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### Fort Hays State University Faculty Senate Minutes, April 29, 1969

FHSU Faculty Senate

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*Sent to Pres. office 5-8-69*

Discussion: STUDENT COUNCIL REPRESENTATIVE. Mr. Steve Rayl, newly elected ASC President.  
" SUB-COMMITTEES APPOINTED, FALL SEMESTER, 1968. Three committees appointed: Study  
Senate organization at other colleges; Study Abroad and Problem of Cheating.  
Reports will be made at future Senate meetings.  
" BACCALAUREATE SERVICES, Committee will report result of questionnaire at next Senate  
meeting.  
" INTRODUCTION TO LITERATURE 26 CLASS, Dr. Sackett distributed tabulated responses  
of the Intro. to Lit. survey. Survey included in Minutes. Discussion followed.

Minutes of the meeting of the Faculty Senate, Tuesday, April 29, 1969, at  
3:30 p.m., in the Office of the Dean of the Faculty

Members Present: Mr. Ginther, Mr. Schroder, Dr. Thomas, Dr. Hamilton,  
Dr. Sackett, Miss Christopher, Dr. Miller, Mrs. Theis,  
Dr. Witten, Dr. Oliva, Mr. Dalton, Mr. Steve Rayl and  
Dr. Garwood, Chairman.

Members Absent: Mrs. Popp.

Also present: Mr. Kellerman.

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

STUDENT COUNCIL REPRESENTATIVE. Mr. Mike Finnin introduced  
Mr. Steve Rayl, the newly elected All Student Council President, to the Faculty  
Senate members. Mr. Finnin thanked the Senate for their past courtesies. Mr.  
Rayl spoke briefly to the Senate and expressed appreciation for the opportunity  
to meet with them. He stated he had announced his platform and that he and his  
officers would attempt to work closely with the students and administration.

SUB-COMMITTEES APPOINTED, FALL SEMESTER, 1968. Dr. Garwood  
said that on October 8, the Faculty Senate had established a committee consist-  
ing of Dr. Sackett, Chairman, Dr. Witten and Mrs. Popp to study Senate organi-  
zation at other colleges. On October 15, a committee consisting of Dr. Hamilton,  
Chairman, Mr. Schroder and Dr. Thomas was established to investigate the  
possibilities of Study Abroad. On December 10, a committee consisting of Mr.  
Ginther, Chairman, Mrs. Popp, Dr. Sackett and Dr. Thomas plus student rep-

representatives, was established to study the problem of cheating. Committee reports will be made at future Senate meetings.

BACCALAUREATE SERVICES. Dr. Miller, Chairman of the committee studying the continuance<sup>n</sup> of the Baccalaureate Services, will report the results of the questionnaire at the next Faculty Senate meeting.

INTRODUCTION TO LITERATURE 26 CLASS. Dr. Sackett distributed tabulated responses of the Introduction to Literature survey. The survey is included below.

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REPORT ON INTRODUCTION TO LITERATURE,  
FACULTY SENATE, 29 APRIL 1969

I. Grades (not corrected for made-up Incompletes).

A	20
B	115
C	137
D	76
U	38
W	149
I	93

II. Student Response

A. Results of objective questionnaire.

A questionnaire was sent to a sampling of the students. There were 51 replies, distributed among final grades as follows: A, 3; B, 20; C, 19; D, 7; U, 5. Some results:

2. My attitude toward the course can be best expressed as follows:

a. I thought that the idea of an individual-study course was good

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- and felt that the staff made a real effort to make it work--12
- b. I thought that the idea of an individual-study course was good, but there were too many things wrong with this one to make it satisfactory. --29
  - c. I have no opinion. --0
  - d. I thought that the idea of an individual-study course was bad, but I feel that the staff made a real effort to make it work. --7
  - e. I thought that the idea of an individual-study course was bad and that the staff made no real effort to make it work. --1

The students liked the orientation sessions. They rated the works studied in the following order, from most-liked to least-: Hemingway's short stories, Odyssey, King Lear, Gulliver's Travels, Robinson's poems and the young American poets (tie), Portrait of the Artist as a Young Man, the Way of the World, Keats's poems. Only the last had more unfavorable responses than favorable ones.

The taped lectures were rated as very useful. Few students used the bibliography of secondary works in paperback and in the library. Not many used the staff-prepared essays; those who did were divided in their opinion of their usefulness. The study questions were considered helpful.

Of the students responding, only nine had had interviews with a full-time staff member, 14 had attended colloquia, 14 had attended group tutorials, and 11 had had a private tutorial with a graduate assistant. All the graduate assistants merited praise for their helpfulness. Only 18 attended films. While there was divided opinion over the fairness of the tests, only the Keats test was considered more unfair than fair.

46. I felt I got the grade I deserved.
- a. Yes. --40
  - b. No. --10

The students approved the system of penalties and extra points. Those who used the appendices in the syllabus found them helpful, but only 23 used them.

49. I would characterize cheating in Introduction to Literature as
- |                           |                     |
|---------------------------|---------------------|
| a. very widespread. --23  | d. rare. --10       |
| b. fairly widespread. --3 | e. nonexistent. --0 |
| c. occasional. --10       |                     |

50. I personally knew of some cheating in the course.
- a. yes. --23
  - b. no. --27

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51. (Remember, you're not signing your name to this.) I cheated.

a. Yes. --5  
b. No. --46

B. Results of open-end questionnaire.

On the last sheet of the questionnaire the students were invited to give their reactions to the course. These comments were collected on 19 pages. Some highlights:

More night lectures instead of the tapes.

More tapes with tape recorders for everyone . . . .

Require students to meet with staff member regularly and discuss student's progress.

The improvements that have been made already are accurate.

I wish there was some way that we could have lectures other than the tapes. Also I think maybe the test questions could be more general . . . . One bad thing about the program was that I didn't feel I was in it to learn something--just to get a grade.

The idea is good. My chief complaint was that it took far too much time for a three hour class--and the tests were based far too strongly on opinion. Knowing the material didn't count much if we didn't know the opinion of the person making the test!

Fine as  
Fine as is.

Have a wider range of topics. The reading list was somewhat dull. There should have been a greater variety of subjects and more modern authors.

What is the use in giving so much poetry.

Make a total reading list of 50 odd selections in 10 categories letting students choose one from each.

I thought the reading list was well chosen.

Some of the tapes were not clear. Make tapes with just the information you want us to know and leave out unnecessary stuff. Make them shorter.

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Tapes of a lecture are poor, they were originally directed at an audience that had visual contact with the speaker. Special tapes for this purpose would help.

I am sorry to say I never used any tapes; I heard they weren't worth spending time over.

I thought they were very helpful. They explained the meanings of the poems, etc.

. . . You introduce an individual study course after all lecture classes and then you expect us to be able to talk at you after a career of being talked at. College conditions you to take the attitudes of teachers and reproduce them on tests. Something new like Intro. to Lit. is going to take a while . . . .

The tests improved during the course. The ones at the end were pretty good. . . .

I think some of the tests are alright but not all of them were completely objective. Rather than dealing with trivial specific details, ask questions that require real understanding of the material to answer.

. . . I thought it was unfair to ask questions about interpretations because some people interpret differently than others and since the program is like it is you don't always know if your interpretation is correct.

The basic idea of an individual study course is good. Most of the tests are fair (I don't think they should be essay).

Individual study--good idea. Allowing student to work at own speed good.

Your setting all right this semester, I personally thought last semester was a bitch.

The basic idea is great. If it were not for the cheating, the course would have been great. . . . The course improved markedly during the semester. I think more courses of this type should be used in the college.

Individual study is great. The staff and grad. assistants are exceptional. The importance of keeping up just needs to be stressed harder.

Basically the program is a good idea and in a year or two it will probably be okay.

I feel that the graduate assistants did a heroic job. They were very patient and helpful. . . .

This is a great way to take this course. It makes one discipline himself in studying, gives our overworked teachers more time for upper-division courses. Wish more required classes could be run this way. Keep this course going and maybe other schools will do the same and we will be famous for the conception of this new teaching method. . . .

Students can study on their own time, can fit tests into the schedule. Proves you can study on your own. . . .

You are at least trying to start a new type of education. It must be done by trial and error, so keep trying.

I think generally the program is good. I liked not having to go to classes. I think I even spent more time on it this way since I listened to the tapes, etc., than I would if I'd have gone to classes. I felt that there were enough staff members ready to answer questions, if I had any.

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Dr. Sackett said the class had its successes and failures. At the end of the last semester, the grade curve of A's, B's and C's was roughly comparable to the grade curve of the previous semester. The ratio of C's to B's was slightly higher (137 C's compared to 115 B's.) 500 cards were requested from the Registrar's Office but 600 cards were received. After the cards were distributed, there were 500 syllabi which meant 100 students were without syllabi. A number of students withdrew because of lack of syllabi. There were more Incompletes than might be expected. Dr. Sackett reported that many students have made up the Incompletes.

Student Response. There appears to be a fairly representative spread of grades in the class. Of the responses, 41 students thought the idea of an individual-study course was good while 8 stated the individual-study course was bad.



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Some students felt the staff had not done a very satisfactory job in the course.

Dr. Sackett commented that he hoped at the end of this semester the feeling will be that the staff has done better.

Dr. Sackett reported the students liked the orientation sessions. The works of Keats had the most unfavorable responses.

Dr. Sackett said of the students responding, only nine had had interviews with a full-time staff member. Dr. Sackett reported this is the most serious problem. The staff is reviewing the possibilities of getting more student contact with staff members.

When asked if the student felt he received the grade he deserved, 40 replied, "Yes" and 10 replied "No." The students approved the system of penalties and extra points. Those who used the appendices in the syllabus found them helpful, but only 23 used them.

How does cheating occur? Dr. Sackett replied that cheating came in re-testing. It was very disappointing. Students may take the tests more than once if they make a grade of D or U. Some students memorized questions and since so many tests were being offered, it was impossible to have a large enough file of questions. Thus it was possible for students to memorize questions the first time around and then get together and review and get answers from friends. The staff was informed of this by the students. Dr. Sackett stated they have eliminated retests this semester and they have not heard of cheating taking place.

Closed circuit TV will be utilized next year.



Dr. Sackett said it would be desirable to require students to meet with staff members regularly and discuss the student's progress. However, they do not have the staff to do this.

Some students felt the tests were based too much on opinion. Students said that knowing the material didn't count much if the student didn't know the opinion of the person making the test. Dr. Sackett stated this is recurrent criticism and to some extent is justified. His interpretation may be as legitimate as anyone's interpretation. The questions used in the tests are being checked for frequency of incorrect answers. Those which appear to be poor questions will be thrown out.

Some students indicated there should be a wider range of topics, i. e., the reading list was said to be dull. Dr. Sackett said it was impossible to draw up a list that would please all 500 students. One possible option would be to set up a list of 50 odd selections in 10 categories permitting students to choose one from each.

In a reply to a statement that "College conditions you to take the attitudes of teachers and reproduce them on tests..." Dr. Sackett stated he was sympathetic with this person. We have a tendency to shut out a student's independence of thought. He noted some students were docile and did everything they were told to do but yet when they had to perform, because of their anxiety, they were unable to do so.

Another statement indicated the tests improved during the course. Dr. Sackett said the staff worked hard during the semester. The staff consists of Mrs. McFarland, Mr. Ison, Mr. Ward, Mr. Day and Mr. Wagenheim. The graduate assistants worked very hard with the program.

Some students thought it unfair to ask questions about interpretations. Dr. Sackett said students were equally divided over this.

Dr. Sackett was asked if Keats' works were being dropped for any reason other than its popularity? Dr. Sackett replied in the negative. If the work is really good, the students should be exposed to it. There are so many literary works available surely something can be found that students can enjoy. Keats has much to offer. He was concerned about values.

Another member asked if students are learning more this way than from large sections of Literature classes? Dr. Sackett replied the students are not learning less.

With closed circuit TV in the offing, Literature material can be put on tapes for evening use. Dr. Sackett said they definitely intend to use closed circuit TV.

Mr. Rayl was asked if there was anything he wished to add to the discussion. Mr. Rayl said with regard to cheating in the Introduction to Literature tests, word was out that many fraternities had every test. He said this was not true. Cheating was not a significant factor. From his point of view, Introduction to Literature as it is being taught is challenging and very much worthwhile.

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Mr. Rayl stated he was a transfer student. He feels he would have learned more with the Fort Hays system. At his previous school, too much time was spent on short stories.

There were mechanical hang-ups and other obstacles with the tapes this past semester. The results the present semester should be much better.

This type of teaching is growing in popularity across the nation. Dr. Garwood said that Dr. Sackett and the people in the field should be congratulated for their ingenuity and methods of teaching this course.

The meeting adjourned at 4:25 p. m.

John D. Garwood, Chairman

Lucille Drees, Recorder