

MINUTES OF MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA
Monday, October 5, 1981
Room 146, College of Law

The Faculty Senate convened in regular session at 3:00 p.m. on Monday, October 5, 1981, in Room 146 of the College of Law. Sixty-two members were present with Senate Chairperson Rebecca Kellogg presiding.

SENATE MEMBERS PRESENT: Antinoro, Armstrong, Barrett, Butler, Calder, Cosart, Crowder, C. Cunningham, Davis, Ebeltoft, Eckhardt, Epstein, Erickson, Ewbank, Fahey, Frank, Gallagher, J. Garcia, R. Garcia, Geiger, Goodwin, Gourley, Henderson, Johnson, Jorgensen, Kay, Kellogg, Koontz, D. Laird, H. Laird, Maher, Marlowe, Munroe, Munsinger, J. O'Brien, S. O'Brien, Odishaw, Paplanus, Pergrin, G. Peterson, Putt, Rehm, Roby, Roemer, Rollins, Rosenblatt, Scott, Sigworth, Smith, Spera, Steelink, Svob, Swope, Thompson, Tomizuka, Tyler, von Teuber, Weatherly, Windsor, Witte, Young, and Zukoski. Dr. Robert Sankey was present as Parliamentarian.

SENATE MEMBERS ABSENT: Ahmad, Atwater, Cardon, Cole, J. Cunningham, DeArmond, Edwards, Fleming, Gaines, Gibbs, Hetrick, Holmes, Ingram, Jones, Kassander, Kettel, Paulsen, R. Peterson, Quinn, Schaefer, Selke, Shanfield, Sorensen, Tindall, Titley, Weaver, and Werner.

ACCEPTANCE OF MINUTES: The Senate accepted the minutes of the September 14, 1981 meeting as distributed.

REPORT FROM THE CHAIRMAN OF THE FACULTY: Senator Sigworth, Chairman of the Faculty, informed the Senate that each University employee shortly would receive a printed statement from the Benefits Office listing and describing every category of benefits. He commended the Committee on Benefits for having arranged for publication and distribution of this statement.

Dr. Sigworth reported that he had recently met in Phoenix with the Code of Conduct Revision Committee which includes representatives from all three Arizona universities. He said it is hoped that the revised version of the Code of Conduct could be issued during this academic year.

Senator Sigworth said he had recently met with Mr. Stephen Smith, Legal Counsel of the Arizona Board of Regents, regarding the status of the University of Arizona Constitution and Bylaws. The Committee on Academic Procedures and the Faculty Senate in the spring of 1981 had completed action to bring those documents in conformance with the Conditions of Faculty Service developed by the Board of Regents, and had then submitted the Constitution and Bylaws, as modified, to the Regents Office. This was done in June. Mr. Smith had then raised a number of questions about the U of A's revisions. Dr. Sigworth in response had sent Mr. Smith what he hoped were satisfactory answers to Mr. Smith's "doubts" about the U of A documents and had also sent a copy to

President Schaefer. Curiously, Dr. Sigworth said, Mr. Smith at the recent meeting had declined to speak with Dr. Sigworth about these documents, saying any action would have to come through contact via President Schaefer. Dr. Sigworth had later asked Dr. Robert Huff, Executive Director of the Board of Regents, if this procedure was necessary and Dr. Huff said that Mr. Smith was following no instructions from him and he did not know why he had that point of view.

In any event, Dr. Sigworth said, he had then asked Dr. Schaefer to send the revised documents forward with a strong recommendation for approval.

Senator Sigworth next informed the Senate that shortly he would be making recommendations to the Committee on Academic Procedures regarding the make-up of the Faculty Senate. He said he felt it would be appropriate to reduce the number of seats in the Senate now held by administrators in accordance with the Constitutional provisions governing ex-officio membership. He said he had discussed this matter in the Advisory Council and there had been considerable support for his proposal. Faculty folklore, at least, has had it, he continued, that the Senate has not been more effective than it has because of the large number of administrators in the body. The presence of these administrators inhibits faculty discussion and participation, it has been stated. He said he was not sure of the extent of that condition but felt it was worthy of study. It would be uninvincible to discuss the matter at length with the possible end in view of reducing the number of vice presidents and deans in the Senate. Senator Sigworth said he thought an appropriate new arrangement might be to consider those persons who are now in the Senate ex-officio as a voting bloc of administrators, similar to the present "non-college" group, and elect a stated number of representatives from that bloc, perhaps five.

Such a change would of course require constitutional revision. Probably the apportionment of Senate seats among all groups--faculty, "non-college", students, as well as administrators--should be reviewed.

Dr. Sigworth said he was aware of the argument that the Senate provides the only opportunity for a large number of administrators and a large number of faculty members to have group communication. It may be questioned how genuine an opportunity for communication the Senate really provides. At any rate, he said, he was going to ask the Academic Procedures Committee to explore the entire matter. He noted it had been the judgment of the Executive Committee that his proposed changes should be studied first by the Academic Procedures Committee.

Senator Sigworth asked that Senate members having ideas about this matter send them to him or to members of the Academic Procedures Committee.

Senator Sigworth next discussed the Arizona Universities Faculty Council. He reminded the Senate that this group is made up of the chairman of the faculty and two faculty representatives from each of the three Arizona universities, making a Council of nine. The expenses of the Council are taken care of each year by voluntary contributions from the faculty of one of the

three universities, in rotation. This year it is again the U of A's turn. Dr. Sigworth said that the Council enjoys a legitimacy with the Regents that no other group representing the faculties of the three universities has. The Regents seem to listen to this Council and it has been helpful in the past when the interests of all three faculties coincided. Dr. Sigworth cited an example of the sort of matter with which the Council might concern itself. It had recently come to the attention of Council members (the U of A representatives currently have been Dr. Sigworth, Dr. Henry Ewbank, and Dr. Elizabeth Roemer) while studying the public document in which the agenda for the upcoming Regents meeting of October 9 and 10 was published, that the three Arizona university presidents had responded to a request that they review the compensation system of the Arizona universities. The presidents jointly had prepared a nine-page document that included a number of recommendations relating to the proposed 1982-83 compensation package. Included were recommendations about the assumption by the State of all or a substantial portion of each individual's contribution to the retirement system; that this salary adjustment be approved for 1982-83 salaries in lieu of a cost-of-living increase; and that 6% of the personal services budget be made available for application at the discretion of the administration of each university.

The Faculty Council had noted that the three presidents were making these recommendations without any input from faculty representatives at any of the three universities. Certainly the faculties should have some voice in determining recommendations about salaries, Dr. Sigworth said. It was understood that a representative of the NAU faculty would have opportunity to present faculty views on the matter at the Regents meeting in Flagstaff October 9 and 10. However, faculty members concerned about faculty input into university governance certainly should press for appropriate opportunity to express faculty feelings about matters such as this, Dr. Sigworth said.

Dr. Sigworth returned to the matter of raising funds for the Faculty Council. More money is needed than just enough to host an occasional lunch for the Regents, he said. A number of worthwhile projects need to be undertaken on behalf of the faculties. He then moved that the Senate authorize his mailing an appeal to the members of the University of Arizona faculty for contributions to the treasury of the Arizona Universities Faculty Council so that the U of A faculty could meet its obligation to support this group in 1981-82. Several seconds to the motion were heard and the motion carried with no dissenting vote heard.

At this point Senator Steelink said he would like to return to the matter of the Regents' approval of the revised U of A Constitution and Bylaws. He moved that the Senate request President Schaefer to send forward his communication recommending approval of the Constitution and Bylaws at his earliest convenience. Several seconds were heard. Senator Witte suggested the motion include a definite time limit. Senator Steelink then changed his motion to read "at the next meeting of the Regents" rather than "at his earliest convenience". He restated his motion as follows: "The Faculty Senate requests the President of the University to endorse the revised University of Arizona Faculty Constitution and Bylaws and transmit them to the Board of Regents at the Board's next meeting."

Senator Munsinger pointed out that the agenda for the next Regents meeting, only a few days hence, had already been published and distributed.

Senator Steelink then revised his motion to provide that the President's endorsement should go to the November meeting of the Regents. The change was accepted by those who had seconded Dr. Steelink's motion.

Senator Sigworth said he believed no Regents' action was necessary in this matter. It was his understanding that the revisions that the Senate had made had been necessary only to bring the U of A documents in conformance with the Conditions of Faculty Service statement developed by the Regents and the changes needed only to be sent to the Regents Office.

The Chair then turned to Senator Rehm, the 1980-81 Chairman of the Committee on Academic Procedures. Senator Rehm said it was not the Regents who were to approve the revised Constitution and Bylaws; it was the Regents Office, and the staff's only concern was whether or not the U of A documents conform with the Conditions of Faculty Service.

Senator Armstrong then moved to amend Senator Steelink's motion to provide that an endorsement go forward to the Board of Regents Office. Several seconds were made. Senator Thompson said he thought this amendment was unnecessary. Regents frequently delegate authority to their professional office staff. Senator Armstrong and her seconds then withdrew their motion.

Senator ^SJ. O'Brien asked if the motion included reference to Chapter VIII of the Faculty Manual. The Chair answered no. Senator Rehm said that the responsibility of the Senate had been to bring the Faculty Constitution, the Bylaws and Chapter VIII into conformance with the Conditions of Faculty Service. Chairperson Kellogg explained that Senator Steelink's motion, however, referred only to the Constitution and Bylaws. Senator Thompson pointed out that Chapter VIII had already been sent forward to the Regents Office and presumably accepted.

The question then was called for and Senator Steelink's motion carried with one dissenting vote heard.

REPORT FROM THE ASSOCIATED STUDENTS: ASUA President Richard Garcia announced to the Senate that the student representative on the Faculty Senate Executive Committee would be Judy Cunningham.

Senator Garcia next informed the Senate that the Associated Students Senate had recently completed allocation of \$66,000 to recognized student organizations and clubs for the year 1981-82.

He announced that ASUA was sponsoring a concert by Frank Zappa in the University Auditorium on October 9.

ASUA was also sponsoring a student trip to Los Angeles for the Arizona-University of Southern California football game on October 10. Six chartered buses had been sold out, he said. Mr. Garcia said that plans are moving ahead for the activation of the students alumni advisory board which is to be called Committee of Alumni Twenty-One, or CAT.

Senator Garcia referred to the recent announcement that Kent Rollins had been appointed the new Director of Alumni for the University and said he and his colleagues in student government had received this news with mixed emotions. While they wished Mr. Rollins well, they would very much miss working with him in his position as Coordinator of Student Body Activities.

He said the ballots for the election of Homecoming Queen would also include a question asking students to approve or not approve the installation at the Campbell Avenue terminus of the Mall of the sculpture by Athena Tacha.

Senator Garcia said that responsible individuals continue to be concerned about the problems resulting from parties sponsored by campus living groups but open to the entire student body. ASUA has officially taken no stand on this issue yet, but Mr. Garcia said he was aware that some Arizona legislators are also concerned about problems at these events resulting from students drinking too much alcohol. Some legislators have suggested they might support a prohibition of all liquor on campus. Senator Garcia said he was hopeful that ASUA government would work with the U of A administration on developing appropriate rules concerning the serving of liquor at campus social events.

Senator Garcia pointed out that coincidentally Alcohol Awareness Week would be observed on the U of A campus the week of October 12-16, and would provide a worthwhile educational experience for students through a program of seminars, debates, film, etc.

REPORT FROM THE PRESIDING OFFICER OF THE SENATE: Chairperson Kellogg informed the Senate that the Executive Committee wished to announce that the new members of the Committee on Academic Procedures for 1981-82 would be the following: Senator Richard Erickson, Senator Helen Ingram, Senator James O'Brien and Senator Stephen Shanfield, with Patricia Van Metre selected as a non-senator member of this committee. Ms. Kellogg said she had asked Senator G. Peterson to serve as temporary chairperson at the first meeting of this group.

Chairperson Kellogg next announced that the new members of the Committee on University Planning would be Senator Helmut Frank, Senator Richard Garcia, Senator June Gibbs, Senator Gary Munsinger, Senator Samuel Paplanus, Senator Jessie Pergrin, and Senator Eugene von Teuber, with Ellery Green serving as a non-senator member. She said that Senator Jorgensen had been asked to serve as temporary chairperson of this group. Senator Jorgensen then announced that the group had elected Senator Helmut Frank as its chairman for this year.

REPORT FROM THE COMMITTEE ON UNIVERSITY PLANNING: Senator Jorgensen having reported that the University Planning Committee had selected Helmut Frank as chairman for the new academic year, Senator Frank was recognized. Senator Frank pointed out that Senator Jorgensen was the University of Arizona representative on the Regents Disability Committee. It had recently been learned, he said, that disabled persons might be able to continue to participate in the Arizona Retirement System and continue to participate in the group insurance program for University employees. This would mean a modest increase in the group insurance premium cost, probably not more than four or five dollars a

year per employee. Senator Frank pointed out that the proposed changes had come to the attention of the Planning Committee at a very late date and it was not feasible to bring them to the Senate. The proposals had been unanimously endorsed by the members of the Committee on University Planning, however, and were on the agenda of the October meeting of the Regents. "Are there objections from any member of the Senate?," Dr. Frank asked. If there were, the Regents should be informed of these. No objections were voiced and in answer to a question from the Chair asking if the Senate approved of the proposal and its endorsement by the Planning Committee, a large chorus of approvals was heard with no negative comments voiced.

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. 8, issue date of September 23, 1981, with one correction. On page 3 under III. New Courses and Course Deletions in the description of the new course Art 244, Beginning Non-Silver Photography, the word "xerox" will be changed to "xerography".

APPROVAL OF LIBRARY PROPOSAL TO MICROFICHE ALL DISSERTATIONS AND THESES HOUSED IN THE SPECIAL COLLECTIONS DEPARTMENT:

The Senate next considered a proposal concerning a change in the handling of University of Arizona theses and dissertations. Each Senate member had been furnished with the following statement of a proposal originally presented by Senator David Laird and previously approved by the Graduate Council and the Advisory Council. This came to the Senate as a seconded motion.

"Background to the Problem:

"The Acquisitions Department reports that a substantial number of dissertations and theses are missing from the stack collection. Patrons are requesting that they be replaced. Costs to duplicate, bind and process are high. Special Collections reports that some archival copies are beginning to disintegrate because of heavy use, and age. An additional factor causing concern is a recent decision by the Graduate College to allow regular Xerox paper to be used for the duplication of dissertations and theses for deposit in the Library. It appears that heavy use, unauthorized removal from the stacks, and poor quality paper will jeopardize the completeness of the Library's holdings of UA dissertations and theses in the near future.

"Solution to the Problem:

"A. Retrospective (1904 - 1981) Dissertations and Theses

"THE LIBRARY PROPOSES TO MICROFICHE ALL DISSERTATIONS AND THESES HOUSED IN THE SPECIAL COLLECTIONS DEPARTMENT. After material is filmed and the quality of reproduction verified, paper copies would be destroyed or moved to dead storage. Those dissertations and theses with formats difficult or impossible to film successfully would be 'passed over' for later review. Included in this group would be: 1) any item larger than 8 1/2 by 11; 2) any item with color material such as photographs; and 3) any item with accompanying non-print material such as audio tapes, 8mm and 16mm films, slides, and video tapes.

"Possible solutions for material that is not suitable for filming immediately include:

1. Musical scores: Film and retain archival negative only -- catalog paper copy for Music Collection.
2. Color photographs: Delay filming until technology for duplication is available locally or send to Eastman Kodak for processing.
3. Items with accompaniment, i.e., audio tapes, 8mm and 16mm films, slides, video tapes: Film text and link to non-print formats which would be housed in the Media Center.
4. Maps and charts: Film text and maps and charts in black and white; remove colored maps and charts, link to filmed text and house in the Map Collection.

"When retrospective filming is completed, stack copies would be removed and destroyed, or stored for use only in emergencies and only with the approval of the University Librarian.

"B. Current Dissertations and Theses (1982+)

The Library would continue to ask the Graduate College to supply two copies of each dissertation and thesis to the Library. One of these copies (the original) would be sent to University Microfilms, Inc., for filming and listing in Dissertation Abstracts or Masters Abstracts. When returned from UMI, the original paper copy would be moved to limited-access storage and would be retrieved only in emergencies and only with approval of the University Librarian. The second paper copy (which had been held as protection against loss) would be: 1) returned to the student, or 2) returned to the Graduate College, or 3) returned to the major department, or 4) destroyed. Individual decisions would be made on any item to be retained in the Library collection (with full processing) in original format.

"Microfiche Locations:

A positive microfiche copy of both retrospective and current dissertations and theses would be housed in Special Collections and a second copy in Current Periodicals, Newspapers, and Microforms. The Science-Engineering Library would house microfiche copies of all items appropriate to its collections. An archival negative copy of each retrospective dissertation and thesis would be housed in Special Collections. Special Collections would not house an archival negative for current/future filming as University Microfilms, Inc. would serve as the repository."

A number of questions were directed to Senator Laird, as University Librarian, about the proposal. Senator Epstein asked if a retrieval fee would be charged. Senator Laird said no. Several Senators asked if it

would be possible to obtain hard copies made from the microfiche when such are needed. Senator Laird said yes. Senator Kay said she could not help but wonder about an action that would result in decreased use of theses and dissertations when fewer people will be able to benefit from the research reported in theses and dissertations because of less ready availability.

The question was called for and the proposal was adopted with no dissenting vote heard.

FURTHER CONSIDERATION OF COMMITTEE OF ELEVEN REPORT ON TEACHER EVALUATION AND TEACHING EFFECTIVENESS: Chairperson Kellogg pointed out that the Report on Teacher Evaluation and Teaching Effectiveness II as developed by the Committee of Eleven was the next item on the agenda. She explained that the report came before the Senate as a seconded motion and she then asked Senator Fahey as chairperson of the Committee of Eleven Subcommittee on Teacher Evaluation and Teaching Effectiveness to come to the podium to present the report. (NOTE: The full report is attached to these minutes.)

Senator Fahey made the following opening remarks:

"Almost three years ago President Schaefer asked the Committee of Eleven to study teacher evaluation and teaching effectiveness, at least in part because of concerns expressed by students. Because there was a lack of systematic information about teacher evaluation and encouragement of teaching effectiveness, the Committee of Eleven surveyed department heads about teaching activities in their departments. Results of that survey were reported to the Faculty Senate a year ago and are discussed in the report sent to you with the agenda for this meeting. After the Faculty Senate discussion a year ago, we expanded our study to obtain information from two additional groups: 1) From a questionnaire sent to academic deans we sought information about the composition and functioning of college promotion and tenure committees, and the evidence of teaching quality submitted to these committees by departments; 2) From a questionnaire sent to all faculty, we asked for information about their perception of the rewards for teaching, their beliefs about requiring teacher evaluation, what should be included in the evaluation, and how teaching, research and service should be weighted in terms of any reward system at the University of Arizona. Faculty responses are summarized on pages 2 and 3 of the report.

"On the basis of all information available to us we summarized our study of teaching and proposed a number of recommendations which are in the report sent to you earlier. Before going to the specific recommendations there are a number of points we would emphasize:

"1. The Committee of Eleven is fully in support of the triple mission of the University with respect to research and service as well as teaching. Our charge from the President dealt with only one of these--teaching--and thus our report and recommendations are limited to the teaching function of the University.

"2. We have attempted to phrase the recommendations in terms of general principles rather than to specify exactly how and by whom what will be done. Although we believe many of the recommendations can apply to most, if not all, of the diverse kinds of teaching activities on this campus, we have limited our study to undergraduate classes of twenty or more students, in traditional classroom settings. We encourage and urge the adaptation and modification of the recommendations to the 'non-traditional' teaching situations as well.

"3. The Committee has, at all times, viewed its task from a positive orientation. That is, we have looked for ways to provide more visible rewards and recognition for teaching excellence and ways to encourage (motivate) all of us who teach to work at improving our teaching. We hope that the recommendations will be viewed as ways of helping all of us to be more effective in our teaching.

"4. The intent of the Committee is that the recommendations be interpreted in a way that will allow each department the flexibility to determine in their own situation what is effective teaching and what are the best ways to evaluate it.

"5. It is important to note that the evaluation of teaching has several components:

a. Probably the most common is student evaluations of instructors and the instruction they receive. Students in a course obviously have the most concentrated exposure to the instructor and the kind of instruction they receive, and are probably the best judges of how well prepared instructors are, how effectively they make use of class time, how well they communicate course content, and how sensitive and responsible they are to difficulties the students may be having in the course.

b. Equally important in the evaluation of teaching are the faculty/colleague judgments of appropriateness of course content, course objectives, examination, text books and syllabi.

c. Quality of student learning is another aspect of teacher evaluation, and includes such things as nationally standardized examinations (where available), performance in succeeding courses, perhaps follow-up (again, where available) of students after they leave the University-- these measures are difficult to get, at best, and sometimes impossible, but should be attempted.

"The essential point is that student evaluations are a component of the evaluation of teaching, but should not stand as the only measure of teaching. We have tried to indicate this point in our report.

"6. As part of our review, we have noted the teaching evaluation systems at other universities. Stanford, for example, started requiring student evaluations two years ago (1979). The University of California system has had mandatory evaluation of teaching since at least 1969. Their 1980 report of a survey of faculty and of department heads is very comparable in its findings to the findings of the survey conducted by the Committee of Eleven. Because of their longer history of mandatory evaluations, however, the University of California recommendations go much further than we are suggesting.

"7. Finally, it is important to note that since the Committee of Eleven report was first discussed in the Faculty Senate a year ago, there have been a number of encouraging activities. Some colleges and departments have initiated or expanded the orientation for graduate assistants who will be teaching; several college and department promotion and tenure committees have asked help in understanding how to appropriately interpret student evaluations of teaching; a number of college committees now require more documentation of teaching and a few colleges during the past year have established annual teaching awards. The Committee of Eleven is encouraged by these very positive steps.

"We want to thank the people who have helped as we were studying the topic of teaching effectiveness and who have given us their thoughts about the report in its various earlier stages.

"I would like to note that neither the report itself nor the recommendations are exhaustive. We have attempted to provide a set of general guidelines but specific details will need to be worked out in a way that is appropriate for individual departments and colleges."

Senator Fahey then said she would like to have with her at the podium the two other members of the subcommittee, Senator Putt and Professor David Woloshin. Since Dr. Woloshin was not a member of the Senate, the Chair asked if there was objection to Dr. Woloshin's also being available at the front of the chamber to participate in the discussion. There was no objection.

Chairperson Kellogg referred to the separate listing of the 16 recommendations of the report that had been placed at each senator's place prior to today's meeting. She said it was her intent that the recommendations be discussed one by one and modified as the body agreed but voting on the entire document should be delayed until after all the individual recommendations had been considered. No objection to this procedure was made.

Chairperson Kellogg then said she would like to make an opening statement which was as follows:

"This past week, I was privileged to hear Paul Lacy of Earlham College--a teacher of mine--address the Association of College & Research Libraries on what the next decade for libraries might mean to his work as a teacher and researcher. At one point he discussed what for him is at the heart of both research and teaching:

'For me it is being able to frame a significant question.. To (make) a judgment about what is worth asking on a subject, what will produce the most important connections between ideas and bits of information, and what can lead us into more sophisticated or far-reaching questions..I am trying to get at the process by which one examines a body of material, an event or a phenomenon..If I am framing a question, I have to ask what I want to know and how I am likely to find out what I want to know in the most dependable fashion.

'As a teacher I ask myself what I want my students to be able to do after they have reviewed research, what I want to come out of their writing of papers, what form I want those papers to take..When I am most fully engaged in reflecting on these questions, I am framing the questions which will organize a course in terms of the content to be examined and what my students will be able to do with it.'

"'And what my students will be able to do with it.' As we discuss each of these recommendations, let us remember that our aim for teaching and for educating the individual should not be to just impart or give knowledge to students. Our aim with our scholarship, research, and teaching should be to develop--along with our students--a mutual sharing both of the learning process and of the knowledge gained."

The Senate then turned its attention to consideration of the recommendations. Recommendation 1 read as follows:

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 Fahey said there was always room for the improvement of the teaching of most faculty members, but a basic concern had been widely expressed about the teaching of graduate assistants. Assistance for them should be developed. There must be a better way than "trial by fire".

Senator Rosenblatt said he thought the new document was an excellent one. He did wonder in Recommendation 1 what sort of "coordination" would be provided by the Office of Instructional Research and Development. Senator Fahey said she thought "coordination" was a good word since it was intended that the Office of IRAD not be involved with procedures for teaching specific content. Rather, basic principles would be emphasized. What encourages motivation? What are appropriate formats of tests? How should grading be done? Matters of a general nature were what were had in mind here, she said. What are the professional responsibilities of anyone instructing a class? Minimum amenities would be considered, she said.

Dr. Woloshin said coordination by IRAD would be important. That office can give help. Checklists of matters that should not be overlooked in the teaching process could be developed, for example. Graduate assistants could be cautioned to be aware of whether or not they were doing certain prescribed things which are important. Perhaps IRAD could put on one-day seminars that would be of assistance to graduate assistants. The intent, Senator Fahey said, was to provide considerable flexibility in the coordinating function.

Senator Tomizuka asked if there was any significance in the numbering order of the various recommendations. Should one imply that the most glaring deficiencies have been found in the teaching of graduate assistants and that is why the very first recommendations refer to them? Senator Fahey replied that there was no significance in the number order. The committee had to start somewhere, she said.

Senator Witte said that perhaps what was in Senator Rosenblatt's mind was a question as to who would coordinate the coordinator, in reference to Recommendation 1. She saw the overall coordination coming from the standing committee of the Faculty Senate referred to in Recommendation 8.

Senator Jorgensen referred to the language in Recommendations 1 through 14 where each statement uses the word "should", and then in Recommendations 15 and 16 where the word "shall" is used. What authority does the Senate have to use the word "shall"? For that matter, several senators then asked, what assurance is there that if this document is adopted something will be done?

Chairperson Kellogg pointed out that in the Functions of the Faculty Senate as stated in the U of A Faculty Constitution, Function 7 reads, "To make recommendations relative to the general University policies and procedures." The responsibility for upgrading teaching effectiveness would be a shared responsibility, she said, and while the Senate could not on its own authority put certain procedures into effect the judgment of the Senate certainly should carry a lot of weight.

Senator Jorgensen asked if basically these recommendations would not simply be recommendations to the University administration. Senator Fahey said she thought they were in fact "recommendations to ourselves also". The faculty should take some initiative. Of course the help of the administration is needed as well.

Senator Weatherly noted the reference to orientation sessions being held twice a year prior to the beginning of each semester. What about the summer session? Senator Woloshin answered that there were very few new graduate assistants assuming teaching responsibilities for the first time in the summer.

Senator Rosenblatt asked about teaching assistants who are not graduate assistants. Would they be included here too? Senator Fahey responded that they should be included. Dr. Woloshin said perhaps any new faculty member should be included.

Senator Spera said he thought Recommendation 1 should be more clearly stated. He then moved to amend Recommendation 1 to read as follows:

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 prior to the beginning of each semester by the individual departments.

There was no second to Senator Spera's motion.

Senator J. O'Brien asked why the word "should" had been used in most of the recommendations and the word "shall" in two others. Senator Fahey said that after considerable discussion the committee had agreed that for the recommendations concerned, the language used was the most appropriate. Senator Maher, who is a member of the Committee of Eleven, said that the committee had attempted to be general when that was appropriate but not too general in every instance. To suggest to someone how to teach his or her class is after all a somewhat delicate matter. There is great diversification in teaching techniques. You don't teach a Fine Arts course in the same way you teach one in cancer research.

Senator Ebeltoft then moved that the first sentence of Recommendation 1 be revised to read, "All new Graduate Assistants in Teaching and other new members of the faculty who have never served as Graduate Assistants....." Several seconds were heard. Senator Henderson said this amendment would be inappropriate in his college. Newly appointed members of the Law faculty probably have never served as Graduate Assistants, but he could not see himself trying to require Law faculty members to undergo intensive orientation in basic teaching skills before they could begin their teaching duties.

Senator Fahey then said she thought she understood the sense of the concern that had been expressed and that before the next meeting the subcommittee could develop appropriate language to take care of the matter.

Senator Paplanus said he could see extended debate developing if the 16 recommendations were to be considered one by one, line by line. He referred to previous actions in the Senate when many hours were required to accomplish the approval of not very much text in various reports and documents. He wondered if the Senate could not vote on the document as a total package, and he so proposed.

Chairperson Kellogg responded that there is considerable interest in the entire matter of teacher evaluation and teaching effectiveness, and in this report. She felt much discussion was merited for such an important subject. If the document were just approved in toto right now, would the senators go back and discuss the details of it with their colleagues? She doubted this. She said she would not object to determining by hand count how many senators approve in general the report as a total document. Then the body could proceed to amend those recommendations that it was felt needed revision. Senator Henderson asked, "How can you do that? You cannot cast your vote before the points being voted on have been discussed. Unfortunately this probably has to be a tedious process," he said.

Senator Fahey asked if it would speed up the process if the subcommittee knew what were the particular concerns of senators about particular items.

Senator Tomizuka said he felt he agreed somewhat with Senator Paplanus. This body does do things item by item, he said, and he reminded the Senate how Chapter VIII of the Faculty Manual had been considered. However, he went ahead to say, "teaching is what we are all about here and it is important we impress on ourselves and on everyone else the importance of teacher evaluation and teaching effectiveness."

Senator Armstrong commented that she did not see why simply making a motion to approve the total document followed by a second would not open the way to discussion of those specific items that the senators felt needed changing.

The Chair noted that apparently there were two points of view being expressed. One, as stated by Senator Paplanus, favored considering the report simply as a total document with provision that individual points could subsequently be modified as the body wished. The other was that the recommendations be taken up one by one. She asked for a hand count of these two points of view as an expression of opinion at the moment, and 29 hands were counted in favor of considering the document in toto while 22 indicated they believed the points should be taken up one by one.

At that point, Parliamentarian Sankey pointed out that if the total document were approved, then any action to modify parts of the document subsequently would require a two-thirds vote. Several senators then suggested that the rules be suspended. Senator Witte said she did not see why if the total thrust of the document were approved parts of it then could not be amended by majority vote.

Parliamentarian Sankey observed that he did not see how one procedure would take more or less time than the other, if the document were approved in toto and then considered item by item or if it were considered item by item and then voted on in toto.

Senator Pergrin suggested that the senators provide the committee with their thoughts about various recommendations item by item so that they could incorporate them into revised wording and then bring the recommendations back for further consideration at a subsequent meeting.

Senator Thompson asked why the body did not follow the original suggestion of the Chair. We are deluding ourselves, he said, if we think we can avoid examining every word of every line of every recommendation. Senator J. Garcia said if we followed Senator Paplanus's proposal we then would have a document approved which then could be amended as deemed appropriate. Senator Armstrong said she did not see what the objection was to considering the recommendations item by item.

At this point Senator Henderson asked the Chair to explain just "where are we?". She said by the show of hands the senators had indicated they wanted to vote on the document as a total package. Senator Henderson said that that would simply be "running the document by us quickly so we can get out of here by 5 o'clock". That is not the way to handle important business.

Senator Cosart said he believed that to follow the procedure the majority of the senators seemed to want to follow, according to the hand count vote on the Paplanus proposal, would in fact amount to limiting debate. To limit debate requires a two-thirds vote.

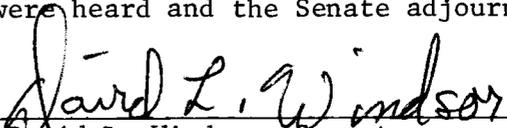
Senator Kellogg said perhaps that was right, but she had accepted that hand vote in good faith as an indication of what the Senate wanted and she had been satisfied by the majority show of hands.

Senator G. Peterson said he thought the hand show was really not a vote on the Paplanus motion as a formal action but was rather just to gain the sense of the assembly. He, too, questioned how debate could be cut off.

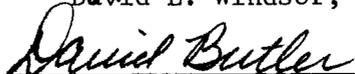
Chairperson Kellogg then ruled that the show of hands had indeed been a vote to consider the document in toto. Several motions to appeal the ruling of the Chair were then made, with several seconds. There then followed a confusing exchange of motions, suggestions, counter-motions, new proposals.

Parliamentarian Sankey then explained that the motion before the house was to appeal the Chair's ruling that the affirmative vote of 29 to 22 on the Paplanus proposal to consider the document in toto should prevail. Thus, an aye vote on the appeal would have the effect of rescinding the action on the Paplanus proposal while a nay vote would sustain the Paplanus proposal. The question was called for and the vote on the appeal passed 37 to 13. Thus the majority expressed its wish to continue consideration of the Teacher Evaluation and Teaching Effectiveness Report as a seconded document, discussing the individual recommendations one by one.

A number of motions to adjourn were heard and the Senate adjourned at 4:52 o'clock.



David L. Windsor, Secretary



David Butler, Assistant Secretary

MOTIONS PASSED AT MEETING OF OCTOBER 5, 1981:

1. Approval of motion authorizing Chairman of the Faculty to mail an appeal to members of the U of A faculty for contributions to the treasury of the Arizona Universities Faculty Council.
2. Approval of motion to request the President of the University to endorse the revised U of A Faculty Constitution and Bylaws and transmit them to the Board of Regents before the November meeting of the Regents.
3. Approval of decision by the Committee on University Planning to endorse recent action by the Regents permitting disabled persons to participate in the Arizona Retirement System and in the group insurance programs for University employees.
4. Approval of "Curriculum" bulletin, Vol. 9, No. 8, issue date of September 23, 1981.
5. Approval of proposal by U of A Librarian to microfiche all U of A dissertations and theses housed in the University Library.
6. Approval of proposal that Teacher Evaluation and Teaching Effectiveness Report be voted on as a total document with provision that individual points could subsequently be modified by Senate action (but see next motion).
7. Approval of motion to appeal ruling of the Chair that the previous motion to consider Teacher Evaluation and Teaching Effectiveness Report be acted on as a total document had been properly considered and passed. Thus the majority expressed its wish to continue consideration of the report by discussing individual recommendations one by one before voting on the total document.

ACTION ITEMS PENDING:

1. Consideration of further revision of catalog statement on class absences.
2. Undergraduate Council report re requirements for bachelor's degrees at the University of Arizona.