

**JOURNAL OF THE FACULTY SENATE**  
The University of Oklahoma (Norman campus)  
Regular session - January 11, 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, Bennett, Boyd, Breipohl, Carr, Cornelius, Dillon, Fonteneau, Gordon, Harris, Havener, Hilliard, Hinson, Johnson, Jordan, Kidd, Koger, Kuriger, Kutner, Lakshmivarahan, Latrobe, Livesey, London, Mouser, Norwood, O'Halloran, St. John, Sankowski, Stanhouse, Sutton, Vehik, Watson, Wedel, Whitecotton, Wiegand

Provost's office representative: Lehr, Ravindran  
PSA representatives: Barth, Spencer, Vaughn  
UOSA representatives: Bratten, Parmley

**ABSENT:** Graf, Hill, Kincade, Kukreti, Landes, Miller, Mock, Nelson, Smith, Sullivan, Tiab, Whitmore

---

**TABLE OF CONTENTS**

**Announcements:**

✓ Golf course bid evaluation committee.....1  
✓ State Regents' reports.....2  
✓ Hiring and purchasing freeze.....2  
✓ Task force on strategic planning.....2  
✓ Privatization and contracting.....2

**Senate Chair's Report:**

✓ FY94 budget.....2  
✓ OTRS.....3  
✓ State Regents' administrative costs study.....3  
✓ State Regents' issues for this year.....3  
Academic forgiveness policy.....3  
Role of department chairs.....5  
✓ Revisions in program review process.....6  
Publication of faculty/course evaluations.....7  
Pre-finals week.....7  
✓ OTRS.....7

---

**APPROVAL OF JOURNAL**

The Senate Journal for the regular session of December 14, 1992, was approved.

**ANNOUNCEMENTS**

Professor Peter Wood (Sociology) was selected by the administration for the faculty position on the Golf Course Bid Evaluation Committee (see 12/92 Journal, page 2).

Oklahoma State Regents for Higher Education (OSRHE) have published a "Study of Administrative Costs at Oklahoma Public Universities and Colleges." A copy is available in the Faculty Senate office. The report basically consists of two parts: 1) external comparisons for FY90 (latest year available) between Oklahoma institutions and national, regional, and peer institutions and 2) internal trends and comparisons for FY82-FY92. Deans' offices are an academic, not an administrative, expense. Main results of the study: 1) that Oklahoma institutions' administrative costs are 52% of national, regional, and peer institutions' administrative costs, and 2) administrative expenditures as a percent of total E&G and expenditures per FTE student (adjusted to a price index) declined.

OSRHE and a team of consultants, in response to H.B. 2246, have produced a report and recommendations on higher education [regents'] governance in Oklahoma. A copy of the full report is available in the Faculty Senate office. A public hearing is scheduled for January 15, 1993 at 5:30 PM in the State Regents' office, Oklahoma City. The report recommends periodic reviewing of regent boards, establishment of a committee to advise the Governor on regent selection, some restructuring of various board responsibilities, and establishment of an Oklahoma Research and Graduate Education Council. The Council's purpose would be to strengthen graduate offerings, eliminate duplication, and obtain a critical mass for the state's research effort.

A hiring and purchasing freeze will apply to Educational and General (E&G) Budget-Part 1. All other operations, such as those from sponsored programs, agency special funds, Section 13 and Section 13 offset funds, and capital funds, are exempt. A copy of the memo containing details is available in the Faculty Senate office.

The Norman Campus Task Force on Strategic Planning has the following membership: J. Kimpel (Provost), D. Woods (Dean, Fine Arts), K. Alexander (Administrative Affairs), B. Dauffenbach (CEMR), C. Dillon (Educational Leadership), P. Eidson (Associate Dean, Architecture), R. Frech (Budget Council), M. Hall (Regent), R. Hall (Student Affairs), G. Henderson (Human Relations), B. Hinson (Faculty Senate), J. Pappas (Dean, Continuing Education), S. Ragan (Communication), S. Scamehorn (CEMS), E.C. Smith (Associate Dean, Graduate College), N. Stone (EEC), and L. Walker (Student Congress).

HSC is pursuing privatization and contracting of printing and photography. The Norman campus is looking at privatization and contracting out as well.

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

"Money, or more exactly, the likely lack of it continues to be the major concern. The first handout is from Senator Bernice Shedrick's Senate Appropriations Subcommittee on Education FY94 Budget Briefing. It provides a ten-year history of how higher education has fared compared to other agencies in the state (available in the Faculty Senate office). State appropriations have increased for common education and human services and corrections. Mirroring trends across the country, the percent of funds going to higher education has declined. Details are not going to be available until later. A \$120 million shortfall (more or less) seems likely, and with H.B. 1017 obligations, there will likely be \$200-240 million less than FY93. There is some talk of possibly deferring some of H.B. 1017's requirements, but that has long range budgetary impacts as well. There is also talk that once H.B. 1017 is fully funded in 1996, those monies can be used to help fund OTRS; therefore, deferring H.B. 1017 funding

prolongs the OTRS problem. Higher Education funding either remains flat or suffers a 5% decrease in most scenarios.

"You received as a handout copies of the FY93 Norman Campus Budget Summary that the Provost handed out in his discussion with Chairs/Directors (available in the Faculty Senate office). Some other points to note from the Provost's discussion and the Budget Summary are that, of the \$135 million FY93 E&G Budget, 81.5% of that is tied up in academic areas. This includes non-degree granting units such as registration, admissions, etc. Section IV provides some ideas on the effects of a 5% reduction. General salary reductions are unlikely; the last furlough and salary freeze experiment saw 150 faculty leave. Early retirements do not produce significant financial savings and have a negative impact on faculty quality.

"The University is still looking at raises for faculty. At present, salary raises, funded through 5% internal reallocation, are still being considered. No progress was made over break on a joint OU, HSC, OSU statement regarding raises.

"A recommendation on what to do about OU's problem with OTRS continues to be addressed by the Retirement Task Force. A recommendation is due at the end of this month.

"You also have as a handout a copy of an article from the Tulsa World that provides information on the higher regents' administrative costs study (available in the Faculty Senate office). The article lists the type of data that were included. Deans and physical plant were not considered administrative. The person who did the study said he had to make some judgements about what was equivalent at the various institutions. The results for the comprehensives, especially the decrease over the last 10 years, is counter to intuitive belief. The problem is that it is difficult to make an independent assessment.

"I recently replaced Jay Smith on the Faculty Advisory Committee to the state regents. Some of the issues this group will likely consider this year are faculty workloads, faculty salaries, tenure and promotion policies, and strengthening of the group's role in regents' policy-making process. A series of recent reports by the State Higher Education Executive Officers have dealt with faculty workloads and reorganization of faculty productivity (available in the Faculty Senate office). States that are having financial difficulty are looking at faculty productivity. Studies show faculty work about 60 hours a week, but they are not working at what the administration wants them to. One of the issues being considered is how to get more courses and larger classes taught. A copy of the 1992 Annual Report of the advisory committee is available in the Faculty Senate office. If you have any particular issues you would like to have considered, let me know."

#### **ACADEMIC REPRIEVE PROVISION OF ACADEMIC FORGIVENESS POLICY**

Prof. Vehik reported, "You received with the December agenda copies of materials pertaining to the state regents' Academic Forgiveness Policy (see Appendix I - November 18, 1992 memo from Dr. Avraham Scherman and State Regents' policy statement). That policy is composed of two parts. The Repeated Courses provision was mandated by the regents. The Academic Reprieve provision is an institutional option. There are five guidelines: 1) a three year lapse period between the grades to be reprieved and the reprieve request, 2) a 12 hour minimum of course work taken prior to the reprieve request with an earned GPA of 2.0 and no grade below a "C" (this course work may have been taken at any accredited higher education institution), 3) one or two consecutive semesters may be reprieved, 4) the reprieve request must follow institutional policy, and 5) only one reprieve per student.

"I began receiving questions on the policy in general last summer. Concerns were that a student could graduate with a cumulative GPA (as opposed to a retention GPA) that was less than 2.0. There were other concerns about encouraging students to behave irresponsibly. One of the primary concerns is that spaces in class would be filled by students who were not serious about their education and, consequently, serious students could be kept out of those classes. On June 23 I wrote Paul Bell regarding the policy. Paul Bell responded that he believed the policy was consistent with the academic goals of the University and would be a positive contribution to student academic success. The policy was submitted to the Academic Regulations Committee late last year. You received a copy of the Academic Regulations Committee's recommendation of adoption.

"The Executive Committee debated the issue and has divided opinion on the matter. So, we have no recommendation to make. The only other information I have is that OSU's Faculty Council voted not to adopt the reprieve. According to their chair, the vote was about 60% against. They do not know whether their administration will follow their recommendation or propose modifications."

Dr. A. Ravindran, Associate Provost, noted two issues: (1) the policy of the State Regents is on a take it or leave it basis and (2) because of the three-year time lag, it has more of an impact on returning students instead of current students.

Prof. Koger pointed out that the state regents' proposal did not fully stipulate a student's eligibility or the specific criteria. Prof. Vehik said those issues would follow institutional policy, and that has not been developed yet. Dr. Ravindran said that would go through a committee.

Prof. Boyd asked whether the classes reprieved would be removed from a student's record. Dr. Ravindran replied that the reprieved work would stay on the record but would be excluded from the retention G.P.A.

Prof. Havener commented that it is not unusual for 18-year-old students to start off poorly. Because of the guidelines, few students would probably request reprieves.

Prof. Boyd asked what kept the Executive Committee from making a recommendation. Prof. Vehik said the Executive Committee was concerned that the courses could be made up anywhere and that the three-year time span was too short. Prof. St. John asked whether OU could add a statement to stipulate where the courses would have to be taken. Dr. Ravindran said that could be something for the policy committee to consider.

Noting the ambiguity because of the lack of institutional policies, Prof. Gordon said it would make more sense if the Senate had been provided with a rough draft of what OU's policies would look like. He added that perhaps the policy should be tabled until then. Prof. Vehik said she suspects there will be a lot of negotiation about the exact content. Prof. Havener moved that the Senate vote on endorsing the concept of the academic reprieve policy and request that institutional procedures not be adopted without Faculty Senate input. That motion was approved on a voice vote.

**ROLE OF DEPARTMENT CHAIRS**

Prof. Vehik provided the following background information. "You received a copy of the Final Report of the Ad Hoc Committee to Study the Role of the Departmental Chair as an attachment to last month's agenda (see Appendix II - November 17, 1992 report). The committee was appointed by the Faculty Senate and the Interim Provost last January as a follow up to Faculty Senate action in May 1991. The May 1991 action proposed two revisions to the Faculty Handbook that outlined procedures for evaluation of departmental chairs and for resolving faculty grievances concerning chair performance.

"The changes outlined in the Final Report relate to pages 15-16 of the July 1988 version of the Handbook. Page numbers are lacking, but beginning with the section Responsibilities of the Chair, the two subsections are essentially the same as sections 2.8.2b and c of the current Handbook. The next section, Expectations of the Chair, is new. The section on Evaluation of the Chair is essentially identical to that proposed by the Faculty Senate in May '91 but provides more procedural detail. It expands on the last sentence of the second paragraph of section 2.8.2d. The section entitled Selection of Chairs/Directors elaborates on the first paragraph of section 2.8.2d of the Handbook. It provides more detail on how the type of search is determined, the composition of search committees, and selection of candidates for interview and hiring. The section on Appointments of Chairs and Directors replaces the last paragraph of section 2.8.2d. It is more specific about appointment length. The section on Reappointment replaces the middle two sentences of the second paragraph of section 2.8.2d. The main point is that a review on reappointment occurs after three years instead of the presently recommended five years. The section on Adjudication of Faculty Grievance Concerning the Chair follows the Faculty Senate recommendation of May '91. The last proposed change is in the reporting procedures of Committee A. The Executive Committee believes these revisions improve faculty rights in departmental governance and also clarify procedures. The Committee recommends approval."

Prof. Johnson complained that the report neglected to clarify the composition of search committee for selecting chairs and directors. He said it reads as if there will be only token representation from the particular department. Instead, the search committee should be composed primarily of faculty from within the department, since they have the credentials to know what kind of person would best fit the needs of the department. Also, under the Expectations of the Chair section, it says "the chair is expected to be involved in teaching and research/creative activity." Prof. Johnson claimed that panels selected by the President have not done a good job in the past of finding chairs that fit those criteria. Dr. Ravindran, chair of the ad hoc committee, said the committee expected the faculty of the department to represent the majority of the search committee. Prof. Johnson said the report should be amended then to specifically state that the departmental faculty will have the majority of the search committee.

Prof. Kutner turned to Responsibilities of the Chair, Specific Responsibilities. Currently, the Chair approves class schedules but is not given the unilateral right to establish teaching assignments. He suggested that ~~"determining teaching assignments"~~ in (2) should be moved down to (4), so that it is a duty having the involvement of Committee A or such other faculty committee instead of a specific responsibility of the chair. There was general agreement by the Senate to make that change.

Prof. Kutner said he believed the Reappointment section would reduce the faculty governance of the unit, in that Committee A would have to transmit formal recommendations to the Chair instead of the Dean. Dr. Ravindran said this comes up in two places in the Faculty Handbook, one about the Chair and the other about Committee A, and they contradict each other. The committee chose this way to go. Prof. Kutner said it could go the other way-- Committee A reporting to the Dean. Dr. Ravindran explained that the Chair has ultimate responsibility for the department, but at the same time is made accountable. Prof. Kuriger, who served on the committee, said the committee spent a lot of time on the report, and he liked this alternative. Prof. Whitecotton, who also was on the committee, said the decision was based on the results of the questionnaires sent to the chairs. Prof. Kutner commented, "Of course they would favor it this way." Prof. Vehik remarked that the proposed policy really would give faculty more rights in governance since it is more explicit about rules and procedures.

Prof. Wedel suggested that one effect of the change is that it could lead to further politicizing of small units. He asked, "Would this policy scare off good people in a national search? Is an evaluation after three years too soon?" Prof. Kuriger said the committee was not trying to take anything away, but simply put some sunshine on the process. Prof. Wedel reminded him that the length of time was being changed. Prof. Kuriger explained that the intent was to keep the faculty and Committee A informed and allow a sufficient time for evaluation. Prof. Whitecotton added that the four year appointment was selected as a compromise in terms of current practice. Dr. Ravindran mentioned that even though an appointment may be for four or five years now, it can go on without a formal reappointment. The committee tried to make it clear that the chairs were to be given an evaluation before a reappointment. He noted that most of the criticism of the report had come from the deans, not the faculty. Prof. Whitecotton said the point of the revisions was to make it clear who is making the recommendations. Prof. Wedel asked, "Is this policy similar to policies that other universities have?" Prof. Kuriger said there is variation among other universities from one end of the scale to the other. Dr. Ravindran said there is no uniformity about how this is done, but this proposal would not be out of line with others or make a person hesitant to be considered for a position here.

Returning to Prof. Johnson's concern, Prof. Breipohl proposed adding "departmental" between "elected" and "faculty" in the fourth paragraph under Selection of Chairs/Directors. Prof. Kutner suggested adding "from the department" at the end of the next sentence. There was general agreement by the Senate. The document, as amended, was approved on a voice vote.

#### **PROPOSED REVISIONS IN PROGRAM REVIEW PROCESS**

According to Prof. Vehik, "Program review is mandated by the state regents. The Executive Committee reviewed an earlier draft and recommended some changes. Our proposed changes were designed so as to provide more feedback to the unit during the review process. The changes we recommended were made (see Appendix III - December 7, 1992 memo from Provost). The Executive Committee recommends approval." With no further discussion, the proposed revisions were approved on a voice vote.

**PUBLICATION OF FACULTY/COURSE EVALUATIONS**

Prof. Vehik explained that the UOSA proposal to publish faculty/course evaluations (available in the Faculty Senate office) will be discussed in February. She asked the Senators to review the questions that pertain to the various colleges and have suggested alternatives if desired. Prof. Wedel asked how much this would cost. Prof. Vehik answered that it would come out of UOSA's budget. Another issue to consider is whether the evaluation should be of individuals or courses. Prof. Carr said he thought the students had been publishing the evaluations. Prof. St. John mentioned the form that faculty have had to sign giving permission to publish the evaluations. Prof. Vehik commented that faculty have been signing release forms, but evaluations have not been published. The University considers these personnel matters, so they are not distributed.

Prof. Kuriger contended that publishing evaluations when only three out of 50 respond is meaningless. Mr. Jay Parmley, UOSA President, said he would take that into consideration. He said the intent is to gather more information about a course. According to Legal Counsel, it will be necessary to have faculty sign a different form giving permission to publish the particular five questions from the form. According to Mr. Parmley, the cost will probably be less than \$2000, and it will come from the Student Activity Fee.

Prof. Koger pointed out that the proposed five questions for the College of Fine Arts were missing. She noted that the college was in the process of revising its form. Mr. Parmley said he will get those questions to the Senate in time for the next meeting.

**PRE-FINALS WEEK**

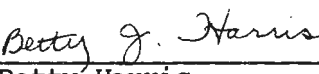
Prof. Vehik reported that the UOSA proposal for a pre-finals week (available in the Faculty Senate office) represents a series of compromises between the Senate Executive Committee and UOSA. She asked faculty with lab courses to study the proposal carefully. The Senate will consider the proposal at its next meeting.

Prof. Vehik announced that a recommendation pertaining to OTRS may come up at the February meeting.

**ADJOURNMENT**

The meeting adjourned at 4:40 p.m. The next regular session of the Senate will be held at 3:30 p.m. on Monday, February 8, 1993, in Jacobson Faculty Hall 102.

  
 Sonya Fallgatter  
 Administrative Coordinator

  
 Betty Harris  
 Secretary



*The*  
**University of Oklahoma**

1/93 (Appendix I)

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY  
820 Van Vleet Oval  
Norman, Oklahoma 73019-0260

November 18, 1992

TO: Susan Vehik, Chair  
Norman Campus Faculty Senate

FROM: Avraham Scherman, Chair *A. S.*  
Academic Regulations Committee

SUBJECT: Academic reprieve, calendar for 1995-1996, and  
guidelines for intersession enrollment and credit

DATE: November 18, 1992

The Academic Regulations Committee met on Friday, November 13, 1992 to discuss three items:

- a) The Policy Statement on Grading which includes a section on Academic Forgiveness Provisions was adopted by the State Regents on May 29, 1992. After discussion the Committee recommends to adopt the document since it will put us in compliance with State Regents policy.
- b) The College of Continuing Education has requested that the Committee review their new guidelines for intersession enrollment. There was only one change that was recommended in order to conform with OU policies. It had to do with the number of credit hours that can be earned. With Dean's permission the Maximum credit limit for a four week intersession is six credit hours.
- c) the Academic Calendar for 1995-1996 was considered. Since the Summer of 1996 begins so early it might prevent school teacher from taking summer courses. Decision on the calendar was tabled until this issue is clarified.

cc: Dr. Paul Bell, Associate Provost for Undergraduate Education  
and Programs  
Susan Espinoza-Ervin, College Programs Director, Intersession



# POLICY STATEMENT ON GRADING

The need for greater uniformity in the definition and use of grading terms in The Oklahoma State System of Higher Education has been expressed often by students, parents, faculty, and administration. In an effort to provide for a more effective and efficient system of transfer of students' credits between and among public Oklahoma State System institutions, as well as to assist the institutions in managing academic records more effectively, all constituent units are expected to conform to the definitions of grading terms and the academic forgiveness provision related to repeated courses. Institutions may choose to offer students academic reprieves under the guidelines specified in this policy statement.

## I. Definitions of Grading Terms

The following types of grading entries with respective definitions will be used for institutional transcript notations:

### A. Grades Used in the Calculation of Grade Point Average (GPA)

Grade	Note	Grade Point Per Hour
A	Excellent	4
B	Good	3
C	Average	2
D	Below Average	1
F	Failure	0

### B. Other Symbols

**I** An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. It is not a substitute for an "F," and no student may be failing a course at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. The time limit to satisfy the "I" will be at the discretion of the institution. "I" grades not changed by the instructor to a credit-bearing grade or an "F" within the specified time limit will remain as a permanent "I" and not contribute to the student's GPA.

**AU** Audit status is used for the student not interested in obtaining a course grade, but who is enrolled simply to get course information. The allowable time to change an enrollment status from audit to credit will be established by each institution but may not exceed the institution's add period and must be consistent with the State Regents' add period defined as the first two weeks of a regular semester/term and the first week of a summer semester/term (II-4-43.3). Students changing their enrollment status from audit to credit must meet institutional admission/retention standards as set by the State Regents. The allowable time to change an enrollment status from credit to audit will be established by each institution but will not exceed the institution's last date for withdrawal from classes (II-4-43.3) AU will not contribute to the student's GPA.

**W** An automatic withdrawal grade of "W" is issued when a student initiates a withdrawal during the institution's allowable withdrawal period. An institution's withdrawal period for an automatic "W" shall begin after the tenth day of classes in the regular session and the fifth day of classes in the summer term and shall not exceed 12 weeks of a 16-week semester or, in general, not exceed three-fourths of the duration of any term. (These are maximum limits. The State Regents encourage institutions to establish shorter limits.) For any drop or withdrawal accepted after this deadline, a "W" or "F" will be assigned depending upon the student's standing in the class and the institution's stated withdrawal policy. If an "F" grade is assigned, it is calculated in the student's GPA; the "W" grade is GPA neutral.

**AW** Administrative Withdrawal may be assigned by the Office of Academic Affairs to indicate that a student has been "involuntarily" withdrawn by the institution during the designated semester for disciplinary or financial reasons or inadequate attendance. Such institutional penalties must follow formal institutional procedures. Administrative withdrawals are GPA neutral.

**S-U** An institution may elect to use the grades "S" or "P" and "U" or "NP" for specified courses or may allow students to elect an "S/U" or "P/NP" option under circumstances specified by the institution. The "S" and "P" grades are neutral indicating minimal course requirements have been met and credit has been earned. The "S" and "P" grades may also be used to indicate credit earned through advanced standing examinations. The grades of "U" and "NP" indicate that a student did not meet minimum requirements in a course designated for "S/U" or "P/NP" grading. While all four grades, "S, U, P, NP" are GPA neutral, they are counted in the total number of attempted hours for retention and the total number of attempted and earned hours for graduation.

**P-F** An institution may elect to use Pass-Fail as an option for students in specified courses. The Pass grade indicates hours earned but does not contribute to the GPA. The Fail grade is an "F" and is calculated into the GPA.

**N** An "N" grade may be used by an institution to indicate that the semester grade was not submitted by the instructor by the appropriate deadline. The "N" grade must be replaced by the appropriate letter grade prior to the end of the subsequent semester. The "N" grade is GPA neutral.

**X** An "X" grade is assigned for graduate thesis or dissertation in progress and is GPA neutral.

### Academic Forgiveness Provisions

Circumstances may justify a student being able to recover from academic problems in ways which do not forever jeopardize his/her academic standing. The student's academic transcript, however, should be a full and accurate reflection of the facts of the student's academic life. Therefore, in situations which warrant academic forgiveness, the transcript will reflect all courses in which a student was enrolled and in which grades were earned, with the academic forgiveness provisions reflected in such matters as how the retention

and graduation grade point averages are calculated. Specifically, for those students receiving academic forgiveness either by repeating courses or through academic reprieve, the transcript will reflect the retention and graduation GPAs excluding forgiven courses/semesters. The transcript will also note the cumulative GPA which includes all attempted regularly graded course work.

Academic forgiveness may be warranted in two specific circumstances: 1) For pedagogical reasons, a student will be allowed to repeat a course and count only the second grade earned in the calculation of the retention and graduation GPAs under the prescribed circumstances listed below; and 2) There may be extraordinary situations in which a student has done poorly in an entire enrollment due to extenuating circumstances which, in the judgment of the appropriate institutional officials, warrant excluding those grades in calculating the student's retention and graduation GPAs.

Students may seek academic forgiveness utilizing these institutional procedures. All institutions will conform to the "repeated courses" forgiveness provision. Institutions may elect to offer students academic reprieves as detailed below:

#### A. Repeated Courses

A student shall have the prerogative to repeat courses and have only the second grade earned, even if it is lower than the first grade, count in the calculation of the GPA, up to a maximum of twelve (12) credit hours in courses in which the original grade earned was a "D" or "F." The first attempt shall be recorded on the transcript with the earned grade. The second course with its grade will be listed in the semester earned. The EXPLANATION OF GRADES section of the transcript will note that only the second grade earned is used in the calculation of the retention and graduation GPAs. If a student repeats an individual course more than once, all grades earned, with the exception of the first, are used to calculate the retention and graduation GPAs. Students repeating courses above the first 12 hours of "Ds" or "Fs" repeated may do so with the original grades and repeat grades averaged.

#### B. Academic Reprieve

A student may request an academic reprieve from public State System institutions with academic reprieve policies consistent with these guidelines:<sup>1</sup> 1) At least three years must have elapsed between the period in which the grades being requested reprieved were earned and the reprieve request; 2) Prior to requesting the academic reprieve, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses. This course work may have been completed at any accredited higher education institution; 3) The request may be for one semester or term of enrollment or two consecutive semesters or terms of enrollments. If the reprieve is awarded, all grades and hours during the enrollment period are included. If the student's request is for two consecutive semesters, the institution may choose to reprieve only one semester. 4) The student

must petition for consideration of an academic reprieve according to institutional policy; and 5) The student may not receive more than one academic reprieve during his/her academic career.

The EXPLANATION OF GRADES section of the transcript will note the courses and semester(s) reprieved. Institutions granting academic reprieves must submit an annual report to the State Regents.

Institutions will include a legend developed by the State Regents and consistent with this policy which defines the grading symbols listed on the student's transcript to the reader.

Given that this is the first State System policy on grading, coupled with its complexity, the policy will be effective beginning the 1992 fall semester, and is scheduled for comprehensive review in the spring of 1994.

---

Adopted by the State Regents on May 29, 1992.

---

<sup>1</sup> State System institutions may honor course work/semesters reprieved at another State System institution.

UNIVERSITY OF OKLAHOMA - NORMAN CAMPUS

FINAL REPORT OF THE AD HOC COMMITTEE  
TO STUDY  
THE ROLE OF THE DEPARTMENTAL CHAIR

NOVEMBER 17, 1992

**Background**

The Faculty Senate on May 6, 1991 approved and forwarded to the President proposed revisions to the Faculty Handbook of July 1988 pertaining to the evaluation of the departmental chair and procedures for resolving faculty grievances concerning the performance of a chair (see Attachment 1). In response, President Van Horn asked Interim Provost Richard Gipson to appoint an Ad Hoc Committee that will consider the Faculty Senate's proposal as part of a larger review of the selections, functions, responsibilities, and accountability of departmental chairs.

On January 23, 1992 Dr. Gipson appointed an Ad Hoc Committee consisting of three faculty members recommended by the Faculty Senate and three departmental chairs selected by the Provost with Associate Provost Ravindran as committee chair and Professor Anita Hill as an ex-officio member. Dr. Gipson asked that the committee also consider such related issues as teaching/research expectations of the chair; appointment and appropriate administrative stipend (see Attachment 2).

**Committee Members**

Professor George Economou, English  
Professor Charles Gilbert, Geology/Geophysics  
Professor Anita Hill, Law (ex-officio)  
Professor Mary Margaret Holt, Drama/Dance  
Professor William Kuriger, EECS  
Professor A. Ravindran, Provost Office (chair)  
Professor Cal Stoltenberg, Educational Psychology  
Professor Joseph Whitecotton, Anthropology

### Input From Current Chairs

The committee met bi-weekly beginning February 6, 1992. Before discussing any changes and additions to the existing policies in the Faculty Handbook, the committee decided to send a detailed questionnaire to all the department chairs requesting input on the following items:

1. Selection of the chair.
2. Appointment and reappointment.
3. Responsibilities of the chair.
4. Evaluation of the chairs.
5. Faculty grievance on chair's performance.
6. Frustrations and rewards of being a chair.

A copy of the complete questionnaire containing 11 questions on the above items and the cover memo to the chairs is included as Attachment 3.

Sixty-four questionnaires were sent and the committee received 29 responses. A summary of the chairs' responses prepared by the committee for each question is given in Attachment 4.

### Other Input

The committee reviewed the policies and procedures related to the chairs in the faculty handbooks of all the Big 8 Universities. They also reviewed the current evaluation procedure for the chairs in place in each of the colleges. They vary from non-existing evaluation procedures to a formal evaluation and input by Committee A (see Attachment 5).

### Committee's Recommendations

The committee recommends that the following statements replace the material dealing with departmental chairs in the 1988 Faculty Handbook (Section 2.8.2 (b), (c) and (d), pages 15-16).

## RESPONSIBILITIES OF THE CHAIR

### General:

The chair has a leadership function and is accountable both to the department and to the dean for the performance of this function. The chair represents his or her department in relations with other departments, with the deans, and with other administrative officers of the University. The chair is expected to encourage and facilitate the work, quality, and professional development of the department. He or she shall take the initiative in reporting the needs and championing the causes of the department to the dean. This includes a basic responsibility for obtaining merited recognition of faculty members with respect to promotions, salary increases, and support for career development. Other leadership functions include implementing the Affirmative Action Plan, strategic planning, program review and tenure recommendations.

### Specific Responsibilities:

The chair provides leadership in all matters of policy as determined by the faculty, dean, and provost. The chair determines procedures for carrying on the work of the department. Such functions shall include (but not be limited to): (1) determining time and frequency of faculty meetings (at least monthly); ~~(2) determining teaching assignments and class schedules for the department;~~<sup>2</sup> (3) establishing policy for expenditures from departmental budget; and <sup>3</sup>~~(4)~~ in concert with Committee A (or such other faculty committee as the voting members of the unit may establish and elect),\*preparing annual faculty evaluations and making recommendations to the dean concerning budget requests/allocations, for increases in salaries for faculty, faculty awards (unless donors have specified that the decision be made by another person or through another process), and hiring of new faculty, tenure, promotion, annual reviews of the progress of tenure-track faculty in their efforts to obtain tenure.

\* determining teaching assignments and class schedules for the department

## EXPECTATIONS OF THE CHAIR

In addition to the administrative responsibilities described above, the chair is expected to be involved in teaching and research/creative activity. The extent of involvement in teaching and research/creative activity should be determined by the dean in consultation with the chair and Committee A.

## EVALUATION OF THE CHAIR

Committee A shall prepare an annual evaluation of the chair's teaching, research/creative activity and service (other than departmental administration) using the standard process and forms for faculty evaluations. For evaluating the administrative effectiveness of the chair, Committee A should solicit formal input from the entire faculty and staff of the unit. These evaluations are then forwarded to the dean who will discuss them with the chair and determine his/her salary increase.

## SELECTION OF CHAIRS/DIRECTORS

- Prior to initiating search and nomination procedures for department chair, the faculty of the department should meet with the dean of the college to discuss the needs and expectations of the department as they relate to the appointment of a new chair, the role of the chair, and the type of search (i.e., internal or national) which will most likely assure that an appropriate candidate is recommended, and to discuss any budgetary considerations related to the search and appointment of a new chair.
- Subsequently, the faculty will recommend to the dean whether the search should be internal or national.
- If the dean does not concur with the department faculty's recommendation, the dean will meet with the department faculty to discuss reasons for disagreement.
- For national searches, a search committee will be formed consisting of elected<sup>departmental</sup> faculty members and members appointed by the dean, one of whom must be a current department chair. A majority of the committee shall be elected<sub>from the department</sub>.
- The search committee will review applications and recommend to the department faculty candidates for on-campus visits in consultation with the dean.
- After the campus visits, the faculty will rank the acceptable candidates and recommend them to the dean.
- The campus Provost will approve all appointments of department chairs prior to submission to the President's Office and the Board of Regents.

## APPOINTMENTS OF CHAIRS/DIRECTORS

- Because the University operates on a year-round basis, the chair is normally appointed on a 12-month basis.
- The length of the initial and subsequent appointments shall be fixed at four years.
- Normally, an administrative supplement is added to the chair's base salary to be effective during the term of the appointment as chair.

## REAPPOINTMENT

Approximately 12 months before the end of the chair's term, elected members of Committee A shall initiate the proceedings to obtain a formal recommendation from the faculty concerning the reappointment of the chair and transmit it to the dean. If the dean does not concur with the department faculty's recommendation, the dean will meet with the department faculty to discuss reasons for disagreement.

If the decision is made to recruit a new chair, then the procedure under "Selection of Chairs/Directors" should be followed.

## ADJUDICATION OF FACULTY GRIEVANCE CONCERNING THE CHAIR

Faculty complaints about the chair will normally be resolved by the appropriate dean. If dissatisfaction is widespread and a dean is unable to resolve it, Committee A or the unit faculty by a majority vote, may request that the provost appoint an ad hoc committee, consisting of three faculty members who do not hold appointments in the affected college, to conduct an investigation and report their findings to the Provost. After receiving the committee report, the Provost will determine appropriate courses of action to resolve the grievances.

### Changes to Committee A Responsibilities given on Page 15 of the Faculty Handbook:

(middle of first paragraph) Replace the sentence, "Committee A shall prepare and transmit to the Dean formal recommendations as to . ." by "Committee A shall prepare and transmit to the Chair formal recommendations as to . ."

OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST  
The University Of Oklahoma  
Norman Campus

MEMORANDUM

To: Faculty Senate Executive Committee

From: James F. Kimpel <sup>JK</sup> Executive Vice President and Provost

Subject: Revisions to Program Review

Date: December 7, 1992

The Oklahoma State Regents for Higher Education instituted requirements for formal program review in 1985. The first cycle of formal program review at the University of Oklahoma was begun in the 1986-87 academic year and was completed in the 1991-92 academic year. This year, I appointed a committee composed of Robert Swisher, LIS, Jody Newman, Educational Psychology, Billy Crynes, Dean, College of Engineering, Eddie C. Smith, Associate Dean, Graduate College and Roland Lehr (Chair), Chemistry and Biochemistry to review OU's program review process and make recommendations for the second cycle of review, which will begin in the 1993-94 academic year. Their recommendations are attached to this memorandum.

Input from faculty as well as the North Central Association's accrediting team indicated that an examination of our program review process was needed. With decentralization of funding, linkage of program review to resource allocation and strategic planning has become weak. My charge to the committee was to develop a streamlined process that would make preparation of the unit's self-study less time-consuming, would involve budget deans more effectively, and would effectively link program review to resource allocation and strategic planning.

I endorse the recommendations of the committee. You will note that they propose utilizing existing documentation, including external accreditation reports when possible, as a major component of the self-study. Since the University will have ongoing undergraduate assessment and strategic planning processes, existing documents should address many of the issues of program review. More effective provision of Institutional Research information to units should also facilitate self-study preparation. I also believe that the modified process will result in more effective involvement of the budget deans and better linkage to budget allocation and strategic planning.

I look forward to your response to the recommendations.

GOALS FOR NEXT CYCLE OF ACADEMIC PROGRAM REVIEW

- ★ Streamline process
- ★ Involve budget deans more in the process due to decentralization of resources
- ★ Emphasize quality factors more in the review process
- ★ Coordinate program review with external assessment, to the extent possible
- ★ Factor program review into annual resource allocation process

SPECIFIC RECOMMENDATIONS

★ This process should review only academic units. Contributions to the unit from faculty, staff and students from units such as Biological Survey, Archeological Survey, Science and Public Policy and OMNH should be incorporated in the self-study to the extent they are involved in the activities of the unit.

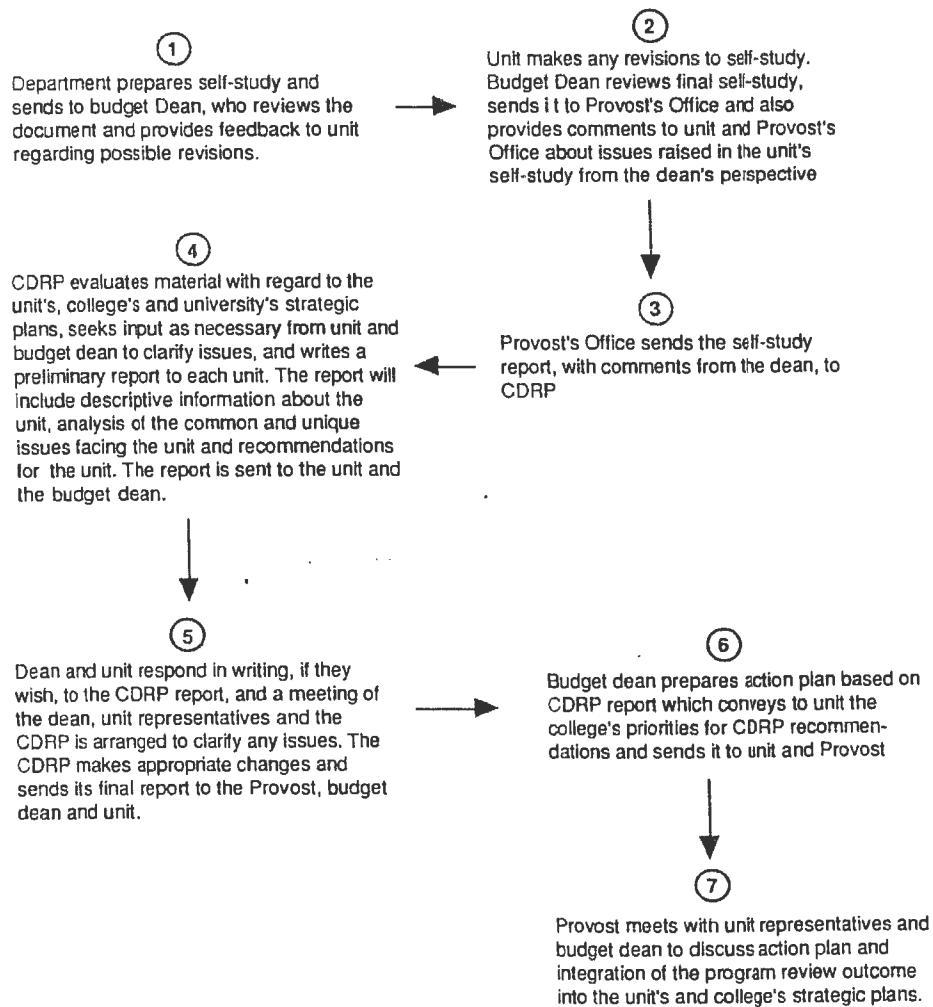
★ Since strategic planning and assessment will be on-going activities, preparation of the self-study should be facilitated by heavy utilization of existing documents such as:

- ✦ the most recent strategic plan
- ✦ the current assessment plan and associated yearly reports
- ✦ accreditation reports, if available
- ✦ Institutional Research data provided in a timely basis

The self-study narrative should be no longer than 20 double-spaced pages, exclusive of appendixes, and including a 2-3 page executive summary. It should address the recommendations of the previous CDRP, non-Norman campus activities such as UCT, Advanced Programs, etc. Use of the ETS questionnaires should be continued.



## PROPOSED PROCESS



## CDRP MEMBERSHIP

- ★ Provost Office coordinator
- ★ Graduate Dean or Associate/Assistant Graduate Dean
- ★ Two Deans or Associate/Assistant Graduate Deans outside the unit's college
- ★ A minimum of five faculty appointed by the Faculty Senate

\* Note: We recommend that the budget dean not be a member of the CDRP

## PROPOSED TIMELINES:

- ★ Give units and units' budget deans at least a year's advance notice of when the unit will be reviewed
- ★ Provide Institutional Research information by December of the year prior to the unit's review, with any appropriate updates
- ★ Provide units the option of sending the ETS surveys out as early as October of the year prior to their review
- ★ Require self-study reports and Dean's comments in the Provost's Office by September 15 of the year units are being reviewed. Deans will be responsible for setting a schedule that permits them enough time to review the reports and provide their comments by September 15.
- ★ Send the CDRP preliminary report to the unit and its budget dean no later than mid-April of the academic year in which the review is occurring.