

JOURNAL OF THE FACULTY SENATE
 The University of Oklahoma (Norman campus)
 Regular session - January 15, 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, Fife, Flowers, Gabert, Goodey, Gudmundson, Harm, Harper, Herstand, Hill, Hinson, Hopkins, Jaffe, James, Kenderdine, Kiacz, Knapp, Kutner, Levy, Magid, McManus, Minnis, Moore, Mouser, Nelson, Paolino, Petry, Rideout, Ryan, Salisbury, Sankowski, Schnell, Stoltenberg, Striz, Swoyer, Weaver-Meyers, Wedel, White, Zelby, Zonana

Provost's office representative: Wadlow
 PSA representatives: Bloomgarden, Boehme
 UOSA representatives: Allred, Hamilton, Tillman

ABSENT: Farmer, Foote, Gilje, Nicewander, Smith, Vestal, Ward, Zaman

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APPROVAL OF JOURNAL

The Senate Journal for the regular session of December 11, 1989, was approved.

The fourth sentence in the second paragraph of Prof. Vehik's report on page 3 of the December Journal should be corrected to read: [Note: OSU contributes 10% and its employees contribute 5% ...]

SENATE CHAIR'S REPORT

Meetings with President. The Senate Executive Committee held its December meeting with President Van Horn on December 13. The proposed UOSA holiday was discussed at length. The Executive Committee reminded Dr. Van Horn that the Senate had resolved on November 14, 1988, to recommend the abolition of the Monday holiday following the OU-Texas football game, and we further reminded him that in coming to that resolution the Senate had narrowly defeated a motion that if there were to be a holiday, it should be on Friday. We explained the rationale for the '88 Senate's decision, including the fact that many faculty simply find a holiday in honor of a football game inappropriate. Dr. Van Horn has not come to any decision yet on the UOSA fall holiday proposal. It seems ironic to be talking about a holiday for a football game while the University is ignoring the holiday in honor of Dr. Martin Luther King and the Civil Rights movement at the same time.

At the same meeting President Van Horn discussed his reaction to the Senate proposal to change all Senate two-for-one Committee nominations to one-for-one appointments. Dr. Van Horn sympathizes with the recruiting problems that motivated the Senate action and proposes a review of the Committees involved with the aim of, in some cases, dividing representation between faculty appointed by the Senate and faculty appointed by the President (those appointed by the President without intervening Senate nomination). The Executive Committee has asked Senate Chair-Elect and Committee on Committees Chair Roger Rideout to work with the President to formulate a proposal incorporating these changes. The Executive Committee hopes that we can act on this quickly, perhaps even before the Committee on Committees enters its spring Dracula mode (that is, its incessant search for new blood).

Dr. Van Horn also discussed grades and student retention at that meeting. According to him, there are students who leave the University for four-year colleges because the same sort of effort that earns them a "C" at OU earns them a "B" at, for example, Central State. I'm not quite sure how to react to this--"good riddance" comes to mind--but I think that if our weaker students continue their education elsewhere, we should expect the percentage of A and B grades given to increase.

Finally, Dr. Van Horn shared with the Committee the State Regents' call for Campus Mission Statements and Campus Academic Master Plans for all institutions in the state system. The discussion of this document (the call) was a major topic at the Executive Committee's January 10, 1990 meeting with the President. The University's Strategy for Excellence is this campus' statement and plan, which puts OU well ahead in the system-wide exercise. The Regents' call lists 18 points which the campus must address in its statement, a few of which are not covered in the Strategy, such as number 6, which reads, "The campus must address how it will accomplish greater cooperation in academic programs and on joint projects between the faculty and administrative staff of the two comprehensive universities," or they include targets not yet determined, such as number 10, which reads, "The campus must address how and by what amount it will increase the external funding for research activity," point 14, which reads, "The campus must address the emphasis on research and the specific measurable objectives to be achieved," and some of the points reflect a misunderstanding of how comprehensive research universities function, such as number 3, which says, "The campus must address how it will strengthen or phase out doctoral level programs that are not ranked in the top 50 in the nation."

Our University will present its response to the call to the State Regents at a session to be held in Norman April 9 from noon to 3. Dr. Van Horn found the Executive Committee's suggestion that the mission statement be looked at by faculty groups before it's presented to the State Regents a good one. No format has been set; Dr. Van Horn suggested a Town Meeting. Senators or other faculty who would like to examine the State Regents' call for mission statements are welcome to look at a copy in the Senate office.

Executive Committee Meeting. On January 8, Provost Wadlow joined the Senate Executive Committee for our regular monthly meeting. A large portion of the time was devoted to discussion of the new draft policy on sexual harassment prepared by University Legal Counsel Fred Gipson. The Committee offered its initial reactions to the policy and also explained its plans to seek Senate input on the draft formulation: that we distribute those parts of the draft policy which Dr. Wadlow's cover memo particularly called attention to with the agenda for this meeting so that the Senate could discuss the policy at its February meeting. As we did in the case of the mentoring discussion, we will report the results of the discussion of the draft policy so that any needed changes can be incorporated in a final draft, which the Provost will then place before the Senate.

In other action, at that same meeting the Executive Committee voted to change the call for University Councils' Reports to the Senate from semi-annual to annual. The reports are to be due at the end of the Spring semester and to be distributed in the Fall.

Resource Allocation Board. On January 12, I attended the first meeting of the University-wide Resource Allocation Board. The Health Sciences Center faculty was represented by their Senate Chair, and the Provosts, Administrative Vice Presidents, and Budget Directors from both campuses also attended. The President was in the Chair for the meeting, and his assistant was also present. No resources were allocated, although we considered a few projects, none of which had anything to do with scholarship or education. The President discussed possible output-based internal funding formulae as a guide to determining colleges' share of the University budget (the outputs including credit hours of instruction, majors, degrees, and extramural funding). The proposed formulae are linear in the outputs, and the coefficients are designed to provide incentives for units to increase the outputs (rather than being based on what each unit of output may cost). Naturally, the first thing I did was to run the formula with my Department's output numbers. I found that they owe us an additional \$700,000 for the current fiscal year. Assuming that this is typical, the formula may be the vehicle we need to put University resources in the productive (that is the academic) areas of the University. Of course what we really need to try are some Leontieff input/output models to properly set the coefficients; I'm encouraged that probably only the President and the faculty would understand this sort of analysis.

FOCUS ON EXCELLENCE: Kimball Milton

This month our focus on excellence honors Professor Kimball Milton of the Department of Physics and Astronomy. Professor Milton did his graduate work at Harvard and taught at UCLA, Ohio State University, and Oklahoma State University before coming to OU in 1985. His research work has been in the area of non-perturbative quantum field theory. Perturbation theory is an important part of work in mathematics and other scientific fields, but in physics the efforts center on explaining those forces that combine to form the structure of atoms. Regretfully, this research area has had only

limited success due to the complex calculations involved and the limitations which are still imposed even by our most sophisticated supercomputers. Therefore, Professor Milton, along with colleagues at Los Alamos, Ohio State, and Washington University in St. Louis, has focused his work on identifying analytical techniques that are outside the perturbative theory spectrum. His work is supported by the National Science Foundation and the Department of Defense. A symposium on issues related to this research and such topics as superconductivity, superstrings, and supercolliders is being supported by the OU Centennial Committee and will bring scholars from these areas to OU next Fall. The Senate congratulates Professor Milton on his work, which is at the center of efforts to provide a unified theory of the structure of the universe.

REMARKS BY MS. LINDA ZINNER, COORDINATOR OF HANDICAPPED STUDENT SERVICES

Ms. Zinner spoke on the legal implications to the University of the 1973 Rehabilitation Act, section 504, which states that no otherwise qualified handicapped individual shall be excluded from participation in a college or university which receives federal assistance. Practically speaking, the University must provide reasonable accommodations for handicapped students. Examples of reasonable accommodations include providing access to classrooms for wheelchair-bound students (although that does not mean making every classroom accessible) and making sure the student will be able to sit with the rest of the students in a tiered classroom. It is a reasonable accommodation to give a blind student a test in a non-written form or to have the Office of Handicapped Student Services provide a reader or visual magnifier. The kind of testing accommodation will depend on what the student is accustomed to and may require some extra time. It is also reasonable to allow a guide dog into the classroom and to permit a blind student to record classes for his or her own personal use. Teachers should be willing to verbalize the information they write on the blackboard and to make printed material available to a blind student ahead of time. A hearing impaired student should be allowed to have an interpreter in the classroom or use a wireless receiver.

Ms. Zinner noted that there are additional problems for disabled freshmen and the recently disabled student. She explained that the Office of Handicapped Student Services can also assist students with hidden disabilities, such as epilepsy, learning disabilities, such as dyslexia, or temporary disabilities, such as a broken arm. Ms. Zinner said she was not asking the faculty to lower standards, only to make accommodations. She encouraged faculty who have a handicapped student in their classes to contact her office if they have any questions or concerns. The office, which is part of Special Student Services, is located on the second floor in Hester Hall and is open 8 a.m. to 2 p.m. A handbook suggesting adjustments that can be made in the environment or teaching style for students with disabilities is available in the Senate office.

Answering questions from the floor, Ms. Zinner said her office also provides assistance in the area of academic support services, such as library research and computer access. When asked by Prof. McManus about shielded personal computers for students with pacemakers, she offered to look into it. Prof. Salisbury noted that visually impaired students cannot work with certain material found in areas like geography or biology. Ms. Zinner noted that there are maps available for blind students, and she has a book in her office on science for blind individuals.

REMARKS BY MS. JAMIE KLOOZ, COORDINATOR OF THE EMPLOYEE ASSISTANCE PROGRAM

Ms. Klooz explained that the Employee Assistance Program, or EAP, has existed on campus since Fall 1986 and provides assistance to University faculty, staff, and their families with problems in the areas of substance abuse, mental health--depression, anxiety--financial or legal, marital, or parent-child. The EAP is an assessment and referral service, not a counseling service. The assessment consists of one to three sessions, which are confidential and free to employees and their family members. Individuals may refer themselves or be referred by a supervisor. If referred by a supervisor, then the only information the supervisor would receive is that the individual had come to a session. Regular supervisory procedures are followed in a job-related problem. The referral aspect involves referring individuals to services on campus or in the community and providing training to help supervisors recognize and assist a troubled employee.

In response to a question, Ms. Klooz said the service is available to Peak (temporary) personnel, but not to graduate assistants. There are counseling services at Goddard for students, and the fees are nominal. Prof. Magid asked if third-party referrals from non-supervisors are accepted. Ms. Klooz said the EAP will suggest to the third-party ways to deal with the individual but cannot contact the individual directly. Brochures on the EAP program are available in the Senate office.

RESOLUTION BY THE EXECUTIVE COMMITTEE ON OFF-SITE TEACHING ASSIGNMENTS

Prof. Magid explained that as a result of previous Senate discussions about the potential problems of off-site teaching, the Executive Committee had investigated possible avenues and resources for faculty who were asked to teach off-campus, particularly at the University Center at Tulsa. What they found were points in the Faculty Handbook, which they incorporated in the following resolution. The Senate, offering no comments or discussion, voted unanimously to approve the resolution.

WHEREAS, faculty teaching assignments are a departmental administrative decision (Faculty Handbook 2.8.2(c)); and

WHEREAS, guaranteeing the academic integrity of a course is the instructor's responsibility (Faculty Handbook 3.2.2); and

WHEREAS, an off-site teaching assignment under conditions where available support services or classroom contact periods are inadequate or inappropriate may affect that academic responsibility adversely; and

WHEREAS, fulfilling an off-site teaching assignment may impair or disrupt other ongoing research, teaching, or service functions which the instructor has the academic responsibility to pursue (Faculty Handbook 3.2.2);

THEREFORE LET IT BE RESOLVED THAT faculty members have the right to appeal an off-site teaching assignment, under Faculty Handbook 3.9, where available support services or classroom contact periods are inadequate or inappropriate or which impairs or disrupts other ongoing research, teaching, or service functions; and

LET IT FURTHER BE RESOLVED that this resolution is legislation of the Norman Campus Faculty Senate (Faculty Handbook 3.10.2 (1)).

MOTION THAT CLASS SCHEDULES MUST PROVIDE FOR ALTERNATIVE TIME PERIODS TO MAKE UP CLASS TIME LOST DUE TO HOLIDAYS

Following the December Senate discussion of the UOSA proposal to make the Monday after the OU-Texas game a permanent student holiday, Prof. Petry proposed a motion that class schedules must provide for alternative time periods to make up class time lost due to holidays. Prof. Magid reported that the State Regents' rules state that one credit hour is a 50 minute period of lecture for sixteen weeks or 800 minutes of instruction and examination. It appears to be up to the individual faculty member to make arrangements for lost time. Prof. Magid calculated that a three-hour class would require 2400 minutes less 120 minutes for the final, or 45 fifty-minute classes plus a two-hour final. According to the Registrar's office, Tuesday is the only day in the Fall not missed because of a holiday.

Prof. Petry said he recalled that at one time in the recent past there were 45 class periods, but now there are 44 in the Spring and 43 in the Fall. He said he would like to get back at least the 44 days and, if possible, the 45 days. Much of the discussion centered on whether it should be the faculty member's responsibility to make sure there are enough class days per semester. Prof. Ryan commented that the calendar should provide for the requisite number of days. Prof. Magid suggested that the current class schedule system was another issue which the Senate could address, but that the motion on the floor pertained to making up class time due to holidays. When asked by Prof. Fife, Prof. Petry explained that the OU-Texas holiday had prompted the motion. Prof. Paolino suggested that, in that case, the wording was too general and should read "any new holidays" or "holidays in general." Prof. Bergey commented that if the intent was to tie the motion specifically to the Texas holiday, then it should be considered as part of the decision on the Texas holiday, not as a separate and somewhat ambiguous action.

There was some discussion about the origin of student holidays. Prof. Petry explained that in the late 1960's and early 1970's the students were given the privilege of declaring a holiday each semester, but the holiday had to have an academic purpose. The holiday in the Spring has been ignored for years, and the one in the Fall has been used for the OU-Texas game, which has no academic purpose that he can see. He said he had raised the issue because he believed the President should know the Senate's sentiment before he reached a decision about a permanent holiday. Prof. Magid said it was his understanding that the option to declare a spring holiday had been discontinued. He reiterated that Student Congress had asked the President to declare the UOSA Fall holiday on Monday after the OU-Texas game on a permanent basis and at the same time drop the option to declare a fall holiday. Prof. Ahern said it was the responsibility of the Class Schedule Committee to make sure the academic calendar conforms with the regulations. Prof. Zelby said that by passing the motion as is, it will put the responsibility on the Class Scheduling Committee to meet the Regents' requirements. The motion was approved 32 to 2, with 4 abstentions.

ITEM FOR DISCUSSION: PROPOSED REVISION OF SEXUAL HARASSMENT POLICY

Prof. Magid asked the Senators to discuss the proposed sexual harassment policy with their colleagues. The main discussion of the proposal will be held at the February meeting, and any suggestions will be communicated to the Provost's office for incorporation into a final draft. Prof. Magid pointed out that the proposed policy was prepared by Chief Legal Counsel Fred Gipson and that parts are based on a University of Iowa policy. Prof. Kenderdine asked whether the Senate had been given only those sections that were different from the present policy. Prof. Magid responded that only those sections mentioned in the cover memo from Provost Wadlow had been distributed and that the sections on the steps for filing had been omitted to save on costs. Several Senators said they would like to see the entire document; Prof. Magid agreed to have it distributed.

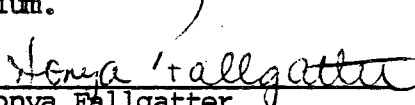
Preliminary questions from the floor concerned the reasons for a new policy. Prof. Petry asked why the University of Iowa policy was chosen--whether it was because it was viewed as a good prototype. Prof. Magid said he assumed that it was because it is a currently used policy and considered a reasonable one. Prof. Ryan said he was concerned about potential problems with unfounded student complaints concerning grades. Prof. Magid noted that the policy has a provision for malicious or false complaints. Prof. Hill asked whether the revised policy was a result of a requirement of federal law. Prof. Kenderdine answered that this would replace a policy adopted several years ago, which at that time was federally mandated. He said some of the revisions reflect changes in the internal handling, and other revisions reflect ideas from other institutions. (A copy of the proposed policy is available from the Senate office.)

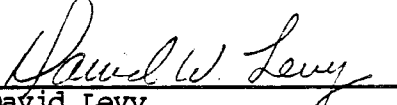
MISCELLANEOUS BUSINESS

Prof. Weaver-Meyers requested the Executive Committee to seek clarification from the Provost's office on the new Assistant Provost position. She said she would like to know whether it is a faculty position and, if not, what responsibilities with regard to academic faculty personnel matters does this position have? Further, if it is not a faculty position, why is there a provost position that is not. Prof. Magid said the Executive Committee would seek clarification on the position and its relation with faculty, especially on academic matters.

ADJOURNMENT

The meeting adjourned at 4:38 p.m. The next regular session of the Senate will be held at 3:30 p.m. on Monday, February 12, 1990, in the Conoco Auditorium.


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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 to be examined, 12/13/89
3	12-11-89	Faculty replacements, councils/committees	Senate	Pending
4	12-11-89	Program re-approval procedures	Senate	Pending
5	1-15-90	Off-site teaching assignments	Senate	Pending
6	1-15-90	Class time lost due to holidays	Senate	Pending

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