

MINUTES OF MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA
Monday, November 2, 1981 Room 146, College of Law

The Faculty Senate convened in regular session at 3:00 p.m. on Monday, November 2, 1981, in Room 146 of the College of Law. Sixty members were present with Senate Chairperson Rebecca Kellogg presiding.

SENATE MEMBERS PRESENT: Ahmad, Antinoro, Armstrong, Atwater, Calder, Cosart, Crowder, C. Cunningham, J. Cunningham, Davis, DeArmond, Ebeltoft, Eckhardt, Erickson, Ewbank, Frank, Gallagher, J. Garcia, Geiger, Gibbs, Henderson, Hetrick, Jorgensen, Kay, Kellogg, Koontz, D. Laird, H. Laird, Maher, Marlowe, Munroe, J. O'Brien, S. O'Brien, Paplanus, Pergrin, Putt, Quinn, Rehm, Roby, Roemer, Rollins, Schaefer, Scott, Selke, Shanfield, Sigworth, Smith, Sorensen, Spera, Thompson, Titley, Tyler, von Teuber, Weatherly, Weaver, Werner, Westbrook, Windsor, Witte, and Young. Dr. Robert Sankey was present as Parliamentarian.

SENATE MEMBERS ABSENT: Barrett, Butler, Cardon, Cole, Edwards, Epstein, Fahey, Fleming, Gaines, R. Garcia, Goodwin, Gourley, Holmes, Ingram, Johnson, Jones, Kassander, Kettel, Munsinger, Odishaw, Paulsen, G. Peterson, R. Peterson, Rosenblatt, Steelink, Svob, Swope, Tomizuka, and Zukoski.

ACCEPTANCE OF MINUTES: The Senate accepted the minutes of the October 5, 1981 meeting as distributed with the following correction: In the first sentence of the fourth whole paragraph on page 14 the reference to Senator J. O'Brien should be to Senator S. O'Brien.

REPORT FROM THE CHAIRMAN OF THE FACULTY: Senator Sigworth, Chairman of the Faculty, expressed thanks to members of the Senate as well as to members of the faculty generally for their support in the recent effort to raise funds for the Arizona Universities Faculty Council.

He announced to the Senate that an ad hoc committee to consider possible revisions of Chapter VIII of the University of Arizona Faculty Manual had been appointed. Members will include Max Jarrett, U of A legal counselor, and Senators Arlene Putt, Tom Rehm, Ray Thompson, and Oliver Sigworth. The committee will begin meeting shortly.

ELECTION OF ROBERT WESTBROOK TO REPLACE ROBERT TINDALL AS SENATOR REPRESENTING THE COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION: Chairperson Kellogg informed the Senate that the faculty of the College of Business and Public Administration had selected Dr. Robert Westbrook as senator from that college to replace Robert Tindall who is on leave during 1981-82. The Senate then voted unanimously to seat Dr. Westbrook as a senator from the College of Business and Public Administration.

REPORT FROM THE COMMITTEE ON UNIVERSITY PLANNING: Senator Frank, Chairman of the University Planning Committee, reported that that group, at the request of

President Schaefer had begun studying how to provide for wider faculty involvement in university planning. The committee had heard reports from two faculty members with certain expertise in planning, Dr. Roger Caldwell and Dr. Wilford Gardner, each a Professor of Soils, Water, and Engineering. Senator Frank said the committee would not in fact be moving unduly rapidly because the committee sees itself as the creature of the Senate and the manner in which it proceeds should be satisfactory to the Senate. He said the committee would appreciate learning more about just what the Senate expects of the Committee on University Planning, so far as wider faculty involvement is concerned, and he suggested that this matter be a discussion item on an early agenda of this body.

APPROVAL OF CATALOG MATERIAL AS FURNISHED SENATE MEMBERS IN "CURRICULUM"

BULLETIN: The Senate approved catalog material furnished Senate members in "Curriculum" bulletin Vol. 9, No. 9, issue date of October 16, 1981.

APPROVAL OF DEGREES COMPLETED AUGUST 13, 1981: It was pointed out that each Senate member with the agenda of today's meeting had received a list of the names of students completing graduation requirements August 13, 1981, their respective degrees, etc. The total number of degrees completed on that date was 1,136 and included 630 bachelor's degrees, 425 master's degrees, 2 Juris Doctor degrees, 10 Doctor of Medicine degrees, 0 Specialist degrees, and 69 Doctor's degrees (Graduate College). A motion to approve the degrees was made and seconded and carried unanimously. (A list of the names of these degree recipients and each respective degree is attached to the Secretary's official file copy of these minutes.)

FURTHER CONSIDERATION OF COMMITTEE OF ELEVEN REPORT ON TEACHER EVALUATION AND TEACHING EFFECTIVENESS:

The Senate continued its consideration of the Report on Teacher Evaluation and Teaching Effectiveness II as developed by the Committee of Eleven. Chairperson Kellogg reminded the Senate that the report was before the body as a seconded document and the Senate should resume discussing the individual recommendations one by one. Recommendation 1 had been discussed at the October 5 meeting and discussion today would begin with Recommendation 2.

Ms. Kellogg explained that Senator Fahey, Chairperson of the Committee of Eleven Subcommittee on Teacher Evaluation and Teaching Effectiveness, could not be present at today's meeting but the other two members of the subcommittee, Senator Putt and Professor David Woloshin, were present. She asked if there was objection to Professor Woloshin's being invited to the front of the chamber to participate in today's discussion along with Senator Putt. There was no objection.

Senator Putt said it was her understanding that today's procedure would be first to have general discussion of the sixteen recommendations one by one, then to consider amendments to the recommendations should any be proposed. Chairperson Kellogg said that procedure was the one she intended to be followed.

The Senate then discussed Recommendation 2 which read as follows:

2. Department heads should provide close, in-service supervision to all Graduate Assistants in Teaching and should assure that

all courses taught by Graduate Assistants in Teaching are evaluated each semester by the students.

Senator Shanfield asked how one evaluates technology. Senator Putt said there are tools available and others are being developed. No specific one was being recommended, determination of the ones used resting with the department. A department can choose any tool its members wish so long as the results of the evaluation are documented.

Dr. Woloshin said he did not wish to raise a "red herring" but there is available on this campus the CIEQ (Course/Instructor Evaluation Questionnaire). This has proved to be quite successful.

The Chair next called for a discussion of Recommendation 3 which read as follows:

3. Graduate Assistants in Teaching should be compensated at a level which reflects their professional preparation and responsibility within the constraints established by the Board of Regents.

Senator Shanfield asked if this procedure isn't already in place. Dr. Woloshin explained that compensation varies department to department. Senator Schaefer pointed out that stipends are set in scales of broad range. Of course the national marketplace in a given discipline exercises a certain influence. Within the University there is a great variation department to department.

The Senate next discussed Recommendation 4 which read as follows:

4. The Office of Instructional Research and Development should assist departments in administering the conditions established by Recommendations 1 and 2 and should present a report to the President for inclusion in the President's report to the Faculty Senate, as described in Recommendation 16.

Senator Paplanus pointed out that no one was implying that the Office of Instructional Research and Development (IRAD) should be gone to for assistance at the exclusion of other offices on campus. Senator Putt agreed, saying that the intent was only to point out one avenue of assistance that is available.

Senator Shanfield wondered what would be the nature of "a report" referred to in Recommendation 4. Senator Putt said she thought this would become apparent from consideration of subsequent recommendations.

Recommendation 5 was presented for discussion. Recommendation 5 read:

5. Faculty should be encouraged to participate in workshops and seminars designed to improve the quality of instruction.

There was no discussion.

Recommendation 6 was discussed next. Recommendation 6 read:

6. Activities concerned with the improvement of teaching should be considered appropriate for a sabbatical leave from the University. The applicant seeking a sabbatical leave for this purpose shall outline goals and submit a plan for reaching those goals.

Senator Davis questioned the appropriateness of a university as broad in its complexity as this institution, with such a heavy commitment to research, considering improving a professor's teaching as a sabbatical leave project. Senator Putt said that to improve the teaching of a subject could indeed be a major goal of a sabbatical leave. Dr. Woloshin said he believed such projects have not been excluded heretofore. Senator Putt and several other senators said that there are new ways which can be found and acquired to improve the manner in which the content of a given discipline is imparted. Senator Davis said he found it rather sad that an individual supposedly competent to be a member of the University teaching faculty must mid-career go out and learn how to teach. Senator Armstrong said that though it might be sad, if improvement was needed she hoped any faculty member would take the opportunity to sharpen his or her teaching skills.

Senator J. Cunningham said she believed most teachers could benefit in updating the manner in which they present the materials of their courses. Dr. Woloshin agreed. He said in the teaching of languages, for example, great advances have been made in just the last ten years in how a language can best be taught.

Senator Shanfield asked if Recommendation 6 was proposing something different from what is in place now, or was it simply reaffirming the procedure that already exists. Senator Putt said that in a way it was simply a reaffirmation, the improvement of teaching being considered by the committee to be an appropriate goal for a sabbatical leave. The committee's hope was that more consideration would be given to such leave proposals in the future.

Senator Spera said he thought it should be assumed that members of the University's professorial staff were good teachers; otherwise they never would have been appointed in the first place. The quality of their teaching is maintained by doing current research of good quality. Dr. Woloshin said that it is possible for a person to become so deeply involved in his or her research that he or she does not keep up with the methodology of teaching the subject matter concerned.

Senator Witte said it was not only a matter of improving teaching; perhaps it meant growing from a person with limited teaching ability to one with better teaching ability. New procedures are constantly becoming available, for example, teaching by satellite.

Senator Thompson said some of the recommendations seemed to be reaffirmation of present belief. However, the second sentence of Recommendation 6 suggested something more than merely reaffirmation. Senator Putt said the intent was simply to call for a definition of a precise plan. Senator Thompson wondered if it was necessary to be so specific in a simple reaffirmation of principle.

Senator Witte said she did not think sabbatical leaves for the purposes described in Recommendation 6 should be considered as second-class sabbaticals. A very appropriate goal could be developed involving the improvement of teaching.

Senator Weaver said he thought the appropriateness of Recommendation 6 was already widely accepted in the University and had been regularly recognized heretofore.

The Senate next considered Recommendation 7, which read:

7. The professional staff in the Office of Instructional Research and Development should be expanded in order to provide:
 - a) Research designed to enhance the quality of instruction at the University of Arizona.
 - b) Additional assistance for individuals and groups of faculty for the purpose of improving instruction.
 - c) Additional consultation services to deans, department heads, and promotion and tenure committees (at all levels) so as to develop consistent policies across campus on how teaching will be evaluated and considered in promotion and tenure decisions.
 - d) Additional instruments for evaluating instruction and for diagnosing instructional weaknesses which take into account the unique needs of individual faculty and departments.
 - e) More information to the faculty about the instructional support services available on campus. This information should be distributed to all faculty annually at the beginning of the new academic year.

Senator Kay said it should be held in mind that a substantial portion of the faculty was not presently using IRAD tools. IRAD materials have certain limitations, she said. Responses by checks in boxes frequently will not be as meaningful as expository writing in answer to questions.

Senator Putt pointed out that IRAD forms indeed do permit writing expository responses on the back.

Senator J. Cunningham said that IRAD materials were better than none. They did provide data on a rather uniform basis.

Senator Sigworth asked if there is a faculty committee to whom IRAD reports. Dr. Woloshin responded that it is not an oversight committee; rather it is an advisory group. Senator Sigworth said he would like to know more about what IRAD is. What are IRAD's "instructional support services?" He said that frankly he found much of IRAD's materials difficult to understand.

At this point Chairperson Kellogg asked if it would be helpful if Dr. Lawrence Aleamoni, Director of IRAD, were invited to come speak to the Senate. Senator Shanfield said he thought this would be helpful. He noted that the trouble with some of IRAD's research was that the outcomes became known some years after the teaching that was studied was done.

Senator Weatherly and several other senators said they would like to have more information about IRAD.

Senator Witte said that Dr. Aleamoni might be asked to be present when the Senate considered Recommendation 8. She wasn't sure if the Senate was yet ready to have dialogue with Dr. Aleamoni. Senator Shanfield said he thought the Senate was indeed the proper forum at this time. Dr. Witte said she thought response from Dr. Aleamoni might be more helpful after Recommendation 8 was put into effect. Senator Shanfield said again he felt that information from Dr. Aleamoni would be helpful at this time.

Senator Thompson said he did not think Recommendation 7 said enough about what is expected to happen. We are asked to expand something before we really know what it is. How can we give carte blanche for services we don't know about?

Senator Schaefer pointed out that if staff is going to be expanded as Recommendation 7 calls for, funding for those positions will have to come out of the salary budget of other divisions of the University. We had better know what we are doing before we commit ourselves to supporting new staff that will cause a reduction of staff in other areas, he said.

Senator Putt pointed out that some people are not happy with having only CIEQ available. They want additional tools. A university the size of the U of A certainly needs more than a one-man operation as backup support for its teaching program. Many state universities, the University of Iowa being one, have much more elaborate programs considerably more heavily staffed, she stated.

Senator Ebeltoft referred to CIEQ and said that rather than expand into new areas, maybe we ought to improve what we have. Is the CIEQ form effective? If not, why elaborate something with deficiencies? He said he and some of his colleagues sometimes have been puzzled about just what some of the CIEQ evaluation reports have implied. There has been difficulty in interpreting them. Dr. Woloshin said that if any one was having trouble, he or she could make an appointment to see Dr. Aleamoni and get a complete explanation of how the results should be interpreted. There is an information sheet that accompanies the results, he pointed out. If support for IRAD were expanded, there would be more staff available to help interpret evaluation results.

Chairperson Kellogg then suggested that the Committee of Eleven and the Senate Executive Committee give further attention to how the wording of Recommendation 7 might be revised.

The Senate next discussed Recommendation 8, which read:

8. A standing committee of the Faculty Senate should be established for the purpose of overseeing the instructional services at the University of Arizona. This committee should be charged with providing direction for instructional development on the campus, and should periodically report its activities to the Faculty Senate. The committee should be composed of faculty members who are recognized for their excellence in teaching and who have a demonstrated interest in the improvement of instruction. As specified by the Faculty Constitution, a majority of the members must be members of the Faculty Senate.

Senator Schaefer said he appreciated the spirit of Recommendation 8, but he wondered how something like that could be implemented. Every college and department on campus should have a concern about improving instruction, but how can a university-wide group oversee the teaching function? Dr. Woloshin said it was believed that the standing committee could conduct surveys and learn if certain departments needed more help. The committee's reports to the Senate should provide a means to emphasize among the entire faculty the importance of teaching. Departments would be put on their mettle, he said.

Senator Smith said he thought both Recommendations 7 and 8 would simply expand university-wide bureaucracy. He did not see how they would get departments to give more attention to the importance of teaching.

Senator Putt said there would be strength in the diversity that such a committee would bring. One person cannot do it all, namely the director of IRAD. What we probably need, she said, is something between a one-man operation and a coordinating university-wide group.

Senator Scott wondered about the word "overseeing" in the first sentence of Recommendation 8. The Senate really cannot oversee anything. Wasn't "reviewing" what was meant?

Senator Sigworth asked what are "instructional services"? Would the committee probe into an individual department? In the second sentence, what is meant by "instructional development"? He found these terms baffling.

Senator Putt said that what was intended was to provide help in developing evaluation instruments and in interpreting the results.

Senator Sigworth said that if the committee was to oversee IRAD, then say so in plain language. To him, Recommendation 8 seemed to say that the committee would go to each department and inquire, "What are you doing?"

Dr. Woloshin pointed out that there are other groups in addition to IRAD giving attention to improving instruction on campus.

Senator Weatherly said it would be nice if we didn't need to review

what various departments are doing, but unfortunately there are departments that would be helped by outsiders coming in and looking at them, with the aim of assisting them in improving the quality of their teaching.

Senator Weaver supported Dr. Woloshin's remark that IRAD was not the only purveyor of instructional services on this campus. An analysis of the University budget indicates that there are many media for this service. IRAD is just one of the groups that gives assistance. It does provide a means to address the problem through one centralized agency. Another function of IRAD, he pointed out, is to assist departments by putting them in touch with the expertise of personnel in the College of Education.

Senator Shanfield said it seemed to him that the intent of Recommendation 8 was to provide a Senate watchdog, a further check in addition to Recommendation 4. Thus, a double-pronged system would be provided. Dr. Woloshin said that that was the intent, but more important it was desired to make the Faculty Senate more involved in the process in a direct way. If working toward improving the quality of teaching of the University was not a proper function of the Faculty Senate, then he did not know what was.

Senator Shanfield said that the improvement really must be done at the grass roots. Dr. Woloshin agreed, and said that this was referred to in subsequent recommendations.

Senator Armstrong said she could understand the need for combining efforts to provide a more cohesive overview of teaching and provide new tools to evaluate it. Further, means to develop improved methods of teaching should be sought. She thought the wording of Recommendation 8 was ambiguous, however, because it simply called for a committee made up of faculty members. She wondered how faculty members who are recognized for their excellence in teaching and who have demonstrated interest in the improvement of instruction would be identified.

Senator Putt said that one way would be to call upon faculty members who have won teaching excellence awards.

Senator Witte said she saw the proposed procedure as one that would bring more faculty participation into the process. She did not see it as a punitive thing. We have other University-wide activities where common bonds come together in a central review procedure, for example, promotion and tenure. Senator C. Cunningham said she thought the faculty should be brought into the process.

Chairperson Kellogg wondered if the committee might take another look at Recommendation 8. Dr. Woloshin said the Senate could amend the recommendation later when the amending process began.

Senator Putt noted that the Senate has a committee concerned with University-wide planning. Why not one with a University-wide concern for teaching?

The Senate next discussed Recommendation 9, which read:

9. For those faculty members for whom teaching is a continuing responsibility, excellence in teaching should be more vigorously and consistently rewarded through the promotion and tenure system.

Senator Putt said she was pleased to see the recently published guidelines on promotion and tenure. She commended Senator Weaver and the members of the Promotion and Tenure Committee on the revised wording in this latest version of the guidelines.

Senator Thompson objected to the inclusion of the word "more" in Recommendation 9.

The Senate next discussed Recommendation 10, which read:

10. Departments and colleges should be required to include the criteria for teaching excellence in their guidelines for promotion and tenure and these guidelines should be adhered to by the promotion and tenure committees at both college and University levels.

Senator Davis asked if the reference to "the criteria" was to some particular body of information. Senator Putt said no.

Senator Weaver pointed out that the University-level promotion and tenure committee is not necessarily bound by the recommendations of departmental and college committees. The University Promotion and Tenure Committee represents a University point of view while a department's recommendations reflect only a departmental perspective.

Senator Shanfield asked that if this recommendation were adopted how would it affect consideration for promotion and tenure meanwhile. "When does it start?"

Senator Putt said that the new promotion and tenure guidelines are in effect now. There have been references in the guidelines to the quality of teaching for years, she pointed out.

Senator Weaver said we can indicate a concern for quality of teaching now because we always have been concerned about it. When there are references to new specifics, of course, in the guidelines, we cannot change rules on the faculty mid-stream. As a matter of fact, the new guidelines are not all that different in essence from previous ones, he said.

The Senate next considered Recommendation 11, which read:

11. The Executive Vice-President should require that evaluations of teaching (except where clearly irrelevant) be a mandatory part of promotion and tenure documentation before submission to the University Advisory Committee on Promotion and Tenure. This documentation should include:
 - a) A summary of student evaluations from all courses taught during the previous two years.

- b) One or more additional methods of evaluating teaching, such as peer review of course descriptions, objectives, examinations and syllabi; letters reporting on classroom visitations; unsolicited letters from students; evidence of student success in subsequent courses as well as after graduation; evidence of innovative or imaginative teaching methods and materials; development of new courses.

Senator Davis wondered about 11a as it would apply to a new full professor. The reference to two years would not be feasible. Several people answered by noting that the wording uses the word "should". There is room for flexibility here.

Senator Henderson, referring to 11b, said he wished it did not sound so mandatory. He would prefer "may" to "should".

Senator Putt acknowledged that every category included in 11b might not be appropriate in every situation.

Recommendation 12 was presented for discussion:

12. Documented teaching effectiveness should be one of the criteria for awarding merit raises.

There was no discussion.

Recommendation 13 was presented for discussion.

13. Department heads should review the teaching of all instructional staff on an annual basis. Such reviews should be based on a variety of measures, such as classroom visitations, student evaluations and discussion of course materials, and should consist of personal conferences with each faculty member. The reviews should result in a written record, a copy of which is given to the faculty member concerned. Heads of large departments may delegate the task of teaching review to a departmental committee on instruction.

Senator Henderson said he again would prefer language involving the word "may" rather than "should".

There was no discussion of Recommendation 14, which read:

14. Effective teaching should receive more campus-wide visibility. The following activities are suggested to increase the recognition of excellence in teaching:
 - a) Selection by each college of a "teacher of the year" who would be invited to speak at the college Honors Convocation or a comparable event.

- b) Faculty participation in the selection of recipients of the Creative Teaching Awards offered by the University of Arizona Foundation.

The Senate next considered Recommendation 15, which read:

15. The President shall appoint an officer on his staff who is charged with facilitating the recommendations included in this report.

Senator Weaver said he was troubled by this recommendation. The responsibility for good teaching is now spread among a number of administrative offices. Adding another post for this responsibility would accomplish little, he felt. Senator Putt said it might simply be assigned as a particular responsibility to the Office of the Executive Vice President. The committee did not intend to create another post, she emphasized. Senator Weaver said that the basic responsibility for overseeing the quality of instruction is already in the Executive Vice President's office.

Senator Thompson said that while the Faculty Senate might want to urge the President to do something, this body really cannot instruct him by such direct language as "the President shall appoint". Matters of administrative efficiency should be left to the President.

Senator Putt said that the committee saw some advantage in putting in one place the primary responsibility for facilitating the recommendations of this document rather than dividing it among various administrative officers.

Senator S. O'Brien referred to the reference "on his staff" and noted that perhaps the next president of the University would be a woman.

Recommendation 16 was discussed. It read:

16. The President shall report to the Faculty Senate annually on the implementation of the recommendations.

Senator Davis said his reaction to this was the same as Senator Thompson's on Recommendation 15. Further, how would the President's report to the Senate be different from the Senate committee's report? Is there a need for both?

Dr. Woloshin said that if the Senate wants to assume responsible leadership, this would be one way for it to do so.

Senator Paplanus said it would be interesting if the President's report would show the effect of the provisions of these recommendations on promotion and tenure cases. Senator Putt said it was believed that the Senate would be interested in the President's report on the progress in

various departments in finding means for the improvement of teaching.

Senator Smith wondered about the use of the word "shall" in Recommendations 15 and 16 where "should" had been used in a number of preceding recommendations.

Chairperson Kellogg then said that all 16 recommendations were before the Senate as a total document and it would be in order to consider amendments to specific recommendations.

Senator Scott asked why the committee should not be asked to rewrite the recommendations in the light of today's discussion. Senator Putt said if this would save time, all right, but if it would just be another step leading up to more discussion she questioned the advisability of such a move.

Senator Shanfield said he wondered if the recommendations should not call for a staff aide for the Faculty Senate to work on teaching evaluation.

Senator Armstrong said she thought it would be better not to send the report back to the committee for revision. The Senate then would still have to consider the document item by item.

Senator J. O'Brien said that perhaps the report should be referred back to the committee for revision and persons wishing changes made should send written communication to the committee. What would the committee do with different contradictory recommendations, several people asked. Senator O'Brien said these differing proposals could then be brought before the Senate for vote.

Dr. Woloshin said he knew that sooner or later the Senate would have to consider step by step, item by item, almost line by line whatever is finally proposed.

Senator Sigworth said that after the report were rewritten there would still be lengthy discussion. Senator Weatherly and Senator Witte urged that formal action proceed at this meeting.

Chairperson Kellogg then said that the whole document was before the body and called for any proposed amendments. Were there amendments to Recommendation 1, she asked? Recommendation 1 read:

1. All new Graduate Assistants in Teaching should receive an intensive orientation in basic teaching skills before they begin their teaching duties. Orientation sessions should be held twice a year, prior to the beginning of each semester. The first part of the orientation program should be coordinated by the Office of Instructional Research and Development and involve general teaching techniques and professional responsibilities. Individual departments would use the remainder of the orientation period to discuss teaching in the specific subject matter.

Senator Thompson said he had made several suggestions to Senator Fahey on how he felt Recommendation 1 could be improved. Senator Putt and Dr. Woloshin said that the committee had received several suggestions but had not agreed on any of the proposed revisions. For example, several people had proposed that the reference to all new Graduate Assistants be expanded to cover all new teachers, but the committee had not agreed whether new faculty members should be discussed in a separate recommendation or included by expanding the reference to new Graduate Assistants. Senator Ebeltoft emphasized that all new members of the faculty should be included in some manner.

Dr. Woloshin then suggested that the second sentence of Recommendation 1 be revised to read, "Orientation sessions should be held twice a year, prior to the beginning of each semester and should be open to all new faculty." (Underlined words are new.)

Dean Sorensen asked how this could be implemented. There is a very limited amount of time available for orientation now.

Senator Putt said that there were good orientation programs in the basics of teaching that were conducted in something less than a week. At this point Dr. Aleamoni arrived in the Senate chamber and he was asked to respond. He said his experience had been that a very good program of orientation on basic teaching skills could be given in one day, with three or four hours in the morning and three or four hours in the afternoon. A ten-hour workshop could be reduced to seven or eight hours, he said, thus completed in one day. Dr. Woloshin said that with such basic orientation as described by Dr. Aleamoni a department then could follow up with its own six-hour orientation. However there must be a considerable amount of supervised follow-up, he noted.

It was then moved, seconded and unanimously passed that the amendment to Recommendation 1 as suggested by Dr. Woloshin be approved.

Recommendation 2 was accepted without change. Recommendation 2 read:

2. Department Heads should provide close, in-service supervision of all Graduate Assistants in Teaching and should assure that all courses taught by Graduate Assistants in Teaching are evaluated each semester by the students.

Recommendation 3 was presented next for possible amendments. Recommendation 3 read:

3. Graduate Assistants in Teaching should be compensated at a level which reflects their professional preparation and responsibility within the constraints established by the Board of Regents.

Senator Smith moved that the following language be inserted in Recommendation 3 following the word "responsibility" and before the words "the constraints": "....."as well as the national markets within which the individual department competes for quality graduate students, consistent with" The motion was seconded. The revised Recommendation 3 would then read:

3. Graduate Assistants in Teaching should be compensated at a level which reflects their professional preparation and responsibility as well as the national markets within which the individual department competes for quality graduate students, consistent with the constraints established by the Board of Regents.

Senator Witte and several others said they thought this additional language was unnecessary. Senator Weaver said that certainly some departments have to compete nationally and have to take the national scene into consideration. Some of this is in place in the normal process, however, already.

Senator Weatherly said that Recommendation 3 as it is presently stated did not exclude the point Senator Smith was making. She thought the added language was not appropriate in this recommendation. One cannot reflect everything in a recommendation, she said. Senator Smith said that if everything is being done already, why have any reference to the matter at all? The market place certainly is a major factor, he pointed out.

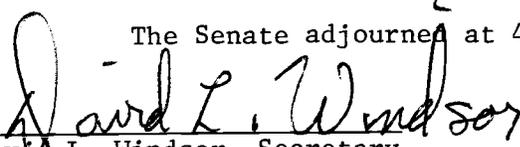
Senator Ewbank said that with a University-wide focus all qualifiers cannot be included.

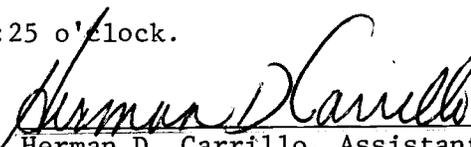
Senator Paplanus said that what the amendment would do was actually already included in the phrase "constraints established by the Board of Regents".

The question was called for and the amendment was not approved.

At this point Chairperson Kellogg announced that action on the recommendations would resume at the Senate's next meeting with consideration of possible amendments to Recommendation 4. The Senate would consider amendments to any of the recommendations with the exception of Recommendation 7 which would not be considered further until such time as the Committee of Eleven and the Executive Committee had completed their further study of the recommendation.

The Senate adjourned at 4:25 o'clock.


David L. Windsor, Secretary


Herman D. Carrillo, Assistant Secretary pro tem

MOTIONS PASSED AT MEETING OF NOVEMBER 2, 1981:

1. Approval of motion to seat Robert Westbrook to replace Robert Tindall as senator representing the College of Business and Public Administration.
2. Approval of "Curriculum" bulletin Vol. 9, No. 9, issue date of October 16, 1981.
3. Approval of degrees completed August 13, 1981.
4. Approval of motion to add words "and should be open to all new faculty" to Recommendation I of Report on Teacher Evaluation and Teaching Effectiveness II.

ACTION ITEMS PENDING:

1. Further consideration of Committee of Eleven Report on Teacher Evaluation and Teaching Effectiveness II.
2. Consideration of further revision of catalog statement on class absences.
3. Undergraduate Council report re requirements for bachelor's degrees at the University of Arizona.