

file Senate

JOURNAL OF THE UNIVERSITY SENATE
March 26, 1951, 4:10 p.m.
Monnet Hall, Room 101

MEMBERS PRESENT

Cross, G. L.
Bender, John F.
Blankenship, F. F.
Brown, H. B.
Cass, Carl B.
Copeland, Fayette
Cosgrove, A. L.
Couch, Glenn C.
Crook, Kenneth E.
Fite, Gilbert C.
Herbert, H. H.
Larsh, Howard W.
Morris, F. C.
Nielsen, J. Rud
Ortenburger, A. I.
Pritchard, J. P.

MEMBERS PRESENT

Sneed, Earl
Snyder, Laurence
Wardell, Morris L.
Wilcox, S. C.
Logan, Leonard

MEMBERS ABSENT

Beach, L. B.
Bienfang, R. D.
Ewing, A. L. Cortez
Farrar, C. L.
Hoy, Harry E.
Hughes, Frank C.
Keeley, Joe

MEMBERS ABSENT

Marrs, Wyatt
Matlock, J. R.
Penfound, William T.
Pugmire, Donald R.
Rackley, John R.
Schriever, William
Smith, Paul W.
Springer, C. Eugene
Stow, H. Lloyd
Warren, Mary A.
Winfrey, L. E.
Reid, L. S.
Weese, A. O.

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APPROVAL OF THE MINUTES.

The Senate met in regular session with President G. L. Cross in the chair. Dr. S. C. Wilcox requested that certain amendments be made in the report submitted by the Committee on Faculty Personnel at the February 26 meeting of the Senate.

These amendments, prepared by Dr. Wilcox and approved by the Senate, are presented on page 9 of this issue of the Journal.

EVALUATION OF TEACHING EFFECTIVENESS.

Consideration of the following report from the Committee on Faculty Personnel was postponed until the April, 1951, regular meeting of the Senate

3-51-page 2

PLAN FOR OBTAINING STUDENT OPINION OF FACULTY TEACHING

March 22, 1951

President George L. Cross
Chairman, University Senate

Dear Dr. Cross:

The Committee on Personnel respectfully submits the following plan for obtaining student opinion of faculty teaching. In formulating this plan, the committee was attempting to follow the instructions of the University Senate rather than the convictions of all its members.

All schools and departments of the University shall administer student opinion polls in order to obtain student estimates of the teaching efficiency of all teaching personnel. Polls shall be conducted by means of the following questionnaire form (which should be reproduced on a single sheet of paper) in all classes (except purely laboratory classes) taught by each member of the teaching staff. The poll shall be taken in every section of every course taught by each teacher five different semesters distributed over a five year period. In courses taught five times or less in five years, the poll shall be taken each time such courses are offered. Additional use of the questionnaire, after the initial five year's use by each teacher, shall be at the option of the department, school, or individual member of the teaching staff, except that new personnel as employed shall use the questionnaire over a similar five-year period.

Each teacher shall allow for time to be taken during one class period in each class for conducting the poll. This time must be after the midsemester and should be as near the end of the semester as is convenient. At the appointed time, the questionnaires shall be distributed to all students present. Although the teacher shall remain in the room to maintain order and to prevent discussion of the questionnaire, he should appoint one or more students to distribute and collect the questionnaires, which should be shuffled before being returned to him.

Each individual teacher shall tabulate data taken from the first section of the questionnaires (only six items) obtained from all his classes and turn the questionnaires and two copies of his tabulation over to his Committee A, which will forward one copy of the tabulation to the dean.

The original questionnaires of any teacher shall be held as strictly confidential by chairmen or directors, except when the teacher himself or his chairman or director, may wish to present them to Committee A. But once questionnaires have been presented before Committee A, any summary of data taken from the questionnaires (including material in sections two and three) in company with the recommendation of Committee A, may be passed on to the dean. In turn, the dean may pass this summary on with his recommendations to the Budget Council.

When questionnaire data is not immediately used by the chairman, director, or dean, it should be filed for future reference and comparison. Accumulated data may seem significant enough to be used at some future time.

It is assumed that the chief value of this evaluation plan will be that of guiding self-improvement by the individual teacher. It is also assumed that under such a plan, information obtained from students will reach the Budget Council only in individual cases where it has been passed on by both Committee "A" and the dean. In such cases the student opinions presumably will be used only as evidence in support of staff and administrative opinions based upon mature observations and judgments.

STUDENT OPINION OF TEACHING
University of Oklahoma

Course _____ Section _____ Date _____

Year in School _____ Approximate grade average at O. U. _____

Your instructor is interested in improving this course. You can help by giving frank, impersonal, and completely anonymous responses to all statements on this sheet. Do not sign your name. If your hand writing may be recognized, please print.

Using your best judgment, indicate a response to all lettered statements. Encircle the appropriate letter before each statement according to the following scale of meanings:

- (A) This course is one of the best (or most effective) I have had in this respect.
- (B) This course is better than the average in this respect.
- (C) This course is about the same as most courses in this respect.
- (D) This course is not as good as the average in this respect.
- (F) This course is one of the least effective I have ever had in this respect.

SECTION I - Opinion of General Qualifications of Instructor

1. A B C D F - Instructor's explanations are clear and well organized.
2. A B C D F - Instructor is friendly and interested in the progress of individual students.
3. A B C D F - Instructor seems to have abundant knowledge of the subject and its applications to life situations.
4. A B C D F - Instructor's enthusiasm (or apparent interest) stimulates constructive thought and real effort on the part of students.
5. A B C D F - Examinations and quizzes are fair and provide students with ample opportunity to demonstrate their command of course materials.
6. A B C D F - Rank the instructor in this class in comparison with all your other instructors.

SECTION 2 - Additional Qualifications of Instructor and Qualities of the course

1. A B C D F - Instructor avoids unwarranted sarcasm and the ridiculing of students.
2. A B C D F - Instructor is available and willing to confer with students outside of class.
3. A B C D F - Instructor seems willing to answer pertinent questions in class.
4. A B C D F - The text book and other instructional materials used in this course are satisfactory.
5. A B C D F - The amount and quality of outside reading, special reports, term papers, etc., assigned in this course are satisfactory.

6. A B C D F - The instructional or illustrative materials of whatever nature, the demonstrations, etc., are well chosen and effectively used by the instructor.
7. A B C D F - Assignments are well balanced, resulting in steady rather than spotty progress of the class.
8. A B C D F - Instructor has a good sense of humor and uses it appropriately.
9. A B C D F - Instructor avoids wasting class time, because he does not dwell upon personal reminiscences, irrelevant narrations, etc.
10. A B C D F - Goals of this course are made clear and assignments are clearly related to these goals.

SECTION 3 - Specific Criticisms of the Instructor

The following items are of a rather personal nature. You may avoid indicating your responses to any or all of these items, if you choose.

1. Encircle the letter in front of all items in the following list which seem characteristic of the instructor's voice or manner of speaking.
 - a. Entirely satisfactory
 - b. Clear or vivid
 - c. Monotonous or bored
 - d. Too weak for easy audibility
 - e. Too loud
 - f. Harsh or unpleasant
 - g. Too fast
 - h. Too slow
 - i. Too many "ahs", or "uhs"
 - j. Too vague and indefinite
 - k. Too pompous or conceited in manner
2. Indicate any distracting or unpleasant mannerisms of the instructor.

3. Indicate any annoying manner or habit of the instructor that seems rude or offensive.

Respectfully submitted,

John Bender
Horace Brown
Carl Cass
Howard Larsh
Morris Wardell
Stewart Wilcox, Chairman

COUNCIL ON PLANNING AND DEVELOPMENT.

The following plan, prepared by the Committee on Development of University Buildings and Grounds, was presented by Dean Glenn C. Couch, Committee chairman. The limitation of appointees from the same undergraduate college was changed from two to one on a motion by Professor Frank Morris. The reference to laboratory and research facilities (Section 3) was incorporated on a motion by Dr. J. Rud Nielsen.

The Committee Report.

1 Section 1. Creation. There is hereby created the University
2 Council of Planning and Development.

3 Section 2. Composition, Selection, and Term of Office. The
4 Council shall be composed of seven members, four of whom shall
5 be appointed by the President from a list of eight or more
6 members of the general faculty, above the rank of instructor,
7 nominated by the University Senate. No more than one of the
8 appointees shall be from the same undergraduate college. The
9 University Vice-President in Charge of Development, the
10 Director of the Physical Plant, the University Architect, and
11 the Dean of Admissions shall be ex-officio members of the
12 Council. The Vice-President in Charge of Development shall
13 act as permanent chairman of the Council. The appointed
14 members shall serve for four years, except that of the original
15 appointees, one shall serve for one, one for two, one for three,
16 and one for a four-year term. Thereafter, members shall be
17 appointed for four years by the President from a list of two or
18 more for each vacancy, nominated by the Faculty Senate. In
19 case of a vacancy, the appointment shall be only for the period
20 of the vacancy.

21 Section 3. Powers. The Council shall recommend to the Presi-
22 dent concerning:

- 23 (a) The utilization of the existing physical plant of the
24 University.
- 25 (b) The future development of the University plant.
- 26 (c) The planning for special requirements of particular
27 departments and schools.
- 28 (d) The space assignment for office, class instruction,
laboratory, and research facilities.

29 Section 4. Repeal of Conflicting Statutes.

30 All University statutes in conflict with the above are hereby repealed.

Senate Action: The plan, as amended, was approved.

Nominations for Membership on Council: The following nominees were selected by the Senate:

Dr. Joseph H. Marshburn	Dr. Kenneth E. Crook
Dr. R. Dale Vliet	Dr. Leonard M. Logan
Professor Francis R. Cella	Dr. A. O. Weese
Professor Rupel J. Jones	Dean Glenn C. Couch
Dr. Alfred B. Sears	Dean Laurence H. Snyder
Professor Joe W. Keeley	

From the above listed nominees, President Cross will appoint four to serve on the University Council on Planning and Development.

CHANGE IN TITLE OF TEACHER ON TEMPORARY EMPLOYMENT.

Dr. Stewart C. Wilcox, Chairman of the Committee on Faculty Personnel, submitted the following recommendations regarding the replacement of the title Special Instructor in... with that of Lecturer in....

The Recommendation: A teacher on temporary appointment who is ineligible for tenure and is not on the regular faculty may be designated Lecturer in... at the discretion of the dean of the college and of the department or school concerned.

Reference: This change was requested by the School of Education (See Journal of the Senate, February, 1951, page 10.)

Action by the Senate: The Committee recommendation was approved by the Senate.

GRANTING DEGREES POSTHUMOUSLY.

Dr. Fayette Copeland made the following recommendation concerning the matter of posthumous degrees.

The Recommendation: The faculty of a degree-recommending college may recommend that a degree be granted posthumously to a second semester senior who, at the time of his death, has a cumulative grade average equal to that required for graduation by the college in which he was enrolled.

Explanatory Comment by Dr. Copeland: The Committee's purpose in stating the recommendation in this manner was to permit each degree-recommending college to adhere to the requirements which have been heretofore followed by that college. It was believed that the general wording of the recommendation would facilitate administration.

Senate Action: The recommendation, as stated above, was approved.

SPECIAL COMMITTEE TO CONSIDER ESTABLISHMENT OF
A COMMITTEE ON FACULTY RETIREMENT.

Background: The Journal of the University Senate of February 26, 1951, contains the following item.

"That a special committee be appointed to bring in, for the Senate's consideration, a proposal for the establishment of a committee on faculty retirement and that this special committee be given particular instructions to make a clear statement that this committee on faculty retirement would serve as an appeal committee only after a faculty member's case had gone through present channels."

Members of Special Committee: President Cross appointed the following persons to serve on the above-mentioned special committee:

Professor Kenneth E. Crook, Chairman
Professor D. Ross Pugmire
Professor Frank Morris
Professor Frank Hughes
Professor A. L. Cosgrove

FACULTY TITLES--SCHOOL OF MUSIC

Explanatory Comment: The following recommendation was initially addressed to Dean Harrison Kerr. It was approved by him and forwarded to President Cross who referred it to the Senate for consideration and recommendation:

The Recommendation: We, the members of the Budget "A" Committee of the School of Music, wish to recommend that the titles of George Yaeger, Genevieve Kern Vliet, Leland Lincoln, Nat White and Julia Herrman be changed from Teaching Assistant to Special Assistant Professor. The change in title would not alter the salaries paid to these persons for their part-time work.

The present title is an inaccurate and misleading one in certain instances, for the persons in question are not in any sense assistants to other teachers in the same field, but are rather specialists in their own professional field.

It is understood that the title Special Assistant Professor is one which has been used by the University in connection with other teachers whose work has not been on a full time basis.

It seems to this Committee especially inappropriate that these persons should be listed on the graduate faculty, for example, with the title Teaching Assistant. Such listing indicates to the public that graduate work is being directed by assistants. If the change in title could be approved in the immediate future, the more appropriate listing might be inserted in the new Graduate Bulletin.

Brief data about each of the persons concerned...(were attached).

Sincerely,

Carlos Moseley, Chairman	Chester Francis
Mildred Andrews	Frank Hughes

Senate Action: The recommendation from the School of Music was referred to the Committee on Faculty Personnel.

AMENDMENT TO FEBRUARY, 1951, JOURNAL OF THE SENATE.

The following paragraphs replace paragraphs 3 and 4 on page 9 of the February 26, 1951, Journal of the Senate:

Dean Earl Sneed: Is the proposal before us retroactive?

Dr. Wilcox: All retired faculty members will retroactively be taken care of under the new retirement policy set forth in the Retirement Plan. That is the intention of the administration as the Faculty Personnel Committee understands it.

Dr. Cross: That is correct.

Dean Sneed: Has any provision been made for faculty members who will retire and not be covered by the Plan because they did not join the State Teachers Retirement System?

Dr. Wilcox: The Faculty Personnel Committee neglected to consider this question, but I believe that individual cases of this sort will undoubtedly be taken cognizance of by the Regents. I shall defer to Dr. Cross here.

Dr. Cross: Those who did not join the Retirement System are not covered by the plan itself.

Dr. Wilcox: Whether the Regents could give retired faculty who are not members of the Retirement System additional compensation might depend upon the interpretation of the School Code, Article 17, sec. 1, subsec. 8, which employs the phrase 'such additional compensation.' The reasoning here might be legalistic; that is, that if the Regents are not giving a faculty member any retirement benefit at all, they might not be allowed to give compensation because it would not be 'additional.' This interpretation of the code, however, seems to me rather strict, and I should imagine that the Regents might well be able to exercise their own discretion with regard to retirement policy as it might apply here.

ADJOURNMENT.

The Senate adjourned at 5:10 p.m.

Respectfully submitted,

Charles E. McKinney
Secretary, University Senate
B. A. 7-A, Station 223