

**JOURNAL OF THE FACULTY SENATE**  
 The University of Oklahoma (Norman campus)  
 Regular session - April 12, 1993 - 3:30 p.m.  
 Jacobson Faculty Hall 102

The Faculty Senate was called to order by Professor Susan C. Vehik, Chair.

**PRESENT:** Ahern, Anderson, Barman, Boyd, Carr, Cornelius, Faulconer, Fonteneau, Gordon, Graf, Havener, Hill, Hinson, Johnson, Jordan, Kidd, Koger, Kukreti, Kuriger, Kutner, Landes, Lakshmivarahan, Latrobe, Livesey, London, Miller, Mock, D. Morgan, Mouser, Nelson, Norwood, O'Halloran, St. John, Stanhouse, Sullivan, Sutton, Tiab, Vehik, Watson, Wedel, Whitecotton, Whitmore, Wiegand

Provost's office representative: Kimpel

PSA representatives: Barth, Spencer, Vaughn

UOSA representatives: Bratten, Huang, Kendrick, Pamley

**ABSENT:** Breipohl, R.C. Davis, Dillon, Harris, Hilliard, Kincade, Sankowski, Smith

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**APPROVAL OF JOURNAL**

The Senate Journal for the regular session of March 15, 1993, was approved.

**ANNOUNCEMENTS**

The Honors Council will consider a proposal to increase eligibility requirements for the OU Honors Program (available from the Senate office). Comments should be given to Prof. Nancy Mergler, Director of the Honors Program, before April 15.

The Faculty Senate office is now receiving the AAUP publication, Academe.

From AAUP College and University Fiscal Crisis Update:

Sixty percent of the nation's colleges and universities experienced midyear budget cuts in 1992, and most responded by raising tuition. The average public university increase was 12%.

Decreases in the proportion of state funding of higher education were experienced by Nevada (2.6% from FY93 to FY95), Colorado (4.3% from FY83-FY93), and Massachusetts-Amherst (33% over four years).

In New York over 10 years, state spending in real dollars for prisons increased 270%, while for higher education it decreased 8%.

From the Oklahoma State Legislature:

Senate Resolution 2 congratulates and commends OU's administration for their leadership in the reduction of secondhand smoke by proposing a smoke-free campus policy. See below.

From the OU Regents' Agenda (April 7-8 meeting):

The Regents were notified that budget reductions could result in declaration of a financial emergency. The University has a financial emergency policy in place. This was for information only.

The Regents were notified of a Norman Campus Smoking Policy. All buildings, including offices, are smoke-free. Anyone smoking in these buildings can be asked to stop. Certain buildings are excluded at the moment, including the Union and Stadium. Tobacco products are not to be sold on campus.

On affirmative action, OU added 29 female (30.5% of total hires) and 26 minority (27.4% of total hires) faculty. The hiring rate is above national averages for minorities and below average for women. Ten of the women and nine of the minorities were hired tenured or tenure-track. Retention rates remained the same for minorities and decreased 26% for women.

The administration asked approval for the issuance of \$6 million in revenue bonds for renovation of the Union. They were also asked to rank A&E firms and address contract negotiations for those renovations.

The Regents were also asked to authorize plans for the second phase of Physical Sciences renovation for Chemistry and Biochemistry.

On OTRS:

Trent Gabert and Susan Vehik, along with HSC and OSU counterparts, met with Tommy Beavers (Executive Secretary OTRS) on future options. Basically, the possibility of removing new employees is dependent on there not being any negative impact on OTRS. Beavers will not support the removal of anyone if there is a negative impact on those who remain in OTRS.

OTRS has announced that the expected gas tax revenue will allow the employer contribution to remain at 2% this year instead of rising to 2.5% as scheduled. Member contributions will be 6% on the first \$25,000 and 9% on compensation between \$25,000 and \$40,000. The latter is down from 11%.

Other information:

The Office of Personnel Services will explain and answer questions about changes in the health and dental plans on April 22 at 8 a.m., 10 a.m., 1 p.m., and 3 p.m. in the Conoco Auditorium of Bizzell Library. Other sessions will be announced later.

The President has placed on hold the proposed fee waivers for faculty/staff and their spouses/dependent children. Reasons are the budget problems and the need to bring the fee waiver budget under control. The Enrollment Management Board will reevaluate these proposals during FY94.

**REMARKS BY SENIOR VICE PRESIDENT AND PROVOST JAMES KIMPEL CONCERNING BUDGET CUTS**

Provost Kimpel explained that the University had been preparing for budget cuts since last summer. A hiring freeze and a freeze on purchases over a certain amount were implemented last July. The final state budget will probably not be known until the legislature adjourns at 5 p.m. on May 28. What the University is doing now is planning, not making final decisions. Realistic scenarios for FY94 are budget cuts of 5% and 9%. This same information was previously shared with the Regents, Deans, Directors and Chairs, and the Senate Executive Committee. He provided his phone number and e-mail address so that faculty who hear rumors can contact him. He said he wanted to dispel the rumors that the University had declared financial emergency and had suspended tenure and promotions.

Funding per student is \$10,687 at Big 8 and Big 10 universities (OU's peers), compared to \$6615 at OU. With a 9% cut, OU's real cut compared to its peers is more like 41% or 42%. What the state legislature is talking about is a 9% cut on the \$88 million of state appropriations. Academic areas comprise 81.5% of the Norman campus E&G budget. Salaries represent 77% of the budget. Therefore, with a 9% cut, "We can't completely avoid academic areas, nor can we avoid people," the Provost said.

Provost Kimpel said the following assumptions have been made. Enrollment will be stabilized. The University will try to protect the core academic areas--those units that generate credit hours and produce scholarship and grant and contract activity--by reducing the cuts to those areas. Core academic areas have been asked to prepare for 3% and 5% cuts. Fixed cost increases have been contained to \$1 million, and fee waiver increases have been kept to a minimum. The state Senate and House versions differ on whether the \$2.1 million in one-time funds will be annualized before the cuts are made. Mechanisms will be put in place for a number of years, because the following years do not look much better.

A 9% cut in state appropriations, coupled with the fixed cost increases, amounts to almost \$9 million. Colleges will be treated differentially, with reductions in core areas ranging from 2% to 4% (an average of 3%) for the 5% scenario and from 3.5% to 6.5% (an average of 5%) for the 9% scenario. These reductions will be based on their productivity, progress toward goals, and quality. Colleges have been encouraged to make differential cuts to departments. College Deans' offices will bear the full 5% or 9% reductions. Cuts to Vice Presidential areas range from 3.2% to 5% and from 5.4% to 9%, under scenarios one and two, respectively, depending on whether they have any degree-granting or research units.

Estimated impacts of a 9% cut include a reduction of 41 faculty (almost 100 positions are vacant now), 82 staff, 44 graduate assistants, and a 10% reduction in other employees (adjunct faculty, student employees, etc.) and summer session. That means \$6 million has to come from personnel loss. Library acquisition would be reduced by 5%, computing by 5%, fee waivers by 5%, travel by 10%, and supplies, equipment, communication, etc. by 15%. In addition, possibly 500 class sections would be eliminated, classes would be taught less frequently, and larger classes would have to be taught. Provost Kimpel does not think it is wise to hire more adjuncts and graduate assistants, since non-regular faculty already teach 25% of the undergraduate courses. Library services will have to be curtailed, although a 5% library budget cut would be offset by a 50 cent fee increase. (With a 9% cut, though, the library budget would be cut 4%.) Student services, research, and fund raising would also be impacted. The Provost said he was concerned about the potential loss of research matching funds. He hopes to shift some of the fund raising support from E&G to private gifts. Other plans include contracting out some Physical Plant and Motor Pool services, reducing UCT course offerings by 10%, conserving energy, and curtailing enrollment. Students only pay 22% of their cost, so the University actually loses money by increasing the number of students.

Provost Kimpel said he had asked people not to send out termination notices to employees or to cancel class sections until the University knows what the impact is going to be. He noted that the Faculty Senate is trying to get this information to the legislature and friends of the University.

Prof. Livesey pointed out that in previous years of budget cuts, there was the hope that the legislature could increase taxes, but that is not a viable option now. If this is a multi-year problem, what will happen to this institution? Provost Kimpel noted that not all agencies are being cut; there will be increases in common education and the Department of Human Services. Higher education is not popular nationally. The University needs to find other ways to generate revenue, and it needs to show the legislature the importance of higher education to the state. This is not unique to Oklahoma. Louisiana State University is looking at a 40% cut.

Prof. St. John said department chairs are often asked at the last minute to increase class size. He said perhaps it is the wrong approach for everyone to do extra to keep students from being inconvenienced. Not until students let their parents know that it will take an extra year to graduate will the situation be more relevant to the people who think higher education has plenty of money. Provost Kimpel said it is unrealistic to think OU can take a cut of this magnitude and not see an impact. There is still a chance for a 5% or 10% increase in tuition. A 5% tuition increase will offset the cuts by about \$1.5 million. A copy of Provost Kimpel's budget information is available from the Senate office.

#### **SENATE CHAIR'S REPORT, by Prof. Susan Vehik**

In the interest of time, the Chair's report was distributed at the meeting instead of read. Prof. Vehik called attention to the latter part of the report that encouraged faculty to contact legislators about the impact of the proposed budget cuts.

"Some of the material below involves more up-to-date announcements. The rest relates to budgets and lobbying.

"The Senate Executive Committee has discussed the problem of restarting the health care deductible with both the President and Provost. The President has indicated that a solution is being worked on.

"Regarding OTRS (again), as you may have noticed in the papers, OTRS investments earned 13% last year. While that is a lower return rate than that earned by other state retirement plans, it is still good. The state is also committing \$10 million of a recently found \$22 million to OTRS. There will be a discussion on retirement April 15 at 7:30 p.m. in Dining Room 1 of the Oklahoma Memorial Union.

"We have received several questions about when Higher Education Day will be this year. The Oklahoma State Regents for Higher Education (OSRHE) were the organizers of Higher Education Day. They have decided that it was not an effective lobbying event and therefore have not organized one for this year.

"In January, as part of a lobbying effort, I invited several state legislators to visit OU. The people invited were members/chairs of various committees having charges relevant to higher education. That approach had limited success primarily because I waited until after the elections and after committee membership had been determined. Next year is not an election year, so the composition of the legislature is known. A more useful approach might be to extend invitations next fall before the legislative session begins. Nonetheless, how useful these visits are is uncertain. Regardless of whether blanket invitations to all legislators or select invitations to only key legislators are extended, the result is that we do not reach those who have the least understanding and/or interest in higher education. Since financial problems are likely to continue next year, we probably need to spend some time early next fall and see if we can find a solution.

"OSRHE held two public hearings in March regarding the impacts of budget reductions in higher education and on tuition and fee increases. What follows are some of the points I made as Chair of the Faculty Advisory Committee to OSRHE, along with information I have since picked up from various places. It may be useful in beginning a lobbying effort with the legislature.

"Although the State of Oklahoma obviously has a significant budget problem for FY94 (and possibly for following years), the problems higher education is facing are compounded rather than caused by the revenue shortfall. The percent of continuing state appropriations allotted to higher education in Oklahoma has declined by more than three percent since 1980. This problem is not unique to Oklahoma (see the Announcements section); similar decisions have been reached by legislatures in several other states. In most of these states, as well as in Oklahoma, financial resources are being concentrated on servicing the outcomes of earlier social, economic, and educational policies (i.e. the increased need for incarceration, welfare etc.).

"At the same time, consideration of national and international trends provides a clear indication that the future is going to depend on education. There are going to be fewer avenues open to those who do not have a solid and diversified educational background. It is in recognition of this that enrollment in higher education continues to increase.

"The reason for the two contradictory trends is no doubt complex. It was clear at the OSRHE hearings that some people have absolutely no idea what it is higher education faculty do, and they are rather vocal about it. This problem is not unique to Oklahoma; the accountability of higher education is being widely discussed nationally. Many people honestly believe we only work six to nine hours a week. On one level this is a lot like judging ministers by the time they spend giving a sermon on Sunday, lawyers by the time they spend in the courtroom, football coaches by the time they spend in

a game, and business people by the actual transfer of a product. While no one would remotely argue for the preceding system of assessment, they willingly make such arguments about faculty. We have not successfully conveyed to very many that faculty also spend a great deal of time behind the scenes for every hour we may be in a classroom. We have not conveyed the demands of out-of-classroom teaching on either the undergraduate or graduate level, nor have we made the relationship between research and teaching particularly clear. Until it is made clear to a greater number of people that higher education is important for our future economic and social well-being, it is likely that we will continue to be one of the last things funded in state budgets.

"On top of a lack of understanding about higher education in general, there is the matter of the proposed budget cuts. Any changes in Oklahoma higher education funding will impact a base that is already not nationally or regionally competitive. State funding of higher education is only at about 66% of peer institution levels. In spite of that low funding, the University of Oklahoma is in the second quartile of the 200 best universities. The law school is in the second quartile as well. The school of medicine is in the top 20 of comprehensive programs. But, it will be very difficult to maintain those positions with a 9% cut in state funding.

"One of the more immediate impacts of a budget reduction for OU includes cancelling approximately 500 class sections. Remaining class sections will increase in size. Class assignments will be fewer and less comprehensive. Students will receive less individual attention from faculty. The average student will probably take an extra semester to graduate (increasing the costs of obtaining an education).

"In an attempt to stretch state dollars, some institutions, including OU, are looking at capping enrollment. High quality students will be forced to seek comparable education out of state. "Bright flight" will become a significant problem.

"There will be fewer student services provided. Financial aid will decrease at OU by 2%. As many as 85 graduate assistants will be lost. At a time when remediation is increasingly being required to prepare students for higher education, there will be a decrease in the ability to provide it. The already lowly ranked OU library will see additional decline.

"Faculty can expect little in the way of salary increases. By-and-large it is salary that attracts a quality faculty. Some might think that faculty in Oklahoma's higher education institutions are well paid by Oklahoma standards. But, Oklahoma faculty salaries, in fact, have been below levels of peer institutions by 15%. Salaries at the two comprehensive universities are near the bottom of the Big Eight. At OU, salaries have been in the bottom 14 to 34% of public doctoral universities. A 9% cut will see further deterioration in the comparative value of Oklahoma faculty salaries. Ten years ago, when faculty salaries at OU stagnated for a period of time, 17% of the faculty left.

"While the immediate impacts of a loss of state funding can fairly readily be identified, there are also longer range impacts. Ten years ago Oklahoma higher education underwent a series of budget reductions. We have not recovered either the funding (constant dollars) or the numbers of faculty that were lost. Thus, we can be assured that the impacts of a budget reduction in FY94 will likely be long term.

"Now to the lobbying part. Even though we do not know any exact details, it is a good time now to start familiarizing legislators with the potential impacts of proposed cuts on higher education. If you can use any of the above in contacting state legislators, please do. It would be particularly useful if you know people living in other districts who can be familiarized with these problems and encouraged to contact their legislators.

"Below is a list of members of the House and Senate Education committees. Also, the chair of the General Conference Committee on Appropriations is Senator Stratton Taylor, and the Vice-Chair is Representative Jim Hamilton. It does not hurt to write to other legislators as well. Addresses are: House of Representatives or Senate, Oklahoma State Capitol, Oklahoma City, OK 73105. Please remember many legislators have supported previous higher education issues. It helps to thank them for previous support. Letters need to be informative, not confrontational or accusative. It will not help if legislators are alienated." [Note: Letters should not be written on University letterhead or use University postage; you should say you are writing as an individual familiar with higher education, not as a representative of the University.]

## Senate Education Committee:

Bernice Shedrick, Chair	Cal Hobson
Ed Long, Vice Chair	Vicki Miles-Lagrange
Bernest Cain	Ben Robinson
Helen Cole	Herbert Rozell
Larry Dickerson	Don Rubottom
Kelly Haney	Mark Snyder
J. Berry Harrison	Stratton Taylor
Sam Helton	Penny Williams
Brad Henry	Gerald Ged Wright

## House Education Committee:

James Hager, Chair	Ron Langmacher
Betty Boyd, Vice-Chair	Linda Larason
Calvin Anthony	Mike Mass
Jack Begley	Don McCorkell
Laura Boyd	Jim Reese
John Bryant	Larry Roberts
Carolyn Coleman	Don Ross
Kevin Cox	Dale Smith
Bob Ed Culver	J.T. Stites
Randall Erwin	David Thompson
Bob Gates	Flake Todd
Joan Greenwood	Mike Tyler
Jeff Hamilton	Ray Vaughn
Danny Hilliard	Dan Webb
Rob Johnson	Don Weese
Charles Key	Bill Widener
Ron Kirby	

**REPORT OF THE SENATE COMMITTEE ON COMMITTEES REGARDING END-OF-THE-YEAR  
VACANCIES ON COUNCILS/COMMITTEES/BOARDS**

A preliminary list of nominations was distributed at the meeting and will be voted on at the May meeting (available from the Senate office). Prof. Hinson reminded the Senate that nominations could be made from the floor, but the permission of the nominee must be obtained.

**FINAL REPORT AND RECOMMENDATIONS OF THE AD HOC COMMITTEE TO REVIEW TENURE WITHIN THE UNIVERSITY LIBRARIES**

Prof. Vehik asked the Senate to give permission for non-Senators to participate in the following discussion. The Senate approved that request on a voice vote.

Prof. Jay Smith, Chair of the ad hoc committee, provided a brief overview of the recommendations regarding tenure within the University Libraries (see Appendix I). Additional members of the committee were present at the meeting to answer questions. Prof. Smith noted that the ex officio members were appointed to the committee by the library faculty to represent the conflicting views on that faculty. The committee was aware of two primary concerns: (1) The library faculty was and continues to be deeply divided. That faculty has been "jerked" around for three years, through mostly no fault of their own, by an issue started by administrative decree. (2) Tenure was taken away from an academic unit and a new type of faculty was created without the "consideration" and study recommended by the program review committee. The committee believed the issue was broader than the University Library, in that faculty governance, academic rights and the protection of academic freedom were in question. As representatives of the general faculty, the committee members tried to do what was best for the general University faculty, the University, the University Libraries as an academic unit, and the University Libraries faculty. The committee was aware of the differences of opinion, mistrust, and fears. Prof. Vehik reported that the Senate Executive Committee had discussed the report and supported the committee's recommendations.

Prof. Sutton said he had seen some internal documents about how the University Libraries is evaluated. He said teaching is a major component of their evaluation, yet no one actually teaches, as far as he knows. He asked how the various components would be judged for tenure if they are not consistent with the rest of the University. Prof. Frances Ayres, a member of the ad hoc committee, said one of the recommendations asked the University Libraries to review its tenure criteria to have the criteria reflect what their jobs entail. That includes documenting what they do in the way of teaching. Second, the Campus Tenure Committee would be asked to measure the activities of each tenure candidate from the library against the University Libraries' criteria. Prof. Sutton remarked that tenure is granted to provide protection in teaching and research. In his view, tenure is inconsistent because librarians have more of a service component than a teaching component. Prof. Ayres said that might be true if teaching was defined narrowly as credit hour production. However, teaching can also be judged in terms of collection development and interaction with faculty in academic units. Prof. Sutton said the teaching component for faculty in academic units is judged on the basis of teaching evaluations. Prof. Smith noted that many kinds of teaching are done at the University; in the library, there are contacts with students going on all the time. He said he was bothered that the emphasis on dollars could lead us away from what a real University is. Prof. Havener said he, too, objected to defining faculty in terms of generating dollars. He said if that were the case, we would have to do away with most of the Arts and Sciences units. And, most of the formulas used to calculate generated dollars are arbitrary anyway. Prof. Vehik suggested that many of the students could not do the things faculty in other departments expect were it not for the librarians.

Prof. Carr asked whether the personnel within the University Libraries would be able to reach some consensus on new criteria. Prof. David Levy, a member

of the ad hoc committee, said the library faculty will take this test to see if they can behave like "genuine" faculty. The alternative is to impose criteria on them, which would touch on their academic freedom and rights. Prof. Carr commented that the external monitor proposed would come from within OU. He questioned whether it would be useful to get advice from an external advisory panel representing a reputable library group. Prof. Cynthia Wolff, an ex officio member of the ad hoc committee, reminded the Senate that three years ago, Provost Wadlow ignored the Faculty Handbook statement that says faculty are to be judged for tenure by their job performance, and regular faculty status was removed. One purpose of the report is to have the University Libraries define what performance is. Prof. Havener said this would give the University Libraries the opportunity to take on a major responsibility of faculty status: to be responsible for its own governance. Every tenure document on campus differs to a certain degree but must be approved at a higher level.

Prof. Mock said he did not know enough about the teaching and research roles of the University Libraries. Prof. Whitmore agreed that he would like more information about what teaching and research consists of within the University Libraries.

Prof. Hill said it was a mistake to think these issues just arose. The issue of what librarians do of a faculty nature was settled years ago, library faculty have been eligible for tenure, and explanations have been provided to the Campus Tenure Committee over the years. These concerns are not completely different from other faculty issues. He said he was frustrated that so many people still do not understand the issue. Prof. Vehik suggested that collections building and knowledge of the resources justify tenure. Prof. Havener added that information policy, freedom of information, and protection from censorship are too complex to explain in the space of this meeting. He pointed out that the committee was not asking for something new. It is a situation where the status established over 20 years ago, and supported nationally, was arbitrarily removed three years ago. If this one group can have faculty status removed, it can happen to anyone; that would be a very dangerous precedent having implications for all faculty.

Prof. Vehik commented that point 1(d) of the recommendations asked the University Libraries to consider whether all the positions with the library should have faculty status and the protection of tenure. Prof. Smith observed that three or four years ago, certain pressures were imposed on the University Libraries, such that they had to hire faculty with particular qualifications. He said the committee wanted to put back in the hands of the library faculty the power to determine tenure criteria. The committee also looked at AAUP recommendations and the practice at other universities. Prof. Smith read parts of the criteria for library faculty at Ohio State University. He commented that the University Libraries should be given a chance to develop a similar document.

Prof. Sutton asked whether part of the problem was that the University Libraries' Committee A reported directly to a dean. Prof. Levy said the committee believed that problem was beyond its scope. Prof. Smith noted that the proposed monitor and assistant could provide some assistance in that area. Prof. Dan Davis, a member of the ad hoc committee, said there should be some differentiation between departments and between faculty within a unit. An internal monitor could provide some oversight and linkage to other faculty units and provide information for tenure criteria.

Prof. Whitmore asked whether the report really was asking the administration to back up to the position taken by the program review committee. Its position was that tenure and faculty status be reviewed because it might be inappropriate for some positions. Prof. Vehik said the ad hoc committee took up where the program review committee left off, by asking the library faculty to review their tenure criteria and do some things to assure equity.

Prof. Livesey said he thought recommendation three had the sense of a special pleading for the library faculty. Prof. Levy said the library faculty could vote to remove that statement if they felt it was patronizing. Prof. Ayres pointed out that Provost Kimpel had indicated that every tenure dossier should have some explanatory statement because there are so many variations within the University.

The Senate approved the report, 35 to 2, with one abstention.

### **PRE-FINALS WEEK**

At last month's meeting the Senate considered a UOSA resolution requesting a pre-finals week (see Appendix II). As a result of suggestions made at that meeting, the Senate Executive Committee proposed the following revisions.

[Note: As a result of information received from registration, a new sentence was later added to Section 4 to bring it in compliance with final examination regulations concerning finals during the last lecture period.]

Section 4: This policy ~~makes--allowance--for~~ excludes make-up assignments, make-up tests, laboratory examinations, and out of class assignments (or projects) made prior to pre-finals week. It also excludes final examinations for classes meeting one day a week for more than one hour with a start time before 5:00 p.m.

- a) Assignments, examinations, or projects worth less than ten (10) percent of a student's grade may be assigned at any time prior to pre-finals week and may be due the day before finals begin.
- b) Assignments, examinations, or projects worth more than ten (10) percent of a student's grade should be assigned at least thirty (30) days prior to the first day of finals and may be due the day before finals begin.

Section 5: To be removed.

New Section: This policy applies only to the spring and fall semesters.

Mr. Patrick Huang, UOSA liaison, said the addition of "examinations" to sections 4 a) and 4 b) would defeat the purpose. He said he thought UOSA would be opposed to that. Students want an opportunity to study for finals. In exchange for that, students are willing to give up participation in activities that week (section 7). Finals often are worth 20% to 50% of the grade. He said he had no problem with changing "makes allowance for" to "excludes." Section 5 was included so that students would know what is going to be on the final. The original UOSA proposal offered three options for a "question and answer" period.

The Senate approved the Executive Committee revisions on a voice vote and approved the policy as revised by a vote of 14 to 13 with 3 abstentions.

**ACADEMIC REGULATIONS COMMITTEE RECOMMENDATION CONCERNING 1995-96 CALENDAR**

The Academic Regulations Committee asked the Senate to review the following modifications it recommended in the 1995-96 calendar:

In the Fall semester declare the Friday of the Texas weekend as an official holiday and designate the last Tuesday as a Friday (current calendar includes an extra Tuesday).

Prof. Vehik said this would allow people with Friday classes to end up with the requisite number of classes. The Executive Committee had no problem with the recommendation.

Prof. Wiegand asked whether the Senate would have the opportunity to vote on a calendar that does not provide a holiday for a football game. Prof. Vehik said the Senate could vote against the recommendation, but then the holiday would be declared and a Friday class lost. Prof. Mock suggested that the football game could be held on Tuesday. Prof. St. John asked whether the Tuesday classes would lose a day under the proposal. Prof. Vehik explained that an extra Tuesday class was built into the calendar. Prof. Watson contended that Monday-Wednesday-Friday classes would not have enough hours even under the proposed calendar. She commented that the designation of Tuesday as Friday should not occur at the end of the semester because there would be three consecutive days of Monday-Wednesday-Friday classes. Prof. Vehik said the committee had tried to find solutions to the problems.

Prof. Koger noted that the change in designation could affect students' work schedules. Mr. Jay Parmley, past UOSA president, explained that OSU designates both a Monday and a Tuesday as another day. He reminded the Senate that UOSA is entitled to designate one day in the Fall semester as a holiday, and that has been set as the Friday before the OU-Texas weekend. Prof. Carr said it would be confusing as to what the last day of the semester would be. Prof. Watson asked about the required number of hours per class. Prof. Johnson said the requirement was 45 hours a semester, including finals week, but that Tuesday and Thursday classes actually have one extra class. Prof. Kuriger was concerned about final examinations for Tuesday and Thursday laboratory classes since those finals are held the last week of class; the Tuesday examination would have to occur a week before. The Senate voted against the recommendation, 16 to 14.

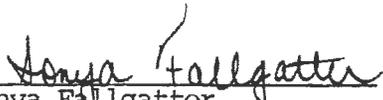
**PUBLICATION OF FACULTY/COURSE EVALUATIONS**

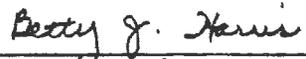
Prof. Vehik reported that the Executive Committee was opposed to the Student Congress resolution to publish faculty/course evaluations (see Appendix III) and recommended instead development of a course evaluation policy. Prof. Kutner said any course evaluation that was not based on syllabus information was still in fact an evaluation of faculty. Prof. Mock moved to table the resolution until the Fall semester. The motion carried on a voice vote.

At next month's meeting, the Senate will consider the items of new business listed in the agenda and two Higher Education Faculty Association proposals (distributed at the meeting and available from the Senate office). It is likely that a resolution from the University Libraries Committee pertaining to the proposed budget cuts for the library will also be introduced.

**ADJOURNMENT**

The meeting adjourned at 5:03 p.m. The next regular session of the Senate will be held at 3:30 p.m. on Monday, May 3, 1993, in Jacobson Faculty Hall 102.

  
\_\_\_\_\_  
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Administrative Coordinator

  
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**FINAL REPORT AND RECOMMENDATIONS OF THE FACULTY SENATE  
AD HOC COMMITTEE TO REVIEW TENURE WITHIN THE UNIVERSITY LIBRARIES**

**FINDINGS**

**BACKGROUND**

This is the FINAL REPORT AND RECOMMENDATIONS of the Faculty Senate Ad Hoc Committee to Review Tenure Within the University Libraries (Norman Campus) formed by the Chair of the Faculty Senate in response to a May 4, 1992 Faculty Senate Resolution. Voting members of the Committee were Frances Ayres (Accounting), Dan Davis (Dean, College of Liberal Studies), David Levy (History), Jay Smith (Educational Psychology), and Robert Swisher (Library and Information Studies). Ex Officio members of the Committee were University Libraries faculty Claren Kidd, John Lovett and Cynthia Wolff. Sonya Fallgatter, Administrative Coordinator of the Faculty Senate, served as Secretary of the Committee. The Committee received its Charge on September 29, 1992 and met 16 times. (The Charge to the Committee, which includes a history of the issue, is attached to this Report as Attachment #1.)

The work of the Committee involved study of University Libraries personnel status and tenure issues, both nationally and at the University of Oklahoma, a review of written University Libraries tenure criteria, policies, and procedures, as well as extensive collection of qualitative information, beliefs and perceptions from University Libraries faculty. Faculty data gathering included individual and confidential interviews with the Provost and Senior Vice President of the University, the Dean of University Libraries, ex officio members of the Committee (each one elected by and representing a different viewpoint within the University Libraries faculty), and Committee A of the University Libraries. Additional information came from many well-reasoned and sincere confidential responses to a questionnaire which was sent to every member of the University Libraries faculty. (A copy of the questionnaire sent to faculty is attached to this Report as Attachment #2.)

The Committee was dismayed to discover among the Library faculty a great quantity of mistrust. We believe that much of this mistrust had its inception as a result of actions taken by those outside the library proper. These actions include the decisions, during one year, of the Campus Tenure Committee, the imposition by a previous Provost of a hiring requirement inconsistent with criteria already established, and that Provost's interpretation of the Program Review Panel's recommendations that the applicability of the tenure system for librarians be discussed and reviewed. Those within the library believe that they have been reacting to a set of circumstances not entirely of their own making.

Whatever its cause, this mistrust is of many sorts. To begin with, a good deal of suspicion has developed among the faculty toward one another. As a result of their differences over this question of tenure, many members of the faculty have come to suspect the motives, the sincerity, the good will, and even the capacity for fairness of colleagues who have taken one position or another regarding this issue. In addition, there is widespread mistrust directed against the administration of the Library among members of all factions of the faculty. This feeling encompasses a belief that the administration has little commitment to democratic processes within the Library, and, on the part of some members, tenured and untenured alike, an anxiety about the sympathy and support they can expect to receive.

We also found, particularly among the untenured faculty, a widely held view that those outside the Library hierarchy, who would in the course of events pass upon their qualifications for tenure, were predisposed against them--to such an extent that some felt they could not receive a fair hearing above when it came time for a tenure decision. Finally, in the course of our work, it became evident

that there was some mistrust directed toward the intentions of this Committee and the Faculty Senate as a whole.

We were given the impression that these tensions have tended to make the workplace unpleasant. However, it is a tribute to the sense of professional responsibility on the part of the faculty and the Dean that these feelings have not been allowed to disrupt the orderly functioning of the University Libraries.

The Committee was presented with very clear evidence of some serious, specific problems in the present system, and we wish to call attention to them:

#### 1. Criteria and Standards

A primary problem in the present system is a set of criteria and standards for University Library faculty that are unclear and that fail to reflect the actual professional duties of librarians. Two distinct versions of "Criteria for Tenure, Promotion and Salary Increments for the Faculty of the University of Oklahoma Libraries" (one from 1977 and one from 1987) both seem to be in circulation, each thought, by some, actually to be in effect. It is also our belief that the criteria inadequately provide for the evaluation of "teaching"--the major component leading to a tenure decision; the 1987 version of the criteria weights teaching as counting 70% of a librarian's professional responsibility, but there is little indication of how the quality of teaching will be measured and judged. This has left the erroneous impression, among both tenured and untenured librarians, that research and publication (although they are weighted at only 20% in the 1987 formulation of criteria) are the only things that really matter.

#### 2. Misperceptions and Misunderstandings

The numerous misperceptions and misunderstandings about the tenure processes at the University of Oklahoma we blame on inadequate communication between the tenured and untenured members of the faculty and between the members of the faculty and the Library's administration. In particular, there is widespread uneasiness among the untenured faculty regarding the work of the Campus Tenure Committee.

#### 3. Appointment Variability

Finally, because of the uncertainties of the last few years, present Library faculty have been, and are being, appointed to differing kinds of University positions. This has quite naturally resulted in a Library faculty that is even more divided--with members confused about their tasks and responsibilities, uncertain about either their status or their futures at the University.

### RECOMMENDATIONS

**The Committee's basic recommendation is that the tenure system for University of Oklahoma Librarians is appropriate and should be retained; however, significant modifications in current procedures and practices are necessary.**

We believe that it is important that the librarians in the University Libraries have the stature associated with full faculty status in order to (a) facilitate maintenance of a strong academic focus for the library, (b) enhance the academic role of the University Librarians in fulfilling the University's missions of teaching, research and public service and (c) maintain a national focus for recruitment of high quality librarians. In addition, tenure status provides a degree of academic freedom to librarians which we believe is essential for a major research library. Finally, we have concluded that maintenance of the tenure

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system, appropriately implemented, will improve the democratic process and faculty governance within the University Libraries leading to improved collegiality both within the University Libraries and with the general University faculty as well as increased participation in Library and University-wide governance.

While nationally, policies regarding tenure for University librarians are mixed, our recommendation is consistent with national standards as reflected in the positions taken by the Association of College and Research Libraries and the American Association of University Professors.

In order to meet and resolve problems with the present system, the Committee makes the following four specific recommendations.

1. **Rewriting Tenure Criteria.**

The Committee recommends that during the next six months, the faculty of the University Libraries should evaluate and rewrite the document detailing the requirements for the awarding of tenure and the precise procedure by which the decision will be made. In the process, they should: (a) take cognizance of the actual work of professional academic librarians, both nationally and at this University, and create a system of standards and requirements that accurately reflects their duties; (b) devise appropriate means for evaluating the performance of each candidate for tenure; (c) decide whether the process by which the tenure decision is made is satisfactory and if not, devise improvements to it, making clear in the final document exactly how the process works; and (d) consider whether all the positions currently within the Library require the benefits of faculty status and the protections of academic tenure and recommend which, if any, should be converted to professional staff positions (but we strongly believe that this determination should be made on the basis of the nature of the position and

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not on the basis of the personal preference of the current holder of the position).<sup>1</sup>

The Committee believes that it is of the utmost importance that this task be done in the right way. In the first place, it should be undertaken in as democratic and collegial a manner as possible--the members of the drafting committee should all be members of the faculty, they should be chosen by members of the faculty, and great care should be taken to insure that representatives of all of the divisions within the University Libraries are included. We leave to the faculty the job of devising a mechanism that will meet this goal; but we want to emphasize that, in our view, nothing is more important than both the achievement and the appearance of absolute fairness in bringing this task to completion. It is the first step not only toward ending the present confusion in the matter of tenure and faculty status, but--just as important--it is also the first step in restoring collegiality and mutual confidence and friendship within the University Libraries.

Once the document is drafted, there should, of course, be full discussion of its provisions among the whole library faculty, and the Committee should incorporate suggestions it considers meritorious into a revised draft. Then the document should be submitted to a secret vote by all members of the faculty. When a document is approved by the faculty, it should be transmitted to the Provost and the Dean of University Libraries for their approval.

2. **Conversion of Positions to Tenure-Track**

The Committee recommends that all those current library positions that are found to warrant faculty status, after the deliberations described in 1.(d) above,

<sup>1</sup>The Committee recommends that individuals who presently occupy a position that is determined to warrant tenure, but who were hired without tenure eligibility, will be considered tenure track and at the start of their probationary period unless a shorter period is requested by the individual.

be converted to tenure-track positions. In order to assure complete fairness in the process, untenured members of the faculty should have their probationary periods extended as appropriate so that they may overcome any disadvantages that might have been caused by the last few years of confused and confusing requirements and so that they may have a reasonable opportunity to prepare themselves to meet the newly formulated and approved criteria.

### 3. Tenure Dossier Statement

The Committee recommends that from now on, the following statement should be included at the beginning of every tenure dossier issuing from the Library as it proceeds for evaluation through the University's tenure process:

The University has determined that academic librarians are eligible for the award of tenure. And while it is true that the accomplishments of every candidate for tenure within the University must be evaluated on the basis of criteria developed by his or her academic unit and approved by the Provost, it is worthwhile to remind those making formal recommendations in the case of librarians that their professional responsibilities and duties are, in some important ways, different from those of many other members of the faculty. In their case, therefore, it is particularly important that each librarian's activities during the probationary period be measured carefully against the expectations set forth in the formal criteria established by the University Libraries and approved by the Provost of the University.

The inclusion of this statement, or one like it, should be at the discretion of the library faculty. However, we believe that it would assist the Campus Tenure Committee in understanding the unique responsibilities of the library faculty.

### 4. Outside Monitor and Assistant

The Committee recommends that during the next five years, a tenured member of the University faculty, but not a person within the University Library, should be appointed by the Provost to monitor and assist in implementing these recommendations. This person should help with the drafting of the new criteria and should work in whatever ways seen promising to bring together the entire

Library faculty in a spirit of mutual cooperation and understanding. He or she should report regularly to the Provost on progress within the Library toward meeting the goals of this report.

The Committee believes that it would be useful to incorporate this outside person into the Library's Committee "A"--although only when Committee "A" considers matters of tenure and promotion. Because we recognize that this proposed innovation touches the democratic prerogatives of the Library faculty as a whole, we are content merely to register the suggestion that the Library faculty consider altering its rules and expanding its Committee "A" by making this addition to it for the next five years.

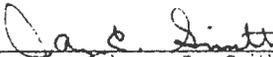
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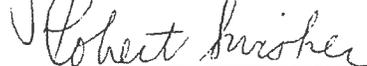
  
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Frances Ayres

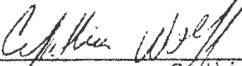
  
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Dan Davis

  
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Claren Kidd

  
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David Levy

  
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Jay Smith

  
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Robert Swisher

  
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Cynthia Wolff

February 18, 1993

CHARGE TO FACULTY SENATE AD HOC COMMITTEE TO  
REVIEW TENURE WITHIN THE UNIVERSITY LIBRARIES

History

The University Libraries' 1989-1990 Program Review Panel recommended that the provost, in consultation with representatives of the library administration, the library faculty, the University Libraries Committee, and other appropriate parties, review the role of tenure-track faculty positions for persons who function solely within the library. It appeared to the panel that tenure might be inappropriate for some positions now held by tenured faculty. Some of those functions might be better served by professional staff.

In response to this recommendation then-Provost Wadlow interpreted this as a recommendation to end tenure within the University Libraries. She then charged the Dean of Libraries, in consultation with appropriate Libraries faculty and staff, to develop a plan having certain features. Those positions in the libraries that might be classified as faculty should be designated as non-tenured clinical faculty appointments. New positions should be filled as professional staff or clinical faculty.

A Libraries Committee then formed such a plan. The plan did allow for the possibility of tenure following a procedure used at the OU Health Sciences Center. However, the tenure option could only be used if there was a joint appointment with a teaching department.

An OU Faculty Senate Ad Hoc Committee on Regular Non-Tenure-Eligible Consecutive Term Faculty Appointments was charged by Interim Provost Richard Gipson to review consecutive, non-tenure-track, regular faculty appointments and their viability for the Norman campus. The committee made two recommendations. One was that the non-tenure, consecutive term appointments should not be adopted for the Norman campus, as the goals of such appointments could be achieved within the existing system. The second was that since the Faculty Senate had been involved in the process whereby the Libraries faculty had achieved tenurable faculty status, the Faculty Senate should be involved in the process whereby changes were to be made in that status.

The Faculty Senate then passed a resolution recommending the formation of a senate-initiated Ad Hoc Committee to Review Tenure within the Libraries. The resolution also stated that the Program Review Panel's recommendation was to be the starting point.

Charge

The committee is to:

- 1) Review the role of tenure-track faculty positions for persons who function solely within the library. The standards by which these faculty roles are to be assessed are derived from the Faculty Handbook and include:

- a) The need for academic freedom in order for library personnel to pursue unfettered, unbiased, unencumbered search, verification, and communication of truth.
  - b) The need for freedom from political, doctrinaire, and other pressures, restraints, and reprisals that would otherwise inhibit their independent thought and actions in their professional responsibility of search, verification, and communications of truths.
  - c) Duty expectations (actual and described) of library personnel vis-a-vis University criteria for tenure. University tenure criteria emphasize teaching and research or creative achievement but also include professional and University service. Definitions of the teaching, research, and service missions of the University are in sections 3.6.1 through 3.6.5 of the Faculty Handbook.
- 2) Formulate a policy regarding tenure within the University Libraries that reflects library personnel duties relative to University tenure criteria. Policy formulation and policy implementation should be viewed as two distinct tasks.
    - a) Policy formulation should concentrate on reflecting library personnel duties at the University of Oklahoma. There are many different policies in operation at other universities, and they reflect the unique histories of those institutions.
    - b) University Libraries' tenure criteria reflect the Libraries' understanding of University policy, both past and present. As such, the Libraries' tenure criteria should not direct policy formulation.
    - c) Because library faculty have been subject to a great deal of stress, it is important that policy formulation be accomplished in as timely a manner as possible. It would be ideal if a policy could be formulated in time for distribution to the February 1993 Faculty Senate meeting.
    - d) Suggestions for policy implementation should be developed as a separate concern. If necessary, this should contain recommendations for changes in tenure and promotion criteria. If possible, recommendations for policy implementation should be available for distribution to the April 1993 Faculty Senate meeting.

QUESTIONNAIRE FOR LIBRARIANS

1. How would you describe the current differences of opinion in the University Libraries, regarding the matter of tenure?
  
2. What is your opinion about the appropriateness of the tenure system for University librarians, and what are your principal objections to the other views of the question?
  
3. What sort of minimal guarantees of job security and academic freedom do you think librarians ought to have? How would these guarantees be secured if the tenure system were abandoned?
  
4. Do you think it is possible to move to a system where some University librarians are part of the tenure system and others are not? If so, how should it be determined into which category particular librarians belong?
  
5. Do you think that the "Criteria for Tenure" (Appendix A of Rules of the University of Oklahoma Libraries Faculty) provides a fair set of requirements for the awarding of tenure? If not, how should the "Criteria for Tenure" be amended?
  
6. What would you think about separating tenure criteria from promotion and merit criteria?

UNIVERSITY OF OKLAHOMA STUDENT ASSOCIATION  
JANUARY 4, 1992

**Title:** A RESOLUTION REQUESTING AN IMPLEMENTATION  
OF A PRE-FINALS WEEK POLICY

**Whereas:** Final examination week is an extremely difficult time  
for students; and,

**Whereas:** Final examination grades weigh heavily in the  
determination of semester grades; and,

**Whereas:** Adequate preparation time and proper rest are important  
to a student's success on finals; and,

**Whereas:** In order to assure proper time for study and preparation,  
the requirements of a student during the last week of  
classes should only be used to determine a minimum  
percentage of the grade for the course; and,

**Whereas:** Without adequate preparation time a student is deprived  
of the opportunity to adequately demonstrate his/her  
level of mastery; and,

**Whereas:** This could adversely affect a student's ability to remain  
at or make satisfactory progress through the university.

**LET IT THEREFORE BE RESOLVED THAT:**

The University of Oklahoma Student Association recommends adoption of  
the following policy:

**Section 1:** Help Day and Finals Week policies will remain unchanged.

**Section 2:** Pre-finals week will be defined as the seven (7) days  
before the first day of finals.

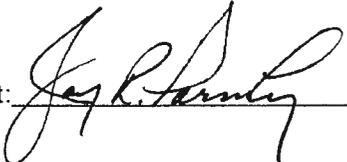
**Section 3:** No more than five (5) percent of student's grade may be  
assigned and assessed during pre-finals week.

**Section 4:** This policy makes allowances for make-up assignments,  
make-up tests, laboratory examinations, and out of class  
assignments (or projects) made prior to pre-finals week.  
a) Assignments or projects worth less than ten (10)  
percent of a student's grade may be assigned at  
anytime prior to pre-finals week and may be due  
the day before finals begin.  
b) Assignments or projects worth more than (10)  
percent of a student's grade should be assigned a  
least thirty (30) days prior to the first day of  
finals and may be due the day before finals begin.

**Section 5:** All instructors are requested to provide a "Questions and  
Answers" period during classes held during pre-finals  
week.

**Section 6:** All University Laboratory classes are exempt from this  
policy.

**Section 7:** No University of Oklahoma Student Association (UOSA)  
organization may hold meetings, banquets, receptions, or  
may sponsor or participate in any activity, program, or  
related function which requires student participation  
during pre-finals week.

Approved by UOSA President:  Date 1/4/93

STUDENT CONGRESS  
UNIVERSITY OF OKLAHOMA  
CONGRESSIONAL SESSION XLVIII OCTOBER 20, 1992

CONGRESSIONAL BILL NO. 480107

- Title:** A RESOLUTION REQUESTING THE ESTABLISHMENT OF FACULTY / COURSE EVALUATIONS:
- Whereas:** Published faculty/course evaluations will assist the students of the University of Oklahoma in making informed decisions about enrollment; and,
- Whereas:** Published faculty/course evaluations will positively effect the Add/Drop process; and,
- Whereas:** Published faculty/course evaluations will provide important feedback to the students; and,
- Whereas:** The Ad Hoc Committee for the Purpose of Establishing Faculty Evaluations has met and developed a proposal for faculty/course evaluations.

**LET IT THEREFORE BE RESOLVED THAT:**

The University of Oklahoma Student Congress recommends adoption of the following policy:

- Section 1:** The faculty/course evaluations shall consist of five questions selected from each academic college's faculty evaluations of those members who voluntarily wish to participate.
- Section 2:** UOSA shall be responsible for requesting the results of the said five questions from each academic college for the purpose of publication.
- Section 3:** Publication will take place in the spring of each year with copies located in each Academic Department, Academic College, Bizzell Memorial Library, Test files, and Ellison Hall.
- Section 4:** Copies shall be sent to :
- Dr. Richard L. Van Horn, President, University of Oklahoma  
Dr. Roland Smith, Vice President for Student Affairs  
Dr. James P. Kimpel, Senior Vice President and Provost  
Dr. Richard Hall, Dean of Students  
Ms. Marilyn Connor, Director of Student Development  
Ms. Susan Vehik, Faculty Senate Chair  
Mr. Jay Parmley, UOSA President  
Mr. Fred Patrick, Graduate Student Chair  
Mr. Luke Walker, Chair of Student Congress

Author of the Bill: Published Faculty Evaluation Ad Hoc Committee

Submitted on a motion by: Connie Kopelman

Verified by Chair of Congress: John H. Wall Date: 10/30/92

Approved by UOSA President: Jay R. Parmley Date: 10/30/92

## Arts and Sciences

7. Extent to which the instructor contributed to your learning
1. far below average
  2. below average
  3. average
  4. above average
  5. far above average
8. Workload of this course compared to others at a similar level
1. far below average
  2. below average
  3. average
  4. above average
  5. far above average
11. Instructor's promptness in returning exams and assignments so they could be useful for learning
1. poor
  2. fair
  3. good
  4. very good
  5. excellent
14. Overall, the instructor's teaching effectiveness was
1. poor
  2. fair
  3. good
  4. very good
  5. excellent
16. Fairness of the grading of this course was
1. never
  2. seldom
  3. occasionally
  4. usually
  5. always

## Education

1. Strongly agree 2. Agree 3. Neutral 4. Disagree 5. Strongly Disagree
5. The instructor displayed a thorough knowledge of the subject
7. The instructor was well prepared and organized
8. The instructor showed respect for the student as a person
11. The instructor grades fairly
1. Far above average 2. above average 3. average 4. below average 5. far below average
15. Compared to other university instructors I have had, this instructor ranks

## Fine Arts

+2 = Agree, +1 = Generally Agree, -1 = Generally Disagree, -2 = Disagree

1. The objectives of the course were achieved (or are being achieved).
2. Work load was consistent with the full achievement of the objectives of the course.
1. Generally demonstrates a broad, accurate, and up-to-date knowledge of the subject matter or is otherwise competent for the course area.
2. Shows good judgement and tact in providing constructive criticism regarding student performance and achievement.
3. Reports or stimulates creative thinking, problem solving, and (student) initiative.

## Engineering

1. All the time 2. Most of the time 3. About half the time 4. Occasionally 5. Never
3. The instructor was clear and concise.
6. The instructor made efforts to relate course material to engineering practice and to foster the development of creativity and engineering judgement and/or design ability.
8. The exams and quizzes were fair and reasonably covered the course material.
9. The knowledge assumed about the prerequisite subjects was.
12. How would you rate this instructor's effectiveness compared to other engineering faculty members?

## Architecture Course

1. Definitely Yes 2. Yes 3. Unsure 4. No 5. Definitely No
1. The instructor seemed to have made adequate preparation for class.
4. The instructor was available and helpful outside of class.
5. The instructor gave well thought-out assignments.
1. Far too few(little) 2. Too Few(little) 3. About Right 4. Too many (much) 5. Far too many (much)
10. The time required for homework assignments was.
1. Excellent 2. Good 3. Average 4. Mediocre 5. Poor
12. Considering the instructor's effectiveness, how would you rate him compared to other College of Architecture faculty members?

## Geosciences Instructional

Use a scale of 1 to 5 with 1 indicating strongest agreement or meaning far above average and 5 the opposite end of the scale.

2. The instructor graded fairly and dealt impartially with students.
3. The objectives of the course were clearly stated.
6. The instructor presents materials clearly
16. The instructor taught this course effectively
18. For the credit received, the workload in this course is

## Business

- a. Strongly Agree b. Agree c. Mildly Agree d. Mildly Disagree e. Disagree F. Strongly Disagree
10. Directions for course assignments are clear and specific
26. The instructor presents material at an appropriate pace
28. The instructor is helpful when students have problems
35. A syllabus clearly laid out the course requirements and objectives, instructor's office hours, how grades would be determined, etc.
37. How does this instructor compare to other business instructors?

## Law

On a scale of 1 to 5, the values of strongly agree to strongly disagree with 1 representing most strongly agree and 5 representing most strongly disagree.

1. The professor is knowledgeable about the material covered in the course.
2. The professor is prepared.
3. The instruction in this course is well organized.
6. Overall the professor is effective.
7. The course is taught by the professor primarily through the (1) question and answer method, (2) lecture method, (3) a combination of methods (1) and (2), (4) seminar method, or (5) practical skills method.