

JOURNAL OF THE UNIVERSITY SENATE

Regular Session, May 26, 1958, 4:10 P. M.
Monnet Hall, Room 101

The University Senate, meeting in regular session, was called to order by Dr. Rufus G. Hall, Jr.

<u>Present</u>	<u>Present</u>	<u>Absent</u>
Almquist, C. T. (1)	Larsh, Howard W. (4)	Clark, Ralph (3)
Bandy, William R. (2)	McGrew, William C. (1)	Cross, George L. (7)
Bell, Robert E.	Morris, John W.	Dunham, Lowell (1)
Benson, Oliver (3)	Mouck, Fred A. (2)	Felton, Jean (7)
Brinker, Paul A.	Owings, Donnell M.	Larsen, Earl G. (7)
Brixey, John C. (1)	Plath, Ernest C. (2)	Livezey, William E. (3)
Cass, Carl B. (3)	Pool, Richard B.	Nielsen, J. Rud (2)
Coffman, Stanley K.	Raines, John M. (2)	Poston, Lawrence S. (4)
Colmore, John P. (3)	Reese, Jim E. (1)	Roller, Duane (2)
Crites, Dennis M.	Rice, Leslie H.	Smith, William H. (4)
Elconin, Victor A.	Riggs, Carl D. (2)	
Ezell, John S. (1)	Rupiper, Omer J. (2)	
Fell, Ruth (2)	Schultz, E. J. (1)	
Hall, Rufus G., Jr. (1)	Schuman, Ronald B. (2)	
Harvey, Harriet (1)	Turkington, D. Barton (3)	
Heilman, Arthur W. (1)	Warren, Mary A. (1)	
Herbert, H. H. (1)	Wilcox, Stewart C. (3)	

Note: In accord with a regulation passed by the Senate on April 29, 1957, there is an indication in the foregoing list of the number of meetings missed by each Senator during 1957-58. During the year, there were eight regular meetings of the University Senate. The numbers in the parentheses indicate meetings missed. In each case where there is no number, the Senator has a record of perfect attendance for the year.

APPROVAL OF THE MINUTES

The Journal of the University Senate for the regular meeting on April 28, 1958, was approved.

SENATE ACTION APPROVED ✓

On May 1, President Cross approved the Senate recommendations relative to the sections of the University Bulletin dealing with overage credit. The recommended changes were reported in the Journal of the University Senate for ~~May~~ ^{April} 28, 1958.

On May 15, President Cross approved recommendations of the Senate relative to certain University committees. The recommendations were presented in the Journal of the University Senate for April 28, 1958.

On May 15, President Cross approved recommendations of the Senate relative to the Council on Instruction. The recommendations were presented in the Journal of the University Senate for April 28, 1958.

Senate Action Approved -- continued

Statement from President Cross

May 15, 1958

The Regents of the University, on May 14, approved a revision of the regulations on Sabbatical Leaves of Absence effective September 1, 1958, and with the revisions the regulations will read as follows:

Sabbatical Leave

Leave of absence on half pay, for a period not to exceed two semesters, may be granted by the President of the University, with the approval of the Regents of the University, to any tenure holding faculty member who has completed at least six years of service as teacher in the University, provided that the time shall be given to study and travel approved by the President.

The term "six years of service" refers to teaching duties performed while in the employ of the University of Oklahoma. Temporarily such service could be part-time teaching or even involve no teaching provided that the work performed was in the nature of a service for the University.

Since extending the length of the Sabbatical to include summer sessions would involve many complicated administrative problems, the Sabbatical shall be limited to the fall and spring semesters and shall not be extended to summer.

If a person applying for a Sabbatical Leave will receive a stipend for the same period from another institution or agency, he may still receive a Sabbatical provided that it appears to the proper authorities that it is in the best interest of the University and will be needed to prevent financial loss to the person obtaining the Sabbatical.

Only in exceptional cases shall the University grant a Sabbatical for the purpose of pursuing work toward a graduate degree.

Each Sabbatical Leave shall be judged on the merits of the individual case. A person receiving an appointment from abroad shall be given neither more nor less consideration than one receiving an appointment in the United States. Financial loss shall be considered both for appointments abroad and in the United States.

The procedures to be used in the applying for and granting of Sabbatical Leaves at half pay shall be as follows:

1. The faculty member shall apply to his department's Committee A for a Sabbatical Leave. After recommending approval or disapproval, the department shall submit his application to his dean, who shall refer it with or without recommendation to the Office of the President. This office shall refer the application to the Budget Council before taking final action.

Sabbatical Leave -- continued

2. If the recommendation of the Budget Council and the Office of the President is favorable, and if the Board of Regents approves the recommendation, the Office of the President shall formally notify the faculty member to that effect.

Although instructors shall not be eligible for Sabbatical Leaves of Absence, their years of service to the University at the rank of instructor may be counted toward the six years of service necessary to make them eligible for such leave after they have received tenure.

The recipient shall sign a statement that he will return to the University for one year following receipt of the Sabbatical.

GENERAL FACULTY RESOLUTION ✓

On April 24, 1958, the General Faculty requested the University Senate to develop an ad hoc committee to aid in promoting the educational and financial welfare of the University. In accordance with Senate action, the Chairman of the Senate has appointed the following people to constitute the membership of such a committee:

Carl Riggs, Zoology	Joe Keeley, Engineering
Arthur Heilman, Education	Fayette Copeland, Journalism
William Keown, Business Management	Celia Mac Bryant, Fine Arts
Geroge Fraser, Law	Philip Smith, Medicine
Oliver Benson, Government	

This committee has already held an organizational meeting and Dr. Carl Riggs was elected Chairman of the group.

REVISION OF CALENDAR ✓

Explanatory Comment

On April 28, 1958, during discussion of a proposal for re-scheduling of "Stop Day", a number of problems were raised relative to the calendar of the University. Following that meeting, Dean Fellows considered the matter further with the Chairman of the Senate. The Chairman of the Senate then referred this matter to the Committee on Academic Standards. It was impossible for the Committee to consider the matter and prepare a report in time for publication in the Senate Agenda for the meeting on May 26. For this reason, the matter was presented from the floor of the Senate on May 26 and duplicated material constituting a late report from the Committee on Academic Standards was distributed to members of the Senate.

The report of the Committee on Academic Standards, as distributed at the meeting of the Senate on May 26, is presented here.

Revision of the Calendar -- continuedReport of the Committee on Academic Standards

May 26, 1958

Chariman Hall has referred to this committee a request by Dean Fellows for revision of the calendar for the academic year 1958-59. The reason for Dean Fellows' request is that his staff finds the enrolment period allowed between first and second semesters by the present plan inadequate for carrying out enrolment procedures and recording grades.

Since the present calendar is readily available, it is unnecessary to reproduce it here. The key point lies at the opening of the second semester, As stated in the bulletin the dates are as follows: freshman period, Jan. 30-31 registration and enrolment, Feb. 2-5; classwork begins, Feb. 6.

This period is too short for Dean Fellows, and he offers two plans for extending it.

According to plan I, the year would begin, as it does now, on September 15, and would continue without change until Jan. 31. For the key period the calendar would read; Feb. 2-3 freshman period; Feb. 3-7, registration and enrolment; Feb. 9, classwork begins. The end result would be that final examinations would begin, instead of May 30, June 4, ending June 11; commencement exercises would be held June 14; summer session would begin June 15 instead of June 10, ending Aug. 16 instead of Aug. 11. Thus approximately a week would be added to the second semester, and summer school would end approximately one week later.

According to Plan II, the year would begin Sept. 8. After the Christmas recess the calendar would read as follows: Jan. 5, classwork resumed; Jan. 16, reading period; Jan. 17-24, semester examinations; Jan. 26-27, freshman period; Jan. 27-31, registration and enrolment; Feb. 2, classwork begins; Feb. 14, last day for new enrolments; Feb. 28, last day for withdrawals, etc.; March 28, spring vacation begins; April 6, classwork resumed; May 27, reading period; May 28-June 4, final examinations; June 7, commencement. Two points are to be noted about this plan; (1) it adds a week to the beginning of the academic year and gains back two days of it at the end; (2) it violates principle No. 7 of "Policies Governing the Formulation of the Calendar," "There shall generally be three weeks of classwork between the end of the Christmas vacation and the beginning of final examinations."

According to Dean Fellows, unless his staff is increased and his facilities enlarged, his office will not be able to handle enrolment, registration, and grade reports without such an extension as is here proposed. He emphasizes that this is purely an emergency measure, to be put into effect only for the academic year 1958-59. In defense of Plan II, he argues that it corresponds better than either the present calendar of Plan I with the opening of Norman public schools, and with the opening dates of the other colleges and universities of Oklahoma.

The committee believes that before adopting either of these plans the Senate should consider the following points:

Revision of Calendar -- continued

- (1) Although these plans are presented as an emergency measure, applicable only to 1958-59, the adoption of either would seem to call for extensive revision of "Policies Governing the Formulation of the Calendar."
- (2) This committee is not in the position to judge whether reorganization of existing staff and facilities might solve the problem of registering, enrolling, and recording of grades in the shorter period.
- (3) The net result of both plans is to shorten the amount of uninterrupted free time available to faculty members during the long vacation. For those who teach in summer school and have other commitments, such as military duty in the summer, this can be serious. Such additional time as is allowed between semesters is no compensation. By Parkinson's Law "Work expands to fill the period allotted to it." A corollary to this is, "A vacation between semesters is no vacation."
- (4) If Plan II is adopted at so late a date as this, there is a strong possibility of confusion during and after the enrolment period next fall.

These proposals did not reach the chairman of this committee until Thursday, May 15, and it proved impossible to have a meeting of the committee with Dean Fellows until Saturday, May 24. In view of the short time allowed for its deliberations, the committee does not feel qualified to make a direct recommendation to the Senate. It submits these proposals for the Senate's action, urging careful consideration of all possibilities pro and con.

John C. Brixey	E. G. Larsen
Howard W. Larsh	Ronald B. Shuman
Duane Roller	John M. Raines, Chairman

Senate Action

Dr. Raines presented the foregoing report of the Committee on Academic Standards and commented relative to its development. Dean Fellows made a number of statements pertinent to the problem involved.

Following a lengthy discussion, Dr. Raines moved that the matter be deferred until the first meeting of the Senate in the fall and that another report from the Committee on Academic Standards be prepared for consideration on September 29, 1958. This motion was seconded and approved.

ELECTION OF MEMBERS OF THE COMMITTEE ON COMMITTEES

In accordance with the University Senate procedure of electing members of the Committee on Committees at the May meeting, replacements for Lowell Dunham and Harriet Harvey were elected. The replacements for these individuals, to serve on the Committee on Committees for three years, are:

Gilbert C. Fite, History

Willis H. Bowen, Modern Languages

RE-EVALUATION OF CREDIT IN MILITARY COURSES ✓

and

RE-EVALUATION OF COURSES IN PHYSICAL EDUCATION

Report of the Committee on Courses and Curricula

May 14, 1958

Senate assignments covered in this report:

1. The Deans Council has recommended to President Cross that the Senate be asked (1) to consider re-evaluating the amount of credit allowed for courses in Military Science, Air Science, Naval Science, and (2) to re-evaluate Physical Education with special reference as to whether courses should be compulsory. (Senate Journal 9-57, p.3)
2. Student Senate Resolution No. 1957-S-90. (Senate Journal 10-57, p. 13)

Resolved, That the Student Senate recommends that the University Senate consider a non-compulsory R.O.T.C. program for the University of Oklahoma, and be it further

Resolved, That the Student Senate recommends that when and if a non-compulsory R.O.T.C. program is established, physical education not be required in lieu of R.O.T.C. training.

The Committee has met and discussed various facets of the three interrelated assignments with Dean William E. Livezey; Vice President Roscoe Cate; Colonel Metticus W. May, Professor of Military Science; Colonel Buddy A. Strozier, Professor of Air Science; Captain Alfred F. Gerken, Professor of Naval Science; Professor Virginia Morris, Physical Education for Women; and Professor Hugh V. McDermott, Physical Education for Men.

The Committee has also made itself familiar with the contracts between the University of Oklahoma and the Army, Air Force and Naval ROTC programs and has studied sundry other documents provided by the Army, Air Force and Naval faculties and by the Physical Education Departments.

A. Re-evaluation of the amount of credit allowed for courses in Military Science, Air Science, and Naval Science.

1. Basic Courses.

Army ROTC minimum requirement for the first two years of Military Science, established by the Department of the Army, is ninety hours instruction per year. At the University of Oklahoma the basic Military Science courses require three hours of classroom instruction plus two hours laboratory (drill) per week which is two hours more than the prescribed minimum.

Re-evaluation of Military and Physical Education Courses -- continued

Air Force ROTC minimum requirement, established by the United States Air Force, is two hours of academic subject matter plus one hour of laboratory (drill) per week or a total of ninety hours instruction per year. At the University of Oklahoma, Air Science basic courses meet for three hours of classroom instruction plus two hours of drill per week which is two hours more than the minimum prescribed.

The Naval ROTC minimum requirement, established by the Department of the Navy, is for three hours of classroom instruction plus two hours laboratory time each week. At the University of Oklahoma the Naval Science basic courses meet for three hours of classroom instruction per week plus one laboratory hour plus two hours of drill which is one more hour than the minimum prescribed.

Recommendations:

(a) The Committee recommends that Air Science 11, 12, 61 and 62 and Military Science 11, 12, 21, and 22 be restricted to two hours classroom work and not more than two hours laboratory work per week and that Naval Science 1, 2, 51 and 52 be restricted to three hours classroom work and not more than two hours laboratory work per week beginning with the fall semester, 1959.

(b) The Committee recommends that credit in the basic Military Science, Air Science, and Naval Science remain at two hours credit for each course.

2. Advanced Courses.

The Committee has considered the amount of credit allowed for advanced courses in the ROTC programs and has discussed the fact that different colleges in the University allow varying amounts of credit to apply toward the degree from that college. Since these problems involve the degree requirements of several colleges, the demands of accrediting agencies upon certain colleges, schools, and departments, and the contractual agreements between the University and the Army, Air Force, and Navy, the Committee feels that the advanced courses fall outside the scope of its study.

Recommendation:

The Committee recommends that all matters of credit allowed for advanced ROTC courses and of ROTC credit allowed to apply toward degrees be assigned to the Council on Instruction for study and recommendation.

Re-evaluation of Military and Physical Education Courses -- continued

B. Re-evaluation of Physical Education with reference to its compulsory nature

and

Consideration of a non-compulsory ROTC program for the University of Oklahoma

These two assignments, although they arose from different sources and were accepted by the Senate at different times, are so closely related in matters of policy and space that they were considered as one problem by the Committee.

Various alternative proposals were considered in detail by the Committee and are listed below.

1. That four semester of ROTC or four semesters of Physical Education be required of all students.

This proposal would keep the requirements the same as they are now except that men students would have the option of selecting either ROTC or Physical Education to fulfill the requirement.

The Committee dismissed this proposal when it became apparent that neither Physical Education for Men nor the Men's and Women's Departments combined could absorb the increased enrollment which might be expected should the above option be permitted.

2. That two semesters of ROTC or two semesters of Physical Education be required by all students.

This proposal had the advantage of encouraging men students to enroll in the ROTC programs and it had the further advantage of possibly reducing enrollment in the Physical Education departments where badly crowded conditions and heavy-teaching loads prevail.

The Committee dismissed this proposal when it was affirmed that, within the framework of the present contracts, the University must require two years of basic training.

3. That the ROTC and Physical Education requirements remain as they are now stated.

There was divided opinion within the Committee on this proposal; some members feeling that the experience provided in ROTC and Physical Education courses is sufficiently valuable to justify continuation of the requirement while others on the committee felt that ROTC and Physical Education should be available on an elective basis but should not be a compulsory part of the educational experience at the college level.

Re-evaluation of Military and Physical Education Courses -- continued

When this proposal was put to a vote in committee, there were three votes for and four against the proposal.

4. That both Physical Education and ROTC be placed on a voluntary or elective basis.

Some of the members of the Committee were opposed to this proposal for the same reasons the same members were in favor of proposal 3. The other members of the Committee were in favor of this proposal for the same reasons they were in opposition to proposal 3 and, in addition, they felt the University is presently unable or unwilling to underwrite the Physical Education programs either in matters of expansion of staff or physical facilities.

When this proposal was put to a vote in committee, there were four members for and three members against the adoption of the proposal.

Recommendations:

- (a) Four members of the Committee recommend that, as of the beginning of the 1959-60 school year, both ROTC and Physical Education for men and women be placed on an elective basis and that the proper University authorities be instructed to renegotiate contracts with the Department of the Army, and the United States Air Force to stipulate the elective option.

This recommendation constitutes a majority report.

- (b) Three members of the committee recommend that ROTC and Physical Education requirements remain as they are now stated in the official publications of the University.

This recommendation constitutes a minority report.

Respectfully submitted,

Stanley Coffman
Rufus Hall
Fred A. Mouck
Donnell Owings
E. J. Schultz
D. Barton Turkington
Harriet Harvey, Chairman

Re-evaluation of Military and Physical Education Courses -- continuedSenate Action

Dr. Harvey, Chairman of the Committee on Courses and Curricula, presented the report as reproduced on pages 6 through 9 in this Journal. Following her comments and a brief discussion, Dr. Harvey moved that the recommendations (a) and (b) on page 7 be approved by the Senate. Her motion was seconded and passed.

Dr. Harvey then commented relative to advanced military courses and moved that the Senate approve the recommendation at the bottom of page 7. Her motion was seconded and approved.

The Senate then moved on into discussion of re-evaluation of Physical Education with reference to its compulsory nature and consideration of a non-compulsory ROTC program. Following another lengthy discussion, Professor Bundy moved that consideration of this problem be tabled; that consideration be given to it again in the fall. His motion was seconded and approved.

CHANGES IN THE GENERAL CATALOG CONCERNING CREDIT

ALLOWED FOR MILITARY SERVICE

Report of the Committee on Courses and Curricula

May 12, 1958

Vice President McCarter requested the University Senate to consider the recommendation of the University Committee on Military Training concerning the following changes in the general catalog and to recommend to the President. (Senate Journal 1-58, p. 10)

Recommended change in General Catalog, Page 24, Paragraph 9 (b)

The University gives credit for satisfactory military service as follows: for six months to one full year of military service (including the completion of basic or recruit training) credit for the two freshman courses in Military Science; for more than one full year of military service (including the completion of basic or recruit training) credit for the two freshman and the two sophomore courses in Military Science. The recording of this credit on the student's academic record is not automatic; it is the student's responsibility to get in touch with the Office of Admissions and Records if he wishes the credit recorded.

Credit Allowed for Military Service -- continued

Recommended change in General Catalog, Page 32, Paragraph 3

Military Service: Students who present evidence of having served in the armed forces may receive credit in basic military science as specified on Page 24, Paragraph 9 (b) of this bulletin. Such students will be excused from that portion of the basic requirement for which they receive credit. This credit, however, does not necessarily admit a veteran to advanced courses in military training.

The Committee on Courses and Curricula has discussed this matter and recommends that these changes be made in the general catalog.

Respectfully submitted,

Stanley Coffman
Rufus Hall
Fred A. Mouck
Donnell Owings
E. J. Schultz
D. B. Turkington
Harriet Harvey, Chairman

Senate Action

Dr. Harvey presented the foregoing report and moved that the recommended changes in the General Catalog be approved by the Senate. Her motion was seconded and passed.

PUBLICATION OF INFORMATION IN THE CLASS SCHEDULE BULLETIN

Report of the Committee on Courses and Curricula

May 13, 1958

At the March meeting of the University Senate, a resolution from the Student Senate concerning listing of course names, meeting times, meeting locations and instructors' names in the Class Schedule Bulletin was accepted and assigned to the Committee on Courses and Curricula for study and recommendation. (See Senate Journal 3-58, pp. 4 and 5).

The Committee believes that:

- a) course names and meeting times are listed adequately in issues of the Class Schedule Bulletin.

Publication of Information in the Class Schedule Bulletin -- continued

- b) the place of meeting should be listed when feasible but problems of space and adjustments necessitated by size of classes may make publication of this information impossible.
- c) it is generally to the advantage of students in upper division classes to know the name of the instructor in charge of the course and that this information should be published if possible. The Committee also recognizes that the increasing difficulties encountered in replacement and addition of staff or of re-scheduling within a department may prevent such listing of instructors' names.

Recommendation

The Committee recommends that the Class Schedule Bulletin should include instructors' names for all courses numbered 100 or above wherever possible.

Respectfully submitted,

Stanley Coffman
Rufus Hall
Fred A. Mouck
E. J. Schultz
D. B. Turkington
Donnell Owings
Harriet Harvey, Chairman

Senate Action

Following her presentation of the foregoing report, Dr. Harvey moved that the recommendation of the Committee on Courses and Curricula be approved. Her motion was seconded and passed by the Senate.

DEFINITION OF "GENERAL FACULTY" ✓

Explanatory Comment

At the March meeting of the University Senate, the Committee on Faculty personnel was requested to give consideration to how to define the "General Faculty." Actually, the problem consisted of clarification of the present statement in the Faculty Handbook.

Report of the Committee on Faculty Personnel

May 9, 1958

The Personnel Committee was asked to redefine the term general faculty. It was suggested to us that the following should be included within the term:

"The professors, associate professors, assistant professors, instructors, major administrative officers, deans and directors of schools, junior administrative officers, and professional employees of certain departments such as Admissions and Records, President's Office, Library, the Press, and the Extension Divisions."

Definition of "General Faculty" -- continued

The Committee recommends that this broadening of definition be disapproved.

Instead, we would suggest minor changes in the Faculty Handbook. At present, the Handbook reads on page 5:

"The general faculty of the University of Oklahoma is composed of the president, the deans and directors of schools, the director of student affairs, the counselor of men and women, professors, associate professors, assistant professors, and instructors. Other employees of the University concerned with policy making may be admitted to membership by election of the faculty upon nomination by the President and approval of the Senate."

The Personnel Committee recommends that the first sentence be amended to read as follows:

"The general faculty of the University of Oklahoma is composed of the president, vice-presidents, deans, directors of schools, the dean of students, the associate dean of students, the director of women's affairs, professors, associate professors, assistant professors, and instructors."

Committee on Faculty Personnel

Victor Elconin	Omer J. Rupiper
John Morris	Stewart Wilcox
Jim E. Reese	Paul Brinker, Chairman

Senate Action

Dr. Brinker, presented the foregoing report and moved that the Senate approve the change in the Faculty Handbook. His motion was seconded and approved.

SALARY INCREASES VS. GROUP INSURANCE

Explanatory Comment

In response to a request from Vice President McCarter, the University Senate, on March 31, requested the Committee on Faculty Personnel to give consideration to whether the faculty would prefer that the University give priority to direct salary increases or to further development of a group insurance plan.

Report of the Committee on Faculty Personnel

April 26, 1958

The Personnel Committee was asked to recommend to the Senate viewpoints of the faculty concerning fringe benefits. The Personnel Committee is making no recommendation to the Senate, but we feel that the Senate itself should make some recommendation to President Cross. One suggestion was that we consider having a "package group of benefits."

Salary Increases vs. Group Insurance -- continued

The following were tentative suggestions:

	Per Month
Blue Cross-Blue Shield and extended benefits	\$ 8.10
\$5,000 group insurance policy	3.50
Oklahoma Education Association salary guarantee (income at home \$275.00 a month for one year, \$500 a month payment in a hospital for two months, and accidental death benefits \$2750)	7.75
Accident insurance (\$10,000 for all faculty and administrative officers, \$25,000 for those who travel regu- larly, \$50,000 for the vice-presidents and deans, and \$100,000 for the president)90
Major medical insurance (T.I.A.A.) (payment of 80% of hospital and surgical costs after Blue Cross-Blue Shield have been exhausted, \$100 deductible, limit of \$15,000 and/or three years)	1.77
Total	<u>\$22.02</u>

Cost of such a plan would come to somewhat more than a one step increase, but for those already making Blue Cross-Blue Shield and group insurance payments, the University payment of these costs would amount to a salary increase of over \$10 a month.

Committee on Faculty Personnel

Victor Elconin	Omer J. Rupiper
John Morris	Stewart Wilcox
Jim E. Reese	Paul Brinker, Chairman
Leslie Rice	

Senate Action

Dr. Brinker presented the foregoing report and considerable discussion ensued. Dr. Heilman moved that consideration of the matter be deferred until the first semester of 1958-59. His motion was seconded but shortly thereafter Dr. Heilman withdrew the motion.

Following additional discussion, Dr. Shuman moved that the Chairman of the Senate inform President Cross that the feeling of the Senate is that the concept of a health and welfare plan outlined by the Committee is approved in principle but that the Senate does not feel sufficiently informed to make specific recommendations. His motion was seconded.

Dr. Crites offered a substitute motion that the entire matter be studied further in the fall; that the Committee on Faculty Personnel endeavor to prepare an enlightening statement for the information of the faculty; that an attempt be made to gain a more complete picture of the views of the faculty relative to the matter. His motion was seconded and passed by the Senate.

CRITERIA FOR PROMOTION OF FACULTY MEMBERS

Explanatory Comment

This matter was raised for discussion at the October, 1957, meeting of the University Senate. The Committee on Faculty Personnel was requested to study the ten criteria for promotions and salary increases as presented on page 20 of the Faculty Handbook and to make recommendations concerning them.

Report of the Committee on Faculty Personnel

May 26, 1958

The Committee believes that the ten criteria for merit raises and promotions, as now listed in the Faculty Handbook, include some items that are ambiguous and others that are overlapping and duplicative. The Committee proposes that these criteria be reduced to three, which, if properly defined and understood, should cover all relevant ground now included in the ten criteria. We propose, then, the following three criteria for merit raises and promotions:

1. Evidence of good quality of teaching.

Evidence of this kind is more difficult to arrive at than evidence regarding research activity; in many cases it is easier to collect negative evidence than evidence attesting to teaching effectiveness. Nevertheless we regard this as perhaps the most important of the criteria, and every effort should be made by the departmental Committee A to assess the quality of teaching of each member of the department.

2. Evidence of productive research, or literary or artistic creations.

We would emphasize that productive research should be measured by some yardstick other than that of quantity of publications. The measurement should be qualitative, and each man's research activity should be carefully assessed by his department's Committee A and by the Budget Council. A book, for example, may be five years or more in the making, but prove of far greater value than a series of brief articles written by a colleague in the same period of time. It would be something less than just to withhold merit consideration from the author of the book until its appearance, while his colleague receives one or more merit increases during this period on the strength of his several publications. Conversely, a series of articles could indicate research of a more significant kind than that pursued by the author of the book. It is conceivable, too, that some research may not result in publication and yet be research of a very valuable kind. These are matters which should be carefully weighed by Committee A and by the Budget Council.

Criteria for Promotion of Faculty Members -- continued3. Evidence of service to the University.

Under this heading we would include all those activities not covered by criteria 1 and 2: interest in student welfare (including counseling and advising), service on both departmental and University committees, participation in the activities of state, national, or international professional organizations, and civic contributions that reflect credit upon the University.

The Committee believes that each recommendation for merit raise or promotion submitted to the Budget Council should be supported by evidence that the faculty member in question is strong in two of these three areas of activity.

Committee on Faculty Personnel

Victor Elconin	Omer J. Rupiper
John Morris	Stewart Wilcox
Jim E. Reese	Paul Brinker, Chairman
Leslie Rice	

Senate Action

Dr. Brinker presented the report relative to criteria for promotions and moved that it be approved by the Senate. His motion was seconded and passed.

CLASS ATTENDANCE

Report of the Committee on Teaching and Research

May 13, 1958

At the November, 1957, meeting of the University Senate certain problems pertaining to class attendance were referred to the Committee on Teaching and Research for its consideration and a report. On March 25, 1958, the University College Council approved a recommendation that the present requirement of 80% attendance as a prerequisite for a passing grade in a course be dropped. This recommendation was sent to the Committee on Teaching and Research for its consideration.

Statement in Current Catalog (1957-58 Bulletin of the University of Oklahoma, Catalog Issue, Pages 27 and 28)

SCHOLASTIC REGULATIONS AND STANDARDS

Attendance

To pursue work with success in the University, a student should be present at each meeting of a class. If he is obliged to be absent on account of illness or any other avoidable cause, he should report promptly to the instructor the reason for the absence. This report is for the instructor's information, it explains but does not remove the absence from the student's class record.

Class Attendance -- continued

Rules Governing Absences: Whenever an instructor thinks that absences are seriously affecting a student's class work, he shall report this fact to the Office of Admissions and Records where the information will be directed to the dean concerned. At any time during the semester, a student who fails to attend class regularly may be dropped from the University rolls, at the discretion of the dean of his college.

A passing grade will be given in any course only if a student has attended at least eighty per cent of the scheduled class recitations and laboratory periods. If, however, there are acceptable reasons for absences in excess of twenty per cent of the scheduled class meetings, the instructor may give a student an I (incomplete) instead of failure. A student is held responsible for work covered in a class, regardless of whether he has been present or absent.

No student, unless regularly enrolled, will be permitted to attend classes on the campus after the close of the first week of a semester or summer session.

Committee Recommendations for Change in the Current Regulations:

1. That the final sentence of the third paragraph above -- A student is held responsible for work covered in a class, regardless of whether he has been present or absent. -- constitute the final sentence of the first paragraph.
2. That the remainder of the third paragraph be struck from the catalog.

Oliver Benson	J. Rud Nielsen
John Ezell	Ernest C. Plath
John P. Colmore	W. R. Bandy
	Arthur Heilman, Chairman

Senate Action

Dr. Heilman presented the report relative to class attendance and moved that the Senate approve the two recommendations therein. His motion was seconded and passed.

AN APPROACH TOWARD AN ADEQUATE UNIVERSITY

Statement from Herman S. Forest

May 2, 1958

This statement is a present inadequacy and suggestion for the remedy within that area. While I am in full accord with the recent faculty action on salaries, I here suggest that a vast improvement is possible in another area.

An Approach Toward An Adequate University -- continued

Brief Statement - The conspicuous failure of the University of Oklahoma (in common with many other American schools) is in educational standard: we do not attempt to teach at a level which will prepare well-educated graduates, and student will not learn even what we now offer.

I believe this condition to be a result of learning being treated as an auxillary enterprise to the primary business of maintaining a collegiate social atmosphere. I attribute this degeneration to be a result of a blindness or indifference by faculty and administration to this condition. Responsibility that should rest with these mature people has been delegated or simply slipped away into student hands, where it has been ill-used. The result is that the student is now compelled to maintain the collegiate atmosphere, and may devote whatever time and effort that is left to learning.

The hard core of the present atmosphere is the Fraternity-Sorority System. Until its present constitution and behavior is radically altered, there will be no adequate University.

The suggested solution is a relatively simple one, directed at freeing students from arbitrary controls on their time and efforts:

- a. Student organizations would be limited to voluntary support. Recognition and support for organizations which levy time and money (as a penalty) would be withdrawn.
- b. Housing units which are given University privileges in any sense would comply with the over-all University rules. These include, in effect, open membership instead of the racial, religious, and social discrimination now practiced.
- c. Use of the school newspaper as free advertising organ by social organizations would be terminated.

I - Inadequacy

I am convinced that the University is woefully inadequate to meet the possibilities of the future. The general situation had received wide attention since the advent of Sputnik¹, and I am acquainted with the local situation. The freshman courses which I have been teaching are taught at the level of a mediocre High School, yet they are among the better courses available here, and my teaching probably is at least average. Drastic action would seem warranted, yet, to my knowledge, none whatsoever is contemplated.

Without critical self-examination, we have deluded ourselves with the grading system. If the examinations are easy enough, cut-and-dried enough, and available in files, the grades will be good. Cheating (with grades as its goal) is serious, as recent action by the Student Senate indicates. Grades, scholarship cups, and diplomas are being achieved by any course possible, and with little interest in learning.

¹The recent statement by Rear Admiral Rickover may be noted: AEC release of April 19, 1958.

An Approach Toward An Adequate University -- continued

II - The Role of the Fraternity - Sorority System

The Fraternity-Sorority System is greatly responsible for the origin and maintenance of the described condition. Grades and scholarship cups are symbols of success and prestige, and their achievement by use of files, compulsory study halls, or any other means is accepted, while others are forced to emulate them. I have been told by the Dean of Men that the Fraternities are interested in Scholarship, and here-with challenge the contention outright. They are interested in the symbols of prestige. Meanwhile, they do not hesitate to require their members to attend weekly meetings, intramural matches (even to cheer as spectators), and household cleaning during normal sleeping hours or class time.

Even though it is my personal feeling that it should be abolished, I must recognize that the system will not be abolished. Drastic changes should be made, however, for the long range good of the University and of the students involved. It is within the power of the University to bring about these changes.

There have been, in recent years, successive waves of good deeds by the fraternities and sororities to prove their worthiness, while their basic injustice remains firmly entrenched. We pretend to represent certain values in our country and school, and they are violated brashly in these organizations. It is futile to speak of an individual judgment of values in class when the University approves of organizations which maintain childish secrecy, sing repeatedly of being "best", and actually practice racila, religious, and social discrimination.

I do not believe that the students can improve the situation themselves. Many of them are thoughtful, sincere, and intelligent enough to detect the disparity between pretended and practiced standards. Yet, they are young, and they must have approval. "Convention" is the mold into which they are placed upon coming to college. Furthermore, the University approves the system and encourages it, so an individual finds very little reason to fight it.

I believe that the University (Regents, Administration, Faculty) should immediately begin a program in cooperation with the students to eliminate the major abuses. While I can foresee resistance, simply because changes are called for, I can also foresee a healthier student body and no loss of whatever value the fraternities and sororities actually have at present.

It is inconceivable to me that any value worthy of adulthood should rest on exclusiveness. The organizations should be open, with joining and withdrawal at will of individual, or only after open trial by the organization. It is incredible that the present types of discrimination should continue at all. It is probably that organizations which come to be run on a voluntary basis, without the props of compulsion and prestige, will work out their destinies in a manner more satisfactory than now. It is possible that withdrawal of the prestige abuse in the school paper might bring other values into focus.

An Approach Toward An Adequate University -- continued

III - The Responsibility of Mature Adults

The basic injustice of the Fraternity-Sorority System and its degenerative effects on the University are not now "student" problems. They are being maintained by alumni pressure and are entrenched beyond the power of student action. My own teaching has been materially hampered. Teachers less colse to their students than I simply overlook the situation.

Stated as simply as possible: There are compulsory time and effort demands made on the students with which the teacher cannot compete. Among other incidents, I have encountered the shameful situation in which a student must have permission to come to the lab and study. Yes, permission is granted if the professor inquires, but the authority for arbitrary assignment of time and effort rests in student hands.

I am unable to comprehend any of the stated "values" derived by the system of compulsion. If there are such values, the University is derelict in its duty if it does not make them available to all students.

In making this statement, I accept my adult responsibility to American education and to the University, and I will expand my views as requested. They are expressed in the full realization that only one cause for inadequacy is discussed, as well as one aspect of the current neglect of responsibility by the University. I have given serious attention to this particular aspect of American education for twenty years.

Herman S. Forest
Instructor of Plant Science

Senate Action

Dr. Shuman moved that the University Senate go on record as having received the letter from Professor Forest and that it be presented in the Journal of the Senate. His motion was seconded and passed.

PLACEMENT TESTS ✓

Report of Committee on Student and Public Relations

May 26, 1958

At the April meeting of the University Senate a recommendation from the University College Council "that placement tests be administered to all students entering this University for the first time, rather than to new freshmen only" was read. The problem was referred to this committee.

The committee contacted Dean Couch, Boyce Timmons, and Maurice Temmerlin. We learned that it would not be possible to put the recommendation into effect before 1959, because: (1) we do not have enough tests and no funds with which to buy additional ones; (2) it is too late to implement administration of the tests for the 1958-59 school year.

Placement Tests -- continued

Recommendation:

The committee recommends that action on the recommendation of the University College Council be deferred until next year.

Committee on Student and Public Relations

Carl B. Cass	William H. Smith
Ruth Fell	Mary Warren
William McGrew	Carl D. Riggs, Chairman
Richard Pool	

Senate Action

Dr. Riggs presented the report relative to placement tests and moved approval of the recommendation that action relative to the placement testing program be deferred until 1958-59 when it should be studied further by the University Senate. His motion was seconded and passed.

EARLY GRADE REPORTS ✓

Report of the Committee on Student and Public Relations

May 26, 1958

At the March meeting of the University Senate a motion was made from the floor that the red card reports to failing students, issued at the end of the first four weeks of school, be abolished. The problem was referred to this committee.

The use of red cards was the result of action by the University College Council and not the Senate. The original idea came from A. W. S. and represents an attempt by this student organization to help freshmen raise their grades.

The committee consulted Dean Couch, Dorothy Truex, and Sunya Sanger, President of A. W. S. All felt that the cards have not yet been given a fair trial and should be continued for at least another year. The A. W. S. believes that the early grade reports are helpful and that they would be even more helpful if the faculty would make better use of them.

Recommendation:

The committee recommends that the use of early grade reports (red cards), issued to freshman during the fifth week of school, be continued for at least one more year. The faculty should be more adequately informed on the function of these early reports and urged to use them more extensively.

Committee on Student and Public Relations

Carl B. Cass	William H. Smith
Ruth Fell	Mary Warren
William McGrew	Carl D. Riggs, Chairman
Richard Pool	

Early Grade Reports -- ContinuedSenate Action

Dr. Riggs presented the report relative to early grade reports and moved approval of the recommendation contained therein. His motion was seconded and passed.

STUDENT CHEATING ON TESTS AND EXAMINATIONS ✓

Report of the Committee on Student and Public Relations

May 26, 1958

At the September, 1957 meeting of the University Senate, a letter from the Executive Committee of the College of Business Administration, pertaining to student cheating, was read and discussed. The problem was referred to this committee.

After considerable discussion of the problem the committee concluded:

1. The method of teaching varies, almost with each department, and the cheating problem is almost equally variable.
2. Enforcement of rules pertaining to cheating is the responsibility of each instructor within each department according to the particular methods and problems of that department.
3. No workable specific set of rules can be established that will apply throughout the University.
4. The RULES CONCERNING THE HANDLING OF CASES OF CHEATING, recommended by the Faculty Senate in February, 1948 are adequate as a set of general rules governing the dispensation of cases of cheating after the cheating has occurred, but are of little value in discouraging cheating.
5. General recommendations can be made which, if followed, should be useful in discouraging cheating on examinations.

A questionnaire was prepared and sent to the chairmen of all teaching departments of the University. It asked five questions:

1. Do the members of your department feel that cheating on examinations is a serious problem to your department?
2. Do members of your department give the same examination from semester to semester?
3. To your knowledge have copies of examinations ever gotten into the students hands before the exam was given? What do you do to safeguard against this?
4. What methods are used in your department to discourage cheating?
5. Do you think an honor system whereby the students would include the following signed statement on their examination papers, "I have neither given nor received aid on this examination," would be helpful?

Student Cheating on Tests and Examinations -- continued

A tabulation of answers to questions 1, 2, 3, and 5 follows:

Question Number	Yes	No
1.	4	48
2.	8	44
3.	11	33
5.	13	39

The following methods were listed in answer to question 4:

- Careful proctoring.
- Give "essay type" exams.
- Emphasize consequences of cheating.
- Levy severe penalties when cheating is discovered.
- Seat students apart and pass out two sets of quizzes alternately.
- Give open book exams.
- Rarely give objective exams.
- Attempt to be certain exam covers what has been presented and assigned.
- Take great care with preparation and security of tests and ditto masters.
- Be certain desks and table tops are cleared during tests.
- Use honor system in advanced classes.
- Do not repeat exams from semester to semester.

Additional suggestions of ways of discouraging cheating that were made were:

- Get Student Senate to sponsor a real honor system.
- Each department should be aware that cheating can and probably does occur, and should make serious, collective effort to prevent it.
- Facilities for incineration should be provided and used to destroy ditto masters.
- Concentrate on the development of proper attitude.
- Make old exams available to students.

Another questionnaire was sent to the Student Senate. Their reply is as follows:

Whereas: The Faculty Committee on Student and Public Relations has posed the following questions to the Student Senate:

1. In what percentage of courses does cheating occur?
2. Are "cold copies" of tests often available?
3. Are satisfactory measures taken to discourage cheating in your classes?
4. What encourages cheating?
5. What methods do you suggest be used to discourage cheating?
6. Do you think an honor system whereby the students would include the following signed statement on their examination papers, "I have neither given nor received aid on this examination," would be helpful?; therefore be it

Student Cheating on Tests and Examination -- continued

- Resolved, That the following answers be adopted by the Student Senate as its official reply to the Faculty Committee on Student and Public Relations:
1. In almost all courses where opportunities for cheating arise, some cheating will occur.
 2. "Cold Copies," i.e., duplicate copies of the examination paper, are available in a large percentage of courses and are made available by at least three methods:
 - a. Careless duplicating practices.
 - b. The same quiz being used in two or more sections of the same course.
 - c. Back copies of the same quiz being used on successive years.
 3. Satisfactory methods of preventing cheating are not taken in the majority of the classes.
 4. Several factors contribute toward cheating. They include, inter alia:
 - a. A lack of proper supervision by the instructor or monitor during the quiz.
 - b. The fact that in courses where the grading is on a curve, those students normally honest are forced to cheat if some of the students are cheating in order to "survive."
 - c. A lack of proper indoctrination to new students as to penalties which may be imposed on those found cheating.
 - d. A lack of a standard penalty code, uniform in all colleges and courses.
 - e. A lack of student social pressure against cheating practices.
 5. Methods which would tend to discourage cheating include the following recommendations:
 - a. All departments should have quizzes printed in a central duplicating office where adequate security measures before, during, and after printing may be employed.
 - b. Instructors should use different objective-type questions, and reworded essay type questions on each set of quizzes.
 - c. Instructors should perform closer monitoring of the classroom during the quiz, with students as widely separated as practicable.
 - d. All quiz "blue books" should be assembled and shuffled, and then redistributed just prior to the taking of the quiz.
 - e. The section on cheating penalties in the STUDENT REGULATIONS BOOKLET page 9 should be more widely publicized and more strictly enforced.
 6. A signed statement at the end of each quiz to the effect that aid was neither given nor received during the examination would not be an effective counter measure to cheating. Most students who would cheat would sign such a statement, and many non-cheating students would refuse to sign as a matter of "principle." Thus such a statement would be neither an effective preventative measure nor a successful means of exposing those who cheat.

Student Cheating on Tests and Examinations -- continued

Recommendations:

Whether or not it occurs, cheating is a serious problem if the student body is convinced that it is prevalent. The frequency of cheating is probably greater than most instructors realize, and it should be discouraged in every feasible way. This should, by all means, include an attempt to develop student social pressure against cheating; this could eventually result in the acceptance of a University-wide honor system.

The following methods of discouraging cheating are suggested:

1. The instructor should try to develop an attitude on the part of the students and himself that will not encourage cheating.
2. The rules concerning handling of cases of cheating, adopted by the University Senate, February, 1948, should be strictly and rigidly enforced in such a way that penalties are uniform in all colleges and courses.
3. The section on cheating penalties printed in the STUDENT REGULATIONS BOOK-LET (page 9) should be more widely publicized and more strictly enforced.
4. Examinations should not be repeated from semester to semester without revision, and the use of the same examination in two or more sections of the same course should be discouraged.
5. The greatest security precautions should be taken in the preparation and storage of examinations, including all rough copies and ditto masters.
6. The incinerator in the Union Building, available to the faculty, should be used for the destruction of ditto masters, rough copies, etc., not meant to fall into student hands.
7. "Best" locks should be installed on all office doors, and great care should be taken in the issuance and recall of keys.
8. Examinations should be adequately proctored.
9. Subjective examinations should be given in place of objective ones whenever feasible.

Committee on Student and Public Relations

Carl B. Cass	William H. Smith
Ruth Fell	Mary Warren
William McGrew	Carl D. Riggs, Chairman
Richard Pool	

Student Cheating on Tests and Examinations -- continued

Senate Action

Dr. Riggs presented the foregoing report relative to cheating on tests and examinations. He commented briefly concerning the manner in which the report was developed.

Dr. Morris moved that the matter be deferred until fall so that more complete consideration might be given to it by the University Senate. His motion was seconded and passed.

ADJOURNMENT

The University Senate adjourned at 5:58 p.m. The next regular meeting will be held on Monday, September 29, 1958, at 4:10 p.m. Materials for the Agenda should be in the Office of the Secretary by Wednesday, September 17.

Gerald A. Porter, Secretary