

Statement of Self-Evaluation for
Paul B. Bell, Jr., Dean of the College of Arts and Sciences
Covering the period January 1, 2004 to December 31, 2004.

I. GOALS

For the academic year 2003-2004 I established the following new and continuing goals that I hoped to achieve over the course of several years. Progress toward each goal during 2004 is assessed after each goal.

1. Increase salaries of faculty and staff to competitive levels.

This is the top goal for the college both the use of new funds as they become available and for redistribution of funds internally. Although we do not have an adequate number of faculty members to meet the needs of our students and accomplish the goals of the university (a situation made worse by the budget cuts of the past two years), we are at increasing risk of losing many of the excellent faculty who are already here. Although we have been hiring new faculty at competitive, market-driven salaries, the salaries of faculty who have been at OU for more than a year have not kept up. This problem was bad before, but after three years of no salary increases caused by the state's budget shortfalls, the problem is acute. Our very best faculty are especially at risk of being recruited away by other institutions, as our competitors seek to enhance their reputation at our expense. It is imperative that we retain our best faculty and staff, even if it means that we will have to forego adding new faculty lines and sacrifice existing faculty lines to do so.

Progress: Thanks to increased tuition revenue, the university was able to provide salary increases for faculty and staff beginning on October 1, 2004. In addition to an across the board increase of 2.5% and an average of 2.5% for merit increases for faculty and staff, the college received an additional 1.6% to address compression and inversion of faculty salaries. As a result we were able to increase faculty and staff salaries by a total of almost \$1.9 million (6.6%) while making significant progress towards addressing salary compression and inversion.

2. Increase the number of faculty.

This is a continuing and obvious goal. Although by Fall 2002 we had added 51 new faculty lines (term and tenure-track) to the college, in addition to filling most vacant lines, we were still well below the number of faculty we should have given our enrollment. Yet, as a result of the budget cuts of the past two years, which forced us to give up funding for approximately 22 faculty positions, the situation has gotten worse. Indeed while the number of permanent faculty has begun to decline, the number of students has continued to increase. In Fall 02 we had 12% more undergraduate students and 10% more graduate students than the previous year, yet our budget was \$1.4 million less (a reduction of approximately 3.5%). The loss of faculty not only affects our ability to educate our students, it also affects the research productivity of the college. Because of the budget reductions we can only achieve this goal through the allocation of new funds to the college.

Progress: In spite of two very bad budget years, the college was able to increase the number of permanent faculty in fall 2004 to 430, an increase in 17 over fall 2003. Nine of the new positions were renewable term faculty and 4 were tenure-track positions. Although the 384 tenure-track or tenured faculty members we had in fall 2004 was 5 fewer than we had in Fall 2003, we are on the road towards replacing the tenure-track faculty positions lost during the budget cuts. We are currently searching for 6 new tenure-track positions to begin in Fall 05, along with 23 searches to fill vacant lines.

Unfortunately, the growth in the number of students majoring in the college continues to outstrip the growth in number of faculty members. Between fall 2000 and fall 2004, the number of permanent faculty members increased by 13.5% while the number of students increased by 36%, to an all-time high of 8,810, including 7,493 undergraduate students and 1,317 graduate students. Thus, the college remains reliant on a large number of temporary faculty and graduate assistants to meet the instructional needs of our students. However, we can not offer the upper division major courses our students need to graduate with temporary faculty. Therefore it is critical for our students that we continue to add more permanent faculty and a faster pace than 5-6 per year.

3. Expand the amount of space for faculty and graduate students.

The college has quite simply run out of space to grow. We need more classrooms and laboratories to accommodate the growing numbers of students and we need more offices and research space for the faculty we will hire once new funds become available. We also need additional research space for faculty whose grant-funded research has outgrown the space they already occupy. Moving the Dean's Office and two interdisciplinary programs to Ellison Hall has given us some breathing room in the Physical Sciences Center and Dale Hall Tower, but this has not completely solved the current space shortage nor will it meet future needs. Space committed to the new School of International and Area Studies is on hold for lack of funds and major funding is needed to provide adequate space for the natural science departments that are being increasingly successful in generating external grants. The construction of the new Stephenson interdisciplinary research building on South campus is a first step toward meeting this growing need. However, funding for Phase III of the renovation of Nielson Hall for Physics and Astronomy has not been identified. Moreover, a recent study of the space currently occupied by the Department of Chemistry and Biochemistry has documented not only a shortage of space but major problems in health and safety of the existing facilities. The facilities are in such poor shape that the consultants recommended against renovation and proposed instead that the University commit to \$70 million in new construction for Chemistry and Biochemistry. Not only is funding not currently available, but it is not clear where such a major building or series of buildings could be built. We will continue to work with the President and Provost to find additional temporary and permanent space and to fund new construction so that the college can continue to grow and improve

Progress: We made some progress on meeting the space needs of the college last year. The School of International and Area Studies acquired additional offices through the renovation of Hester Hall and faculty from Psychology acquired new office space in Cross Center for their expanding research programs. Film and Video Studies was given

additional space in Science Hall, including a much needed classroom. Faculty from Chemistry and Biochemistry, Botany and Microbiology and Zoology moved their labs and offices to the new Stephenson interdisciplinary research building, freeing up space on the central campus for additional faculty in these departments. Faculty in Physics and Astronomy are beginning to move into their new offices in the Nielsen Phase II addition and we are close to having a donor who will help fund Nielsen Phase III, thereby completing that multi-phase project. Finally, planning for the new Chemistry Building on the Research Campus is making progress and the university is actively pursuing funding for phase I of that project. We are still very short on space in Dale, Kauffman and Gittinger halls, but remain optimistic that as new buildings come on line for other programs we will receive some of the vacated space for A&S expansion.

After a year of study, the Classroom Renovation Task Force, which I chaired, developed a plan for bringing OU's 100-plus centrally scheduled classrooms up to modern standards of comfort and pedagogy. The provost has provided \$300,000 for FY 05 that will be used to renovate one medium-sized classroom in Dale Hall and several small classrooms in Kauffman. Although the Task Force recommended a much higher level of expenditure and a much faster rate of renovation, it is at least a beginning with the hope that additional funds will be made available in the future.

4. Increase private giving to enhance college programs.

This is a continuing goal. Although we are continuing to experience success in private giving, it is clear that in order to grow significantly we will need to expand our donor base to include more of our alumni as well as corporations. Indeed, expanding corporate giving to the college is critical to our being able to meet many of our goals. This past spring we hired a new Director of Development who has begun to tackle this task.

Progress: Private giving to the college approached \$2.3 million in FY 04, exceeding the previous year by over \$800,000. We are off to a good start in FY 05 and are close to acquiring one or more large gifts. Our new director of Development, Von Allen, has gotten off to a flying start and is helping to invigorate fund raising activities across the college.

5. Improve graduation rates.

As part of the university's goal to increase the graduation rate of first-time entering freshmen to 60%, the college has and will take a number of initiatives to increase the graduation rate of its sophomores to 80%. The most recent data, aggregated for students who were sophomores between 1991 and 1996, shows that the College of Arts and Sciences has the highest graduation rate among all undergraduate colleges on the Norman campus, although at 60%, it is still well short of our goal. We are improving the quality of academic advising for undergraduate students by enhancing communication with and training of faculty advisors and ensuring that advising is part of the reward structure of the college. As part of this initiative, we have: developed an on-line student handbook; started an academic advising student advisory board; increased the value of the college-level advising awards from \$500 to \$1000; begun using email to contact students who have not enrolled for a subsequent semester; and begun using email to encourage seniors

to graduate. The college-wide Dean's Advisory Committee on Academic Advising, similar to PACAA, but at the college level, is in its fifth year of operations and will continue to be a source of advice to the Dean on advising issues and a forum for interdepartmental communication.

Progress: The college is increasingly proactive in motivating our students to complete their degrees and graduate, preferably in 4 years. Over the summer, we published "*The Next Step*," a guide to help students plan a career and find a job after graduating. Funded by GEICO Direct, the college's first corporate partner, the booklet also provides potential employers with advice on how to recruit A&S students. We have also developed a printed and on-line guide to graduating in 4 years, titled "*Do It In 4! Get Going, Get Out and Get On with Your Life*," to provide students with a guide to getting out of college in a timely manner. It provides links to various web sites that help students plan financially and academically for graduation. We have also made progress toward developing 4-year graduation plans for every undergraduate degree in the college. These will be available on-line as well as given to every new student entering the college and to new freshmen entering OU with a declared major in A&S. Finally, we have established a student advisory committee for the academic services center to provide advice on how best to serve our students and help them graduate.

6. Increase student involvement in the governance of the college.

We have now established student advisory committees at both the college and departmental levels. We have also established joint annual meetings of all of the student advisory boards to ensure good communication and students input throughout the college. We will continue to explore ways to enhance the role of these committees to further enhance the participation of students in governance of the college.

Progress: We now have three levels of student advisory committees - departmental, dean's and academic services - to foster student involvement in the governance of the college. We had the first joint meeting of all three groups in the fall and will have a second joint meeting in the spring as we continue to try to catalyze student involvement. Many departments have found ways to involve their students actively at the unit level and we continue to encourage the rest of the academic units to do so as well.

7. Enhance the visibility and name recognition of the college among students, faculty, alumni and friends of the University, and the public at large.

This is a never-ending task, but we have had great success in our ongoing efforts to increase the visibility and name recognition of the college across a wide range of constituencies. The alumni newsletter, *A&S News*, reaches over 44,000 alumni households twice a year, and the Class Notes section is the fastest growing section of the newsletter, expanding from less than a page in our second issue to 3 pages in the current issue. Donors of \$25 or more receive additional mailings throughout the year to maintain a connection with the college. The college has also been actively participating in the University reunion program that has brought several former classes back to campus over the past three years. We have significantly expanded the number of public events sponsored by the college, expanded press coverage, established FOCAS on Arts and

Sciences Week, and created a video streaming web site that allows anyone to see videos of various A&S events. By so doing, we are increasing public awareness and support for activities of the college, which is also paying off through the growth in giving to the college.

Progress: Public awareness of the mission and activities of the College of Arts and Sciences has never been higher. We are having great success in getting the story of the college out to the campus and the general public, through news outlets and our own publications. The college web site has been completely redone to provide a regularly updated source of news and information about the college. Two new brochures will be coming out in January that present a general profile of the college and our role in undergraduate education. Our newsletter now reaches 53,000 households.

8. Expand and enhance the technological capabilities of the college.

We will build on the progress of the past five years to continue to increase the capacity of the college to respond to the opportunities and challenges of new instructional technologies. This goal will be aided by the increase in the college computing fee from \$3 to \$5 per credit hour beginning in Fall 2003. The increased funding will be used to enhance support for faculty, by providing them with the computers and software they need to take advantage of the latest instructional technology. We will also continue our training program for faculty and staff in the use of the Internet and multimedia technology. We will hire additional student workers to augment the five members of the college's full-time staff and consider additional staff to provide desk-top and web support for faculty. We will continue to support the development and scheduling of on-line courses, focusing primarily on general education. In 2002-2003 we offered 17 courses on-line, and 6 new courses are under development for adding in 2003-2004. We have also created a web site to provide support to students enrolling in on-line courses and developed a printed reference and a CD-ROM resource packet called the *College of Arts & Sciences Online Learning Guide*. We have revamped the college's web site, and the college's streaming video site has made A&S a national leader in providing Internet access to programs of intellectual content. In the coming years, we will continue to build on our past success as we seek new ways to use new technology to enhance the educational experiences of our students. One new project is a partnership with the University of Kentucky to provide Oklahoma high school students with access to an on-line mathematics assessment test that will allow them to determine their level of college readiness in mathematics.

Progress: The faculty computing program, through which every permanent faculty member is given a new computer every three years, has been an overwhelming success. Our faculty now have access to the latest technology and are using it in innovative ways to enhance their professional productivity and instructional activities. We also launched a new multimedia lab to help faculty develop video and other multimedia material for classroom and on-line use and operate a vigorous training program for faculty and staff in the latest software. On-line courses continue to grow at an accelerating rate. In fall 2004 we offered 51 class sections with an enrollment of 950 students, compared with 16

sections of 420 students the previous fall. In spring 2005, on-line enrollment will surpass 1200 students in 67 class sections.

- 9. Make training for leadership an integral part of the college's educational mission.** Building on the college's successful Leadership Scholars Program, we are seeking ways to expand the opportunities for students in the college to learn about and practice leadership. We will work with faculty to make training for leadership one of the specific goals of the college.

Progress: We have made little progress toward this goal, beyond the efforts we are making with the student advisory committees and the Leadership Scholars to get students to take on leadership roles. Basically, members of the faculty and staff are so fully involved in meeting the basic needs of the college and our students that there is not much time left over for new initiatives.

- 10. Enhance the intellectual life of the college**

To help make the college a more intellectually stimulating environment for teaching and learning, we have greatly expanded our efforts to bring nationally prominent speakers and teachers to campus to interact with our students and faculty, as well as the general public. Most of these events are made possible through private funding and in the past two years we have received \$300,000 in endowment from two different families to provide funds for speakers. During the coming year, we will be working with various partners on campus and off to host a wide range of visitors for short and long visits.

Progress: We have made great strides this past year in bringing interesting speakers to campus and fostering community dialog. In 2004 the college hosted several nationally prominent speakers for public events, including:

- David Rowe from the University of Mainz, Germany, who spoke on "Einstein As a Cultural Icon"
- Oklahoma author Rilla Askew
- Akbar Ahmed, internationally noted author on Islam who spoke on "Islam under Siege"
- Nikita Lomagin from the University of St. Petersburg, Russia, who spoke on "The Siege of Leningrad"

During FY 04, the college also helped fund the visits of 14 speakers organized through academic units of the college.

The college is co-sponsoring with other colleges two ongoing series of public forums on "Ethics in Public Life" and "Democracy Dialogs." Presentations during 2004 included: "Ethics of Corporate Governance" held in Oklahoma City and featuring Pete Pierce, Dan Ostas, Dennis Logue, Tom Boyd and Ed Sankowski; and "Democracy and the Media Dialogue," held in Norman, featuring Fred Blevens, Catherine Hobbs, Michael Pfau and Ed Sankowski.

A new initiative in 2004, designed to stimulate public discussion about teaching and to promote the scholarship of teaching, was the Teaching Scholars Initiative. The first forum attracted over 200 participants and featured Chancellor Paul Risser as the keynote speaker. Although initially a project of the College of Arts and Sciences, faculty members from several other OU colleges have become active participants.

11. Increase both the number and quality of graduate students enrolled in programs in the college.

To reverse the drop in graduate enrollment that has occurred over the past several years, the college has been working with the Graduate College and several academic units to implement plans developed this past year that will allow us to recruit larger numbers of better qualified students to our doctoral programs. We will also continue to seek public and private funding to expand fellowship support to attract the best students to OU. The program has proved very successful, and several departments report significant increases in both the number and level of qualification of recent graduate recruits. Our ability to expand this program to other academic units will depend on how quickly we recover from the recent budget cuts.

Progress: Fall 2004 marked the third year in a row that graduate enrollment increased over the previous fall, after 7 years of steady decline. Several departments reported their best recruiting years ever and most departments expressed satisfaction with both the number and quality of graduate students that they have been able to recruit. The decision by the provost and president to waive a seventh hour of in-state tuition for graduate assistants was a positive development, although to be successful in recruiting the best graduate students we need to waive 100% of the tuition of graduate teaching assistants. Because of successes in external funding, the college is now able to provide need-based cash scholarships to a small number of graduate students and we anticipate expanding this activity in the future.

12. Enhance opportunities for interdisciplinary teaching and research.

As teaching and scholarship evolve some of the most stimulating and fruitful areas of inquiry come to lie at the boundaries of disciplines. The college has been a fertile ground for the developing interdisciplinary programs that bring faculty and students from different disciplines together to work on problems of common interest. The new School of International and Area Studies, the new Interdisciplinary Program in Religious Studies and the new degree programs in information studies, knowledge management and organizational dynamics will be strong additions to the older initiatives. Developing areas of interdisciplinary focus include American Indian languages, biotechnology, functional genomics and environmental science. The college will continue to work to remove barriers to interdisciplinary collaboration and foster the sharing of human and fiscal resources to accomplish interdisciplinary goals.

Progress: This past year had seen expansion of interdisciplinary activities across a broad front of disciplines. The move of several faculty members from different departments into the Stephenson Research Center marks a major advance in fostering interdisciplinary research collaboration in the life sciences. This effort has been further enhanced by the

efforts of the Integrative Life Sciences Initiative, a cross departmental effort to develop collaborative research foci, which is helping to plan future growth on the Research Campus and has led to an international search to recruit new senior faculty. The faculty who work with Native American Languages are developing new collaborations with colleagues in the Sam Noble Oklahoma Museum of Natural History to enhance the scholarship, teaching and preservation of Oklahoma's native languages and faculty in the social sciences have joined together to develop new collaborative initiatives in terrorism and related issues. To that end faculty members from Psychology and Anthropology have established a new Center for Applied Behavioral Science that will be moving into new space on the Research Campus and has the potential to generate several million dollars in new sponsored research annually. Finally, faculty in the humanities are in the early stages of a new initiative to develop a humanities center at OU and engage the campus community in public discussions of humanities-related issues.

13. Increase the Transparency of Administrative Processes.

A survey of faculty and administrators by the college's Women's Advisory Committee has indicated that many faculty, especially women and untenured faculty, believe that many administrative processes, including tenure and promotion, are opaque. This increases anxiety levels and makes a significant number of our faculty feel excluded from important decision making processes. The Dean's Office is working with chairs and directors to ensure that all of the college's processes are transparent and that all faculty members feel encouraged to be informed about and participate in the governance of their units and college.

Progress: In 2004 we continued an ongoing college-wide discussion on ways to enhance the transparency of administrative processes and improve communication within the college. Components include discussions at meetings of the college's chairs and directors and sessions at the annual summer chairs and directors retreat that focus on transparency-related issues, especially those involving faculty and staff.

II. CONCLUSIONS

Halfway through my eighth year as dean I am pleased with the progress the college has made, in spite of the dual challenges of reduced state funding and increasing enrollment. We have steadily increased the number of permanent faculty members, from 380 in the Fall of 1997 when I became dean to 430 in the fall of 2004. We have chipped away at our space shortage and, although significant problems remain, most of the units within the college have seen improvements in their situation. During my tenure as dean, external fund raising has increased by 180% and grants and contract activity has increased by 71%. The college has never been more visible, both on campus and in the public eye, and alumni involvement is strong and growing more active with each passing year. The faculty appear to be largely positive about the current state of the college and students are becoming more active and supportive even as we ask them to pay more and work harder.

The biggest challenges facing the college today remain the same that faced us eight and a half years ago – increasing the number of permanent faculty to a level that is adequate to meet the

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needs of our students and state, increasing faculty salaries to nationally competitive levels and finding adequate amounts and quality of space for our faculty to accomplish their missions in teaching and research. Although we have made progress in meeting all three challenges, we must continue to be aggressive and opportunistic in the months and years ahead if we are to meet the needs of our students and achieve President Boren's goal of making OU a national role model in public higher education.