11-6-1980

November 6, 1980

University of North Dakota

MINUTES OF THE UNIVERSITY SENATE MEETING

November 6, 1980

1.

The November meeting of the University Senate was held at 4:05 p.m. on Thursday, November 6, 1980, in room 7, Gamble Hall. Bonniejean Christensen presided.

2.

The following members of the Senate were present:

Clifford, Thomas
Aas, Alan
Basuray, Tom
Bender, Myron
Bolonchuk, William
Bott, Alexander
Brumleve, Stanley
Bzoch, Ronald
Carr, Chris
Christensen, Bonniejean
Clark, Alice
Curry, Mabel
Dobesh, Larry
Furman, Leola
Gerhard, Lee
Glassheim, Patricia

Hampsten, Elizabeth
Hampsten, Richard
Henry, Gordon H.
Hess, Carla
Hill, Lawrence
Hill, Richard
Hoekstra, Marten
Johnson, A.W.
Keel, Vern
Kemper, Robert
Kinghorn, Norton
Korbach, Robert
Larson, Omer
Markovich, Stephen
McElroy, Jacquelyn

Oberpriller, John
Omdahl, Lloyd
Randorf, Jeff
Ring, Benjamin
Schilson, Elizabeth
Schubert, George
Simmons, Jim
Smiley, Mary Helen
Tomasek, Henry
Uherka, David
Wakefield, Mary
Warner, Edward
Wermers, Donald
Wilborn, Graciela
Zinser, Elisabeth

The following members of the Senate were absent:

Berg, Marty
Boyd, Robert
Bryan, William
Carlson, Todd
Dahl, Ivan J.K.
Fletcher, Alan
Hamerlik, Gerald
Hogan, Wayne
Huber, Darwin
Jacobsen, Bruce

James, Thomas
Johnson, Tom
Landry, Dick
Langemo, E. Mark
Loendorf, Lawrence
Myers, Mick
O'Kelly, Bernard
O'Kelly, Marcia
Oring, Lewis

Pederson, Merle
Reid, John
Rowe, Clair
Seabloom, Robert
Seaworth, Tom
Skogley, Gerald
Smith, Greg
Traugh, Cecilia
Warden, Karl

3.

It was moved and seconded that the minutes of the meeting of October 2 1980, be approved as distributed. The motion was voted upon and carried.

4.

The chairman announced that items two and three, the Report of the Task Force on Committee Structure and the Report of the ROTC Committee, have been withdrawn for this meeting and will be placed on the December agenda.

5.

The Chair asked if there was any objection to adding two items from Mr. Bolonchuk and Mr. Ring to the current agenda. Mr. Markovich asked what the items were. The Chair responded that Mr. Bolonchuk's item was in regard to the Due Process statement and Mr. Ring's item was in regard to the method of choosing the members to serve on the Program Evaluation Committee. It was moved and seconded that these items be placed on the agenda. The motion was voted upon and carried.

6.

Ronald Pynn presented the report of the ad hoc Committee on the Role and Activities of the Council on Teaching. (See attachment #1.) Gerald Lawrence presented the resolutions of the Council on Teaching regarding these recommendations. (See attachment #2.) Mr. Johnson moved that the report be received. The motion was seconded, voted upon and carried. Mr. Johnson moved the following recommendations: 1) the Senate disband the Council on Teaching; 2) the evaluation process should be decentralized to the college level with the focus of the evaluation process being on improved teaching effectiveness; 3) the awards program which involves the selection of individual faculty members should be placed in the hands of an ad hoc committee; 4) the departmental award for Teaching and Service should be made the responsibility of an ad hoc committee, and 5) program functions of the Council on Teaching are to be assumed by the Instructional Development Committee and the Instructional Development Officer. The motion was seconded. Mr. Omdahl requested that the question be divided and the Chair agreed. Discussion followed. Mr. Hampsten moved to amend the motion to move the first clause (COT disbandment) to last. The motion to amend was seconded, voted upon and carried. Discussion continued. Mr. Simmons moved to amend the new first clause on evaluation decentralization by adding: "The deans of each college are to be responsible for assuring that a process (or processes) for student evaluation of faculty instruction/courses, including the necessary instrumentation, is completed by February 1, 1981. The new system should be tried in at least one course for every faculty member in the second semester 1981 and be fully implemented during the 1981-82 academic year." The motion to amend was seconded and discussion followed. Mr. Simmons withdrew his motion to amend. The first clause of the motion, that the evaluation process should be decentralized to the college level with the focus of the evaluation process being on improved teaching effectiveness, was voted upon and carried.

The second clause, the awards program, which involves the selection of individual faculty members should be placed in the hands of an ad hoc committee, was voted upon and carried.

The third clause, that the departmental award for Teaching and Service should be made the responsibility of an ad hoc committee, was considered. Mr. Bolonchuk moved to amend to add that the Instructional Development Officer appoint the committee for the purpose of assigning the award for Teaching and Service. The motion to amend was seconded, voted upon and defeated. The original motion was voted upon and carried.

The fourth clause, that the program functions of the Council on Teaching are to be assumed by the Instructional Developmment Committee and the Instructional Development Officer, was voted upon and carried.

The fifth clause, to disband the Council on Teaching, was voted upon and carried.

7.

Scot Stradley, Chairman of the Student Policy Committee, presented the report of that committee. (See attachment #3.) Ms. McElroy moved to receive the report. The motion was seconded, voted upon and carried.

8.

Mr. Bolonchuk discussed the proposed draft on Academic Freedom, Tenure, and Due Process which was mailed to the faculty. He moved that the Chairman of the Senate ask the Commissioner of Higher Education to delay action by the Board of Higher Education on the proposed draft of regulations on Academic Freedom, Tenure, and Due Process until after the December meeting of the UND Senate so that the Senate may respond to this proposal. The motion was seconded, voted upon and carried.

9.

Mr. Ring asked about the procedure for choosing faculty for the Committee on Program Evaluation. Mr. Clifford responded that the Board has left the procedure for selection up to each institution and that at NDSU, the committee was appointed by the administration but that UND felt the faculty should have some input on this and so requested recommendations by faculty. Mr. Ring moved that the Senate appoint the eight faculty members to serve on the Program Evaluation Committee. The motion was seconded, voted upon and defeated.

10.

The Chair announced that the January Senate meeting would be held on January 15 and the agenda would be due on December 31.

11.

Mr. Tomasek moved that the meeting be adjourned. The motion was seconded, voted upon and carried and the meeting adjourned at 5:20 p.m.

D.J. Wermers
Secretary

THE
UNIVERSITY
OF
NORTH
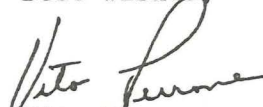DAKOTA

THE CENTER FOR TEACHING AND LEARNING
Box 8158, University Station
Grand Forks, North Dakota 58202

July 21, 1980

To the Senate Executive Committee

I am pleased to submit our report on the "role
and activities of the Council on Teaching." We wish
the report to be discussed by the Senate in October.
Ron Pynn and Randy Lee will present the report.

Best wishes,

Vito Perrone

VP:mkb

Introductory Statement

The Senate Executive Committee named, on August 30, 1979, an ad hoc Task Force to engage in a "review of the role and activities of the Council on Teaching." After struggling a good deal with the intentions of the charge, the Task Force reviewed the history of the Council and its three principal responsibilities; namely, the development and administration of a university-wide faculty-course evaluation process, the organization of programs (lectures, seminars, workshops) designed to improve teaching effectiveness and/or stimulate reflection about teaching, and the selection of persons and departments for a series of awards related to Founder's Day.[1] The Task Force made a decision quite early to center its efforts on the university-wide faculty-course evaluation process and *its* *uses*. Given the imminence of the Bush supported Instructional Development Program, the Task Force concluded that any review of the Council's role and effectiveness in stimulating the "improvement of teaching" through its program activity might be moot. And the awards function, while clearly controversial, was given only limited attention.

Task Force Activities

The Task Force engaged in the following activities over the course of the year as a means of building a foundation for its final recommendations:

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[1]The Senate in 1978, approved the use of an administrator evaluation form developed by one of its committees. Subsequently, the form and process was turned over to the COT by the Senate Executive Committee for administration. What this meant in effect was that the Institutional Research Director administered the instrument. COT, as best we can determine, did not view this particular activity as central to its mission. The Task Force, as a result, did not examine this particular evaluation activity; hence, it has no recommendation to make about it. The Senate may wish to review this process during the 1980-81 year.

(1) Members of the Task Force were invited to share their own
     observations about the Council on Teaching, especially in
     relation to the evaluation process. In light of the fact that
     most members of the Task Force had served at one time or another
     on the Council and in their basic university roles had a great
     deal of experience with the evaluation process, this seemed
     an appropriate place to begin.

(2) Some pertinent literature about faculty evaluation was shared.[2]

(3) A review of the Council on Teaching's activities in relation
     to the faculty-course evaluation process, prepared by Randy Lee in
     October, 1977, was sent to all past and present members of the Council
     on Teaching.[3] They were asked to "note any sections that
     are contrary to your understandings as well as elaborate on
     sections where you feel elaboration might provide a more com-
     plete perspective."

(4) The Task Force developed a Utilization Review Instrument which
     was the basis for systematic interviews with faculty and chair-
     persons about faculty-course evaluation procedures.[4] Marcia Retzer
     developed a sample which included all chairpersons and 90 faculty
     members representative of all ranks and experience and drawn from
     every college and department in the University (exclusive of Medi-
     cine). Jim Larson trained the interviewers (graduate students
     in Sociology) and organized an analysis of the responses.

(5) The Task Force prepared a survey instrument for students as a
     basis for gaining information about student perceptions of the

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[2]A bibliography of this shared literature is attached as Appendix A.

[3]This review is attached as Appendix B.

[4]The Utilization Review Instrument is attached as Appendix C.

the faculty-course evaluation process.[5] One hundred and twenty-eight randomly selected students from among all the colleges (exclusive of Law and Medicine) were asked to respond to the survey.

(6) Two meetings were held with current members of the Council to discuss the Council's <u>three</u> areas of responsibility.

<u>Outcomes of the Task Force's Activities</u>

It could be argued that most of what members of the Task Force learned over the course of the year was nothing more than a corroboration of what was known at the outset. But the corroboration did provide a stronger base for the recommendations that are being made.

The "outcomes" are <u>summarized</u> below in relation to each of the activities outlined in the previous section.

(1) Members of the Task Force were somewhat negative about the

<u>current</u> university-wide faculty-course evaluation process while indicating overall support for the constructive potential of faculty-course evaluation procedures. The assumptions which follow are expressive of the Task Force's early discussions:

· A student evaluation of the teaching effectiveness of faculty will (and should) continue in some form.

· A process of student evaluation of the teaching effectiveness of faculty has the potential for assisting faculty in reflecting about and improving the quality of their teaching. (In relation to this assumption, Task Force members were

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[5]The Survey Instrument is attached as Appendix D.

concerned that the current process, because of its multiple

uses - promotion, tenure - no longer served this kind of

purpose well.

· If a process for student evaluation of faculty is to be more credi-
ble, it needs to be developed closer to individual faculty mem-
bers, possibly at college or department levels.

· The purposes and uses of a student evaluation of faculty

process need be unambiguous.

(2) The literature (see Appendix A for a bibliography) that was

shared stressed the need for clarity about the uses

of student evaluation-ratings of faculty.[6] In discussing

"clarity of use" the literature also highlighted the need for

caution in interpreting the derived numerical statistics. In

addition, the shared literature outlined the fact that faculty

evaluation should be seen as encompassing more than teaching

(scholarship, service) and that the kinds of student rating systems

typically used should not be given particularly heavy weight in

decisions about promotion, tenure, etc. William McKeachie, who

has been writing about "evaluation of teaching" since 1958

suggested that student ratings are useful for the following purposes:

  1. improving teaching

  2. providing data relevant to judgment about teaching
      effectiveness

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[6]It should be noted that most of the Task Force members had read
articles over the years about student rating systems. No attempt
was made to do an extensive literature review. This seemed unneces-
sary to the directions we had established. On the other hand, we
did wish to read in common some pertinent recent articles.

3. aiding student choice of course and instructor

4. stimulating students to think about their education
    (<u>Academe,</u> October 1978, p. 396)

He made a further point, however, that even the foregoing

purposes can't be met unless faculty and students are confi-

dent about the methods used.[7] Rotem and Glasman, who surveyed

in a thorough manner the research literature related to

student evaluation of faculty and courses, suggest that

feedback "will be more effective if it is informative and

provocative . . . Students' ratings seem to be attractive

because of their numerical properties which make them effi-

cient and easy to score. But this attribute may also be the

source of their limitation in providing [useful] feedback to

teachers . . ."(<u>Review of Educational Research</u>, Summer 1979,

p. 500).

(3) Fourteen current and former Council on Teaching faculty members

responded to the review prepared by Randy Lee. (The review had

been sent to 27 faculty members.) None had additional information

to share or found the review inaccurate in any respect. Most

emphasized that the original intention of the process was shifted,

from improvement of teaching to evaluation for promotion, tenure,

merit, thus causing considerable dissatisfaction among faculty.

While recognizing that the Council had a responsibility for the

evaluation process, those who responded felt that it was difficult,

if not impossible, to alter the current negative circumstances.

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[7]As will be noted in paragraph (4) following, there is little confidence in the current university-wide process.

(4) One hundred and thirty-three persons (46 chairpersons and 87 faculty members) were interviewed by sociology graduate students.[8] What follows are some of the results which might be of greatest general interest:

- The University-wide teaching evaluation form is utilized by almost <u>all</u> (96%) faculty and chairpersons.

- The perceived importance of the evaluation results for promotion, salary, retention/tenure is "slightly" to "moderately important" (four-point scale 1= slightly important, 2=moderately important, 3=important, 4=very important) for 60% of faculty and chairpersons. Faculty perceive the evaluation results as less significant than chairpersons. In terms of the three decision areas, promotion is perceived by faculty and chairpersons to be influenced most by the evaluation results.

- Almost half the faculty and chairpersons are satisfied with the existing evaluation form. On the other hand, 70% of these faculty and 50% of the chairpersons perceive <u>other</u> faculty as being dissatisfied with the form.

- Those who found the form satisfactory (N=60) consider the comments on the back as the preferred aspect. The following were reported by this group as the principal dislikes: no utility for courses, unreliability, and invalidity.

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[8] Seven of the original sample of 140 either refused or were not available for interviewing.

· Those faculty and chairpersons not satisfied with the evaluation

form (N=67) viewed the following as the most unattractive or problemat-

ic aspects: invalidity, no utility for courses, and unreliability.

For this group, the most attractive feature of the existing process

is the provision for comments on the back.

· Seventy-five percent of the respondents indicated they made use of

other evaluation procedures and forms that related to teaching effectiveness.

In general, they found their own procedures and forms more useful

than the University-wide forms.

(5) Forty-two senior students (or 37% of the possible sample)

responded to the survey.[9] All colleges surveyed were represented by

student responses. A number of the responses were particularly

interesting and are shared below.

· Students should evaluate faculty at the conclusion
of each course

23 Strongly agree 15 Agree 1 Disagree 1 Strongly disagree

· How many faculty members do you believe view the evaluation
process positively (e.g., they believe it is useful to
them)?

10 A few   15 About 1/3 10 About 1/2 7 Majority 0 All

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[9] Thirteen of our surveys came back inasmuch as the students were no
longer living at the addresses listed with the University

· I believe that most students complete the forms in a thoughtful manner, believing that their responses will be helpful to individual faculty members

__1__ Strongly agree __24__ Agree __15__ Disagree __2__ Strongly disagree

· Faculty who consistently get poor ratings from students should not be retained at the University

__12__ Strongly agree __19__ Agree __9__ Disagree __1__ Strongly disagree

· I know how to gain access to the results of the evaluations

__3__ Yes   __39__ No

(6) Task Force meetings with current members of the Council on Teaching focused upon the issue of "why the COT had not been successful over the years in addressing the many expressions of dissatisfaction with the evaluation form?" Council on Teaching representatives and members of the Task Force who had served on COT discussed the following:

· Lack of personal commitment to COT as structured

· Changing membership on the Evaluation Sub-Committee

· Feeling locked into the existing process

· Uncertainty about alternatives

The following statements are characteristic of COT member's feelings:

· Always an anticipation that the Evaluation Sub-Committee would do something; didn't know why nothing ever happened.

· The Sub-committee on Evaluation never understood clearly that changing the evaluation form was its charge.

· No one wanted to do this hard task [contending with the form and the process] knowing it would be complicated to convince faculty that a new form would be any better.

It should be noted that we did discuss on these occasions the awards and instructional development activities. There was a consensus that the awards program does not promote excellence in teaching and that a great deal of cynicism exists about the nomination and selection procedures. Considerable concern centered around the low level of participation in the nominating process. With regard to the program function of the Council on Teaching, there was a consensus that the Bush supported Instructional Development Program would (and should) assume those responsibilities.

Recommendations

Having assimilated a good deal of information and having had time to think about the issues, the Task Force closed the year with the following recommendations:

- The evaluation process should be decentralized to the college level with the focus of the evaluation process being on improved teaching effectiveness.

- The awards program which involves the selection of individual faculty members should be placed in the hands of an ad hoc committee with representatives appointed by the Student Senate and the Alumni Association (four members from each). The departmental award for Teaching and Service should be made the responsibility of an ad hoc committee made up of members from the Continuing Education Committee and the Instructional Development Committee (four members from each.[10]

- Program functions of the COT are to be assumed by the Instructional Development Committee and the Instructional Development Officer.

The foregoing recommendations essentially bring to an end the need for the Council on Teaching as currently organized. While the Council fulfilled a function for seven years, its existence is no longer, from our

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[10]This has a parallel to the process for selecting the department to receive the Award for Excellence in Research. An ad hoc committee representing the Graduate Committee and the Faculty Research Committee currently makes the selection.

perspective, necessary. With this in mind, we close our recommendations with the following:

· The Council on Teaching should be disbanded.

Inasmuch as the first recommendation is so important and represents such a major shift from current practice, we wish to outline an implementation plan.

Before doing so, however, we wish to suggest to the Senate that an alternative position is possible. It could be argued, for example, that the abolition of the Council on Teaching leaves us, in regard to evaluation, with the decentralized process outlined in the Guidelines and Procedures for the Evaluation of Tenured and Non-Tenured Faculty. These Guidelines charge departments with the obligation to develop a procedure for performing evaluations that include student opinion. Why, the question could be raised, should any detailed procedure exist beyond those outlined in the Guidelines? Further, if students wish to engage in an evaluation process that serves their interests in relation to course and faculty selection or for giving attention to highly rated or poorly rated instructors, let them do so in their own ways. If departments wish to use such information gathered independently by students, nothing would prevent them from doing so. While everyone in the Task Force found the foregoing perspective compelling, members also felt that we had an obligation to encourage a university-wide, thoughtful development of faculty-course evaluation procedures that would involve faculty, students and deans. In light of this commitment, we moved toward the implementation procedures outlined below.

An Implementation Statement

Faculty instructional and course evaluation is important as a possible means of improving the quality of instruction and for assisting students in course and faculty selection. To be effective, it needs to occur

on a regular schedule for every faculty member and cover during the course

of a two year cycle every course taught. [11] The recommendation to decentra-

lize the process, including the instrumentation, is rooted in the belief

that the process needs to be related more closely to the special concerns

of faculty within particular fields. The concerns of persons teaching

courses in the social sciences may, for example, differ somewhat from

those teaching courses in the fine arts.

To place the decentralized process into operation the following policy

guidelines are critical:

· The Deans of each College are to be responsible for assuring

that a process (or processes) for student evaluation of faculty

instruction/courses, including the necessary instrumentation, is

completed by February 1, 1981.[12] While we do not wish to be pre-

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[11] The present schedule calls for all courses taught by part-time lecturers, GTA's and faculty in their first two years to be evaluated each semester. Faculty in their third years and beyond have those courses designated by their chairpersons evaluated every other semester. We recommend that all lecturers, GTA's and regular faculty have at least one course (designated by the chairpersons in consultation with the lecturer, GTA or regular faculty member) subjected to evaluation by students each semester and that over the course of two years all courses regularly taught by regular faculty be evaluated.

[12] Inasmuch as a large number of faculty and departments already have developed forms that they feel are more responsive to their concerns about teaching and course effectiveness, this, we believe, is a realistic timeline. We wish also to acknowledge, however, that a decentralized process may provide us with some technical problems that do not now exist. A single computer program that preprints course evaluation forms and tabulates responses now exists and has a five year history. In the procedure being advocated, different computer programs for each college may be necessary. To reduce the potential difficulties, we would encourage Deans to meet with programmers from the Computer Center and, perhaps, with the Director of Institutional Research if they need help in their contacts with the Computer Center.

scriptive about the instrumentation, we believe that it should provide considerable attention to open-ended questions, carefully phrased to provide fairly precise evaluative comment from students. In addition to open-ended questions, each form used should contain 3-4 overall summary questions that can be easily summarized and can be the basis for student review.

- The Instructional Development Officer is to be responsible for providing to the Deans and their related faculty committees, if they wish, professional-technical assistance with the instrument development.[13]

- The Institutional Research Director shall be a resource person, assisting, if the Deans wish, in the organization and the evaluation process, to include any necessary data processing/computer applications.[14]

- The new system should be tried in at least one course for every faculty member in the 2nd semester 1981 and be fully implemented during the 1981-82 academic year.

- The office of the Vice President for Academic Affairs currently supports the cost for implementing the COT organized course evaluation process. This office is expected to be responsible for costs related

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[13]We wish to be precise about the Instructional Development Officer's role. There is no expectation that he will be involved in any evaluation process.

[14]We do not expect the Institutional Research Director to physically manage, as is now the case, the evaluation process.

to the decentralized process as well. (We do not anticipate these costs to be higher than those which currently exist.)

· The process must make provision for assuring accessibility of evaluative comment about particular courses and faculty to students. Responses to structured, forced choice questions of a summary nature will be the basis of what is made accessible; for example, "Overall, I rate this instructor as an excellent teacher" Strongly agree, agree, etc. Information related to individual faculty and courses is to be available at the Counseling Center, the Student Senate office and in the central office of Wilkerson.

· Students should be involved in the development of the evaluation procedures as one means of increasing their commitment to the evaluation process.

· The process must include a clear statement, approved by faculty within departments or program areas (as required in the policy outlined in the Faculty Handbook, p. 23), about how the evaluations are to be used beyond direct feedback to the individual faculty members and to interested students. [15] The "Guidelines for Evaluation of Tenured and Non-Tenured Faculty" (see pp. 22-24 of the Faculty Handbook) contain the following statement which must be a consideration in relation to the foregoing:

> Provision shall be made . . . for the utilization of student opinion in the evaluation (p. 23).

We do not believe - and the Senate Guidelines were never meant to

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[15]Present policy permits access of the evaluation summaries to the Chairpersons but not to the Deans. We would support the continuation of such a policy.

14

suggest - that student opinion should be the sole, even the critical, basis for judging the teaching effectiveness of faculty. This does not imply, however, that consistently poor evaluations by students should not be a matter of significant concern. For the purposes of critical evaluations (promotion and tenure) faculty need to present more complete documentation of their teaching with student responses being only one part. Without a broader presentation of information as to teaching effectiveness than that which student evaluations provide, the student evaluations will, willy nilly, become as they are now, more important than any of us desire.

Respectfully submitted:

Vito Perrone, Chair
Hannah Dean, Nursing
Jerry Kohns, Student Senate
Norman Kulevsky, A&S
Richard Landry, CTL
James Larson, A&S
Randy Lee, Law
Jacqueline McElroy, Fine Arts
Chuck Neff, Student Senate
Burt Oien, BPA
Ron Pynn, BPA
Elizabeth Schilson, HRD
Robert Schwartz, Student Development
William Sheridan, A&S

Literature Commonly Reviewed by the Task Force

Student Instructional Report, Fall/Winter 1979-80, Educational Testing
    Service, 1979

Armour, Richard, "What Do They Expect of Me," Chronicle of Higher Edu-
    cation, October 26, 1979.

Machlup, Fritz, "Poor Learning from Good Teachers," Academe, October 1979.

McKeachie , Wilbert, "Student Ratings of Faculty: A Reprise," Academe,
    October 1979.

Raskin, Betty Lou and Plante, Patricia, "The Student Devaluation of
    Teachers," Academe, October 1979.

Rotem, Arie and Glasman, Naftaly, "On the Effectiveness of Students'
    Evaluation Feedback to University Professors," Review of Educational
    Research, Summer 1979.

THE DEVELOPMENT OF EVALUATION OF FACULTY AT UND:

THE ROLE OF THE COUNCIL ON TEACHING

On March 1, 1973, the University Senate (according to its Minutes) went "on record supporting the concept of systematic evaluation for the purpose of improving the learning environment." There was created an Ad Hoc Committee to Study Course-Faculty Evaluations, which was ordered to render proposals by the Fall of 1973. It recommended that all faculty be evaluated by students in all courses. The proposition brought lengthy debate, but the debate was more concerned with when and how the evaluation would proceed, and what use should be made of its findings, than on the question whether there should be evaluation. On November 1, 1973, the Senate acted to establish the Council on Teaching "to provide for the continuing evaluation of instruction and to initiate and develop programs for the improvement of instruction." The Senate's Committee on Committees was directed to form a recommendation to the Senate as to the composition, structure and function of the Council. (Minutes, University Senate meeting of November 1, 1973).

[The current By-Laws of the Council recite, in Article 1, that the Council was formed by the Senate on February 7, 1974; this is clearly erroneous. The only thing that happened in the University Senate meeting of 2/7/74 having any pertinence at all to the Council's existence was the approval on that date of the minutes of the January 17, 1974 meeting, this being the meeting at which the Council was born - after having been conceived on November 1, 1973. The By-Laws should be amended in this regard.]

The University Senate on January 17, 1974, on the motion of Mr. Stanley Murray, approved a proposal of the Committee on Committees. The proposal dictated the composition, structure and function of the Council on Teaching. The Proposal itself is folio 1042 of the University Senate records as contained in the UND archives.

The Senate action placed on the Council, as its duties, those things which are stated (verbatim from the Senate report) in "Article II. Purposes" of the revised By-Laws (3/25/77). There is little in the Senate document which resulted in the Council's creation that has not worked its way into the By-Laws, except for the Senate's mandate that the Council's operating procedures, once devised, were to be made known through the University Letter.

In the Fall of 1974 the Council reported to the University Senate (the meeting of October 3, 1974) on its activity since its creation. This report included a suggested faculty evaluation form. The Senate approved the use of the form for one semester, directed its study by the University and Student senators, and

mandated that, prior to the Council's deciding what uses to make of the form, the Council report the proposed use to the Senate. [I assume that by "use" in the sense last used, the Senate meant not to proscribe use of the form itself, for its use had just been specifically approved for that semester, but rather meant to reserve judgment as to the use to be made of the results of the evaluation survey conducted through the approved form]. The form as approved is not appended to the October 3 minutes.

The Council was soon before the Senate again; on November 4, 1974 it presented a detailed exposition of its own view of its function. In summary, the report proposed that one method of improving the learning environment would be to survey student perceptions of important aspects of courses and teaching, offered an instrument which would collect those perceptions, and recommended that the University administer it universally and then use the results for the improvement of the individual participating instructors. It was recognized, and recommended, that the results would, "in conjunction with other appropriate information" (emphasis in original), be used in considering promotions, awards, tenure and termination; but the Council suggested that before such use was made further controls be established to ensure the propriety of that use.

The Senate, with modifications not pertinent to the items here mentioned, accepted the report and recommendations. Interestingly, the evaluation process proposed in the report, as accepted by the University Senate, was wholly voluntary. Faculty not wishing to be evaluated did not have to be. The "results" apparently were to be available only to students, to the department head and to the faculty member her/himself. Of further interest in the report accepted by the Senate were the Council's specific recommendations as to controls necessary on the use of the evaluations. These are reprinted in their entirety here:

1. Use of evaluation results for promotion, salary adjustment, tenure, or termination of a faculty member will be proper only as a part of a broader analysis considering additional factors indicated in the faculty handbook relating to teaching effectiveness;

2. results of evaluation will be filed and considered cumulatively and a judgment will not be based upon any single evaluation;

3. use of evaluation result data in making recommendations concerning faculty members is permitted only after consultation with the department head;

4. any communication between department head, dean and Vice-President for Academic Affairs or any other University official regarding a teacher's performance as indicated by the evaluation results must be in writing and copies of that correspondence must be maintained in the teacher's file and available to the teacher upon request;

5. any data analysis beyond frequency tabulations of responses will not be done except under supervision of a faculty committee;

6. all procedures for the use of evaluation results must be written and must be approved by the University Senate in advance of their being effected.

Subsequent to these activities on evaluation of faculty through the Council, and independent of them, there was introduced into the Senate on December 5, 1974, a document proposing "Guidelines and Procedures for the Evaluation of Tenured and Non-Tenured Faculty." The evaluation proposed in this document was not voluntary, nor was it designed to be limited in its use. Rather than looking to improvement of faculty teaching as its focus, the proposal set out to meet the "further need" for "evaluations so that fair and informed consideration can be given in matters of retention, promotion, tenure and due process." The proposal did, however, mention the Council as a resource for the Departments to use in setting up their individual evaluation systems. The Council was given no role in the administration of the evaluations envisioned by the proposal, and was not - on the face of the record - involved in the formulation of the proposal. The proposal was eventually adopted by the University Senate, substantially intact, on January 16, 1975. It is printed in the Faculty Handbook, and the reference to the Council is to be found in Paragraph 2.a. Interestingly, in the adoption the reference to use of the evaluation in assuring "fair and informed consideration" in retention, promotion, tenure and due process was deleted by amendment. There was a motion to amend the proposal on the floor of the Senate, which motion would have referred the evaluation process, for its criteria, to the promotion criteria as set out in the Faculty Handbook. The move to include a specific reference to promotion criteria failed, but a substitute motion to bring the promotion criteria themselves over into the proposal, as its stated criteria, was successful.

On March 20, 1975, the University Senate was presented with a series of questions addressing the continued validity of certain promotion and salary increase criteria in light of the perceived lack of financial support for higher education from the North Dakota General Assembly then in session. One of these questions, "Should teaching evaluations be weighted to compensate for differences in teaching environments on campus, i.e., the fact that some buildings have classrooms which are an asset to instruction while other classrooms are detrimental?", was referred to the Council on Teaching.

The Council, in its annual report to the University Senate for the school year 1974-75, presented to the Senate by then-chairperson William Bolonchuk, did not make any specific recommendation on the question referred to it regarding the effect of classroom deficiencies on expected teaching quality. It did, however, report on the first year of experience with evaluations on the Council's form. Several changes in the form were suggested, including adding up to six places for questions which would not be used by the Council but would be left blank to

allow departments to ask their own questions; the Council
would meet with departmental faculty to set up departmental
questions. The report also suggested the possibility of
including questions on classroom (physical) environment.

Of special interest is the suggestion that due to the
expense of administering the evaluation, it ought perhaps
not be done for each course, each semester on each faculty
member, but rather on a less frequent schedule - at least
as to teachers beyond their second year of employment. There
is nothing in the official record of the University Senate
to suggest how the Council's purely voluntary evaluation had
evolved by this point to a mandatory each course, each semester
all faculty procedure. One can speculate that this was the
effect of the action of the Senate in adopting the "Guide-
lines for the Evaluation of Tenured and Non-tenured Faculty"
discussed above, which were not at all voluntary. In any
event, in the Spring of 1975 the Council felt that its
evaluation process was a mandatory one, and proposed that it
become not mandatory in at least the respect of third year
and beyond teachers; as to those faculty, it was recommended
that evaluation would occur only every other semester. This
proposal, along with the others described in Mr. Bolonchuk's
report, was approved by the Senate in its May 1, 1975 action
accepting the report.

The 1975-76 Mid-year report of the Council to the Senate
reflected no action of significance on evaluation matters
other than carrying forward the described suggestions for
changes previously made by the Council and approved by the
Senate.

The Council on Teaching requested the Senate, at its May
6, 1976 meeting, to approve Council recommendations as follows:

1. That the University-wide evaluation be
   continued into 1976-77 in the same manner
   of administration as in past years.

2. That the then-present instrument be continued
   in use with the provision that departments might
   develop supplementary forms of their own, to
   conduct evaluations in addition to the Council's
   University-wide form.

3. That, due to the confusion regarding the proper
   uses of the evaluation results, each department
   faculty should officially meet and determine
   whether the Council evaluations should be used
   for purposes of salary and promotion.

All three of these recommendations were adopted by the
Senate at the May 6 meeting. Neither the ambiguity regarding
the permitted uses of the Council's evaluation results nor that
regarding the role of the Council (as opposed to the Senate)
itself was thereby resolved, however, for the next formal

report of the Council to the Senate, filed by Council Chair-
person Thomas Howard covering the first semester 1976-77,
which was accepted by the Senate on February 3, 1977, noted
that the Council was still concerned about the reliability
of its form, given the expanded use to which it was apparently
being put by the UND administration (tenure, promotion, etc.)
and still concerned about the Council's role in identifying
allowable uses and proscribing others. Mr. Howard's report
suggested that this was Senate business, not delegated to the
Council, on which the Senate had on several occasions spoken -
but never affirmatively concluded or acted. The report
further suggested that the various Senate actions ought to
be codified and then re-enacted by the Senate in complete
form; a Council proposal was promised to be forthcoming. The
University Archives files containing the documents pertinent
to the business of the University Senate do not reveal that
such a codification was ever proposed to or acted upon by the
Senate.

                    Randy H. Lee, Chair
                    Council on Teaching
                    October 14, 1977

RHL:rpc

Utilization Review - Student Evaluation of Faculty

The following questions are to be asked of chairpersons:

1. Does your department make use of results from the university-wide student evaluation of faculty form in your evaluation procedures relating to promotion, retention, tenure and salary increases? If yes, to to 2. If no, go to 9.

2. How much importance is given to results from the university-wide student evaluation of faculty form in decisions about:

	Moderately Important	Important	Very Important
Promotion			
Retention/tenure			
Salary increases			
Other (Describe)			

3. Is it your impression that faculty members in your department know how the results are used:

    Yes _____   No _____

    If yes, how did they acquire this information?

4. In your role as chairperson, how satisfied are you with the current university-wide form for gathering student responses to the teaching effectiveness of faculty in your department?

    a. Very satisfied   _____

    b. Satisfied   _____

    c. Not very satisfied   _____

    d. Unsatisfied   _____

    If a or b - What do you like about it? What useful information does
            it give you?
    If c or d - What do you dislike about it?

5. How satisfied do you believe faculty in your department are

with the university-wide form?

   a. Very satisfied   _____

   b. Satisfied   _____

   c. Not very satisfied   _____

   d. Unsatisfied   _____

If a or b - What do you believe they like about it?

If c or d - What do you believe they dislike about it?

6. Have you and/or members of your department developed any other

form or process for gaining student evaluation of faculty?

   No _____ If no, go to 6a

   Yes _____ Please describe the procedures [Note to Interviewer: Pick
                                              up a copy]

6a Could you and faculty within your department develop a more

   appropriate student evaluation of faculty form or process than

   that which currently exists?

   No _____

   Yes _____ What might that process be like? Why haven't you

              developed such a process?

7. Do you ever discuss results from the university-wide form with

individual faculty members to help them reflect on their teaching?

   Yes _____ Please describe

   No _____

8. How would you respond to a discontinuance of the present university-

wide form for gaining student responses to faculty members teaching?

Describe.

----

9. Describe your departmental methods for gaining student evaluation information about the teaching effectiveness of faculty in your department? (If no process exists, inquire as to reasons and end the interview)

   a. Why did you choose not to use the university-wide forms and process?

10. How much importance is given to results from your process for gaining student evaluation of faculty in decisions about:

	Moderately Important	Important	Very Important
Promotion			
Retention/tenure			
Salary increases			
Other (Describe)			

11. Is it your impression that faculty members in your department know how the results are used?

   Yes _____

   No _____

   If yes, how did they acquire such information?

12. In your role as chairperson, how satisfied are you with your current process for gaining student evaluation information about the teaching effectiveness of faculty in your department?

   a. Very satisfied _____

   b. Satisfied _____

   c. Not very satisfied _____

   d. Unsatisfied _____

   If a or b - What do you like about it? What useful information does it give you

   If c or d - What do you dislike about it?

13. How satisfied do you believe faculty in your department are with your process?

     a. Very satisfied   _____

     b. Satisfied   _____

     c. Not very satisfied   _____

     d. Unsatisfied   _____

If a or b - What do you believe they like about it?

If c or d - What do you believe they dislike about it?

The following questions are to be asked of faculty:

1. Does your department make use of results from the university-wide student evaluation of faculty form in your evaluation procedures relating to promotion, retention, tenure and salary increases?
If yes, go to 2. If no, go to 9.

2. How much importance do you believe is given to results from the university-wide student evaluation of faculty form in decisions about:

	Moderately Important	Important	Very important
Promotion			
Retention/tenure			
Salary increases			
Other (Describe)			

3. How satisfied are you with the current university-wide form
   for gathering student responses to the teaching effectiveness
   of faculty in your department?

    a. Very satisfied   _____

    b. Satisfied   _____

    c. Not very satisfied   _____

    d. Unsatisfied   _____

If <u>a</u> or <u>b</u> - What do you like about it? What useful information
          does it give you?

If <u>c</u> or <u>d</u> - What do you dislike about it?

4. How do you believe other faculty in your department feel about the
   university-wide form?

    a. Very satisfied   _____

    b. Satisfied   _____

    c. Not very satisfied   _____

    d. Unsatisfied   _____

If <u>a</u> or <u>b</u> - What do you believe they like about it?

If <u>c</u> or <u>d</u> - What do you believe they dislike about it?

5. Have you and/or members of your department developed any other
   form or process for gaining student evaluation of faculty?

    No _____ If no, go to 5a

    Yes _____ Please describe the procedures

5a. Could you and faculty within your department develop a more
     appropriate student evaluation of faculty form or process than
     that which currently exists?

    No _____

    Yes _____ What might that process by like? Why haven't you
           developed such a process?

6. Do you ever discuss the results from the university-wide form
   with your department chairperson as a means of helping you
   reflect on your teaching?

       Yes _____ Please describe.

       No   _____ Would such a discussion be useful?

7. Do you believe the results could improve your teaching effectiveness?

       Yes _____   If yes, go to 8

       No   _____

8. How have you used the results of student evaluations to improve
   your teaching effectiveness? Describe.

9. Describe your departmental methods for gaining student evaluation
   information about the teaching effectiveness of faculty in your
   department? (If no process exists, inquire as to the reasons and
   end the interview)

       a. Why did you choose not to use the university-wide form
          and process?

10. How much importance is given to results from your process for gaining
    student evaluation of faculty in decisions about:

	Moderately Important	Important	Very Important
Promotion			
Retention/tenure			
Salary increases			
Other (Describe)			

11. Is it your impression that faculty members in your department know
    how the results are used? No _____

                      Yes _____ If yes, how did they acquire

                      such information?

12. How satisfied are you with your department's current process for gaining student evaluation information about the teaching effectiveness of faculty in your department?

    a. Very satisfied   _____

    b. Satisfied   _____

    c. Not very satisfied   _____

    d. Unsatisfied   _____

If *a* or *b* - What do you like about it? What useful information does it give you?

If *c* or *d* - What do you dislike about it?

13. How satisfied do you believe other faculty in your department are with your departmental process?

    a. Very satisfied   _____

    b. Satisfied   _____

    c. Not very satisfied   _____

    d. Unsatisfied   _____

If *a* or *b* - What do they like about it?

If *c* or *d* - What do they dislike about it?

14. How have you used the results of student evaluations to improve your teaching effectiveness? Describe.

APPENDIX D

COLLEGE: _____A&S   _____HRD   _____Fine Arts

             _____BPA   _____Nursing

             _____CTL   _____Engineering

Years at UND   _____ 1   _____ 2   _____ 3   _____ 4 or more

1. Students should evaluate faculty at the conclusion of each course.

    _____Strongly agree   _____Agree   _____Disagree   _____Strongly disagree

2. The form used for evaluation provides questions that are <u>important</u>
    (e.g., critical to excellent teaching).

    _____Strongly agree   _____Agree   _____Disagree   _____Strongly disagree

3. How many faculty members do you believe view the evaluation process
    positively (e.g., they believe it is useful to them)?

    _____A few   _____About 1/3   _____About 1/2   _____Majority   _____All

4. I typically complete the forms in a thoughtful manner, believing that my
    response will be helpful to individual faculty members.

    _____Strongly agree   _____Agree   _____Disagree   _____Strongly disagree

5. I believe that most students complete the forms in a thoughtful manner,
    believing that their responses will be helpful to individual faculty members.

    _____Strongly agree   _____Agree   _____Disagree   _____Strongly disagree

6. Faculty who consistently get poor ratings from students should not be
    retained at the University.

    _____Strongly agree   _____Agree   _____Disagree   _____Strongly disagree

7. How many times have you examined how students <u>have</u> evaluated a faculty
    member before enrolling in a particular faculty member's course?

              _____Never   _____Frequently

8. I know how to gain access to the results of the evaluations.

              _____Yes   _____No

Any additional thoughts about the process you may wish to add?

RESOLUTIONS OF THE COUNCIL ON TEACHING REGARDING THE RECOMMENDATIONS OF THE
SENATE EXECUTIVE TASK FORCE ON THE COUNCIL ON TEACHING

Task Force recommendation number one: The evaluation process should be de-
centralized to the college level with the focus of the evaluation process
being on improved teaching effectiveness.

Council on Teaching resolution number one: The Council on Teaching recommends
that the Council, together with the Director of the Office of Instructional
Development, the Office of the Vice President for Academic Affairs, and the
Office of Institutional Research, study further the feasibility and desire-
ability of total decentralization of the course and teacher evaluation pro-
cess, and report the results of this study at the April Senate meeting.

Task Force recommendation number two: The awards program which involves
the selection of individual faculty members should be placed in the hands
of an ad hoc committee with representatives appointed by the Student Sen-
ate and the Alumni Association (four members each). The departmental award
for Teaching and Service should be made the responsibility of an ad hoc
committee made up of members from the Continuing Education Committee and
the Instructional Development Committee (four members from each).

Council on Teaching resolution number two: Whereas the Council on Teach-
ing is a Senate committee with representation from the faculty and students
of all colleges and also from central administration, and has, over the
years of its existence, accumulated experience in establishing criteria
and guidelines for the making of awards for individual and departmental
excellence, the Council on Teaching should continue to carry out this
function.

Task Force recommendation number three: Program functions of the COT
are to be assumed by the Instructional Development Committee and the
Instructional Development Officer.

Council on Teaching resolution number three: The Council on Teaching
recommends that Senate accept the recommendation that program functions

of the COT be assumed by the Instructional Development Committee and the Director of the Office of Instructional Development, and the Council expresses its willingness to cooperate in every way possible with the programs developed.

Task Force recommendation number four: The Council on Teaching should be disbanded.

Council on Teaching resolution number four: Council on Teaching recommends that recommendation number four of the Senate Task Force report be tabled.

Council on Teaching resolution number five: The Council on Teaching recommends that the Council be expanded to include the Director of the Office of Instructional Development as an ex officio member.

STUDENT POLICY COMMITTEE
Annual Report
1979-1980

The Student Policy Committee (SPC) met bi-weekly during the year (11 meetings).
SPC is comprised of ten members: five students, four faculty, and the V.P. for
Student Affairs. Members of the Committee for 79-80 were:
    Students: Laurie Kalil, Paul Kolstoe, Dave Huggett, Bruce Neumann, and
          Susan Prochaska.
    Faculty: Toby Howell, Ernie Norman, Scot Stradley (Chair), and Pat Warcup

One of the functions of SPC is recognizing student organizations by approving
constitutions and constitutional modifications. The following groups were approved:
UND Table Tennis Club, Substance Use Organization, MBA Student Organization, Bar-
bell Club, Counseling & Guidance Graduate Association, Ultimate Flying Discs Associ-
ation, Dungeon Raiders Unlimited, Graduate Student Association of UND School of Medicine.

Both the Student Activities Advisor and the Student Senate Vice President habitually
sat in on our meetings and added a useful dimension.

The Committee heard two complaints filed against student organizations alleging vio-
lations of various provisions of the Code of Student Life. The Committee's work
here was unprecedented, but nevertheless required by the Code. The Committee received
pleas of "no contest" in both cases and placed both groups on "probation with direc-
tives for action". Both cases were successfully resolved with the directives satis-
factorily fulfilled. The Committee subsequently addressed the problem of appropriate
response on the part of a group to stress in communal living situations.

The Committee addressed the question of exactly what is a student group and the char-
acteristics of governmental and programming boards. At the request of SPC, a Student
Senate Task Force on Governance was convened and produced a useful study of governance
in the area of student organizations. As a result, a Governance Council (an ad hoc
committee of Student Senate) was endorsed by SPC.

The Committee worked with the Housing Office to ensure disciplinary policies and
procedures in Housing were in accord with the Code.

SPC requested Student Senate form a task force on the rights and responsibilities of
those participating in Student Government campaigns and the rights and responsibilities
for general election campaigners. A report will be coming to SPC this fall.

Note: Student Policy Conducted the two hearings for student organizations mentioned
above because SPC has the original jurisdiction over student organizations.