

JOURNAL OF THE UNIVERSITY SENATE

April 2, 1945, 4:10 p.m.

Monnet Hall, Room 101

The University Senate met in special session with Vice Chairman L. N. Morgan in the chair.

The minutes of the previous meeting were approved as published.

The Committee on Faculty Personnel presented their report on "Promotion Procedures" for consideration and approval of the Senate. After a rather lengthy and careful consideration, the Senate approved the report as attached.

In accordance with a previous request from President Cross, the Senate referred the two following subjects to the Committee on Curriculum and University Standards for their study and report:

- (1) A consideration of the entrance requirements of the University.
- (2) An investigation of Honors programs as developed in other institutions, with recommendations for the University of Oklahoma.

Due to the late hour, the Senate postponed action on the report on "Salary Schedule, Tenure, and Sabbatical Leaves" until the next regular meeting of the Senate which will be at 4:10 p.m., April 30.

The Senate adjourned at 5:15 p.m.

Respectfully submitted,

E. E. Hatfield, Secretary

I. PROMOTION PROCEDURES

1. University Committee on Promotions, Salaries, and Tenure.

The Committee recommends that a general University Committee on Promotions, Salaries, and Tenure be established to apply the rules and standards adopted by the Senate. This Committee on Promotions, Salaries, and Tenure shall be composed of five members who shall represent the General Faculty of the University. It shall be a continuous, standing committee. The first committee shall be created as follows: The University Senate at a regular meeting shall submit to the President of the University a list of fifteen names representative of the General Faculty. From this list the President shall select five members. These members shall draw by lot for length of term, which shall be from one to five years. Each year after the first the Senate shall, at its regular meeting in October, submit to the President three names representative of the General Faculty. The President shall appoint for a term of five years one of the persons thus nominated to the vacancy in the Committee on Promotions, Salaries, and Tenure.

This University Committee shall organize each year, following the appointment of a new member in October, by the election of a chairman and any other officers it deems necessary for the efficient performance of its duties.

This University Committee shall consider all recommendations made to the president involving initial appointments of associate professors and professors, faculty promotions in rank, faculty salaries, and the status of members of the faculty with respect to tenure. It shall make recommendations directly to the President of the University on all cases involving these items.

2. Recognition of Superior Services.

The Committee recommends that a continuous policy be established in the University for the stimulation, promotion, discovery, and proper rewarding of excellence in teaching as well as in research and administration. The Committee believes that securing and continuously sustaining excellence of teaching is and should be a major interest of the University. This important trait should not be overlooked, should not remain undiscovered or unrewarded, and should not be underrated as compared with either research or administration. Great classroom teachers and great teaching are fundamental in the building of a great university. Adequate measures should be adopted and made effective for developing and improving the quality of teaching, especially among the younger members of the faculty. Such measures are recommended in a separate article entitled "David Ross Boyd Professorships."

3. Faculty Participation in Promotions.

The Committee recommends that, within each department, division or school, procedures which will enlist the active participation and cooperation of the faculty be followed in determining promotions in rank and increases in salary, and in fixing tenure. Such procedures will guarantee that recommendations for promotions in rank, increases in salaries, and grants of tenure will originate only in and be made by the department, division, or school on the basis of standards to be defined below. These provisions do not preclude any member of the faculty from proposing to the president an increase in rank or salary for himself or herself. Such personal proposals shall be referred to the committee on Promotions, Salaries, and Tenure for review and recommendation. Departmental recommendations for promotions in rank, increases in salary, and grants of tenure shall be determined by the chairman and by staff members on tenure having rank higher than the person under consideration; cases involving full professors shall be determined by the chairman and other members of the department having full professorial rank. These recommendations shall be presented to the Dean concerned. The Dean then shall approve or disapprove each departmental recommendation and present it to the President of the University.

4. Standards for Promotion.

No promotions in rank, increases in salary, or grants of tenure shall be awarded except on the basis of merit.

The following standards for promotions in rank, for salary adjustments, and for grants of tenure are recommended:

(1) Evidence of continuous academic preparation, or professional experience of a character comparable to academic preparation. This standard recognizes that the value of a faculty member is increased by additional study in his chosen field or in related fields. It means that time, money and energy applied to the improvement of scholarship should be given great weight in the consideration of promotions and salary increases.

(2) Evidence of successful experience. It is proposed that a minimum of at least two years of successful experience be required as a basis for an initial promotion or salary increase.

(3) Evidence of acceptable quality of teaching. The chairman of the department will secure this evidence from all the students in the teacher's classes, or from departmental faculty members, or from members of related faculties. Information from

students may best be obtained by a suitable questionnaire. Teaching load shall be given due consideration in judging evidence of acceptable quality of teaching.

(4) Evidence of continuous professional growth. This would include participation in professional organizations and learned societies. It would include travel with an educational purpose, and visitation of schools and of institutions. It would include the reading of books and magazines in one's special field and in related fields. It would include also the writing of textbooks and of magazine articles.

(5) Evidence of intellectual leadership. This might include service as an officer in a learned society, or service rendered some legitimate business or other organizations, institution, or unit of government.

(6) Evidence of productive research. This would include (a) scholarly research that may not be published but which will enrich teaching effectiveness; (b) scholarly research which is published; (c) worthy creative productions, especially in literature and the fine arts; (d) the direction of graduate theses.

(7) Evidence of interest in student welfare. This includes student counseling, advisory assistance and personal aid. The University authorities who have the responsibility of making promotions and of providing increases in salary should make every effort to evaluate properly this indispensable trait of a good teacher.

(8) Evidence of general service to the University. This implies services rendered beyond those in the scheduled assignments. It includes such services as membership on faculty committees, acting as an officer of faculty groups or organizations, consulting with and advising University officials on important matters of procedure and policy, and in general being zealous in promoting the welfare of the whole University.

(9) Evidence of personal fitness. This standard will include such items as (a) physical well-being; (b) acceptable personality; (c) approved character; (d) willingness to give effective cooperation.

(10) Citizenship in and loyalty to the United States, and interest in civic affairs shall be given due consideration.

SAMPLE QUESTIONNAIRE--NOT MANDATORY

NAME OF COURSE _____

NAME OF INSTRUCTOR _____

You have formed certain impressions of the course and instructor from a student's point of view. You will do a real service to your instructor, to the University, and to the students that follow you, if you will answer the questions as frankly and accurately as you possibly can. These papers will not be examined until all grades have been filed with the Registrar. UNDERLINE YOUR ANSWERS or fill in blanks.

1. I am a FRESHMAN, SOPHOMORE, JUNIOR, SENIOR, GRADUATE STUDENT; my major is _____; my University grade-point average is _____.
2. My reason for taking course: CURRICULUM REQUIREMENT; OPTIONAL REQUIREMENT; PURELY ELECTIVE; TO GET A COURSE WITH INSTRUCTOR.
3. Text book: (a) EASILY UNDERSTOOD, UNDERSTANDABLE, DIFFICULT, VERY DIFFICULT.
(b) VERY INTERESTING, INTERESTING, READABLE, DULL.
4. Course: TOO EASY, WELL ADJUSTED, SOMEWHAT OVER MY HEAD, COMPLETELY OVER MY HEAD.
5. Examinations: (a) Difficulty: EASY, AVERAGE, DIFFICULT, TOO DIFFICULT.
(b) Length: SHORT, AVERAGE, LONG, TOO LONG.
6. Assignments (considering time allowed): SHORT, AVERAGE, LONG.
7. Lecture and Discussion: (a) TOO MUCH LECTURE, WELL BALANCED, TOO MUCH DISCUSSION.
(b) TOO FEW PROBLEMS, RIGHT NUMBER OF PROBLEMS, TOO MANY.
(c) TOO LITTLE DEMONSTRATION, RIGHT AMOUNT, TOO MUCH.
(These questions may be modified to suit the department.)
8. Contribution of instructor to your interest in course: MADE IT VERY INTERESTING, MADE IT INTERESTING, NO SPECIAL CONTRIBUTION, MADE IT UNINTERESTING.
9. General effectiveness of instructor: OUTSTANDING, GOOD, FAIR, POOR.
10. Extent independent thinking was encouraged: UNUSUAL, MUCH, SOME, NONE.
11. Presentation of subject matter: UNUSUALLY CLEAR, CLEAR, SOMEWHAT VAGUE, MUDDLED.
12. Instructor's knowledge of subject matter: EXCELLENT, GOOD, FAIR, POOR.
13. Formality of instructor: TOO FORMAL, SATISFACTORY, TOO INFORMAL.
14. Speaking ability: (a) TOO SLOW, ABOUT RIGHT, TOO FAST.
(b) TOO LOUD, ABOUT RIGHT, TOO LOW.
(c) Annoying Mannerisms? _____
15. Instructor's (a) handwriting: VERY GOOD, SATISFACTORY, DIFFICULT TO INTERPRET.
(b) diagrams: VERY GOOD, SATISFACTORY, DIFFICULT TO INTERPRET.
16. Treatment of students: EXCELLENT, GOOD, FAIR, POOR.
17. Fairness of grading: VERY FAIR, FAIR, BELOW AVERAGE, VERY UNFAIR.
18. When wishing to have a conference with instructor, I: FEEL FREE TO COME; HESITATE TO COME; DISLIKE TO COME.