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Fort Hays State University Faculty Senate Minutes, May 9, 1967

FHSU Faculty Senate

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Questionnaire on Junior English Proficiency Tests was distributed *Sent to Pres' office 5/12/67*
to Senate members.

Letter read from the North Central Assn. of Colleges and Secondary Schools Committee on Liberal Arts Education regarding Workshops on Higher Education Seminar for New College Teachers and the Liberal Arts Workshop.

Decision was reached to table course numbering system until Fall, 1968, when new catalog will be prepared.

Reference made to an editorial in the Leader criticizing advising process and distribution of grade cards. Considerable discussion but no final solution to the problem was reached.

Minutes of the meeting of the Faculty Senate, Tuesday, May 9, 1967, at 3:30 p.m. in the Office of the Dean of the Faculty.

Members present: Mr. Dalton, Miss Cotham, Dr. Fleharty, Miss Gangwer, Mr. S. Johnson, Mr. Tomlinson, Dr. McMechan, Mr. Schmidt, Dr. Wilkins and Dr. Garwood, Chairman.

Members absent: Dr. Coder, Mr. Crites, Mr. McGinnis and Dr. Youmans.

Also present: Mr. Maxwell.

The meeting was called to order by Dr. Garwood, Chairman.

Dr. Garwood distributed a "Summary of Questionnaire on Junior English Proficiency Tests" to members of the Senate for their consideration.

Dr. Garwood read a letter from the North Central Association of Colleges and Secondary Schools Committee on Liberal Arts Education, Iowa City, Iowa, regarding Workshops on Higher Education Seminar for New College Teachers and the Liberal Arts Workshop. The purposes of the workshops were discussed. This letter was read as it is the President's policy to send a representative from the school. It was noted that Richard Heil had been selected to represent the College.

A discussion followed pertaining to Dr. McMechan's study of proposed course numbering systems. It was stated that the catalog will be out within a month or so and any changes would have to be made prior to the Fall of 1968 when the new catalog will be prepared.

The Music Division representative stated they would like to have Lower Division numbers, Upper Division numbers and numbers for graduate students. Their courses were such that a junior could handle the work as well as a senior; therefore, the 100 and 200 numbers could be put into one group. They asked for variance in categories rather than in courses.

The question was raised if any Division was having problems with the numbering system now in effect.

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In the Division of Language, Literature and Speech, it was noted that they needed more than 100 numbers for freshmen and another 100 numbers for sophomores. Is there a need for 200 numbers for the Lower Division? The North Central Association would like to have graduate students in graduate courses and not in classes with undergraduates. A course could be numbered 235 for juniors and seniors and 335 for graduate students. The courses would be listed separately in the catalog. There is difficulty in getting sufficient students in the 300 level courses.

It was also suggested that the enrollment would be an important determinant of the necessity to institute a new numbering system.

Where courses carry no credit hours, should they have a positive number or a minus figure? Growth in no credit courses might make this an area of more interest. It was mentioned that credit is given for school lunch workshops. Courses numbered "zero" show credit as "zero." Some do not get credit for certain workshops because the participant does not have a high school education.

The course in Reading is not put on transcripts because it is for the student's improvement only. English for foreign students is shown on transcripts. In-service training schools are not recorded on transcripts. They do not fit into college examination requirements.

It was suggested to table the course numbering system until nearer the time for publication of the next catalog. By December 1, the copy is taken to Topeka. Possibly this information would be required in September or October for catalog copy. Action will be taken a year hence to work this course numbering system into our plans.

It was stated that so much detailed information is shown on a transcript. If the new numbering system goes into effect September, 1969, and it is printed on the new transcripts, it would create much confusion as there would be two transcript forms on hand. The translucent transcript form was discontinued in the Fall of 1949.

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Some students who began their college education prior to 1949 and whose education was disrupted for various reasons are now back in school and so this repetition goes on for a life time. Those in school now may drop out and return in twenty-five or thirty years to complete their education. This type of record-keeping goes on indefinitely.

Reference was made to an editorial in a recent issue of the Leader which discussed the advising process. Instances were cited where a number of students may come for their cards at the same time. The student may be free but the adviser may not be or vice versa. The Leader stated that very often the secretary passes out the grade cards for the instructors. The Leader maintained instructors should sit down and discuss grades with their students. Members stated most students will sit down and visit if they have time.

The adviser may not know why a student has a low grade; the student and teacher do know so maybe the teacher and student should discuss these problems. The question was raised about the students who do not come in to pick up their grade cards.

Are grade cards ever sent to the students' homes? The College does not make a practice of sending grades to parents. Grades will go to students at their homes at the end of the Spring semester, however. Several members of the Senate noted extreme examples of students who advise their parents incorrectly of their grades.

The Registrar's office tried sending out grades to parents several times but found the practice expensive. It was difficult to determine the cards that should be sent to parents and those that should not. There could be a fifty-year old student whose parents were no longer living or the twenty-five year old married student who is the head of his family. All sorts of problems were created by sending grades to parents. Grades are not sent to parents unless the parents request them.

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There does not appear to be a final solution to the advising problem. Teachers' and students' time conflict in many instances. Some advisers have eighty or more students. It is impossible for such an adviser to sit down and visit with his students. The worst situation seemed to be where the cards are thrown on a table and the student is left to pick the grade card up himself. The Senate members concluded that if a student needs time for consultation, an arrangement could be worked out. It would also be impossible to mail the nine weeks' or end-of-the-Fall semester cards as students' addresses change too frequently. If a student is interested enough and asks for advice, students can make appointments and teachers will work with the students. Our advising system was thought to be far superior to systems at many other schools. It was mentioned, however, that whoever is appointed to be an adviser should be someone who has time the entire year. Advising should be considered a part of the class load. It was suggested to allow class credit time for assisting with advising. It is impossible to teach, advise, get the block in in addition to other courses. If we can get faculty members who stay with the institution to remain in the Division and give out class cards over a period of time, they operate with flexibility and with firmness. If the institution and student body will stand behind it to try the computer section, we can section by computer and work things out with possibly fewer problems.

It was noted that there are probably three advisers with over one hundred in their teaching loads. The Nursing Department has a large group and feel much is achieved as their students are advised while "on the job."

The meeting adjourned at 4:30 P.M.

John D. Garwood, Chairman

Lucille Drees, Recorder