

MINUTES OF MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA
Monday, September 8, 1980 Room 146, College of Law

The Faculty Senate convened in regular session at 3:00 p.m. on Monday, September 8, 1980, in Room 146 of the College of Law. Seventy-six members were present with President Schaefer presiding.

SENATE MEMBERS PRESENT: Ahmad, Altschul, Armstrong, Atwater, Berger, Birnbach, Briggs, Butler, Calder, Clark, Cole, Crowder, Cunningham, Davis, DeArmond, Dresher, Eckhardt, Edwards, Erickson, Ferrell, Fleming, Flick, Frank, Gallagher, Gibbs, Goodwin, Gourley, Green, Henderson, Hetrick, Hull, Johnson, Jorgensen, Kassander, Kay, Kellogg, Kettel, H. Laird, Matsuda, Mautner, Munroe, Munsinger, J. O'Brien, S. O'Brien, Odishaw, Paplanus, Paulsen, Pergrin, G. Peterson, R. Peterson, Quinn, Rehm, Roby, Roemer, Rollins, Rosenblatt, St. John, Schaefer, Scott, Selke, Shanfield, Sigworth, T. Smith, Sorenson, Spera, Steelink, Stubblefield, Svob, Titley, Tomizuka, von Teuber, Weatherly, Weaver, Windsor, Witte, and Young. In Dr. Sankey's absence, Dr. Frank LaBan served as Parliamentarian.

SENATE MEMBERS ABSENT: Barrett, Bidleman, Burkhart, Gaines, Ingram, Jones, D. Laird, Longman, Metcalfe, Nelson, K. Smith, Thompson, Tindall, and Zukoski.

INTRODUCTION OF NEW MEMBERS: President Schaefer welcomed and introduced to the Senate new college representatives elected in the spring of 1980 to serve two-year terms for the years 1980-81, 1981-82 as well as college representatives who had been re-elected for similar terms. These were as follows:

College Representatives (New)

Mr. Riaz Ahmad	Non-College Group (Library)
Dr. William A. Calder, III	Liberal Arts
Dr. Stanley N. Davis	Earth Sciences
Dr. August G. Eckhardt	Law
Dr. Richard L. Erickson	Education
Dr. Helmut Frank	Business and Public Administration
Dr. David L. Hetrick	Engineering
Dr. Helen Ingram	Liberal Arts
Dr. Robert K. Johnson	Education
Dr. Margarita Kay	Nursing
Dr. Hugh E. Laird, II	Pharmacy
Dr. Richard A. Munroe	Non-College Group (Physical Education)
Dr. James P. O'Brien	Fine Arts
Dr. Shirley J. O'Brien	Agriculture
Dr. Samuel H. Paplanus	Medicine
Dr. Robert M. Quinn	Fine Arts

College Representatives (New) Cont'd

Dr. Elizabeth Roemer	Liberal Arts
Dr. William C. Scott	Medicine
Dr. Marvin Selke	Agriculture
Dr. Gianni Spera	Liberal Arts
Dr. Spencer Titley	Earth Sciences
Dr. Richard A. Young	Liberal Arts

College Representatives (Re-elected)

Mr. Kenneth L. Clark	Architecture
Dr. Murray M. DeArmond	Non-College Group (Student Health)
Dr. Margaret B. Fleming	Liberal Arts
Ms. June C. Gibbs	Agriculture
Dr. Jessie V. Pergrin	Nursing
Dr. Gerald R. Peterson	Engineering
Dr. Thomas R. Rehm	Mines
Dr. Franklin D. Rollins	Agriculture
Dr. Stephen B. Shanfield	Medicine
Dr. Raymond H. Thompson	Liberal Arts
Dr. Robert E. Tindall	Business and Public Administration
Dr. Charles F. Zukoski	Medicine

President Schaefer next welcomed to the Senate and introduced the following student representatives:

Student Representatives

Alisa Armstrong	Elaine Matsuda
Scott Berger	Todd Smith
Francis Bidleman	Ron St. John
David Birnbach	Kim Weatherly
Judy Cunningham	

APPROVAL OF MINUTES: The minutes of the meeting of May 5, 1980, were approved as distributed.

REPORT FROM THE PRESIDENT OF THE UNIVERSITY: President Schaefer noted that the Senate would henceforth be meeting regularly in today's meeting room, that is, Room 146 of the College of Law. He reminded everyone present that smoking, food, and beverages are not permitted in this room.

Dr. Schaefer said he would not make extended remarks today, inasmuch as he had only recently given his annual state-of-the-university address at the Faculty luncheon on August 23. He said he was encouraged by the fall registration figure which indicated that the on-campus enrollment was running between eight and nine hundred students ahead of that of the same date one year ago.

ANNOUNCEMENT BY THE SECRETARY: The secretary made the following announcement to the Senate, as requested by the chief internal auditor for the U of A of the Arizona Board of Regents:

"The Board of Regents Audit Staff is performing the annual audit of the University's FTE report. They will select a sample of classes and confirm enrollment in these classes with the instructor. The objective of the confirmation process is to establish the status of students as of September 15, 1980, per the instructor's records. In a majority of cases, confirmation can be completed during a 5-minute phone call. Instructors of selected classes will be contacted during the latter part of September."

REPORT FROM THE CHAIRMAN OF THE FACULTY: Dr. Sigworth informed the Senate that he had made the following appointments to the University Committee on Committees: Dr. Kenneth Foster, Associate Director, Department of Arid Land Studies; Dr. Sarah Dinham, Director, Department of Medical Education.

He further announced that he had appointed the following individuals to the Elections Committee: Frank Antinoro, Analyst in the Office of the Vice President for Planning and Budgeting, to a three-year term; Edith Ferrell, Central Reference Librarian, to a two-year term.

Dr. Sigworth informed the Senate that ASUA President Ron St. John had appointed Judy Cunningham as the student member of the Faculty Senate Executive Committee.

Dr. Sigworth said that the Executive Committee shortly would be making appointments to the Senate's two standing committees, the Committee on Academic Procedures and the Committee on University Planning. He said he would appreciate knowing about persons interested in serving on either of these important committees. Individuals interested in serving on the Committee on University Planning or the Committee on Academic Procedures were asked to get in touch as soon as possible with Dr. Sigworth or Dr. Tom Rehm, Chairman of the Committee on Academic Procedures, or Dr. Steelink, Chairman of the Committee on University Planning.

Dr. Sigworth announced to the Senate that the members of the "Kitchen Cabinet", a group of faculty members who meet informally with the President of the University and the Chairman of the Faculty, had been appointed. Dr. Sigworth indicated he had made the selections, with President Schaefer's approval. The members are as follows:

Members--Term Expiring 1981:

Oliver F. Sigworth
English Dept.

Vine Deloria
Political Science Dept.

J. Michael Gillette
Drama Dept.

Members--Term Expiring 1982:

Bruce R. Barrett
Physics Dept.

D. C. Berliner
Educational Psychology Dept.

Max Dufner
German Dept.

Members--Term Expiring 1981: cont'd

Roseann Gonzales
English Dept.

Ellery Green
Architecture Dept.

Henry Kircher
Nutrition & Food Science Dept.

Boris Kozolchyk
Law

Mary Z. Maher
Speech Communication Dept.

Macario Saldate
Education

Merrilee Salmon
Philosophy Dept.

Mary C. Wetzel
Psychology Dept.

Members--Term Expiring 1982: cont'd

Mary Ellen Hazzard
Nursing

Roger Hungerford
Renewable Natural Resources Dept.

Hussein A. Kamel
Aerospace & Mechanical Engin. Dept.

June Morrison
Public Administration Dept.

Roy G. Post
Nuclear Engineering Dept.

R. A. Scott
Marketing Dept.

Stephen B. Shanfield
Psychiatry Dept.

Dr. Sigworth noted that some persons have felt that in recent years the Kitchen Cabinet has not been appropriately used as a vehicle for channeling information to the University administration. He said the Kitchen Cabinet should provide an effective means to funnel much information directly to President Schaefer.

REPORT FROM THE PRESIDENT OF THE ASSOCIATED STUDENTS: Mr. St. John, President of the Associated Students of the University of Arizona, informed the Senate that ASUA was sponsoring appearances on the campus of the following speakers: Senator Barry Goldwater on October 1, Pat Paulsen on October 29, and Gerard O'Neil on November 6. ASUA was also sponsoring two upcoming concerts, Mr. St. John said. These would be Jerry Riopelle on October 3 and Frank Zappa on October 11.

Mr. St. John noted that the Arizona Board of Regents at its meeting September 6 had approved a tuition increase for the fall of 1981 despite student opposition. He said the student leadership planned to study the University's operating budget to determine how the funds from the tuition increase would be expended.

He noted that the Associated Students Legal Service had handled 390 legal cases the previous year. The Student Tenants Association had not only assisted many students to obtain temporary off-campus housing but had assisted 300 student tenants who had problems in dealing with their landlords.

REPORT FROM THE COMMITTEE ON ACADEMIC PROCEDURES: Dr. Rehm, Chairman of the Committee on Academic Procedures, pointed out that ever since the Board of Regents had approved the Conditions of Faculty Service in April 1980 faculty groups had been busy on the three Arizona university campuses determining what modifications must be made in other documents on their respective campuses. At the University of Arizona this had been the responsibility of the Committee on Academic Procedures, and careful study had been given to provisions of the Faculty Constitution, of the Faculty Bylaws, and in Chapter VIII of the Faculty Manual. In July each member of the Faculty Senate received copies of the Faculty Bylaws, Faculty Constitution, and Chapter VIII of the Manual incorporating the modifications, additions, rewordings, etc. to these documents which were called for by the Board of Regents' action in approving the Conditions of Faculty Service. Dr. Rehm commented that the changes in the several documents, as a matter of fact, were not very great. He said he was now bringing the recommended changes before the Senate as a seconded motion for approval, with the intent to ask for Senate action approving the revisions at the October Senate meeting.

He explained that following approval by the Senate there must then be called a meeting of the General Faculty for the purpose of discussing the changes. The revisions of the documents must then be voted on by the General Faculty in a mail ballot. Dr. Rehm urged all members of the Senate to be ready to act on this matter at the October meeting.

REPORT FROM THE COMMITTEE ON UNIVERSITY PLANNING: Dr. Steelink noted that since this year the Executive Committee would be in a position to appoint three new members to each of the standing committees of the Senate, this seemed to be a good year to remedy an oversight in the original provisions for the establishing of these committees which do not specify terms of office for the committee members. He said that the Committee of Eleven had discussed the matter and concluded that a term of three years was reasonable. He then moved approval of the following statement:

~~"Members of the Committee on Academic Procedures and the Committee on University Planning, except those serving ex-officio or by appointment of the President, shall serve three-year terms. Members may be re-elected after an interim of one year. In order to facilitate transition under this provision, the committees will proceed as follows: Each continuing member of the committee will draw lots for either a one-year or a two-year term, lots for one-year terms to predominate. Each member appointed this year will draw lots for either a three-year or a two-year term, two lots to be for three years, one for two years. The outcome of these drawings shall be communicated to the Chairman of the Faculty and to the Faculty Senate."~~

*Action recorded
at Oct 6, 1980
meeting +
new action
taken
(See P. 22
of 10/6/80
Senate meeting)*

Several seconds to the motion were heard and it carried with no dissenting vote.

APPROVAL OF CATALOG MATERIAL AS REPORTED IN "CURRICULUM" BULLETINS: The Senate approved catalog material furnished Senate members in "Curriculum" bulletins Vol. 8, No.18(June 2, 1980); Vol. 8, No. 19 (July 11, 1980); Vol. 8, No. 20 (July 20, 1980); Vol. 8, No. 21, (July 25, 1980); and Vol. 8, No. 22 (September 8, 1980).

ELECTION OF NEW MEMBER OF COMMITTEE ON CONCILIATION, PLUS ALTERNATES:

The Committee on Committees had nominated a slate for vacant positions on the Committee on Conciliation for a two-year term. Nominated as member of the committee, one to be elected, had been Arline Hobson, Assistant Dean of Students and American Indian Student Advisor, and Mary Anne Mayhew, Serials Librarian. Nominated as alternates on the committee, two to be elected, were Robert W. Buckingham, Associate Professor of Public Administration and Family and Community Medicine; Kenneth C. Mylrea, Associate Professor of Electrical Engineering, Director of Clinical Engineering; John Racy, Professor of Psychiatry; Raymond E. Reed, Professor of Veterinary Science/Research Scientist-Agricultural Experiment Station; William H. Thweatt, Associate Professor of Psychology and Head, Center for Transactional Analysis, Student Counseling Service.

Senate members had been furnished ballots at their places. Balloting proceeded. Arline Hobson was elected the new member of the Committee on Conciliation for a two-year term. Raymond Reed and William Thweatt were elected alternates.

ANNOUNCEMENT RE ARIZONA COLLEGE ASSOCIATION: President Schaefer noted that the next item on the agenda called for the Senate to elect two University of Arizona representatives to the Arizona College Association, something that has traditionally been done at the first Senate meeting of the year. He pointed out, however, that the Arizona College Association had been dissolved and was no longer functioning. The Association treasury had been divided among the several Arizona universities and colleges in an appropriate manner, the money going to the institutions' respective scholarship funds.

ELECTION OF FACULTY REPRESENTATIVES TO THE STUDENT SENATE: Mr. St. John moved that James W. Johnson, Assistant Professor of Journalism, and Dr. Joe Malik, Jr., Head of the Department of Russian and Slavic Languages, be elected by the Senate as faculty representatives to the Student Senate. Several seconds to Mr. St. John's motion were heard. There were no additional nominations from the floor. Mr. St. John noted that both individuals had indicated that if elected they would serve. The Senate then voted unanimously to elect Mr. Johnson and Dr. Malik as faculty representatives to the Student Senate.

ELECTION OF SENATORS-AT-LARGE: Dean Windsor pointed out that it was necessary to elect replacements for certain senators-at-large who would be on sabbatical leave during all or part of 1980-81. He pointed out that Ford Burkhart, elected last May for the year 1980-81 to fill the unexpired term of Dr. Harwood Hinton who would be on leave during 1980-81, had later during the summer had an unusual opportunity made available to him and would himself be on leave this year. Thus it was necessary to fill his vacancy for the full year. Dr. Bruce Barrett and Dr. Alice Longman also would be on sabbatical leave during the first semester.

Dean Windsor pointed out that in the last senator-at-large election the next runnerup in the voting, following Professor Burkhart, had been a four-way tie among Dr. Robert Chiasson, Dean Vera Lander, Dr. Kenneth Olson, and Dr. Herbert Wilson. Dean Windsor said, following the usual custom of the Senate, it would be appropriate to ballot on the four names, with each senator voting for three of the four names. The individual receiving the highest number of votes would be elected to the full-year term for 1980-81, with the next two serving the first semester. Ballots had been furnished each member of the Senate. Balloting then proceeded with the result that Dr. Chiasson, Professor of Veterinary Science, was elected a senator-at-large for the full year 1980-81 and Dr. Olson, Professor of Agricultural Education, and Dr. Wilson, Professor of Educational Foundations and Administration, were elected to fill the fall semester vacancies.

ELECTION OF MEMBERS OF THE EXECUTIVE COMMITTEE OF THE SENATE: Dr. Sigworth moved that Rebecca Kellogg and Dr. Fred Roby be elected new members of the Executive Committee of the Senate. Several seconds to the motion were heard. There were no nominations from the floor. The question was called for and Ms. Kellogg and Dr. Roby were elected unanimously.

RATIFICATION OF 1981-82, 1982-83 ACADEMIC CALENDARS: Dean Windsor referred to the copies of the proposed academic calendars for 1981-82 and 1982-83 furnished each member of the Senate with the agenda for this meeting. He pointed out that the opening and closing dates of the academic year were set for the Arizona universities according to a common schedule by the Arizona Board of Regents. Each institution, however, developed its own internal dates. At the U of A the Faculty Senate had determined guidelines for these dates, and the calendars before the Senate today had been developed in accordance with those guidelines. Dean Windsor noted that one amendment should be made in the calendars. The award date for degrees completed at the close of the summer session should be the day after the closing date of the the second summer term, not September 1. Thus for 1981-82 that date should be August 13, 1981, and for 1982-83 that date should be August 12, 1982.

Dean Windsor then moved that the Senate ratify the academic calendars as presented. Seconds were heard and the motion carried with no dissenting vote.

Copies of the academic calendars are appended to these minutes.

REPORT BY DEAN ROSENBLATT ON IMPLEMENTATION OF THE NEW UNDERGRADUATE WRITING PROGRAM: President Schaefer next called on Dean Rosenblatt to give the Senate a report on implementation of the new undergraduate writing program. Dean Rosenblatt pointed out that in the last academic year the Senate had passed a series of resolutions regarding writing in the undergraduate curriculum. He said he would now like to report what progress had been made in implementing the provisions of the resolutions. His report was as follows:

1. The first resolution requests the Department of English to undertake an evaluation of its program in freshman composition. Last spring Dr. Edgar Dryden, Head of the Department of English,

appointed a committee to undertake the evaluation. The committee's report is due this fall semester; however, at least one change has occurred as a result of the committee's deliberation. The orientation program for first-time graduate assistants had been significantly broadened and now contains not only a 40-hour orientation to teaching freshman composition and assignment to supervision, but also, throughout the semester, seminars on teaching composition.

2. The second resolution established the Intercollegiate Writing Committee. President Schaefer last spring appointed the members of the committee, who have met and elected Professor Frank LaBan as chairman. This year that committee undertakes the duties assigned to it by resolution.
3. The third resolution concerns the establishment of a University Writing Laboratory. Full implementation of this resolution now depends on adequate funding, and we have now before a foundation a request for initial funding. This resolution also calls for continuing coordination with Arizona secondary schools. Last spring Dr. Charles Davis, Director of Composition, visited high schools throughout the state to inform administrators, high school chairmen, and students of the standards of the University's freshman composition courses. Schools visited last year represent about one-third of the high school enrollment of the state. Additional visits will be made this year. In preparation is a list of recommended books for university preparatory students, which will first be distributed at a high school-university articulation conference planned for November 1.
4. The fourth resolution establishes an upper-division writing proficiency examination. Plans for implementing this proposal will be presented to the Intercollegiate Writing Committee this fall.

COMMITTEE OF ELEVEN REPORT ON TEACHER EVALUATION AND TEACHING EFFECTIVENESS:

The Senate turned next to a report to the Senate by the Committee of Eleven titled, "Teacher Evaluation and Teaching Effectiveness" issued in August 1980. Senate members had received a copy of the report with the agenda of today's meeting. Dr. Sigworth pointed out that while the Committee of Eleven had been responsible for the study, a subcommittee had done the bulk of the work. The subcommittee had been made up of Dr. David Woloshin, Dr. Arlene Putt, and Dr. Shirley Fahey, chairperson. He noted that Dr. Fahey, Dr. Woloshin, and Dr. Putt were all present at today's meeting. He suggested that the report be presented to the Senate by Dr. Fahey.

He also thought that the most appropriate way to proceed would be to go through the 16 recommendations which the Committee of Eleven had forwarded to the Senate, ad seriatim, to obtain comments of Senate members about the several recommendations. He believed no effort should be made today formally to amend or pass the recommendations. Comments, objections, etc., made today

would be taken under consideration by the Committee of Eleven who would bring a revised statement of recommendations to an early meeting of the Senate, in the light of today's discussion. The recommendations then could be formally considered.

The chair then recognized Dr. Fahey. Dr. Fahey stated that after receiving a request from the President (December, 1978) to study teacher evaluation and teaching effectiveness, the Committee of Eleven talked with representatives of Students Older Than Average (SOTA), other students and various faculty, as well as periodic discussions with Dr. Aleamoni, Director of the Office of Instructional Research and Development (IRAD) which had started long before the request for a study. Because no one had a clear picture or definitive information on departments other than their own of what was being done now with respect to effective teaching and the evaluation of teaching university-wide, the committee believed it was important to survey department heads about teaching activities in their departments. "We would have liked to survey all faculty, but the size of that project was not within the scope of Committee members' time or other resources and we concluded that we could get a fairly accurate picture from department heads, based on the assumption they would be familiar with activities in their own departments", Dr. Fahey said. Results of the survey are given in Appendix A and reviewed in the report. It is important to note that the perspective throughout had been to approach the evaluation of teaching, and effectiveness of teaching, from a positive orientation--that is, the committee was looking for ways to provide both rewards and visible recognition for teaching excellence and "a way to encourage---or motivate---all of us who teach to work at improving our teaching".

Basic to rewarding teaching excellence and assessing teaching improvement is a system of evaluating teaching, she continued. The evaluation of teaching includes a number of dimensions:

- 1) Probably the most common is student attitudes or 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 they clearly should be asked to evaluate on those dimensions of teaching effectiveness related to what instructors do in the classroom, and how the instructor affects the students (rapport, degree of communication, motivation of students, etc.).
- 2) Equally important are the faculty/colleague and department head attitudes and judgment of appropriateness of course content, course objectives, examinations, text books, syllabi, etc.
- 3) Quality of student learning is another aspect of teacher evaluation and would include such things as nationally standardized examinations (where available), performance in succeeding courses, follow-up of students after they leave the University--these measures are difficult to get, at best, (and sometimes impossible) but should be attempted.

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

With respect to Graduate Assistants in Teaching, Dr. Fahey said, the committee was concerned about the training they receive about teaching and --- judging by undergraduate students committee members talked to --- their understanding of the professional responsibilities which are associated with teaching--such as meeting their classes, coming to class on time, helping students to learn, evaluating students in valid and fair ways, etc. Thus, the committee made several recommendations which it was believed would help to prepare graduate students for their role as teachers.

For both faculty and graduate assistants in teaching, the committee believed that the Office of Instructional Research and Development could provide very positive assistance in helping to design an evaluation system and in improving teaching skills, with additional resources made available for that office.

"We want to thank those people who have helped as we were studying the topic of teacher evaluation and who have given us their thoughts about the written report itself", Dr. Fahey said. "In closing, I would like to note that neither the report itself nor the recommendations are exhaustive. We have tried, in large part, to provide a set of general guidelines. Specific details will need to be worked out in a way that is appropriate for individual departments and colleges".

Senator Armstrong asked if the committee in its study had determined what other institutions in the country were doing about the matter of teaching effectiveness. Dr. Fahey said the committee had not. Ms. Armstrong said she was aware that some special attention was being given this matter at the University of Oregon, for instance. Dr. Fahey said that the committee had had the counsel of Dr. Aleamoni, Director of IRAD, and Dr. Aleamoni, of course, was aware of what was going on elsewhere in the country. She pointed out that Dr. Aleamoni was present at today's meeting.

Dr. Fahey reiterated the suggestion made earlier by Dr. Sigworth that today the Senate simply discuss the recommendations ad seriatim so that the discussion of the Senate could be taken back to the Committee of Eleven for review. Formal action should be delayed until a later meeting of the Senate when the recommendations in revised form could be formally considered.

The Senate then began discussing Recommendation 1 which read:

"Excellence in teaching shall be rewarded through the promotion and tenure system on an equal basis and to the same degree that excellence in research is rewarded".

Dr. Peterson asked why there was not reference in this recommendation to public service. Several senators commented that they thought the opening words of the recommendation should be revised to read "Excellence in teaching and public service shall be rewarded.....". Dr. Davis noted that there was a spectrum in higher education encompassing both teaching and research and he thought the two should not and could not be separated. That is why he felt a certain false tone in the entire document, which seemed to indicate that there is a wall between teaching and research. Good research involves good teaching, and good teaching involves good research, he said.

President Schaefer inquired if the Committee, in its study, had visited with Dr. Weaver. The answer was in the negative. Dr. Schaefer said that in the past year no one had received promotion and tenure, he was confident, where there had not been good evidence that the individual was indeed an effective teacher. He said he agreed with Dr. Davis. The University of Arizona does not hire faculty personnel unless there is every indication that the person will be a good teacher. The proportionate weight of the importance of teaching versus that of research of course depends on the nature of the department and that department's mission in the University. Each situation must be evaluated. The emphasis in some departments, naturally, is in teaching; others may place their emphasis on public service. He said he would find it difficult to endorse the statements as they were presently written. He appreciated, indeed, the sense of the recommendations, but he wondered if they couldn't be worded better.

Dr. Kassander said that there was a distinct implication in the document that excellence in research is rewarded more generously than excellence in teaching. He felt that several statements should be reworded to imply that all three functions, that is, teaching, research and service, should be appropriately rewarded through the promotion and tenure system on a basis appropriate to the unit in which an individual functions.

Dr. Fahey said the effort had been not to develop a rigid statement, but rather to provide guidelines. She said the committee, indeed, would try to reword Recommendation 1 taking into account today's comments.

Dr. Spera said that he had always taken for granted that members of the University of Arizona faculty were well qualified in both teaching and research. He thought that Recommendation 1 did not make sense.

Dr. Shanfield said he saw Recommendation 1 as something like a declaration of belief in motherhood and why could not the statement be reworded to the effect that reaffirmation was given that teaching is rewarded as is good research and public service?

Ms. Kellogg said that she found this discussion rather illuminating and most interesting because she found it difficult to reconcile it with comments she frequently has heard over the years on this campus where many faculty members believe that good teaching is not rewarded as generously as good research is. Simply to reword the statement would not answer the general belief frequently found on campus. She was of the opinion that good teaching was not well recognized.

President Schaefer pointed out it is hard to sort out fact from folklore in some areas, including this one. Many people feel that public service is not well enough recognized, he said. Some people feel that their research efforts are not recognized. "I believe we do recognize good teaching", he said. He referred to the Teaching Excellence awards, five of which are made every year. Each of these carries a generous cash award. Perhaps some of the comments one hears have some merit, he said, but on the other hand some of them are sour grapes.

Dr. Weaver said that rewarding excellence in teaching is very important. In late years no recommendations for promotion and tenure have been approved unless convincing supporting evidence was available showing that the individual was an effective teacher. "Maybe our criteria are not right," he said, "but the fact is that people are not being promoted or granted tenure at the University of Arizona without there being good evidence of effective teaching."

Dr. Fahey said that the committee had hoped it was not presenting a controversial matter. Certainly enough commentary has been heard today, she said, to give the committee the basis for some revision of wording. The question was asked if Senators could send ideas in writing directly to the committee. Dr. Fahey said yes, indeed. It was hoped that the comments could be received in the near future, she said, since the committee planned to meet again within two weeks.

Dr. Tomizuka pointed out that there were some complexities in the matter when goals are seen differently from within the department. If an individual is an outstanding teacher but his research and publication record is negligible and his public service is not notable, it is very hard to get a promotion. On the other hand, an outstanding researcher seems to have little trouble getting promoted, even though he is not a very good teacher, because it seems relatively easy somehow to get documentation of effective teaching. This is a fact of life, he said, and one could hardly correctly express it in a document like this one under discussion. A basic goal of the University of Arizona is to attain distinction in research, he said. "Let's watch the administration," he said, "and see if they mean what they say when they say how adequately teaching is being rewarded."

The discussion turned next to Recommendation 2 which read as follows:

"Departments and colleges shall be required to include teaching excellence in their guidelines for promotion and tenure. These guidelines shall be adhered to by the Promotion and Tenure Committee at both college and university levels."

Dean Henderson pointed out that because of the great variety of teaching styles appropriate in various divisions of the campus, recommendations appropriate for one division might not apply to others. What is necessary for effective teaching in law would not be appropriate for effective teaching in chemistry, for example. He felt the document needed to carry some sort of caveat pointing out that all of the recommendations did not apply to all divisions of the institution.

Dean Cole said he was puzzled by the report because it seemed to be based on a survey that had not included some key people involved in the responsibility for the quality of teaching on this campus. He wondered how many department heads had been visited. He thought the document would have been much stronger if it had been based on what was learned in interviews with department heads and deans. He said it would have been helpful if the

committee had given attention to the guidelines followed by various departments in determining teaching effectiveness. Dr. Fahey pointed out that some departments, in participating in the survey, did submit their promotion and tenure guidelines.

President Schaefer asked how many college deans the survey committee had talked to. Dr. Fahey answered none. She was asked how many department heads had been interviewed. She said not many. A number had submitted written remarks in responding to the survey. She acknowledged the survey was not based on many interviews. It was not one based on talking to people, she said, but on response to a written questionnaire. Dr. Fahey said there had been direct discussion with perhaps five department chairmen. Several senators commented that they wondered how scientific the survey had been. Dean Cole said he thought most departments and colleges were already giving attention to what Recommendation 2 speaks to.

Dr. Altschul commented that if most of the departments already are including teaching excellence in their guidelines for promotion and tenure, then much of the remainder of the report seemed to call for taking away from the department responsibility for the quality of teaching and instead would apply some university-wide procedure. Yet it is a matter which should remain in college and departmental hands, he felt. Further, he continued, the content of the course must be taken into account in considering teaching effectiveness. He said he did not see how many of the recommendations could be implemented. How do you measure attitudes, for example?

Dr. Fahey responded that teaching effectiveness could be evaluated by peers. Peers could sit in classes and observe, for example. This is where the adequacy of course content could be determined.

Professor Green said he felt that Recommendation 1 and Recommendation 2 were redundant. Vice President Weaver's annual memorandum about matters to be considered in reviewing nominees for promotion and tenure already says these things.

Dr. Fleming said there are always ways to "fudge around" to indicate satisfactory teaching effectiveness so a researcher can be promoted, but the same is not true in reverse. A good teacher whose research project, for example, is carried out over a long period of years does not get recognized or promoted because of an insufficient amount of productive research.

President Schaefer pointed out that it is a group of faculty members, not administrators, who make promotion and tenure decisions, and they are putting into effect the values of the respective department.

Senator Weatherly said that if a researcher is forced to teach simply because he has to have a certain amount of teaching performance in order to qualify for promotion and tenure, wouldn't that detract from his research, and might the same be said in the case of the teacher who is required also to do research?

Dr. Gerald Peterson said he sensed a reaction among faculty asking

"Who, us? You mean we're not doing a good job of teaching?" He said it is easy to get letters saying that so and so is a good teacher. It is not easy to obtain evidence of good research when there has not actually been any. A department's recommendations for promotion and tenure reflect that department's balance in the importance of research, teaching, and service, he said. He said he has seen many recommendations for promotion and tenure turned down because the individual's publication record was inadequate. Sometimes the faculty committee of the department has unanimously recommended promotion, and yet "up the line" the individual was turned down because of an insufficient publication record. Teaching is very hard to evaluate, he emphasized. We need to find a way to evaluate it better. The point is, though, there does exist "some lousy teaching, even by great researchers."

Dean Rosenblatt said he agreed with some of the points made in the document. These are important aspects, but the report ignores some other important areas, for example, the necessity for expanding laboratory facilities and acquiring additional equipment. The report is too singular. It is not broad enough, he said. Some procedures are not clearly enough defined. In the provision to review tenured professors every five years, who will do the reviewing? The report is too monolithic. It takes away from the departments too much of each department's responsibility and authority.

Dr. Witte said perhaps the document needs a preamble and certain remarks could be included in the preamble. Then the document could move promptly into specific recommendations. Dean Gallagher also suggested Recommendations 1 and 2 be developed into some sort of preamble and the document could then move directly into the recommendations.

Attention was next given to Recommendation 3, as follows:

"The Executive Vice-president shall require that evaluations of teaching excellence be a mandatory part of every faculty member's promotion and tenure documentation before submission to the President's Advisory Committee on Promotion and Tenure.

The evaluation of teaching shall include:

- a) Student evaluations (Arizona Course/Instructor Evaluation Questionnaire (CIEQ) or other student evaluation instruments) from all courses taught during the previous two years.
- b) Other types of evaluation of teaching such as peer review of course descriptions, objectives, examinations and syllabi; 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."

Several senators commented that this Recommendation did not recognize the autonomy of certain departments and did not take into account

departmental differences. Student evaluation instruments appropriate for some disciplines could not apply to architecture, it was pointed out, where the design laboratories are team taught.

(At this point, President Schaefer had to leave the meeting. Vice President Weaver took the chair.)

Senator Armstrong noted that distinctions between types of student evaluations must be made. Some departments might indeed find it inappropriate to use CIEQ, for example. What we don't want, she said, is something that is reduced simply to a popularity contest. What is wanted is an objective standardized test that indeed is a measure of teaching accomplishment.

Dr. Tomizuka wondered if a new young faculty member might think that this document provided guidelines on how to get promoted. Departments do operate in different ways, he said. Many faculty members are more heavily engaged in research in the early years of their careers, but more involved in teaching in the later years. It is difficult to legislate just how good teaching should be carried on, just as it is impossible to legislate just how good research should be done. Certainly it is difficult to legislate what the balance should be between teaching and research, along with public service. A set of recommendations could be passed, Dr. Tomizuka said, and we would still have no assurance of excellence in teaching.

Dean Kettel said he did not doubt that effective instruments could be developed as referred to in Recommendation 3, but such a process would be very expensive. Just how much would it cost? How would this be funded? Dr. Fahey said perhaps Dr. Aleamoni who was in the audience could comment. Dr. Aleamoni said the cost of course would depend on how many instruments were wanted and whether existing ones were used or new ones developed. Postage costs would be a factor. He said he had to give a vague answer.

Dr. Kassander said he felt developing the measuring instruments would be the smallest part of the overall expense of implementing this set of recommendations. Other recommendations could be very expensive, for example, the salaries proposed for graduate assistants.

Dr. Sigworth asked Dr. Weaver if teaching evaluations were now required. Dr. Weaver said that each department is urged to use some sort of teaching evaluation instrument. No particular instrument is specified.

Dr. Stubblefield said a number of people seemed to be indicating that the quality of teaching on this campus is excellent already, so what is everybody worrying about?

Dean Henderson said every college should develop its own process for evaluating teaching effectiveness, using methods which fit that department or college. Dr. Weaver said he agreed with Dr. Altschul that attention must be given to the content of the course. Is the course being kept up-to-date content-wise?

The next recommendation discussed was No. 4, as follows:

"The Executive Vice President shall require that faculty who have attained the rank of professor and are thus not subject to review by promotion and tenure committees, must also have their teaching reviewed every five years following the guidelines indicated in 3, above."

Dr. Stubblefield said that in the College of Agriculture every faculty member is evaluated by his or her students every year. Whether or not the individual is tenured, such evaluation is made.

Dr. Davis said this recommendation would be unworkable. What about professors who are not teaching? Dr. Armstrong said she felt something like what was recommended by Recommendation 4 is needed. She told of the case of a poor instructor she had recently had at the University who gave no mid-term test, no final test, never took attendance. At the time student evaluations were made, he informed the class they could say anything they wanted to about him and it wouldn't hurt him one bit because he had tenure.

Dean Gallagher asked what should be done to evaluate full professors? Dr. Fahey said that a department head could review their student evaluations in consultation with professors, pointing out their deficiencies and indicating how improvement might be brought about. This could be a good mechanism to keep older, tenured faculty members on their toes. If you know you are going to be reviewed periodically you just simply are going to be a little sharper in your performance, she said.

Professor Green said some tenured faculty members would find Recommendation 4 insulting and demeaning. He was sure some would simply refuse to submit to such a review. Dr. Henderson said that he thought on the other hand that it was too conservative in its suggestion of evaluating only every five years. He evaluates every member of his faculty, regardless of rank and tenure, every year. He felt no professor with any professional sensitivity at all would be offended by being evaluated.

Dr. Jorgensen asked if what was meant was that a review should be conducted once every five years, or that annual reviews should be collected and five years' worth should be reviewed with the individual once every five years. Dr. Fahey said that it was intended that Recommendation 4 call for the same sort of review as indicated in 3a, namely student evaluations from all courses taught during the previous two years.

Senator Armstrong asked what would be an appropriate way for the Senate to proceed at this point, since the hour was growing late. Should the matter be tabled, or should senators be asked to write their further comments and forward them to the committee, or what? Several persons suggested that further discussion be postponed. Ms. Armstrong then moved that further discussion of the recommendations be postponed until the next meeting and that senate members be requested within the next two weeks to send forward in

writing any comments they wish to make about the recommendations to Dr. Fahey.

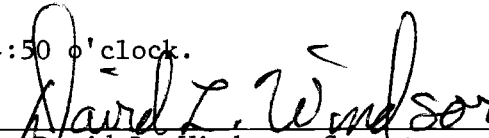
Dr. Sigworth said he was in favor of the motion. He felt the discussion today had been stimulating. He hoped Ms. Armstrong's motion could also include a provision that further consideration of the proposal be an early item of business at the next meeting. Ms. Armstrong accepted this amendment to her motion. Dr. Rehm pointed out that the Conditions of Faculty Service must have a high priority on the agenda of the October meeting.

The motion was called for and the motion to postpone further consideration of the recommendations passed, with no dissenting vote heard.


FACULTY ASSISTANCE TO MINORITY STUDENTS: Dr. Sigworth reminded the Senate of President Schaefer's comments at the Faculty luncheon meeting of August 23 when he had talked about the retention of minority students in the University, and had referred to a one-on-one contact between students and faculty members. He said he has discussed this matter further with President Schaefer and felt that it was a matter well worth exploring. He believed that it would be well to develop a committee with lines of responsibility, an ad hoc group responsible to the Faculty Senate. He said he was aware that there was some interest among some faculty members in this activity.

He then moved that the Senate authorize the Chairman of the Faculty in consultation with the President, the Dean of Students, and other concerned persons to appoint a committee of five ^{Faculty} ~~Senate~~ members and one student, such committee to be responsible to the Senate, to explore the possibility of developing a program of faculty-minority student relationships and to identify interested students and faculty members. Several seconds to the motion were heard and it carried with no dissenting vote.

The meeting adjourned at 4:50 o'clock.



David L. Windsor, Secretary



David Butler, Assistant Secretary

MOTIONS PASSED AT MEETING OF SEPTEMBER 8, 1980:

1. Approval of minutes of meeting of May 5, 1980.
2. ~~Approval of motion relating to terms of service on the Committee on Academic Procedures and the Committee on University Planning.~~ *motion recorded at 10/6/80 Senate meeting*
3. Approval of "Curriculum" bulletins Vol. 8, No. 18 (issue date of June 2, 1980); Vol. 8, No. 19 (issue date of July 11, 1980); Vol. 8, No. 20 (issue date of July 20, 1980); Vol. 8, No. 21 (issue date of July 25, 1980); and Vol. 8, No. 22 (issue date of September 8, 1980)
4. Election of new members of Committee on Conciliation, plus alternates.

MOTIONS PASSED AT MEETING OF SEPTEMBER 8, 1980: (CONT'D)

5. Approval of motion to elect James W. Johnson and Joe Malik, Jr. as faculty representatives to the Student Senate.
6. Election of senators-at-large to fill vacancies resulting from leaves of absence.
7. Election of Rebecca Kellogg and Fred Roby as members of the Executive Committee of the Senate.
8. Approval of motion to ratify the 1981-82 - 1982-83 academic calendars.
9. Approval of motion to postpone further discussion of recommendations of the Committee of Eleven report on Teacher Evaluation and Teaching Effectiveness until next meeting and to request Senate members to send in writing comments about the recommendations to Dr. Shirley Fahey, with the understanding that further consideration of the proposal be an early item of business at the next Senate meeting.
10. Approval of motion that Senate authorize Chairman of the Faculty in consultation with the President, the Dean of Students, and other concerned persons to appoint a committee of five ^{Faculty} ~~Senate~~ members and one student, such committee to be responsible to the Senate to explore the possibility of developing a program of faculty-minority student relationships and to identify interested students and faculty members.

ACTION ITEMS PENDING:

1. Consideration of recommended changes in Faculty Constitution, Faculty Bylaws, and Chapter VIII of the Faculty Manual to bring these documents in conformance with the Conditions of Faculty Service approved by the Board of Regents in April 1980.
2. Consideration of Committee of Eleven Report on Teacher Evaluation and Teaching Effectiveness.