

SENATE MEETING

THURSDAY, MARCH 9, 1967

3:30 P.M.

MURPHY HALL AUDITORIUM

The voting membership of the Senate totals 182 including the President and 181 elected members. For a quorum, a majority of the voting membership (92) must be present. Constitution changes require advance publication and 122 affirmative votes. By-Law changes require 92 affirmative votes. Other actions require only a simple majority of members present and voting. The members of the Administrative Committee are ex officio nonvoting members of the Senate.

All members of the faculty who hold regular appointment as defined in the Regulations Concerning Academic Tenure may be present at Senate meetings and are entitled to speak and to offer motions for Senate action, but may not vote.

Members of standing committees who are not faculty, including student members, may be present at a meeting of the Senate during such time as a report of their committee is under discussion and may participate in such discussion, but shall not have the privilege of making motions or of voting.

A special section will be provided for the seating of such faculty and such members of standing committees.

Provision has been made for the University News Service to send the Senate Docket to the news media in advance of each meeting and to arrange a news conference at the close of each meeting with the vice chairman and others he may designate.

ATTENDANCE RECORD

A roll of elected and ex officio members will be circulated during the meeting. Members will please check their names to indicate their presence. If the list misses you, please stop afterward to check your name. The roll, after adjournment, will be on the rostrum.

An attendance record for nonmembers will also be circulated and will be on the rostrum after the meeting.

As voted by the Senate, a summary of the attendance of members elected for the current academic year will be included in the June minutes.

NOT FOR RELEASE PRIOR TO THE SENATE MEETING

Year 1966-67

No. 5

UNIVERSITY OF MINNESOTA THE SENATE DOCKET March 9, 1967

Your Committee on Business and Rules respectfully presents the following matters for consideration:

I. MINUTES OF FEBRUARY 2, 1967 Reported for Action

II. NON-SENATE COMMITTEES AND BOARDS FOR 1966-67 Reported for Information

The President reports membership for 1966-67 as follows:

ADVISORY COMMITTEES

University Art Collections: Add: Charles Savage.

III. REPORT OF THE ADMINISTRATIVE COMMITTEE Reported for Information

1. *Television Study.* Assistant Vice President Paul Cashman discussed at length the report of the Minnesota Inter-Institutional Television Feasibility Study which is to be presented to the current Legislature. He included a statement of the findings and the recommendations of the Statewide Advisory Committee.

2. *Progress Report on Legislative Hearings.* President Wilson commended the efforts of Messrs. Wenberg, Gault, and McFarland in discussions with legislators. He named, too, the other vice presidents and Messrs. Learn, Cashman, Johnson, Grygar, and others who were alert to the need for materials, as well as Mr. Grabow and other supporting bodies at the University. There followed a general discussion of events to date at the Legislature, in which the President and Vice President Wenberg participated and questions were invited from the committee.

MARILEE WARD, Secretary

IV. REPORT OF THE COMMITTEE ON SENATE COMMITTEES Reported for Action

PROPOSER BY-LAW FOR SENATE COMMITTEE ON PLANNING

There shall be a standing Committee on University Planning composed of at least nine members. The co-ordinator of University Planning shall be a member ex officio. The committee shall consider circumstances and developments which relate to the future of the University, in terms of its basic purposes, educational program, geographical and social context, organizational patterns and relationships, financial resources, physical facilities, personnel policies, state-wide patterns of higher educational development, and all other matters which may affect the University's long-term development and make appropriate recommendations to this end. The committee shall coordinate its concerns and activities with other Senate committees, in particular the Committee on Educational Policy and the Committee on Institutional Relationships.

Maynard Reynolds

V. REPORT OF THE COMMITTEE ON EDUCATIONAL POLICY Reported for Action

1. POLICY STATEMENT OF THE UNIVERSITY OF MINNESOTA CONCERNING UNIVERSITY-SPONSORED EDUCATIONAL MATERIALS *Introduction*

In recent years, the University of Minnesota has set up a number of agencies to support and work with faculty members in the development and improvement of educational materials. The Department of Radio and Television, the Center for Programmed Learning, the Audio-Visual Education Service, the Bureau of Institutional Research, and the Center for Curriculum Studies are examples of agencies which support or assist in the development of audio and video tapes, films, varieties of instructional programs, and other types of educational materials.

Several reasons underlie the national trend toward deliberate university support of the development of instructional materials. First, the application of new technologies to instructional problems often requires faculty access to expensive equipment and collaboration with staff specialists who know the potentialities and limitations of the equipment. Moreover, faculty members are increasingly willing to undertake programs of research designed to provide knowledge about the productivity of alternative instructional systems as a basis for developing improved instructional materials and methods and as a basis for meeting the problem of ever-growing student enrollments. They seek assistance of staff specialists in the conduct of such research programs. Finally, it is important that universities encourage expanded efforts to develop new instructional materials. One method of encouragement is for the University explicitly to commission some of this work, and provide support for it.

University participation in the development of educational materials promises to improve the quality and versatility of instructional practice. But it also raises problems concerning the ownership and use of materials in the development and production of which the University has become an active and intentional partner through the investment of materials and staff. University-wide policies are needed to govern the ownership, University use, external use, and rights to income produced by external distribution of these University-sponsored materials.

It is the purpose of this statement to clarify and protect the respective rights of individual faculty members and the University by defining the types of educational materials which should be designated as "University sponsored," establishing procedures for formulating and administering policy concerning these materials, and stating University-wide policy governing their ownership and use and the rights to income produced.

It should be emphasized that this policy does not affect the traditional University policy that faculty members have personal ownership of books or similar materials which were not commissioned by the University and the preparation of which were not supported or assisted in any material way by any University agency established to furnish such support or assistance.

Section I. Coverage of Statement of Policy

This statement of policy shall govern only the ownership and use of University-sponsored educational materials, as defined in Section II.

Section II. Definition of University-Sponsored Educational Materials

A. Educational materials are University sponsored:

1. If the author or producer has employed in his developmental work, and without personal charge to him, the equipment, materials, or staff services of the Radio and Television Department, Audio-Visual Education Service, Center for Programmed Learning, Bureau of Institutional Research, Center for Curriculum Studies, or any other new agency, or combinations of old agencies, established or supported by the University to assist in developing and producing educational materials; or
 2. If the author or producer has been commissioned in writing by the University, or one of its colleges, schools, departments, or agencies to develop the materials and, in their production, has used some part of the time for which he received compensation from University support budgets, grant and contract budgets administered by the University, or budgets based on special legislative appropriations.
- B. The types of educational materials to which this policy is designed to apply include but are not limited to:
1. Video and audio recordings
 2. Study guides, tests, syllabi, bibliographies, and texts
 3. Films, film strips, charts, transparencies, and other visual aids
 4. Programmed instructional materials
 5. Live video or audio broadcasts
 6. Other materials used for instruction
- C. Any person who has a question as to whether particular educational materials he is preparing, or planning to prepare, will be considered University sponsored shall initiate inquiry as to their status. He should prepare a report on the relevant facts and forward it to the appropriate department head and dean, and through them to the administrator of University-sponsored Educational Materials.* The department head and dean should submit their written recommendations on the case to the administrator, who shall determine the question subject to review by the President's office and the Board of Regents.
- D. It shall be the policy of the University to support the development of instructional materials through regularly assigned staff time, and regularly funded support for incremental expenses attending production. Departments and colleges are responsible for assigning appropriate amounts of time for the production of educational materials. They are also responsible for assigning time for appropriate supervision of use and appropriate revision.

Section III. Interpretation and Administration of Policy

- A. The President of the University shall appoint a Committee on University-Sponsored Educational Materials, with not fewer than five members, a majority of whom shall be chosen from the teaching faculty. The President, with the advice of this committee, shall also designate an administrator of University-Sponsored Educational Materials, who shall be an ex-officio member of the committee.
- B. The committee shall advise the administrator on interpretations and applications of policy, and shall from time to time review the policy set forth in this statement and recommend such changes to the Senate Committee on Educational Policy and the President as the committee deems desirable.
- C. When this statement becomes effective as University policy, the President's office shall distribute it to all faculty members and administrative officers of the University. Thereafter, the administrator shall distribute the statement to all new faculty members and administrators. He shall remind deans and department heads annually of the existence of the policy, and shall report annually to deans and department heads on any significant interpretations of the policy.
- D. All written agreements between an author or producer and the University, which may be entered into pursuant to this policy, shall be submitted for approval to the administrator of University-Sponsored Educational Materials, who in turn shall make his recommendation on such agreements to the vice president for business administration.

* Selected as provided in Section III

Section IV. Ownership

Ownership of University-sponsored educational materials shall be vested in the University, subject to the conditions set forth in this statement of policy. The University shall copyright all materials subject to copyright, but this shall not affect a staff member's right to make uses of the contents of the materials in forms other than the University-sponsored form, so long as the University's copyright is protected in the subsequent use.

Section V. Policy on Use of Materials

A. Two categories of use are differentiated for purposes of this policy:

1. *Use internal to the University*, or use by any unit of the University for instruction or education
 2. *Use external to the University*, or all uses other than by a unit of the University for instruction or education; for example, use by educational institutions other than the University, government and other nonprofit institutions, and use resulting from lease or other contractual arrangements for commercial distribution of the materials.
- B. Use of University-sponsored materials prepared under this policy shall be subject to the following conditions:
1. Each instance of use internal to the University requires approval of the department and college primarily responsible for the materials. Such approval is normally implicit in the procedures by which the department and college schedules its courses and assigns instructional duties.
 2. As long as the author or producer of University-sponsored materials remains a member of the staff of the University:
 - a. His approval shall be required for each instance of use of the materials internal to the University.
 - b. Unless otherwise stipulated in written agreement between him and the University, he may require revision of the materials prior to any instance of use internal to the University.
 - c. If the revision he requires is not economically feasible to the University, he may ask that the materials be withdrawn from use. If materials so withdrawn have been copyrighted, the University shall assign such copyright to the author or producer subject to a written agreement between the University and the author or producer relating to further University use of the materials and division of income from any subsequent use of the materials.
 3. If the University-sponsored educational materials are used internally without revision for a period of 3 years, it shall be the policy of the University to ask the author or producer and the appropriate University instructional unit to review the materials and determine whether they shall continue to be used.
 4. The University retains the right to make internal use of University-sponsored educational materials for not more than 3 years after the author or producer terminates his employment with the University. If an author or producer does leave the University staff, the University may negotiate a contract with him, or his estate, to be effective after the 3-year period, stipulating the conditions for further internal use and the procedures for revision.
 5. Licensing or sale of University-sponsored educational materials for external use shall be preceded by a written agreement between the University and author or producer specifying the conditions of use, and including provisions protecting the right of the author or producer to revise the materials periodically, or to withdraw them from use in the event revision is not made.

Section VI. Payments to the Author or Producer for Production and Use

A. With the exceptions specified below, the University shall not make any payment to the author or producer of University-sponsored educational materials for their production or internal use other than the compensation which he regularly receives from the University.

1. Exceptions on payment for production
 - a. Staff members on full-time employment may receive payment on an overload basis to produce materials for use in the Extension Division. Such payment shall follow the present University policy enabling the Extension Division to pay for instruction on an overload basis and shall be provided for in an agreement between the Extension Division and the staff member, which shall be subject to the approval of the administrator of University-sponsored Educational Materials.
 - b. Staff members on B appointments may receive summer grants or salaries for the production of educational materials.
2. Exceptions on payment for internal use of materials
 - a. If materials prepared for use in another unit of the University are used for extension instruction with the advice and assistance of the author or producer, the Extension Division, in accordance with its existing policies, may make additional payment to the author or producer for such advice and assistance.

- b. If the use of materials by units of the University other than the unit to which the author or producer belongs involves an extension of the normal duties of the author or producer in supervising use or managing revisions, and if such payment cannot be budgeted as part of the regularly assigned instructional duties of the author or producer, the appropriate instructional unit of the University may recommend payment on an overload basis to the author or producer subject to the approval of the administrator of University-sponsored Educational Materials.
 - c. If the author or producer leaves the staff of the University, the contract negotiated by the University with him or his estate, described in Section V, B-4, shall provide payment to him or his estate for further internal use of the materials.
- B. The University shall license external use of University-sponsored educational materials only after it enters into a written agreement with the author or producers specifying how much of the net income shall be paid to the author or producer. The following general principles shall be reflected in the agreement:
1. Fifty per cent of the net income derived from the external use of University-sponsored educational materials shall ordinarily go to the University, and fifty per cent to the author or producer.
 2. The University, upon recommendation from the administrator for University-sponsored Educational Materials, may enter into agreements for dividing the net income on some other basis if special circumstances attend the production or use of these materials.

Section VII. Production and Use Involving Non-University Agencies

The University may administer funds provided by non-University agencies (such as the Federal Government) under contract or grant to pay for staff time, services, or materials incident to the production of educational materials. In such cases, the University may enter into agreements with such agencies recognizing their rights, in whole or in part, to the ownership of the materials produced and to the net income from their use. In negotiating agreements with non-University agencies for the production of educational materials, it shall be the policy of the University to seek to protect the rights of both the University and the author or producer of the materials to a reasonable share of the income, if any, from use, and to reasonable participation in determining the conditions of use. The administrator of University-sponsored Educational Materials shall inform staff members receiving payments from funds provided by non-University agencies for the production of educational materials as to the rights reserved to such agencies under the agreements between these agencies and the University.

Section VIII. Protection and Liability

A. Protection

The administrator of University-sponsored Educational Materials shall investigate allegations of unauthorized use or copyright infringement of University-sponsored educational materials and shall recommend appropriate action. If the University decides not to act, the author or producer may initiate action and the University shall assign to him such rights as are necessary for him to pursue redress. If action is initiated by the University, acting alone or in concert with the author or producer, all costs of such action (including attorney's fees) shall be borne by the University, and all proceeds in excess of such costs divided between the University and the author or producer on the same basis used for distribution of other income from the materials. If the author or producer brings action when the University has decided not to act, the costs of such action (including attorney's fees) shall be borne by the author or producer and all proceeds shall go to him.

B. Liability

Before any use is made of University-sponsored educational materials, the author or producer shall certify in writing to the administrator of University-sponsored Educational Materials that to the best of his knowledge the materials do not infringe on any existing copyright or other legal rights. When others allege violations of personal or property rights by the University, or by the author or producer of University-sponsored educational materials, the University shall assume responsibility for the defense of any action and the satisfaction of any judgments rendered against the University or the author or producer. However, the administrator of University-sponsored Educational Materials, acting for the University, may request the author or producer to indemnify and hold harmless the University for all costs to which it has been subjected.

2. RECOMMENDATION ON PASS-NO PASS GRADING

(This recommendation has been approved by the Senate Committee on Educational Policy and the Council on Liberal Education. The Senate Committee on Student Scholastic Standing has also asked that the policy be placed for action on the Senate docket, and this committee will bring its recommendation on the policy to the Senate meeting.)

Introduction

The Council on Liberal Education has become aware of action by the CLA Faculty Honors Council, the Honors Student Council, and the CLA Student Intermediary Board proposing use of "pass-no pass" grading in CLA, and of the discussions within the Morris faculty of a similar proposal.

Over the last 3 years, the council has given extensive attention to actions which might encourage students to seek greater breadth of education, and help students experience more of the pleasure of learning for its own sake. The council believes that judicious use of "pass-no pass" grading might contribute to such purposes, and that the University should therefore encourage experimentation with such a system of grading.

The council further believes that experimentation with the pass-no pass grading system will require Senate action approving the use of symbols for assigning "pass" and "no pass" ratings in undergraduate courses; that such Senate action should be accompanied by a statement of the reasons underlying the enabling legislation and the broad limitations that should be observed in use of such grades; and that the specifics of pass-no pass experiments should be left to the discretion of individual colleges.

Accordingly, the council recommends to the Senate Committee on Educational Policy and the Senate Committee on Student Scholastic Standing the following resolution, and further recommends that if these committees support the recommendation, it be transmitted for action to the Senate.

Discussion

Course grades serve legitimate educational objectives: As feedback from teacher to learner on the teacher's judgment of success of the learning process, as a stimulus to pursue learning arduously and conscientiously, as an index for the instructor who must plan at what level to conduct his course, as an economical screening device for rationing the limited number of spaces in the University to students who may most profit from the exposure, and as a quick indication of academic performance to graduate school admission committees and prospective employers. Grades have value and, in the absence of a recognized substitute, a college is wise to use them.

In some circumstances, however, traditional course grading practices may not best serve educational objectives. Working for grades may obscure the joy of learning for its own sake. Memorizing for examinations may divert learners from a free, personally motivated inquiry where the hypotheses advanced in class and in text may be set against those developed through extra-course discussion and investigation. The existence of course grading may strengthen the tendency of pleasing the professor instead of seeking true understanding. Obsession with grade point averages may accentuate a tendency to select courses for the wrong reasons and discourage students from sampling subjects in which they are less familiar and less proficient. The result may be a less broad, less liberal educational experience. Social sanctions upon a student's ingratiating himself with a professor for a good grade and student inclinations not to confess ignorance and lack of understanding from the fear that their grades may suffer militate against the frank dialogue between teacher and learner that is often so valuable. Grades are not an unmixed blessing.

In some situations, some instructors feel that the objectives of their instruction would be better served if traditional course grades did not need to be assigned. Universally applied, the present grading system reinforces excessively the implicit generalization that education is the "pursuit of grades" by the very frequency with which grades are used. The desideratum is not the elimination of the grading system, but some movement away from its universal association with education. The present recommendation is advanced with the hope of providing greater flexibility for individual students, instructors, departments, and colleges.

The proposed change is enabling legislation which permits experimentation by colleges, but does not mandate it. Units within the University may choose to limit the grades they assign to those currently available (A, B, C, D, F, I). The legislation requires no college or instructor to conduct a course on a "pass-no pass" basis. It simply makes available a supplementary grading scale (P and N) to those units that wish to utilize it.

The proposed Senate action is necessary but not sufficient for use of pass-no pass grades. P and N grading will not be used until a college approves the pass-no pass concept and a plan for its use, and a student elects a pass-no pass course or elects the pass-no pass option in a mixed course.

At the time the college considers pass-no pass grading it may also want to specify limitations upon the use of P and N grades. Use may be limited, for example, to courses outside the major, courses outside the major with the exception of departmental seminars, courses outside the division, courses that are not the first of a sequence, or experimental course offerings. Colleges may think it wise to limit student participation in P-N graded courses to one per term, to the senior year, or to students of demonstrated academic excellence. A college may wish to prohibit "mixed" courses (i.e., P-N

graded students in the same class with traditionally graded students). Or, colleges may wish to place few limitations upon use so that maximum flexibility for experimentation is preserved.

The nature of the case for P-N grading suggests that students throughout the ability spectrum may profit educationally from the more flexible system. To the C-average student, for example, P-N grading offers an opportunity to select some courses without regard to maintaining the minimum G.P.A. for graduation. The new grading option also promises a different type of educational experience, one that may be more suitable to the make-up of the marginal student. The Council on Liberal Education therefore urges colleges not to restrict "pass-no pass" grading to students with high grade point averages, although it intends that the final decision on this and most other specifics reside in the colleges.

To maintain the integrity of the grading system, the proposed Senate action does set four all-University restrictions upon college plans. First, P shall mean "pass" and not be defined in any other terms by any unit other than the academic Senate. This provision follows an extensive discussion of whether P should mean A-C or A-D and centers upon two important educational considerations: grade symbols must have the same formal meaning throughout the University, and individual faculty must be permitted the same freedom in deciding the meaning of pass-no pass as that permitted with A, B, C, D, and F. There are already great incomparabilities in the informal meaning of grade symbols. Yet, for the same reasons that it is unwise to legislate "A" to mean the "top 5 per cent of the class" or "unqualified excellence" or "90 per cent to 100 per cent," it is equally unwise to place a definitional restriction upon the symbols P and N. The individual who designs the educational experience and judges student performance must be autonomous in the interpretation of grades.

Second, P must be used in conjunction with N. Use of P in a sequence such as P-F or A-B-C-P-F would greatly confuse the meaning of P and therefore should not be a college option.

Third, in mixed courses where a student may select either grading scale, the selection must be made at the time of registration and may not be changed. Without such a provision, students would use the P-N scale to escape a low final grade and thereby both subvert the meaningfulness of the grade point average and prevent the use of P-N grading for the purposes intended.

Fourth, no student may receive a Bachelor's degree unless at least 75 per cent of his degree-qualifying residence credits carry grades of A, B, C, or D. At this time, it is our belief that, though the a priori case for pass-no pass grading is quite persuasive, a more radical proposal for the University of Minnesota would be unwise. Since pass-no pass grading is a relatively recent development, evaluations of its advantages and disadvantages still lack an empirical base. At least until the effects of experiments with new evaluation procedures have been appraised, for most students in most courses traditional course grading appears to be a most efficient and effective procedure.

With this proposal, the council feels that it is encouraging flexibility in the grading procedure of the University without hazarding the fundamental purposes for which grades are maintained.

The Proposal

Our recommendation is to amend the University Senate action of December 12, 1957, to read as follows (amended passages are underlined):

1. There shall be five permanent grades, A (highest), B, C, D (lowest), and P (pass), which shall be acceptable for the completion of a single course.

2. There shall be two permanent grades, F (failure) and N (no pass), which shall be appropriate when a student does not complete successfully the work of a course.

*3. The grades of P and N may not be used except under the provisions of a plan developed by the faculty of a particular college for applying use of these grades in certain of its courses.

*4. The grades P and N shall represent a self-contained grading scale alternative to the traditional scale. For a single student in a single course, neither P nor N may be used in conjunction with A, B, C, D, or F.

*5. The student seeking the Bachelor's degree at the University must earn a minimum of 75 per cent of the residence course credits he offers for graduation in courses in which he has been graded A, B, C, or D.

*6. Colleges shall not formally define P or N in terms of their relationship to the traditional grades of A, B, C, D, or F. The symbols P or N should be applied by the individual faculty members to designate work they consider to be passing and therefore deserving credit and the grade P, or not-passing and therefore deserving of the grade of N.

7. The effects of authorization of use of the P-N grading on educational practice at the University shall be reviewed by the Senate Committee on Student Scholastic Standing and the Senate Committee on Educational Policy not later than the academic year 1970-71, and a recommendation brought to the Senate by these groups for continuation of this authorization for use of P-N, or for discontinuance, or for such other modifications in Senate legislation on grading as may seem advisable.

8. There shall be a temporary grade of I (incomplete) which may be assigned when there is not sufficient information immediately available to permit the assignment of a permanent grade. This would be the case if the student has not done all the work of the course or if the instructor does not know why a student, officially registered for his course, has not appeared or has left. If the instructor is able to ascertain that the student has no adequate excuse or if the student attended beyond the sixth week and was failing, F or N is the appropriate grade, with the choice of F or N depending on the grading system under which the student had registered for the course.

* The statements on the use of the symbols P and N, in items 3, 4, 5, and 6 apply in all cases except for the use of the symbol P authorized in item 13 for the Doctor of Medicine Program.

An I which has not turned into a permanent grade or into a W (official cancellation with approval of the student's college) by the end of the sixth week of the next regular quarter of attendance shall become an F or N. (This does not apply to students in the Graduate School or to students in a Master's degree program in undergraduate colleges; their I grades remain until changed by the instructors to some other grade.) Permission to complete the work must be obtained from the instructor. He may set a makeup deadline of less than 6 weeks.

An extension of time may be permitted for removal of I grades upon recommendation of the instructor concerned and with approval of the Scholastic Committee of the college in which the student is registered. If the petition is presented after the end of the sixth week of the next quarter of residence, a restoration of the mark of I and the completion of the required work would be considered in the nature of a special examination for which the special examination fee would be required.

9. There shall be a symbol W to indicate official cancellation from a course without grade. This shall be assigned in all cases of official cancellation during the first 6 weeks of classes irrespective of the student's standing. Whether cancellation is permitted is within the authority of the student's college to determine. After 6 weeks, W shall be posted only if the student is not failing at the time of official cancellation. W is a registration symbol, not a grade, and shall be posted by the recorder on the basis of the student's registration activity as approved by the student's college.

10. A student who cancels officially or otherwise leaves a class after the sixth week of classes and is failing at the time shall receive an F or N.

11. There shall be a symbol X which may be reported in continuation courses in which a student is permitted to continue but in which a grade cannot usually be determined until the sequence is completed. The instructor shall submit a grade for each X when the student has completed the entire sequence.

12. In courses numbered 200 and higher, the permanent grade S (satisfactory) may be used to indicate satisfactory work for graduate students. In calculating grade point averages, it counts as a B.

13. In the Doctor of Medicine program, the permanent grade P (pass) may be used to indicate satisfactory work for Doctor of Medicine candidates. The student's standing will be calculated using more detailed evaluations available in the college office.

14. There shall be a registration symbol V (visitor) to indicate registration as an auditor or visitor.

15. There shall be a symbol T (transferred) indicating credits transferred from another institution, or from one college to another within the University when a re-evaluation is required. It shall be posted as a preceding supplement to the original grade.

16. For purposes of determining scholarship averages, grade points shall be assigned as follows:

Each credit of A	4 grade points
Each credit of B	3 grade points
Each credit of C	2 grade points
Each credit of D	1 grade point
Each credit of F	0 grade points

A student's scholastic average—or grade point average—shall be the sum of grade points divided by the sum of credits passed and failed. In general, all credits must enter into the grade point average, except credit in work graded as P or N. If a course is repeated, usually both grades should enter into the computation of the grade point average. However, the faculty of a school or college may determine which credits and grade points are to be included in the average.

17. The official grade point average shall be calculated in accordance with paragraph 16 above regardless of when grades were earned.

18. Any college or school may set special scholastic standards or other standards as a condition for registration in particular courses of study, for placing students on probation, for admission to the college or school, for promotion, for honors, for continued residence in the college or school, or for degrees, etc.

ADD

19. The Senate wishes to encourage college faculties to experiment with grading systems or combinations of systems other than those explicitly defined by the action of the Senate. Accordingly, the faculties of the several colleges are authorized to propose to the Senate Committee on Student Scholastic Standing experimental plans for grading which fall outside those plans currently approved by the Senate. If approval for a proposed experiment is given by the Senate Committee on Student Scholastic Standing, the faculty making the proposal will be further authorized to proceed with this experiment for a period of 3 years. At the end of the 3-year period, the plan will be reviewed by the Senate according to the procedures stipulated in item 7 for review of experiments with "pass-no pass" grading.

VI. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

A. *Actions of the Conference in December 1966 on issues which were presented to the Senate under the White Resolution Procedure (Minutes of Senate, pages 13-16, November 3, 1966)*

1. Televising of Sell-out Games. The Joint Group failed to reaffirm its earlier action which would have prohibited televising of sell-out football games, five members, including Minnesota, voting against reaffirmation.

2. Limited Intercollegiate Competition for Freshmen.

a. The Joint Group reaffirmed by a vote of 6:4 (Minnesota voting against) its previous action "to adopt in principle a program of intercollegiate competition in sports other than football, with limitations."

Implementation of such a program is optional and subject to the limitations which were presented on page 15, *Minutes of the Senate*, November 3, 1966. When this matter first came to a vote in the conference your faculty representative voted for it. The Senate Committee on Intercollegiate Athletics unanimously recommended to the Senate on November 3, 1966, that the adoption of such a program of freshman competition be approved. The Senate did not concur and instructed its faculty representative to vote against reaffirmation of the previous action of the conference.

Pursuant to Section 7, By-law 3, the Senate Committee on Intercollegiate Athletics "is responsible under authority of the Senate, for all matters of scheduling intercollegiate contests." Unless specifically directed otherwise your committee will review and, if appropriate, approve requests from the Department of Intercollegiate Athletics, to schedule intercollegiate competition for freshman teams subject to prescribed limitations. Your committee is convinced that, on balance, the advantages of a limited program of freshman competition for all sports outweigh objections. Freshman competition having been authorized by the conference and being implemented by all other members, a local prohibition would be not only unfair discrimination against more than 300 of our freshman students but over the years it could be a serious handicap for our varsity program of intercollegiate athletics.

A mandatory review, which the conference requires after 2 years of the operation of this program, will assure opportunity for corrective action at an early date if the adopted program should have harmful effects on the scholastic or other development of our freshmen.

b. The Joint Group reaffirmed without dissent the requirement that the authorized program of freshman competition in all sports be reviewed after 2 years of operation.

c. The Joint Group reaffirmed by a vote of 8:2 (Minnesota voting in favor) to reaffirm the limitations and conditions under which intercollegiate competition for freshmen may be implemented. (See page 15, *Minutes of Senate*, November 3, 1966)

B. Approved Schedules

		BASEBALL 1967
Mar.	20	University of Texas—at Austin
		Texas Lutheran College—at Seguin
	21	University of Texas—at Austin
		Texas Lutheran College—at Seguin
	22	St. Mary's University—at San Antonio
		Sul Ross State College—at San Antonio
	23	Trinity University—at San Antonio
		Sul Ross State College—at San Antonio
	24	Texas A & M University—at San Antonio
		University of Wisconsin—at San Antonio
	25	Texas A & M University—at San Antonio
		Trinity University—at San Antonio
	31	Iowa State University (2)—at Ames
Apr.	1	Iowa State University (2)—at Ames
	4	Superior State University (2)
	7	Wartburg College (2)—at Waverly
	8	Luther College (2)—at Decorah
	11	St. Thomas College
		Hamline University
	14	Superior State University (2)
	15	Mankato State College (2)
	18	Augustana College (2)
Apr.	21	University of Wisconsin (2)—at Madison
	22	Northwestern University (2)—at Evanston
	28	University of Illinois (2)
	29	Purdue University (2)
May	5	University of Iowa—at Iowa City
	6	University of Iowa—at Iowa City
	12	Michigan State University (2)—at East Lansing
	13	University of Michigan (2)—at Ann Arbor
	19	Ohio State University (2)
	20	Indiana University (2)
		GOLF 1967
Mar.	20	Rice University—at Galveston
	21	University of Houston—at Houston
	23-24	Louisiana State University (invitational)—at Baton Rouge
May	2	Carleton, Macalester
	6	Iowa, Wisconsin
	8	Iowa, Wisconsin—at Madison
	12-13	Northern Intercollegiate—at Ann Arbor
	15	North Dakota, St. Olaf
	19-20	Big Ten Conference—at Ann Arbor
June	19-24	NCAA—at Philadelphia
		TENNIS 1967
Mar.	20	University of Houston—at Houston
	21	Rice University—at Houston
	22	Texas A & M University—at Houston
	23	University of Houston—at Houston
Apr.	14	Indiana University—at Bloomington
	15	Ohio State University—at Columbus
	21	University of Iowa
	22	Notre Dame
	28	University of Michigan
	29	Michigan State University
May	2	Luther College
	3	Carleton College
	5	University of Illinois
	6	Purdue University
	8	Macalester College
	12	University of Wisconsin—at Madison
	13	Northwestern University—at Evanston
	18-20	Big Ten Championships—at Ann Arbor
June	12-17	NCAA—at Carbondale

VII. REPORT OF COMMITTEE ON FACULTY WELFARE

Reported for Action

At present faculty members and members of the administration have no way in which they can give official evidence of their affiliation with the University. Several faculty members have requested a faculty identification card that they might use to identify themselves at other universities, to qualify for faculty discounts granted by several businesses, or for other purposes. The committee believes that identification cards should be made available to the faculty and to members of the administration on an optional basis, that these cards should have a distinctive format, and that they should include a picture of the faculty member, his signature, and an expiration date. Professor Beatty, University recorder, has indicated that it would be feasible for the Office of Admissions and Records to issue such cards. Because the cards would be available as official evidence of affiliation with the University, the committee recommends that the Senate endorse in principle the issuance of faculty identification cards on an optional basis, details to be resolved by discussion with the recorder's office which will provide technical advice and assistance. Details with respect to funding will be discussed with the office of the vice president for business administration.

C. A. WILLIAMS, JR., Chairman

VIII. REPORT OF THE COMMITTEE ON BUSINESS AND RULES Reported for Action

1. The following change in the Constitution is proposed:

Article III, Section 4 of the Constitution of the University Senate to be amended by adding subsection "g" as follows:

g. Each institute, college or school and the Mayo Graduate School of Medicine, which elects a representative to the Senate, may if it desires, at the time of electing representatives elect alternate representatives to the Senate, which alternate shall be permitted to serve as a representative at any Senate meeting in the absence of an elected representative. Alternate representatives shall be elected in the same manner and at the same time as representatives. The maximum number of alternates to be elected by an institute, college or school or the Mayo Graduate School of Medicine shall not exceed the number of representatives to be elected. Alternates and representatives shall not be paired. Any representative may designate any alternate from his institute, college or school, as the alternate to serve in his place and stand by written notice to the clerk of the Senate prior to the commencement of any Senate meeting.

(Constitution changes require 122 affirmative votes)

2. The following change in By-Laws is proposed to make the By-Laws consistent with the Constitution as amended in 1 above.

Article I, 1 and article I, 2 of the By-Laws of the University Senate be amended to read as follows (additions underlined):

1. For the purpose of electing members and alternate members, if any, to the Senate, qualified faculty members shall vote as members within each of the following units of the University:

(1) Agriculture, (2) Business Administration, (3) Veterinary Medicine, (4) Dentistry, (5) Duluth, (6) Education, (7) Extension Division, (8) General College, (9) Law, (10) Medical Sciences, (11) Pharmacy, (12) Liberal Arts, (13) Technology, (14) Mayo, (15) Morris, and (16) Biological Sciences.

2. a. Each spring before May 1, the clerk of the Senate shall prepare for each unit listed in Section 1 of this Article a list of all persons in that unit who, as of April 15, are entitled to vote for Senate members, and shall send the appropriate number of copies thereof to the administration head of each unit.

b. Between May 1 and May 20, each unit listed in Section 1 of this Article shall conduct an election for Senate members and alternate members, if any. Each unit shall establish its own procedures for conducting its elections. The results of the elections shall be mailed to the clerk of the Senate not later than May 23.

c. The names of the Senate members and alternate members, if any, elected for the coming year shall be reported on a docket supplement distributed at the last regular meeting of the current year.

(By-Law changes require 92 affirmative votes)

ELIO D. MONACHESE, Chairman

IX. NEW BUSINESS

X. NECROLOGY

NORMAN JOHNSTON DEWITT (1908-1966)

Norman Johnston DeWitt, only son of Norman Wentworth DeWitt and Katherine Ida Johnston DeWitt, was born in Lincoln, Illinois on August 1, 1908. The family moved to Toronto, Canada where the father was a member of the faculty of classics at Victoria College, University of Toronto, until his retirement.

Norman J. DeWitt attended public elementary school and the University of Toronto High School. He graduated from Victoria College in honor classics in 1930. While at the University of Toronto he was active in student affairs and was editor of the student newspaper, the *Varsity*.

Returning to Toronto after a 2-year illness, he earned the M.A. degree in 1933. The following year he was teaching fellow in classics at Victoria College. From 1935 to 1938 he was in residence at Johns Hopkins University, Baltimore, Maryland. Working under the great historian of Rome, Professor Tenney Frank, he completed the requirements for the Ph.D. in 1938. His dissertation, published in 1940, was on *Urbanization and the Franchise in Roman Gaul*.

His teaching career was spent at three institutions, Western Reserve University, Cleveland, Ohio (1938-1941), Washington University, St. Louis, Missouri (1941-1949), and the University of Minnesota (1949-1966). He was head of the Latin Department at Washington University (1947-1949) and chairman of the Department of Classics, University of Minnesota (1949-1965).

In 1941 he married Lois Elizabeth Pfister. Their children are John Lewis, Katherine, Margaret Ann, Norman, Jr. He is survived by these five members of his immediate family and his mother.

Following in his father's footsteps in national prominence in classical circles, he was active in various professional organizations. The Classical Association of the Middle West and South benefited particularly from his generosity of time and talent. As secretary-treasurer (1942-1945), president (1956-1957) and especially as editor of the *Classical Journal* (1945-1950), his organizational and literary abilities were recognized throughout the country.

He collaborated with his father in translating and editing the private orations of Demosthenes Volume VII for the Loeb Classical Library (1949). A peculiar felicity in translating the classical authors was again evident in his contribution to McKendrick and Howe's *Classics in Translation* (1952). Another book, *College Latin*, appeared in 1954. In the *Classical Journal* and in numerous other periodicals he made important scholarly and humane contributions to classical studies and the philosophy of education. Perhaps his deepest insights were in Roman satire, which struck a responsive chord in his own way of looking at the world.

It is particularly difficult to summarize the vital and varied roles he played at the University of Minnesota during 17 years at the height of his career. As administrator, teacher, writer, speaker, committee member, counselor, colleague, and friend, he was universally admired and respected. Among the highlights was a series of radio and television appearances, one of which won him the prestigious Variety Award in 1954. He was a founder and a member of the Board of Directors of EMC Corporation and was chiefly responsible for a clever and imaginative series of tapes for Latin teaching. He was particularly interested in the history of law and held an ACLS faculty fellowship (1951-1952) to carry on research in the humanistic implications of the legal system.

Two of the many honors he received may have pleased him most. One was an award from the University of Minnesota's Committee on Student Affairs, on which he served for almost 15 years. The second was an honorary D. Litt. conferred in 1965 by Lincoln College, located in the town where he was born.

To his close friends, Norman DeWitt's most admirable qualities were certified by his gallant resistance to ill health in his last half-dozen years. He continued to teach, to write, to enjoy his home, his friends, his garden, and his close family ties. He remained, as he had always been, urbane, witty, friendly, quiet, wise, humane. The surgeon who had seen him through several delicate eye operations, on being informed of his death on November 18, made a remark that will be echoed by all those who knew Norman Johnston DeWitt over the years—"There was a man."

JACK INDRITZ

1917-1966

Jack Indritz, associate professor of mathematics, died en route to the University of Minnesota on November 30, 1966, at the age of 49. He is survived by his wife, Dr. Mildred Norval, and two sons, Austin, age 13, and Richard, age 14, as well as by two sisters, Mrs. Ida Hoff and Miss Edna Indritz, both of San Francisco, California, and his brother, Mr. Phineas Indritz, of Washington, D. C.

Professor Indritz first came to the University of Minnesota in the fall of 1947 as an instructor in mathematics. He had just returned from South America where he had spent 3½ years as meteorologist for the Pan American Grace Airways, mainly in Peru and Bolivia. Before going to South America he taught meteorology at the University of Chicago, where he had previously obtained a Master's degree in mathematics.

Jack, as all who knew him well were wont to call him, was born in Rock Island, Illinois, and graduated from Manly High School in Chicago. At the University of Minnesota he received the Ph.D. degree in mathematics in 1953.

Shortly after receiving the Doctor's degree, Jack Indritz was appointed assistant professor of mathematics at Washington University in St. Louis, Missouri. While there, he was very active in assisting in the development and presentation of freshman and sophomore TV mathematics courses for the University. After 3 years in St. Louis, he returned to the staff at the University of Minnesota.

Professor Indritz was an outstanding and devoted teacher of mathematics. His teaching was most stimulating and inspiring and will always be remembered by his students. He was interested in both pure and applied aspects of his subject. He was particularly concerned about the gap between the more elementary and formal mathematics usually ending with advanced calculus and the more thorough and rigorous graduate courses in analysis.

In addition to his more technical publications, his text *Methods in Analysis*, Macmillan Co., 1963, incorporates his many ideas about how best to fill the aforementioned gap in a student's training.

He was a member of Phi Beta Kappa, the American Mathematical Society, and the Mathematical Association of America.

Jack was a very popular member of the School of Mathematics, ever ready and willing to accept, as an extra load, miscellaneous but important tasks that are so essential to the educational process. For instance at the time of his death he was in charge of co-ordinating and supervising the many sections of freshman mathematics for IT students. He was also in charge of procuring textbooks for the more than 90 different courses of the department.

Professor Indritz was friendly, conscientious, straightforward, helpful, and had a very appealing sense of humor.

His many contributions to the School of Mathematics will be sorely missed by all his colleagues.

February 14, 1967

To: Members of the University Senate

From: Senate Committee on Committees

There has been some difficulty in achieving a quorum at Senate meetings which is a handicap in conducting business of the Senate. In particular, there is difficulty in amending By-Laws of the Senate which requires that a majority of the total Senate membership be 'in favor'. Please note that the docket for the March 9 Senate meeting includes an important item -- relating to creation of a Committee on Planning -- which requires By-Law change. Fullest possible attendance is required if this item, already delayed by one meeting, is not to be further delayed.

UNIVERSITY OF MINNESOTA
THE SENATE

SUPPLEMENTAL DOCKET
March 9, 1967

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Reported for Action

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- c. The names of the Senate members and alternate members, if any, elected for the coming year shall be reported on a docket supplement distributed at the last regular meeting of the current year.

(By-Lay changes require 92 affirmative votes)