28.77	-6.74	3.60	-4.21	-3.57

*Amounts in percentages

Sources: Oklahoma State Regents for Higher Education, Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, Fys 1981-82, 1982-83, 1983-84, and 1984-85; also, The Oklahoma State System of Higher Education Institutions' Educational and General Primary Budgets, Fys 1981-82, 1982-83, 1983-84, and 1984-85.

TABLE XIV

COMPARISONS OF TOTAL DOLLARS BUDGETED AND ACTUAL DOLLARS EXPENDED
 BY YEAR AND OBJECT FOR FYS 1981-82 THROUGH 1983-84 FOR INSTITU-
 TION "H" AND COMPARISONS OF ACTUAL DOLLARS EXPENDED COMPARED
 TO PREVIOUS YEAR FOR INSTITUTION "H"*

	Actual-Budget Change During Fiscal '81 '82	Actual-Budget Change During Fiscal '82 '83	'82 '83 Actual Compared to '81 '82 Actual	Actual-Budget Change During Fiscal '83 '84	'83 '84 Actual Compared to '82 '83 Actual	Actual-Budget Change During Fiscal '84 '85	'84 '85 Actual Compared to '83 '84 Actual
Total	-5.93	0.53	22.50	-0.79	-3.44	-2.45	-6.60
Teaching Salaries	-8.83	1.29	21.56	0.59	0.63	1.94	0.60
Other Prof. Salaries	-5.29	-0.96	17.68	-2.07	-4.43	-7.49	-18.11
Nonprof. Salaries and Wage	-10.79	-6.18	18.16	-2.41	6.10	-0.97	-4.98
Staff Benefits	3.00	-0.08	19.05	-0.05	8.25	-1.25	-1.92
Supplies and Materials	0.26	16.20	22.00	-1.34	-21.31	7.87	-15.91
Equipment	-13.24	-2.71	47.22	18.50	-31.00	-36.82	-40.70
Books and Periodicals	1.05	2.94	9.53	-35.49	-46.62	-5.88	-6.22
Travel Expense	-30.50	-32.44	10.38	-56.95	-48.85	-20.40	22.54
Communication Expense	5.52	9.16	14.99	-33.79	-30.72	57.76	-48.07
Printing and Binding	-74.32	-72.65	106.34	281.95	179.29	-100.00	0.00
Utilities	8.07	0.85	8.87	2.45	16.10	-6.99	-7.46
Other Contractual Service	-14.80	-20.54	51.11	-28.08	-36.38	-31.21	13.53
Other Current Expense	58.81	208.01	122.43	185.42	-34.69	44.04	-81.59
Data Processing	-25.79	-6.59	53.26	-21.36	-8.53	-6.01	-101.85

*Amounts in percentages

Sources: Oklahoma State Regents for Higher Education, Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, Fys 1981-82, 1982-83, 1983-84, and 1984-85; also, The Oklahoma State System of Higher Education Institutions' Educational and General Primary Budgets, Fys 1981-82, 1982-83, 1983-84, and 1984-85.

VITA

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