

**JOURNAL OF THE FACULTY SENATE**  
The University of Oklahoma (Norman campus)  
Regular session - April 9, 1990 - 3:30 p.m.  
Conoco Auditorium, Neustadt Wing, Bizzell Memorial Library

The Faculty Senate was called to order by Professor Andy R. Magid, Chair.

**PRESENT:** Ahern, Baker, Bergey, Blick, Christian, Flowers, Foote, Gilje, Goodey, Gudmundson, Harm, Harper, Herstand, Hill, Hinson, Kiacz, Kutner, Levy, Magid, Minnis, Moore, Mouser, Nelson, Nicewander, Paolino, Petry, Rideout, Ryan, Salisbury, Sankowski, Schnell, Smith, Stoltenberg, Swoyer, Vestal, Ward, Weaver-Meyers, Wedel, White, Zelby

Provost's office representative: Wadlow  
PSA representatives: Barth, Boehme, Scott

**ABSENT:** Farmer, Fife, Gabert, Hopkins, Jaffe, James, Kenderdine, Knapp, McManus, Striz, Zaman, Zonana

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**APPROVAL OF JOURNAL**

The Senate Journal for the regular session of March 5, 1990, was approved.

**ANNOUNCEMENTS**

The Spring General Faculty meeting will be held Thursday, April 26, 1990, at 3:30 p.m. in room 108 of the Physical Sciences Center. Professors Magid and Rideout and President Van Horn will make remarks.

Ms. Beth Wilson, Affirmative Action Officer, recently sent the Senate the revised sexual harassment and consensual relations policies and asked for comments by April 11. Prof. Magid said he was trying to find out whether Ms. Wilson wanted the Senate to take action or just send individual comments. Copies were distributed at the meeting and are available from the Senate office. [Note: The policies will be discussed at the May meeting.]

**DISPOSITION BY THE ADMINISTRATION OF SENATE ACTIONS**

President Van Horn approved the 1:1 elections to Councils, Committees, and Boards from the February 12 meeting and selected the following faculty from the 2:1 nominations:

Athletics Council: Charles Butler (Instructional Leadership)  
 Graduate Assistants Appeals Board: X. Wei Zhu (Mathematics)  
 Patent Advisory Committee: Peter Kutner (Law)

**SENATE CHAIR'S REPORT**

"You'll recall (or you can look up in the Senate Journal) that in my report at the February 12 Senate meeting I told you about the February 6 meeting of the Senate Executive Committee with President Van Horn where we raised with Dr. Van Horn our concerns about the impact of a possible change to a new accounting system on the research and instructional use of the University's mainframe computer. The President told us, as I reported in February, that "no change is contemplated." You can imagine my surprise, then, when on April 3 I received a copy of an agenda item for the April meeting of the University of Oklahoma Board of Regents in which President Van Horn recommends to the Board that they buy a new accounting system to run on the University's mainframe computer.

There are two very important issues here: one, the desirability of the action; and two, the quality of the communication between the President and the Faculty. I'd like to address them in that order.

Of course your Executive Committee is not the only campus entity concerned about the diversion of computing resources from research and instruction into administration; that's why we have a Computer Advisory Committee. Professor Gary Schnell, who sits on the Faculty Senate, chairs that Advisory Committee, and he called a meeting of that Advisory Committee April 6 to discuss the putative purchase of accounting software and its impact on our mainframe computer. Professor Schnell invited me to attend that meeting. We heard presentations from Mr. John Moore, the University's Controller, and from Mr. Bob Shepard, the Director of the University's Computer Services. Mr. Shepard circulated a memo which explained that the current accounting system was custom designed for OU and was designed to preserve as much machine capacity as possible to support instruction and research. He estimates that any new package system, because it must provide general rather than specific solutions, will use an order of magnitude more central processing time, and between one and two orders of magnitude more of disk storage space. (One order of magnitude means ten times, and two orders of magnitude means one hundred times.) Mr. Shepard also supplied the Committee with usage graphs to show that the mainframe computer is currently

at 100% during peak working hours (that is, most of the time, between 8 a.m. and 1 a.m.) and only drops below 80% between 2 a.m. and 7 a.m. In other words, installing a new accounting system is going to degrade significantly access and performance for all other users.

Mr. Moore explained some of the capability of the proposed system and some of the motivation for acquiring it. According to Mr. Moore, a major impetus behind this project comes from the OU Regents, who are especially interested in financial statements on auxiliaries and service units — things like the Athletic Department or Food Services. Emphasizing this Regental interest, Mr. Moore said that they ask him about it (informally) nearly every month. Mr. Moore also described some other advantages the system would have which would make his job (that is accounting) easier. He also acknowledged that it would make life harder for other users of the machine, but reiterated the Regental imperative.

Mr. Shepard also outlined what it would take to be able to run a general purpose accounting package and maintain our current level of performance for academic users: a new mainframe computer and a building to keep it in. This is an expensive proposition, but one that we move up to periodically anyway. He estimates that we are 3 to 4 years away from this right now.

To sum this up: the plan is to obstruct seriously teaching and research on the mainframe computer because the Regents want fancier financial reports on auxiliaries and service units, and they want them right now. Granted, there are also administrative conveniences to a new system. I personally don't see either of these as major imperatives, but if we're going to do it, we should at least wait the few years until the appropriate hardware is in place to absorb a new system. And I would hope the Regents would think long and carefully before they make this shift of resources from the academic area to administration. To me, this proposal is equivalent to tearing down half the library to make a Regents' parking lot, and sends the same signal to faculty and students about the value the Regents place on instruction and research.

I guess I've made clear my view of the desirability of this action. I want to turn now to the implication this episode has for President/Faculty communication. The agenda item proposing acquisition of the accounting system is accompanied by a 5-page background and rationale statement. This statement reports the history of the project, beginning in September 1988 and continuing with the formation of an advisory committee in May 1989. This committee then sought information from vendors in August of 1989, and on November 22, 1989, the University sent out for bids for a new system, and received two. The report continues, "Throughout January and February [1990], the Steering Committee and various other interested parties have evaluated the responses provided by the two companies," and then goes on to explain why one of the companies' product is being recommended. You'll recall that it was exactly in the middle of this period, February 6, that President Van Horn told the Executive Committee that "no change was contemplated."

I can't explain this. The Executive Committee raised the issue with President Van Horn at our regular monthly meeting of April 5. He had already told us that in light of the controversy over women's basketball, he had decided not to make any more decisions without a complete opportunity for all interested parties to discuss the issues. In view of this, we asked Dr. Van Horn to pull the accounting system proposal from the April Regents' meeting to allow the Faculty Senate to study the issue. Dr. Van Horn then wrote to Regent White asking that the item be postponed until May to "consider the question of how best to maintain research computing capability in light of the fact that a new management information system is necessary."

We'll try to consider that later in this meeting. It's a pity that Dr. Van Horn didn't ask us to do this back in February.

Now, it's very important that the Faculty be able to trust the President's word. I hope that nothing I've said implies anything to the contrary or suggests that free, frank, and formal dialogue between the Senate Executive Committee and the President as we've known it at OU is in any way imperiled."

### **"FOCUS ON EXCELLENCE"**

Perhaps no challenge to traditional academic disciplines has developed more rapidly or been more pervasive in its influence than the area of women's studies. In the short span of 15 years, women's studies has gathered under its banner interdisciplinary research in psychology, sociology, ethnicity, history, the arts, and a host of occupations related to women and society, such as nursing, education, politics, welfare, and the like.

OU first joined the vanguard of research in women's studies in 1974 when President Paul Sharp supported a petition by 14 of our women faculty to establish a Center for Women's Studies. It took two years to establish the center and hire its first director, Barbara Hillyer, who was, at the time, directing a state-wide project in Freedom of Speech for the Oklahoma Library System.

Professor Hillyer came to Oklahoma from Mundelein College where she began teaching after completing her Ph.D. in English literature at the University of Wisconsin. During her tenure as Director and since, she has published 35 articles on a variety of topics and has been awarded several grants for research in women's issues. Most notable was a \$70,000 grant from the Fund for the Improvement of Post Secondary Education (FIPSE) to develop undergraduate research skills. Specifically, students examined policies and practices of Oklahoma state agencies serving women.

Two years ago Professor Hillyer stepped down from the Directorship of Women's Studies to complete a contract with the OU Press to publish a book on Feminist Theory and the Experiences of Women Living with Disabilities. I asked specifically what that meant today, and she was explaining to me that she was not interested in the issue of women who live with persons having disabilities, such as children or spouses, but rather women themselves who are confronting major disabilities.

In the 12 years of her leadership, the Center has established itself as an integral part of OU's efforts to examine the social, political, and educational agendas of women and minorities on the OU campus and throughout the nation. Barbara Hillyer's work and that of others associated with the center has sent a clear message to the citizens of the State that OU is committed to establishing and maintaining an academic environment open to scholarly inquiry in all areas of human endeavor. I would like to recognize her for her work.

### **REPORT OF THE SENATE COMMITTEE ON COMMITTEES**

Prof. Rideout, Chair of the Committee on Committees, presented a slate of nominees for the end-of-the-year vacancies on University and Campus Councils, Committees, and Boards. The Senate will vote on the nominations at the May meeting. A slate of nominees for vacancies on Senate standing committees will be attached to the agenda for the May meeting.

## PREDICTION OF FACULTY SALARY INCREASES

Prof. Magid presented a graph of the faculty salary percentage increases compared to budget percent increases since 1980 (see Appendix II). He calculated a linear equation that explains 90% of the variation in faculty salary percentage increases, once the percent increase in the University budget is known. Scenarios A-F were presented, A being the increase requested by the State Regents. In the best case scenario (A), the budget increase would be 12.55% and the 95% prediction interval for faculty salary increases should be between 4.6% and 12.7%; in the worst case it should be between -.46% and 7.64%.

## BUDGET ALLOCATION FORMULA

Prof. Wadlow was present to explain the new model that will be used allocate funds to the colleges for fiscal year 1991 (see Appendix III). She remarked that the allocation process should reflect the University's strategic plan, should be fair and understood, and should have a great deal of input into its development. The budget process ought to have an element of stability so that it is not erratic from one year to the next. If over a five year period a college is accomplishing what it is supposed to, then that college ought to be receiving more resources. The process also will convey to deans information about what is expected.

The five criteria used are student credit hours, degrees, majors, grants, and publications/creative activities. The latter two criteria represent about 20%, teaching about half, and degrees and majors about 22%. Some other characteristics are integrated into the model. For instance, extra weight is given to majors who are honors students, to minority students who graduate, and to master's and doctoral students. Another factor is the relative cost of teaching like courses at OU and at peer institutions. The Provost said she wanted to clear up some misconceptions. First, no college at OU has a budget that is too big; every college is under-funded relative to its official peers. Second, there will not be any dramatic change in the allocation to colleges this year. Third, the model will be used for approximately 80% of the allocation; the remaining 20% will be based on other subjective, qualitative issues, such as program review and progress toward the Strategy for Excellence. Finally, the deans will have far more flexibility within their colleges than they have had in the recent past. Among other things, the salary savings policy will be modified so that the deans will retain the salary savings within the colleges and be responsible for their allocation.

Answering questions from the floor, Provost Wadlow said she would take into account differences between disciplines in available outlets for published research, available external funding, and student-faculty ratios. The Provost's office will use information on the workloads by department for OU and its peers, adjusted for OU being down by 20% in faculty size. Referring to the extra weight assigned to doctoral credit hours and degrees, Prof. Herstand pointed out that master's and Ph.D. degrees in Fine Arts take about the same length of time and have similar requirements. Provost Wadlow said she has been discussing that point with the Fine Arts Dean. Prof. Weaver-Meyers asked how the differences in the availability of grant funds would be formulated. Provost Wadlow said that would be a part of the subjective element and could be handled by watching the change over a five year period or by looking at how well the college is doing relative to what is available. When Prof. Weaver-Meyers asked how a dollar figure or percentage for grants was determined, Prof. Magid referred to the note at the bottom of

the page, which states that the value is 40% of each weighted grants and contracts dollar generated, where "weighted" refers to the source--federal, state, etc.

Prof. Schnell said he was concerned about the effect of this model on interdisciplinary research and on areas with extraordinary levels of service. Provost Wadlow said she would take steps to reinforce interdisciplinary teaching and research and would take care of the service component outside of the formula. Prof. Ahern asked whether the factors were calculated over a long enough period to determine how stable they were. Provost Wadlow said the factors were based on the three previous years and were reasonably stable, with one exception. Prof. Levy asked whether the deans would be pressured to divide funds among the departments according to the model. Provost Wadlow said she would not be pressuring anyone to do that. Prof. Rideout asked about the difference in totals between the FY89-90 model-based allocation of \$41,640,980 and Model P-9's \$54,965,371. Prof. Magid explained that the percent figures for each college in the Model P-9 column should be applied to the actual total figure of \$41.6 million to determine the allocation. Prof. Schnell asked whether organized research units would be governed by the formula. Provost Wadlow answered that it would be difficult to apply the formula in those cases and would use instead the Strategy for Excellence and program review. Prof. Weaver-Meyers asked whether the P-9 formula would be used at the Health Sciences Center. Provost Wadlow said she did not know.

#### **FACULTY WORKLOADS**

At its March 21, 1990, meeting, the Deans' Council approved a document called Policy Guidelines for Faculty Teaching Responsibilities (see Appendix IV). According to Provost Wadlow, this is an effort to put into writing the prevailing practice and to be consistent and equitable. The document will be finalized once additional input from groups such as the Faculty Senate is collected. Several senators commented that a stated policy was not necessary and that a stated base load would not promote economies of instruction. Many senators argued against point 5 (a 12-hour base), saying that seemed at variance with the effort to increase research productivity and outside funding and would put OU at a recruiting disadvantage. Prof. Magid said he believed point 5 was included because the College of Engineering has to operate under that requirement, but that he saw no reason for the rest of the University to be bound by that. Prof. Wedel asked if comparative data from peer institutions were available. Prof. Magid said he had been given the University of Houston's policy, but noted that Houston is not a peer institution. Prof. Baker asked whether such a policy was being proposed because the administration believed not enough courses were being offered or that inequities in teaching existed. Prof. Magid said he did not know the answer to that but did want to acknowledge that the administration was not adopting this as policy without first giving the faculty a chance to comment on its merits and language. Prof. Ryan commented that point 7 was unclear and left questions about whether teaching was considered a productive activity. Prof. Herstand asked whether point 9 (Committee A should be advisory to the chair/director) would change faculty responsibilities or protection. Prof. Zelby questioned why college deans should have to review teaching loads for departments (point 10). Prof. Magid offered to have the Executive Committee seek further clarification on some of the points. He noted that the Senate would have to vote on the policy before it is added to the Faculty Handbook. Further discussion will be held at the May meeting.

## **REPORT OF THE WELLNESS COMMITTEE**

Prof. Trent Gabert, Chair of the Wellness Committee, was out of town and asked Ms. Cindy Merrick, a physical therapist at Goddard Health Center, to report on the progress of the committee and on the wellness week being held April 30-May 4. A document on the philosophy, objectives, and expected outcome of a proposed wellness program (available from Senate office) was distributed at the meeting. In October of 1986 President Horton appointed a task force to develop a University-wide wellness program. It became clear that a permanent administrator was needed to coordinate activities and seek financial assistance. Requests for a wellness coordinator were denied by Presidents Horton and Van Horn. Nevertheless, the committee is still trying to keep the wellness idea alive by promoting activities like the Take Charge Wellness Week, which was timed to correspond to the state-wide health care awareness day. Brown bag seminars will be held every day. There will be a walk/run on May 3 and a health fair on May 4.

## **PRELIMINARY REPORT OF AD HOC COMMITTEE ON ELIGIBILITY AND ACADEMIC STANDING**

Prof. Smith reminded the Senate that the ad hoc committee was originally formed as a result of Prof. St. John's report on the academic performance of student-athletes (February meeting). Since then the charge to the committee has been expanded somewhat to address the impact of academic eligibility requirements on extracurricular activities, including athletics. The committee is not a muckraking committee, nor does it have a preconceived agenda. With regard to the protection of individual students' rights to privacy, OU's Legal Counsel concluded that the committee can have access to the data about how OU's students are performing, but all data will be handled discreetly. Prof. Smith pointed out that the State Regents are considering state-wide regulations relative to academic eligibility requirements, and the committee would monitor that. He said the committee is in the information-gathering stage and has acquired some good models of similar studies that have been done elsewhere. The goal is to bring some legislation to the Senate next fall.

## **FAMILY LEAVE PROPOSAL**

Prof. Magid explained that the family leave proposal (see Appendix V) was developed by a subcommittee of the Faculty Welfare Committee and would be discussed and voted on at the May meeting. He asked the Senators to discuss the proposal with their colleagues.

## **NEW BUSINESS**

Prof. Magid presented a motion from the Executive Committee to address the problem he mentioned in his Chair's report:

The purchase of new accounting software should be postponed until appropriate mainframe computing resources are available to maintain current levels of performance in research and instructional computing.

Prof. Schnell explained that the Computing Advisory Committee had discussed the proposed purchase and saw some very substantial negative effects on research and instruction. Prof. Nicewander said he would support the motion because he has had problems with the machine locking up. He was told by the

Computing Center that there are too many users and not enough RAM (Random Access Memory) to store programs. He asked why administrative computing had to be done on the research computer. Prof. Foote agreed that administrative and scientific computing should not be mixed. Prof. Ryan asked how much capacity the new accounting system would use. Prof. Magid said it currently uses 1% and would increase to 10%. Prof. White noted that the mainframe computer is becoming more and more outdated and filled up with administrative computing and that runs contrary to the notion that faculty should be increasing research funding. The motion was approved unanimously by the Senate.

Prof. Herstand asked whether the Athletics Council was involved in the decision to eliminate women's basketball and the subsequent reversal. Prof. Smith, who is a member of the Athletics Council, said the Council was not consulted about the elimination, and it should have been. On the morning the program was reinstated, the Council was asked for an opinion and voted unanimously for reinstatement. Prof. Smith said he had the impression that a decision had already been made. Prof. Magid said the Executive Committee would look into the question of whether there is a precedent for involving the Athletics Council in such matters.

Prof. Foote said he was concerned that the percentage of the University's budget allocated to the academic areas has been declining. Prof. Magid offered to have the Executive Committee inquire about that.

Prof. Baker mentioned a policy on releasing student information and asked whether requests from the Athletic Department for student grades have the signed permission of the students. Prof. Magid said he would make a copy of the policy available in the Senate office.

#### ADJOURNMENT

The meeting adjourned at 5:00 p.m. The next regular session of the Senate will be held at 3:30 p.m. on Monday, May 7, 1990, in the Conoco Auditorium.

Sonya Fallgatter  
Sonya Fallgatter  
Administrative Coordinator

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David Levy  
Secretary

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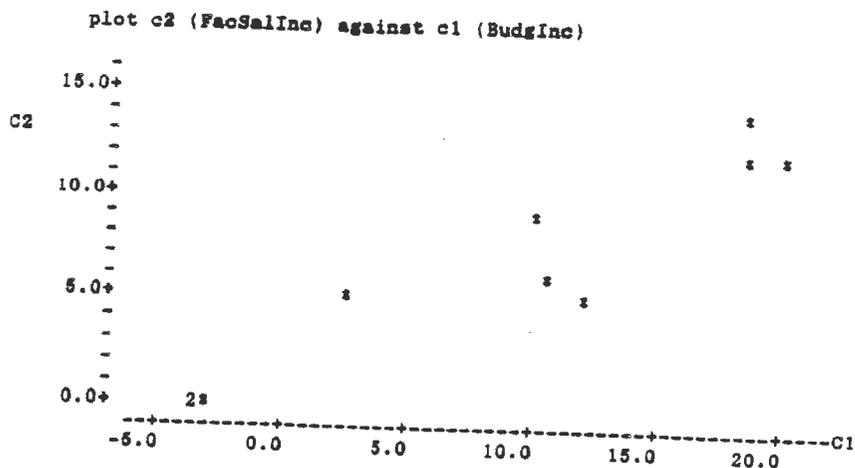
4/90 (Appendix I)

RECORD OF DISPOSITION BY ADMINISTRATION OF FACULTY SENATE ACTIONS

(September, 1989 - )

Date of Senate mtg.	Item*	Origin	Disposition, Date
1 9-11-89	Faculty replacements, councils/committees	Senate	Appointed, 10/3/89
2 10-16-89	Method of selection to councils/committees	Senate	Overall council/committee structure being examined, 12/13/89
3 12-11-89	Faculty replacements, councils/committees	Senate	No action necessary
4 12-11-89	Program re-approval procedures	Senate	Disagreed with proposal but will work with faculty to assure appropriate decisions, 2/16/90
5 1-15-90	Off-site teaching assignments	Senate	Declined to approve resolution; sufficient appeals procedures, 2/22/90
6 1-15-90	Class time lost due to holidays	Senate	Pending
7 2-12-90	1990-91 Program Review Panel	Provost	No action necessary
8 2-12-90	Faculty replacements, councils/committees	Senate	Appointed, 3/2/90
9 3-5-90	Assessment of mid-semester grade reports	Provost	Pending
10 11-13-89	Council on Campus Life	Senate	Pending
11 4-9-90	Purchase of new accounting software	Senate	Pending

\*Full text of recommendation can be found in Senate Journal for date indicated at left



The regression equation is  
 $C2 = 1.97 + 0.533 C1$

Predictor	Coef	Stdev	t-ratio	p
Constant	1.9659	0.7072	2.78	0.024
C1	0.53260	0.05825	9.14	0.000

s = 1.650      R-sq = 91.3%      R-sq(adj) = 90.2%

Analysis of Variance

SOURCE	DF	SS	MS	F	p
Regression	1	227.73	227.73	83.60	0.000
Error	8	21.79	2.72		
Total	9	249.52			

Fit	Stdev.Fit	95% C.I.	95% P.I.
8.651	0.580	( 7.312, 9.990)	( 4.615, 12.687)
6.334	0.522	( 5.130, 7.538)	( 2.341, 10.327)

SOURCE	DF	SS	MS	F	p
Regression	1	227.73	227.73	83.60	0.000
Error	8	21.79	2.72		
Total	9	249.52			

	Fit	Stdev.Fit	95% C.I.	95% P.I.
A	8.651	0.580	( 7.312, 9.990)	( 4.615, 12.687)
B	6.334	0.522	( 5.130, 7.538)	( 2.341, 10.327)
C	4.710	0.551	( 3.438, 5.981)	( 0.696, 8.724)
D	3.719	0.595	( 2.347, 5.091)	( -0.328, 7.766)
E	3.980	0.562	( 2.638, 5.322)	( -0.056, 8.017)
F	3.591	0.602	( 2.203, 4.979)	( -0.461, 7.644)

Scenario	State	App	Tuition	BudgetInc
A	11669323	2371930	12.55	
B	7927529	1248971	8.20	
C	5232169	525755	5.15	
D	3754457	-74149	3.29	
E	4310251	-80236	3.78	
F	3498107	-80236	3.05	

College	BUDGET ALLOCATION BY FACTOR					Model P-9		FY 89-90 Budget		FY 89-90 Model-Based Allocation
	a Credit Hours	b Degrees	c Majors	d Grants	e Publications Creative Act	Total	Percent	Dollar	Percent	
Architecture	\$1,320,806	\$239,430	\$182,000	\$21,052	\$51,520	\$1,814,808	3.30%	\$1,546,228	3.71%	\$1,374,873
Arts and Sciences	16,833,130	3,069,235	2,131,820	4,223,976	1,321,120	27,579,281	50.18%	19,296,567	46.34%	20,893,669
Business Administration	3,395,771	1,129,875	1,024,700	75,389	138,000	5,763,735	10.49%	5,341,180	12.83%	4,366,523
Education	1,578,021	855,025	743,540	76,723	150,880	3,404,189	6.19%	2,797,088	6.72%	2,578,965
Engineering	5,170,878	1,042,360	978,400	2,027,884	423,200	9,642,722	17.54%	6,579,838	15.80%	7,305,189
Fine Arts	2,493,004	293,365	287,440	14,493	253,920	3,342,222	6.08%	3,347,524	8.04%	2,532,020
Geosciences	813,688	181,355	149,720	2,082,291	191,360	3,418,414	6.22%	2,732,555	6.56%	2,589,742
<b>Total - Degree Granting Colleges</b>	<b>31,605,298</b>	<b>6,810,645</b>	<b>5,497,620</b>	<b>8,521,808</b>	<b>2,530,000</b>	<b>54,965,371</b>	<b>100.00%</b>	<b>41,640,980</b>	<b>100.00%</b>	<b>41,640,980</b>
<b>Percentage of Model P-9 Allocation</b>	<b>57.50%</b>	<b>12.39%</b>	<b>10.00%</b>	<b>15.50%</b>	<b>4.60%</b>	<b>100.00%</b>				

VALUES USED FOR FACTORS IN MODEL P-9:

- (a) Dollars Per Weighted Credit Hour = \$60 X Weighted Cost Index by Discipline
- (b) Dollars Per Weighted Degree = \$1,150
- (c) Dollars Per Weighted Major = \$200
- (d) 40% of each weighted grants and contracts dollar generated
- (e) Dollars Per Publication/Creative Activity = \$1,840

Note: 1) The FY 1989-90 budget data are hard-money budgets for the degree-granting colleges as of the printed budget. The budget for Fine Arts excludes the Art Museum budget; budget for Education excludes Education-1706. Faculty fringe benefits budget is not included. Permanent budget transfers made after July 1, 1989 will be added soon.

PERCENTAGE DISTRIBUTION OF BUDGET ALLOCATION FOR EACH FACTOR BY COLLEGE

DRAFT

MODEL P-9 (EXCLUDES LAW)

College	a	b	c	d	e	--- Model P-9 ---	
	Credit Hours	Degrees	Majors	Grants	Publications Creative Act	Total	Percent
Architecture	4.18%	3.52%	3.31%	0.25%	2.04%	\$1,814,808	3.30%
Arts and Sciences	53.26%	45.07%	38.78%	49.57%	52.22%	27,579,281	50.18%
Business Administration	10.74%	16.59%	18.64%	0.88%	5.45%	5,763,735	10.49%
Education	4.99%	12.55%	13.52%	0.90%	5.96%	3,404,189	6.19%
Engineering	16.36%	15.30%	17.80%	23.80%	16.73%	9,642,722	17.54%
Fine Arts	7.89%	4.31%	5.23%	0.17%	10.04%	3,342,222	6.08%
Geosciences	2.57%	2.66%	2.72%	24.43%	7.56%	3,418,414	6.22%
Total- Degree Granting Colleges	100.00%	100.00%	100.00%	100.00%	100.00%	54,965,371	100.00%

VALUES USED FOR FACTORS IN MODEL P-9:

- (a) Average Cost Per Weighted Credit Hour = \$60 X Weighted Cost Index by Discipline
- (b) Dollars Per Weighted Degree = \$1,150
- (c) Dollars Per Weighted Major = \$200
- (d) 40% of each weighted grants and contracts dollar generated
- (e) Dollars Per Publication/Creative Activity = \$1,840

PERCENTAGE DISTRIBUTION OF BUDGET ALLOCATION FOR EACH COLLEGE BY FACTOR

DRAFT

MODEL P-9 (EXCLUDES LAW)

College	a	b	c	d	e Publications Creative Act	--- Model P-9 ---	
	Credit Hours	Degrees	Majors	Grants		Total	Percent
Architecture	72.78%	13.19%	10.03%	1.16%	2.84%	\$1,814,808	100.00%
Arts and Sciences	61.04%	11.13%	7.73%	15.32%	4.79%	27,579,281	100.00%
Business Administration	58.92%	19.60%	17.78%	1.31%	2.39%	5,763,735	100.00%
Education	46.36%	25.12%	21.84%	2.25%	4.43%	3,404,189	100.00%
Engineering	53.62%	10.81%	10.15%	21.03%	4.39%	9,642,722	100.00%
Fine Arts	74.59%	8.78%	8.60%	0.43%	7.60%	3,342,222	100.00%
Geosciences	23.80%	5.31%	4.38%	60.91%	5.60%	3,418,414	100.00%
Total - Degree Granting Colleges	57.50%	12.39%	10.00%	15.50%	4.60%	54,965,371	100.00%

VALUES USED FOR FACTORS IN MODEL P-9:

- (a) Average Cost Per Weighted Credit Hour = \$60 X Weighted Cost Index by Discipline
- (b) Dollars Per Weighted Degree = \$1,150 X Weighted Cost Index by Discipline
- (c) Dollars Per Weighted Major = \$200
- (d) 40% of each weighted grants and contracts dollar generated
- (e) Dollars Per Publication/Creative Activity = \$1,840

DOCUMENTATION ON BUDGET ALLOCATION MODEL P-9

This budget allocation model is based on five factors: student credit hours produced, number of degrees conferred, headcount majors, expenditures generated in sponsored programs, and number of refereed publications and creative activities. The following are detailed information on how these factors are applied in the allocation model.

CREDIT HOURS PRODUCED

Input: average annual credit hours produced in each college for the years 1986-87, 1987-88, and 1988-89; Credit hours generated through UCT and summer session are included; credit hours for intersession, advanced programs, and other CE&PS units are not included.

Weight Factors: 1 for undergraduate, 1.5 for master's, and 3.0 for doctoral; Graduate credit hours are divided into master's and doctoral level based on the proportion of students enrolled in each program.

Process:

Credit-Hour-Based Allocation = (total weighted credit hours) x W x I<sub>d</sub>  
where W is a constant (\$60) and  
I represents discipline cost index for each college

COST INDEXES: Cost indexes are derived based on the average cost per weighted credit hour for comparable programs in five of the Big Eight universities: Iowa State, Oklahoma State, Kansas, Missouri, and Nebraska.

DEGREES CONFERRED

Input: average annual degrees conferred for the years 1986-87, 1987-88, and 1988-89

Weight Factors: 1 for undergraduate, 3 for master's, 5 for doctoral; and an extra weight of 1 for undergraduate, 2 for master's and 3 for doctoral are added for minority graduates

Process:

Degree-Based Allocation = (total weighted degrees) x Y  
where Y is a constant (\$1,150)

HEADCOUNT MAJORS

Input: average headcount majors for the 1987, 1988 and 1989 fall semesters

Weight Factors: same as factors for degrees conferred, and an extra weight of 1 is added for each honors student

Process:

Major-Based Allocation = (total weighted headcount majors) x (X)  
where X is a constant (\$200)

EXTERNAL GRANTS AND CONTRACTS

Input: average expenditures of sponsored programs for fiscal years 1987, 1988 and 1989

Weight Factors: a. research: 1 for state funds, 1.3 for private funds, 2 for federal funds; b. training: 0.5

Process:

External-Funding-Based Allocation = (total weighted expenditures in sponsored programs) x Z  
where Z is a constant (.40)

PUBLICATIONS/CREATIVE ACTIVITIES

Input: total number of refereed publications and creative activities for the calendar years 1986, 1987, and 1988

Process:

Publications-Based Allocation = (total number of publications and creative activities) x U  
where U is a constant (\$1,840)

Policy Guidelines for Faculty Teaching Responsibilities  
approved by Deans' Council  
March 21, 1990

1. Faculty teaching loads should be differentiated.
2. The University policy should consist of broad, general guidelines which allow for differences within and among colleges.
3. Teaching loads should be related to practice and productivity at peer institutions.
4. A specific teaching load policy should be developed at the college level which is approved by the dean and Provost and implemented at the departmental level.
5. A 12-credit hour equivalent per semester is to be the OU base for assigned teaching load, (four normal or usual three-credit courses or equivalent plus the usual advisement and service).
6. Differentiated teaching loads should be based upon needs of the unit, teaching ability, type, level, and size of courses taught, productivity in research and creativity, public service assignments, administrative responsibilities, and other unique characteristics of the unit.
7. The annual faculty evaluations should be based on the faculty member's productivity related to his/her teaching load.
8. Graduate level research and creative activity, advisement, and directing of theses and dissertations and special service functions are to be taken into consideration as part of the overall teaching load.
9. Committee A should be advisory to the chair or director in matters of faculty load.
10. College deans should review and evaluate loads each year.
11. Department chairs, or directors, with the approval of their college dean, will have the flexibility to approve exceptions to their college's policies.
12. As special needs arise, teaching load may be adjusted by the chair in consultation with the faculty member.

Draft #2

Family Leave Proposal

March 9, 1990

At the time when the University declares its goal to be academic excellence, as measured against a national ranking, efforts toward attracting and retaining quality faculty members should be a high priority. The growth in the number of women faculty members and the increased emphasis upon shared parental responsibilities between working spouses directs the University's attention toward its family leave benefit policies. Do present policies meet the needs of current faculty members and do they portray a compelling picture of university support for new faculty candidates?

The Faculty Affairs Committee of the Health Sciences Center Campus and the Faculty Welfare Committee of the Norman Campus reviewed the pregnancy, maternity, and family leave policies of this University and compared them to other universities' policies, to the American Association of University Professors policies, and to current trends in the public sector of this country. As stated in the 1973 AAUP Bulletin, the purpose of family leaves for child-bearing, child-rearing, and family emergencies are "to assist faculty members with parental responsibilities in meeting their obligations both to their professional careers and to their families, and to prevent the loss to the institution and to the academic community of substantial professional skills." AAUP encourages institutions to be flexible with the options offered to faculty in meeting these needs. Flexibility includes offering such alternatives as longer-term leaves of absence, temporary reductions in workload with no loss of professional status, and maintaining full-time affiliation throughout such leaves. With this in mind, the recommendations from this joint committee effort are for the consideration by both Faculty Senates for a comprehensive maternity and family leave benefit policy for the University of Oklahoma.

Recommendation 1:

The University should separate child-bearing leave from sick leave as a distinct policy and terms should be broadened to include adoption:

A pregnant faculty member or primary care-giver of a newly adopted child under two years of age shall be eligible for six weeks of paid family leave beginning at the time of delivery of the child, whether through natural childbirth or adoption.

Recommendation 2:

The University should separate supportive leave for child-bearing from emergency leave as a distinct policy:

The male faculty member with a pregnant wife, the spouse of a primary care-giver of a newly adopted child under two years of age, or the grandparent of a newly born or adopted child shall be eligible for five

Draft #2

Family Leave Proposal

March 9, 1990

days of paid family leave to assist in the immediate transition period of the child into the home.

Recommendation 3:

The University should offer a period of unpaid family leave for such purposes as child-rearing or the extended care needs of elderly parents, spouses, or other legal dependents:

A faculty member who is a primary care-giver for a child, severely ill or incapacitated spouse, or elderly dependent shall be eligible for a Family Leave of Absence without pay for a period up to one year. During the period of absence, the faculty member is responsible for maintaining benefit coverage through payment of the premiums.

If a tenure track faculty member takes paid or unpaid family leave time for the birth or delivery of a child, or extended care needs of immediate family members, the probationary period prior to a tenure decision may be extended for one year at the written request of the faculty member with approval of the academic unit, Dean, and Provost. After the leave, the faculty member is entitled to return to the same position or a position of similar rank and pay.

Recommendation 4:

The University should offer an option of a reduced workload to faculty members as an alternative to or in combination with periods of unpaid leave:

A faculty member who is a primary care-giver for a child, severely ill or incapacitated spouse, or elderly dependent shall be eligible to convert to a reduced workload for one year; extensions of this reduced workload option may be approved by the Dean; a tenure track faculty member may extend the probationary period prior to a tenure decision by an amount proportional to the period of reduced workload.

Recommendation 5:

The University should extend family leave policies to all faculty members.

Recommendation 6:

The University should prepare a clearly and plainly written brochure outlining and explaining the new policies to current faculty members and for recruitment materials for prospective faculty.