

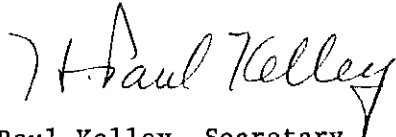
## DOCUMENTS AND PROCEEDINGS OF THE UNIVERSITY COUNCIL

FURTHER CONSIDERATION OF THE RECOMMENDATIONS FROM THE  
FACULTY SENATE COMMITTEE ON TEACHING  
REPORT ON EVALUATION OF TEACHING EFFECTIVENESS  
(AS AMENDED AND APPROVED BY THE UNIVERSITY COUNCIL ON OCTOBER 15, 1990)

The Report and Recommendations from the Faculty Senate Concerning the Evaluation of Teaching Effectiveness (D&P 13130-13136b) was amended and then approved by the University Council at its meeting on October 15, 1990 (D&P 13308-13313/D&M 18812-18817). This major legislation was distributed on November 13, 1990, to members of the General Faculty (D&M 18787-18795) for approval by the no-protest procedure; however, written protests signed by a sufficient number of voting members were received to require the calling of a special meeting of the General Faculty to consider the legislation. The special meeting was held on December 10, 1990, but a quorum was not present.

Therefore, notice is hereby given that this major legislation will be presented to the University Council for further consideration and action at its meeting on January 28, 1991.

The twenty-three General Faculty members who signed letters of protest will be invited to attend the University Council meeting on January 28, and a motion will be made to grant them privileges of the floor during the discussion of the protested legislation.

  
H. Paul Kelley, Secretary  
The University Council

Distributed to members of the University Council, and to the 23 members of the General Faculty members who protested the legislation, on January 11, 1991.

FURTHER CONSIDERATION OF THE RECOMMENDATIONS FROM THE  
FACULTY SENATE COMMITTEE ON TEACHING  
REPORT ON EVALUATION OF TEACHING EFFECTIVENESS  
(AS AMENDED AND APPROVED BY THE UNIVERSITY COUNCIL ON OCTOBER 15, 1990)

Reproduced below for use at the University Council meeting on January 29, 1991, are copies of the following documents:

- I. Recommendations approved by the University Council on October 15, 1990. [Reproduced, with corrections, from D&M 18788-18795.]
- II. Relevant portions of the Minutes of the University Council meeting on October 15, 1990, at which the recommendations on D&M 18787-18795 were debated and approved. [Reproduced from D&M 18812-18817/D&P 13308-13313.]
- III. Reproductions of the signed letters of protest submitted by twenty-three voting members of the General Faculty. [Reproduced from D&M 18918-18924.]
- IV. Relevant portions of the Minutes of the December 10, 1990, called meeting of the General Faculty at which the protested legislation was discussed briefly. [Reproduced from D&M 18945-18947.]
- V. Policies concerning the evaluation of faculty members. [Reproduced from the U.T. Austin Handbook of Operating Procedures, Sec. 3.17, pages 48-49.]

I. Recommendations approved by the University Council on October 15, 1990. [Reproduced, with corrections, from D&M 18788-18795.]

**Faculty Senate Committee on Teaching  
Report on Evaluating Teaching Effectiveness**  
(As Amended and Approved by the University Council)

The Faculty Senate Committee on Teaching had ten formal meetings during the 1989-90 year, including one with President Cunningham, and our focus for the year was on ways to evaluate teaching effectiveness. One of the recommendations of the Quality of Instruction Subcommittee of the ad hoc Committee on Undergraduate Education [the Doluisio Committee] in Fall 1989 was, "The University should regularly collect data that would help in evaluating the quality of instruction, and it should take such data into account in allocating resources." Thus, the evaluation of teaching is a timely and important issue at the University.

The Committee chose to study the topic of teaching evaluation since teaching is, after all, a critical part of the University's business, along with research and service. Therefore, it is important for faculty to strive for excellence in their teaching. Two ways which teaching evaluation information benefits the University are: (1) faculty can learn how well they teach and they gain input on how they can further develop their teaching skills; and (2) departmental executive committees, budget councils, and administrative officials can use the information to make their promotion and merit increase decisions, hopefully in a manner that ensures good teaching is rewarded appropriately.

There appear to be four national trends in the area of teaching evaluations: (1) faculty are being empowered to participate in their own evaluations and as such, the evaluation process is no longer being viewed as "coming from the outside"; (2) there is concurrence that teaching evaluation data should originate from multiple sources and that caution should be used when only one source of data is available on which to judge a person's teaching performance; (3) institutions are working to produce uniform, standardized data, ostensibly for litigation purposes, by creating valid norms on their individual campuses; and (4) distinctions are being made between information gathered from students for purposes of providing general feedback to the instructor on how to improve the course versus information from students for purposes of helping assess the instructor's teaching effectiveness.

The Committee began its deliberations by meeting with Carole Holahan of the Measurement & Evaluation Center [MEC] to learn about the course-instructor survey [CIS] instruments currently in use across campus. She discussed national data regarding the value as well as the limitations of student surveys. There seems to be a consensus that while students have much to contribute to the teaching evaluation process, they should not be the sole means of evaluating teaching. While they may be able to recognize good teaching, per se, they typically are not in a position to know how or what they should be taught in a given course.

Following this meeting, the Committee decided to study evaluation methods other than student surveys, since the topic of course-instructor surveys had been addressed in 1986-87 by the Faculty Senate Course-Instructor Survey Committee whose report was responded to by President Cunningham in October 1988. (As it turned out, course-instructor surveys were addressed in Spring 1990 by Students Concerned With the Quality of Instruction, a group which submitted a proposal requiring all faculty members to participate in Course Instructor Surveys. This proposal was passed by the University Council on April 16, 1990. Since our Committee supported the concept of students being part of the teaching evaluation process, we had two meetings with the Co-Chairs of this student group to assist them in the wording of their proposal.)

One evaluation method we looked at was the exit survey which has been used in the College of Liberal Arts for the past 12 years. Surveys are mailed out the day after the students graduate with a response rate of nearly 50%. We talked with Joseph Horn, then the Associate Dean of Liberal Arts, about the value of exit surveys. He expressed his opinion that students have a better perspective on how well a certain course was taught after they have completed their entire degree program.

The Committee invited Teresa Sullivan, Associate Dean of the Graduate School, to a meeting to discuss her views toward the evaluation of graduate teaching. She pointed out that the MEC currently does not have a survey form specifically designed for graduate course evaluation and there are unique aspects of what graduate students want and need from their courses that should be evaluated.

The Committee met with Marilla Svinicki, Director of the Center for Teaching Effectiveness [CTE] on campus. She expressed her view that if the goal of teaching evaluations is to improve teaching, the emphasis for change must come from the faculty rather than the university administration. One of the differences between evaluating research versus evaluating teaching is that typically research is evaluated by people external to the university whereas teaching is evaluated within the university; therefore, faculty must work every day with the people whose teaching they evaluate. During the year, Dr. Svinicki provided the Committee with informative materials addressing the topic of teacher evaluation and she was invited to attend all of the remaining meetings the Committee scheduled.

**The Committee Chair met with Brian Levack, Chair of the History Department, to discuss its rather extensive peer evaluation process used for faculty being considered for promotion from assistant to associate professor as well as from associate to full professor. The Department Chair tries to appoint people who are recognized as good teachers to serve on the committees that evaluate faculty. One committee is formed for each faculty member being reviewed. The committee meets with the faculty member at the beginning of the semester to review course syllabi, learning objectives, etc. Every committee member visits at least two class meetings of each course [undergraduate and graduate] taught by the particular faculty member. The review takes place during a full academic year and a written report is submitted to the Department Chair. The faculty member can submit a "rebuttal" if he/she believes the evaluation is not fair.**

## **Recommendations**

**A complete definition of teaching effectiveness, applied consistently throughout the University, should include three elements or dimensions: (1) content expertise; (2) instructional skills; and (3) course design skills. These abilities can only be assessed by a variety of evaluation methods. In that light, the Committee believes that the University has placed an over-emphasis on student evaluations when assessing teaching effectiveness. Any one measure of assessing a teacher's performance is not enough. Information needs to be gathered from several sources and then interpreted in light of the faculty member's specific situation and circumstances surrounding his/her teaching assignments and expectations. A variety of information could be gathered as testimony to a person's teaching ability, including the following: (a) significant curricular or course development; (b) development and/or use of innovative teaching methods or techniques; (c) authoring textbooks; (d) being invited to give lectures at other universities; (e) teaching load each semester; (f) time spent advising extracurricular activities of students and student organizations; and (g) being available for students during regularly scheduled office hours.**

**A thorough evaluation of a person's teaching skills is time-consuming and requires the involvement of students, faculty, and administrators. In an effort to address how teaching might be better evaluated with the ultimate goal of improving the quality of instruction at the University, the Committee is proposing the following recommendations:**

**Recommendation 1: Each department on campus should have in place by the end of the 1990-91 academic year a systematic method of evaluating the teaching of all its faculty.**

This systematic method should include, but not necessarily be limited to the following:

- a) student course evaluations to assess the clarity of lectures, the quality of student-teacher interaction, how well the course was organized, and the extent to which students believe they have learned what the course was designed to teach;
- b) peer review by faculty colleagues to assess how well the faculty member is meeting the course objectives, the relationship of subject matter being taught to the purpose of the course, and the appropriateness of grading methods used; and
- c) exit surveys from graduating students or recent alumni to assess the courses and/or instructors who made the greatest impact on them while they were completing the course requirements in their major.

One problem the Committee has identified is the tendency for many departments across campus to use only CIS surveys to evaluate their faculty's teaching effectiveness. There is definite need for faculty to become more involved in the evaluation of their colleagues' teaching. Faculty peers can help determine how well a course fits within the entire curriculum and they can review the consistency and clarity of course syllabi, course objectives, and exam content. Presentation style as well as faculty-student rapport can be assessed by actually attending class sessions.

Each department also should consider whether the same information used to help a faculty member improve his/her teaching is appropriate for use in deciding whether that person should be promoted and/or awarded a merit increase in salary.

**Recommendation 2: Department chairs should provide a written policy to all faculty that outlines the department's procedures and criteria for the evaluation of teaching and advises faculty of the kinds of documentation that could be provided as evidence of teaching effectiveness.**

Department chairs should seek to develop an improvement plan in consultation with their faculty. In addition, each department could have a cadre of faculty, who would have received training from the Center for Teaching Effectiveness, to offer this help. Only the most difficult cases would then need to be referred to the Center.

Faculty should be encouraged to create a personal portfolio on their own in which each can include what he/she considers to be evidence of teaching effectiveness. Examples of such evidence utilized by the Department of Art are listed in Appendix A at the end of this report.

**Recommendation 3: Individual faculty members should have access to all the information used by the department to evaluate their teaching effectiveness.**

Communication involving the assessment of one's teaching effectiveness should be two-way, meaning that faculty should be encouraged to evaluate their own teaching and to respond to the ratings given them by those charged with the responsibility of doing the evaluation.

**Recommendation 4: All tenure-track faculty should be given a thorough third-year review by their department's evaluation committee. This review should provide feedback about their teaching effectiveness. If problems emerge, and individualized improvement plan should be negotiated with the department chair.**

Tenure-track faculty need to have information about their teaching effectiveness early in their probationary period, but this review should be formalized as part of the person's third-year review. Any faculty with serious teaching deficiencies should be encouraged to seek help as soon as possible from peers or the Center for Teaching Effectiveness [CTE]. It is likely that the Center would require additional resources to meet the demands that could result from the implementation of this recommendation campus-wide.

**Recommendation 5: An orientation should be provided by the Center for Teaching Effectiveness and the Measurement & Evaluation Center for deans, department chairs, and members of budget councils and executive committees regarding the multi-faceted assessment of teaching effectiveness and the proper interpretation of course-instructor survey data.**

Currently, the Committee believes that data generated from the CIS through the MEC may be unintentionally misused by those groups using the data to make promotion and/or salary increase decisions. Mean ratings cannot be compared among faculty without knowing additional information such as whether the course was required or an elective, whether it was taken by majors or non-majors, and whether the person was teaching the course for the first time or had made significant changes in how the course was taught. Without a thorough knowledge about how to interpret student survey data, evaluators may simply compare mean ratings among faculty and mistakenly use the published percentile figures as an indication of how well a person teaches.

**Recommendation 6: Individual departments should address the unique aspects of teaching graduate students and they should include graduate teaching in their overall assessment of a faculty member's teaching effectiveness.**

Clearly, the CIS instruments which are available through the MEC are not designed to assess teaching effectiveness of graduate courses in some contexts. Departmental representatives should work with MEC staff to develop instruments that could be used to evaluate graduate teaching effectiveness. It would seem particularly important to query graduate students whose thesis or dissertation research was supervised by the faculty member.

**Recommendation 7: The timing of teaching evaluations should be such that current information is available when decisions are made for annual merit salary increases.**

Too often, annual assessments of faculty occur after the deadline for submitting recommendations for the next year's salary increases. When this occurs, faculty develop the attitude that their teaching effectiveness is not a factor in determining their salary, and so they may not take the evaluation process seriously.

Respectfully submitted,

Kenneth Kirk, Chair (Pharmacy)  
Daniel Bonevac (Philosophy)  
Linda Brodkey (English)  
Nell Dale (Computer Sciences)  
Robert Duke (Music)  
Elizabeth Fernea (English)  
Alba Ortiz (Special Education)  
Maurice Sevigny (Art)  
Madeline Sutherland (Spanish/Portuguese)  
(July 2, 1990)



APPENDIX A

## Evaluation of Teaching Effectiveness

In the Department of Art the burden of proof for teaching effectiveness is ultimately the responsibility of each individual. The evaluation of teaching is a subjective process that takes into account evidence from several sources and several dimensions of teaching responsibility. The evaluation of teaching includes three primary dimensions: (1) content expertise; (2) instructional strategies and teaching skills; and (3) curriculum or instructional design skills. Although teaching evaluations by students are mandated as part of this process, what one does as part of the teaching category is much broader than what one does in the classroom. In order to bring the fullest possible case for merit or promotion, multiple kinds of evidence will need to be collected and provided as part of the support or evidence for your teaching effectiveness. These support materials include but are not limited to:

1. Formal student assessment. These are the systematic evaluations which are summarized for you in terms of five universal categories which assess the overall effectiveness of your course and of your teaching. Within the Department of Art, we have several appropriate forms which the individual faculty may select. Each of these forms have the flexibility built into them for individualized or customized questions for evaluative feedback as they might apply to individual courses that you teach. The Executive Committee relies heavily on this form of information as a departure point for discussion of your teaching effectiveness.
2. Peer Observation report. Throughout your tenure in this department, you are advised to periodically invite peers in to observe your teaching so that they can provide either written report or verbal testimony from a first-hand perspective. You are advised to save all letters from students that pertain to your teaching as well as any from external sources that may provide documentation on the quality of your guest lectureships, guest workshops, or other teaching opportunities which may occur outside The University of Texas.
3. Innovative Teaching/Curriculum Development. This category includes original contributions that you have made toward courses or programs in the Department of Art or other departments in this campus. Innovative teaching includes new formats and revision for existing courses, the development of new courses or curricula, the renovation and development of classroom laboratory spaces or facilities, or any other changes which you have implemented as part of improved curriculum or teaching.
4. Student Accomplishments. Although it is very difficult to credit any one single faculty member for the accomplishment of our students, this category provides an opportunity during the merit period in question or the promotion period, to acknowledge all rewards, recognition, or honors that your students have achieved as a result of work done in your courses or under your tutorage.
5. Awards and recognition for teaching excellence. There are a variety of recognitions on this campus for outstanding teaching. If you have received a nomination for any kind of teaching excellence award or have received recognition in

a formal way from a student group or another group on campus for your teaching, such recognition should be included as part of your support material.

6. Extracurricular teaching. This category involves independent studies that you supervise, theses that you have sponsored or contributed to, and individual tutorials which you have under your supervision. Please keep any formal information related to such independent activity.

7. Other evidence. Under this category, you will provide documentation for your teaching and are requested to provide copies of your current syllabi for each evaluation period. You might also document any special projects within your courses, any guest lecturers which you have arranged to bring in, or any samples of student work that you think is appropriate for peer review.

8. Theses or dissertations completed. Please provide titles and annotated description of any theses or dissertations which have been completed under your supervision during the period in question.

9. Content expertise. In this category you might document any additional preparation or course work which you have completed to expand, develop, or keep current the content of your instruction.

II. Relevant portions of the Minutes of the University Council meeting on October 15, 1990, at which the recommendations on D&M 18787-18795 were debated and approved.  
[Reproduced from D&M 18812-18817/D&P 13308-13313.]

VII. A. REPORT AND RECOMMENDATIONS FROM THE FACULTY SENATE ON THE EVALUATION OF TEACHING EFFECTIVENESS (D&P 13130-13136b).  
(AMENDED AND APPROVED)

Mario J. Gonzalez (Electrical and Computer Engineering), Faculty Senate Chair, mentioned a communication from Dean Robert E. Boyer, (Natural Sciences), which included a memorandum to him from Chairman John D. Dollard (Mathematics). Chairman Dollard questioned the purpose of these recommendations, saying, "... Committee cannot seem to make up its mind how to measure effectiveness and winds up recommending everything it can think of..... This proposal if enacted will be tiresome; it will be mandatory; it will cause people not to think so much how they can teach better, but to think more how they can be evaluated better." Dean Boyer's cover letter indicated that "Dr. Dollard states a position I have heard from several faculty members and I believe reflects the attitude of many others. At some stage we can overstructure, and hopefully you will not endorse such an effort."

Mr. Gonzalez then summarized the seven recommendations that were introduced at the University Council meeting of September 17.

Next Mr. Gonzalez MOVED that Recommendation 1 be approved:

Recommendation 1: Each department on campus should have in place by the end of the 1990-91 academic year a systematic method of evaluating the teaching of all its faculty. This systematic method should include, but not necessarily be limited to, the following: a) student course evaluations to assess the clarity of lectures, the quality of student-teacher interaction, how well the course was organized, and the extent to which students believe they have learned what the course was designed to teach; b) peer review by faculty colleagues to assess how well the faculty member is meeting the course objectives, the relationship of subject matter being taught to the purpose of the course, and the appropriateness of grading methods used; and c) exit surveys from graduating students or recent alumni to assess the courses and/or instructors who made the greatest impact on them while they were completing the course requirements in their major.

The motion was seconded.

Garth P. Davis (Students' Association) asked whether the "systematic method" of evaluation required the use of the elements listed in sections a), b), and c) of the second sentence of the motion. Mr. Gonzalez asked Mr. Kirk, chair of the Faculty Senate committee that had initiated the recommendations, to address the question.

Kenneth W. Kirk (Pharmacy) responded: "It was our intent that those three items be included in any evaluation. It does not necessarily mean it would have to be done every semester with every course, but that those three items would be done. And we also listed a number of other things that could be considered in addition... The overall purpose of this report is to indicate that evaluating teaching covers a lot of different topics, a lot of different ways to do it, and [that] to limit it to just one or two methods does not do the faculty member justice."

Vice President and Dean William S. Livingston (Graduate Studies) asked whether voting for Recommendation 1 included voting for each of the a), b), and c) sections that followed and voting that they would become mandatory. "If they are only a conceivable part of what a department or budget council might do, that would make a very big difference; that is to say, I think one can vote for Recommendation 1 and distinguish that vote from a vote on a Recommendation 1 that includes a), b), and c)."

Mr. Kirk replied: "I would say that ... if you want the interpretation to be that way then I would change the word 'should' to 'could' and simply say, 'This systematic method could include, but not necessarily be limited to,....' But the way it is worded we are saying that some evidence of these student course evaluations, per review, and exit surveys should be there, and in addition to that there are a number of things you can choose from. That is our intent; if you want to change that intent, then somebody should change the wording."

Mr. Davis said that he did not think the wording should be changed to "could" because then one could exclude all three proposals. When proposing mandatory teaching evaluations and Course-Instructor Surveys, he heard many people complaining that "just having teacher evaluations from students is not enough to capture all that teaching is. Now we have three very good methods proposed, and if we accept [those] then I think we answer all the problems that have been discussed in General Faculty meetings.... I think this is the best way to encompass all that teaching is."

President Cunningham said that he understood that the vote would be on Recommendation 1 with the sentence that follows the recommendation.

Michael P. Starbird (Mathematics) asked whether part of the recommendation was that the evaluation results be released. Mr. Kirk replied: "...We were not looking at this issue from the point of view of what was going to be done with the information beyond just helping the faculty member be a better teacher."

President Cunningham asked H. Paul Kelley, Director of the Measurement and Evaluation Center, to comment on the Texas Open Records Act. Secretary Kelley responded "The Attorney General's Office has issued several rulings interpreting the meaning of the Texas Open Records Act insofar as it applies to student evaluations of courses and instructors. The clearest interpretation is that when student evaluations are collected by means of a questionnaire with multiple-choice type responses and the results are reported by tallying up how many students gave [each] response [then] those results are public records and have to be released in response to a request under the Open Records Act [because] the anonymity of the students who [gave] the responses was protected. On the other hand, if the students' responses [were] in an open-ended form ... the Attorney General says those do not have to be released because that might reveal the identity of the individual students who [gave] the responses. So ... whether they have to be released or not [depends on] the form [of the responses] and the extent to which the anonymity of the student responders [is] protected."

Mr. Starbird wondered ... how definitive that ruling was. "It seems that if there is some question about it, it might be ... constructive ... to propose the possibility that faculty members could gain good insight into their teaching strengths and weaknesses without having to necessarily have that information public." Secretary Kelley answered: "With regard to the Attorney General's written opinions ... it is my understanding that those carry the weight of law unless or until overruled by a court ruling. So, until somebody challenges ... the Attorney General's interpretation [in court] and a court rules otherwise, that interpretation is, in effect, law."

Cynthia W. Shermerdine (Classics), pointed out: "In effect, then, with subparagraph a) we would be requiring all faculty members to have all of their courses evaluated.... I think we had better specify whether those [evaluations] are to be Course-Instructor Surveys, formally done through the University, or whether they are to be informal and therefore not necessarily releasable."

Mr. Kirk noted that the recommendation does not indicate what form of evaluation is to be used, only that it be "student course evaluations."

Mr. Davis asked about the status of the legislation that was approved by the University Council on April 16, 1990, and that was discussed by the General Faculty at its called meeting on October 10. Secretary Kelley said that after its approval by the Council, the proposal was circulated to the General Faculty for approval by the no-protest procedure. However, it was protested in writing by a sufficient number of faculty members to require that the legislation be considered at a called meeting of the General Faculty. At that meeting,

held on October 10, the proposal had been debated, but it had not been voted on because there was not a quorum present. That legislation therefore will be presented again to the University Council at its next meeting, November 19, for action by the University Council in response to the written protests.

Dean Robert C. Jeffrey (Communication) said: "Everyone who is speaking [seems to] imply that this is a mandatory procedure. As I read it, the recommendation is governed by a 'should' clause, rather than a 'shall' clause. It seems to me that that makes it simply something that would be nice to do. If it is supposed to be mandatory, it seems to me that 'should' should be changed to 'shall.'"

Hubert P. Heinen (Germanic Languages) thought there were two different questions involved. One had to do with "providing teachers with sufficient information to help them gauge their teaching effectiveness and improve it, if it needs improving.... The other is the use of this information for tenure decisions, for promotion decisions, for salary decisions." He then MOVED that, in both sentences of Recommendation 1, the word "should" be changed to "shall," with the understanding that the evaluation instrument used need not be a specific Course-Instructor Survey questionnaire. The motion to amend was seconded.

After discussion to clarify the effect of the proposed change of wording, the motion to amend was DEFEATED by a vote of 32 to 33.

Recommendation 1, as originally worded, was then APPROVED.

Mr. Gonzalez MOVED that Recommendation 2 be approved:

Recommendation 2: Department chairs should provide a written policy to all faculty that outlines the department's procedures and criteria for the evaluation of teaching and advises faculty of the kinds of documentation that could be provided as evidence of teaching effectiveness.

The motion was seconded.

Mr. Davis asked whether each department would set up its own policy. Mr. Gonzalez said that that would be the case.

Recommendation 2 was then APPROVED unanimously.

Mr. Gonzalez MOVED that Recommendation 3 be approved:

Recommendation 3: Individual faculty members should have access to all the information used by the department to evaluate their teaching effectiveness.

The motion was seconded and, without discussion, Recommendation 3 was APPROVED unanimously.

Mr. Gonzalez MOVED that Recommendation 4 be approved:

Recommendation 4: All tenure-track faculty should be given a thorough third-year review by their department's evaluation committee. This review should provide feedback about their teaching effectiveness. If problems emerge, an individualized improvement plan should be negotiated with the department chair.

The motion was seconded and, without discussion, Recommendation 4 was APPROVED unanimously.

Mr. Gonzalez MOVED that Recommendation 5 be approved:

Recommendation 5: An orientation should be provided by the Center for Teaching Effectiveness and the Measurement & Evaluation Center for deans, department chairs, and members of budget councils and executive committees regarding the multi-faceted assessment of teaching effectiveness and the proper interpretation of course-instructor survey data.

The motion was seconded.

Joseph R. Profaizer (Cabinet of College Councils) asked who this orientation would affect, how often it would be done, and whether tenured professors would get it. Mr. Gonzalez responded that the orientation would be for deans, department chairs, and members of budget councils and executive committees; it would be an orientation on evaluation, rather than an orientation on teaching.

Recommendation 5 was then APPROVED unanimously.

Mr. Gonzalez MOVED that Recommendation 6 be approved:

Recommendation 6: Individual departments should address the unique aspects of teaching graduate students and they should include graduate courses in their overall assessment of a faculty member's teaching effectiveness.

The motion was seconded.

Reuben R. McDaniel, Jr. (Management) MOVED that the word 'courses' be changed to 'teaching,' and the motion to amend was seconded.

Mr. McDaniel said: "At the graduate level particularly so much of the very critical teaching is done on an individual one-on-one basis, and while there are courses that students register for (and in a formal sense those are courses), I think it would be extremely easy to misinterpret that. In addition, there is a tremendous amount of informal teaching that goes on at the graduate level by committee members and others who are not even part of the registration process that I think is important in the evaluation of graduate teaching...."

Mr. Gonzalez and his seconder accepted the proposed wording change and modified the original motion accordingly.

Recommendation 6, as amended, was then APPROVED unanimously.

Mr. Gonzalez MOVED that Recommendation 7 be approved:

Recommendation 7: The timing of teaching evaluations should be such that current information is available when decisions are made for annual merit salary increases.

The motion was seconded and, without discussion, Recommendation 7 was APPROVED unanimously.

III. Reproductions of the signed letters of protest submitted by twenty-three voting members of the General Faculty. [Reproduced from D&M 18918-18924.]

- 1-12. COLLEGE OF FINE ARTS (DEPARTMENT OF ART)
- Kenneth J. Hale, Professor
  - David L. Deming, Professor
  - Lewis R. (Bill) Wiman, Professor
  - Lawrence D. McFarland, Assistant Professor
  - Richard C. Thompson, Assistant Professor
  - Robert L. Levers, Jr., Professor
  - Mark K. Goodman, Associate Professor
  - Donald D. Herron, Associate Professor
  - Bradley R. Petersen, Associate Professor
  - Richard M. Jordan, Associate Professor
  - Bogdan P. Perzynski, Assistant Professor
  - Janet E. Kastner, Associate Professor

**The following faculty from the Department of Art wish to formally protest the proposed legislation titled REPORT AND RECOMMENDATIONS CONCERNING THE EVALUATION OF TEACHING EFFECTIVENESS AS AMENDED AND APPROVED BY THE UNIVERSITY COUNCIL for the following reasons:**



**1. Recommendation 1, in its suggested system of peer review, does not sufficiently protect academic freedom and, through fear of reprisal at the merit salary increase time referred to in Recommendation 7, will promote standardization of course content and teaching method not in the best interest of a major research university. This forced standardization will result inevitably in a move toward mediocrity in our educational system.**

**2. Recommendation 2 includes a reference to an example used by the Department of Art. The example quoted in Appendix A is not used, has never been used, never been adopted, in fact, never even been discussed by the faculty or Executive Committee of the Department of Art. It is the opinion of the faculty signing this document that the Department of Art would not wish to adopt this quoted system of evaluation in our department.**

**13. COLLEGE OF LIBERAL ARTS (DEPARTMENT OF ENGLISH)**

**- James Duban, Professor**

I wish to protest the "Report and Recommendations Concerning the Evaluation of Teaching Effectiveness as Amended and Approved by the University Council." I am especially concerned with Recommendation 1 and part of its rationale:

Recommendation 1: Each department on campus should have in place by the end of the 1990-91 academic year a systematic method of evaluating the teaching of all its faculty.

This systematic method should include, but not necessarily be limited to the following: . . .

- b) peer review by faculty colleagues to assess how well the faculty member is meeting the course objectives, the relationship of subject matter being taught to the purpose of the course, and the appropriateness of grading methods used. . . .

One problem the Committee has identified is the tendency for many departments across campus to use only CIS surveys to evaluate their faculty's teaching effectiveness. There is a definite need for faculty to become more involved in the evaluation of their colleagues' teaching. Faculty peers can help determine how well a course fits within the entire curriculum and they can review the consistency and clarity of course syllabi, course objectives, and exam content. Presentation style as well as faculty-student rapport can be assessed by actually attending class sessions.

Each department also should consider whether the same information used to help a faculty member improve his/her teaching is appropriate for use in deciding whether that person should be promoted and/or awarded a merit increase in salary.

I see in these recommendations the potential for abuse, especially with respect to the academic freedom of faculty to design and administer their own courses. The rationale for the recommendation (i.e., "b") stands to compromise a faculty person's ability to retain what he/she deems suitable material in a course and to evaluate students according to his/her standards of excellence. I am also skeptical about the prospect of having colleagues, who often harbor quite different pedagogical orientations, "determine" for others "how well a course fits within the entire curriculum," let alone pass judgment on "the consistency and clarity of course syllabi, course objectives, and exam content." I think, for instance, of a professor of English at Duke University who is said (Wall Street Journal, 13 Nov. 1990) to have been admonished by her Chairman for "paying too much attention to a student's spelling and grammatical errors and too little to the student's ideas." Although she reasonably responded that stylistic problems "are deterrents to ideas," I can imagine how on-site peer evaluations of such a professor could fall short of objectivity and even become means of intimidation. Moreover, other problems emerge from this recommendation for peer review and from the suggestion that such reviews might well determine whether a "person should be promoted and/or awarded a merit increase in salary": "presentation style," as mentioned in "b," is highly personal, and "faculty-student rapport" is less important than a professor's standards of excellence. (I proffer this observation, by the way, as a past recipient of a teaching award--the William David Blunk Memorial Professorship--that places great value on faculty-student rapport.)

I am, then, concerned about the extraordinary threat to academic freedom inherent in the "Report and Recommendations Concerning the Evaluation of Teaching Effectiveness as Amended and Approved by the University Council."

14. COLLEGE OF LIBERAL ARTS (DEPARTMENT OF CLASSICS)  
- Karl Galinsky, Professor

In the light of Professor James Duban's letter of November 26, I would like to join him in protesting the amended legislation concerning the evaluation of teaching effectiveness. Matters of this import should, in my opinion, be submitted to the General Faculty by mail ballot.

- 15-16. COLLEGE OF NATURAL SCIENCES (DEPARTMENT OF MATHEMATICS)  
- John D. Dollard, Professor and Chairman  
- Efraim P. Armendariz, Professor and Associate Chairman

We are writing to protest the legislation just circulated containing recommendations on the evaluation of teaching at The University. Our objection is that the legislation prescribes too closely what methods the various departments will use in evaluating faculty. As it stands, the "systematic method" required by the recommendations to be developed by the end of the year "should include" *at least* student course evaluations, exit surveys, and peer review. If these are suggested as *possibilities*, that is one thing. But the intent seems to be that this much is mandatory, and perhaps the departments will install additional procedures as well.

It seems to us that mandating the use of the three methods above will be extremely expensive in the use of faculty and staff time. The committee seems to have taken the view that "more is better", but in our view not all of what is recommended will be worthwhile. Exit polls, for example, are unreliable because the respondents are self-selected. In particular, those in large classes are less likely to respond than those in small ones, and there are other problems. Peer review is also of doubtful use when it comes to tenured faculty members reviewing each other--academic courtesy and the respect for latitude in teaching methods is liable to produce uniformly positive results.

We think it is perfectly reasonable for the legislation to suggest some possible means of teaching evaluation. Perhaps it should even mandate one--student course evaluations--for which a working mechanism already exists. But to mandate something which will require a major new commitment of resources is not reasonable, unless the source of the new resources is identified. This is made more serious by the fact that the proposal seems of uncertain usefulness.

17. COLLEGE OF LIBERAL ARTS (DEPARTMENT OF ENGLISH)  
- William J. Scheick, Professor

I write to protest the legislation of the University Council concerning the evaluation of teaching. Although I commend the Council for now acknowledging the well-documented inadequacy of student evaluation of instructors, I cannot endorse its recommendation for the mandatory peer evaluation of every faculty member. Besides the problem of the enormous expense of time in implementing such a requirement in a large department such as English, there is as well the problem that requisite peer evaluations render faculty, even tenured faculty, vulnerable to possible tyrannical control, not so much by aberrant individuals as by representatives of whatever departmental faction is in power at that time. Since academic freedom (in the most traditional sense) is at risk in the legislation of the University Council, would it not be wiser and healthier to legislate peer evaluation as an option available to any faculty member on a voluntary basis? And would it not be in all of our best interests to legislate, from the start, that the faculty member seeking peer evaluation must have complete veto power over nominees suggested by any departmental governmental agency?

18. COLLEGE OF LIBERAL ARTS (DEPARTMENT OF ENGLISH)  
 - John J. Ruszkiewicz, Associate Professor

I am protesting the Report and Recommendations Concerning the Evaluation of Teaching Effectiveness as amended and approved by the University Council on October 15, 1990.

Specifically, I have reservations about Recommendation 1b of the report and the discussion that supports it:

There is a definite need for faculty to become more involved in their colleagues' teaching. Faculty peers can help determine how well a course fits within the entire curriculum and they can review the consistency and clarity of course syllabi, course objectives, and exam content . . . Each department should also consider whether the same information used to help a faculty member improve his/her teaching is appropriate for use in deciding whether that person should be promoted and/or awarded a merit increase in salary. (18791)

While the question of "how well a course fits within the entire curriculum" might have some relevance to an evaluation of teaching effectiveness, it also raises very serious issues of academic freedom.

It takes no stretch of the imagination to appreciate how a peer evaluation procedure that included the matter of "curricular fit" might be used to persuade faculty into teaching courses that conformed to a departmental orthodoxy. A faculty member doing a perfectly respectable job teaching a class might yet be faulted because his or her syllabus or methods challenged, repudiated, or ignored prevailing assumptions within a department or discipline. For the same reason, the consistency of syllabi, course objectives, and examination content ought not to be subject to review by peers under the guise of examining teaching effectiveness. The evaluation of such items might be abused by departmental groups or chairs interested in enforcing particular methodologies or points of view upon colleagues.

The danger is enhanced in the report by the subsequent observation that it might be appropriate to use information gathered in teaching evaluations to determine salaries and promotions. A faculty member who resists the curricular designs or educational assumptions of his peers clearly might face retribution.

For these reasons, I believe that the language on page 18791 of the Report and Recommendations Concerning the Evaluation of Teaching Effectiveness needs to be reconsidered. While I am confident that the University Council would not deliberately approve a document that made teaching assessment a threat to academic freedom, I believe that the current report can be interpreted in precisely that way and should, consequently, be modified.

## 19. COLLEGE OF ENGINEERING (DEPARTMENT OF CIVIL ENGINEERING)

- Calin M. Popescu, Associate Professor

1. On page 18791 item b, related to peer review by faculty colleagues - I consider that is leading to gossips- and discriminations because it is anonymous. I recommend at the University level - full time professionals to attend at random, classes taught and to make recommendations regarding teaching abilities to the dean.

2. On page 18794. I do not agree with peer observation, because they will be controversial and detrimental to the entire process of teaching evaluation.

## 20. COLLEGE OF COMMUNICATION (DEPARTMENT OF SPEECH COMMUNICATION)

- Madeline M. Maxwell, Associate Professor

I protest this recommendation. It smacks of public school teacher evaluations and the "career ladder" - a system which fools people into thinking that good teaching is assured while institutionalizing a time-consuming and confusing process of record keeping. Faculty are busy enough without introducing this intrusion into our classrooms and requirement that we intrude into others. Are we now to be trained to carry out these peer reviews? by whose standard of good teaching? to what expense drawing funds away from our primary activities? Are we all to teach in the same way dictated by education methodologists? I thought I was hired and tenured at this university because my judgement about my field had been supported by my performance and the evaluations of my peers within and without the institution. Is that now to be second-guessed by some strolling visitor? I'm the expert on my field at this university; that is why I am here and why I teach what I do. This proposal seems to me to dangerously flirt with issues of academic freedom and fundamental professorial prerogatives. Is a statewide curriculum manual far behind?

## 21. COLLEGE OF LIBERAL ARTS (DEPARTMENT OF CLASSICS)

- Thomas K. Hubbard, Assistant Professor

This letter is to register my protest of the proposed legislation on the Evaluation of Teaching Effectiveness. While this amended legislation is vastly superior to the last proposal submitted, and contains many provisions which I wholeheartedly support, I object specifically to Recommendation 1 (a), mandating that departmental evaluation of teaching include student course evaluations. I believe that the thrust of our efforts should be to move away altogether from the course evaluations, given their demonstrable tendency to favor professors with easy grading habits and low standards. I am concerned that the evaluation of "student-teacher interaction" and what is later in the explanatory comments termed as "faculty-student rapport" can be a euphemism for faculty compliance with student demands for lower standards.

If this legislation were amended to omit part (a) of Recommendation 1, I could support it.

22. COLLEGE OF NATURAL SCIENCES (DEPARTMENT OF PHYSICS)  
- Steven Weinberg, Professor

This is to protest the legislation contained in the Report and Recommendations from the Faculty Senate Concerning Evaluation of Teaching. My reasons are

- 1) It represents an unnecessary interference with the work of individual Departments.
- 2) It represents an unnecessary increase in the number of irrelevant (and unread) documents circulating through the University.
- 3) I doubt the value of student evaluations in many departments, and believe that their use should be left to the individual departments' discretion.

23. COLLEGE OF COMMUNICATION (DEPARTMENT OF SPEECH COMMUNICATION)  
- Mark L. Knapp, Professor and Chair

I'm not sure whether this is considered a "protest" or not, but on p. 18791 of the document entitled, REPORT AND RECOMMENDATIONS CONCERNING THE EVALUATION OF TEACHING EFFECTIVENESS AS AMENDED AND APPROVED BY THE UNIVERSITY COUNCIL, there is the suggestion that departments have to incorporate peer review into their methods of teaching evaluation. There is no indication of how this will be performed, but on page 18794 there is an example of peer review which involves periodic visits by peers at the invitation of the teaching professor. This seems to have some obvious problems related to usefulness and validity. In fact, peer review which is not at the invitation of the concerned faculty member has several potential problems associated with it too. I am not clear about how peer review will help with the bottom line: to improve undergraduate education at the University of Texas. I hope, before this goes forward to the Board of Regents, this section on peer review can be clarified.

IV. Relevant portions of the Minutes of the December 10, 1990, called meeting of the General Faculty at which the protested legislation was discussed briefly. [Reproduced from D&M 18945-18947.]

A. REPORT AND RECOMMENDATIONS CONCERNING THE EVALUATION OF TEACHING EFFECTIVENESS AS AMENDED AND APPROVED BY THE UNIVERSITY COUNCIL (D&M 18787-18795).

President Cunningham called on the Secretary to describe the reason the meeting had been called. H. Paul Kelley (Educational Psychology) said that twenty-three protests had been filed to recommendations that had originated in the Faculty Senate, had been approved by the University Council (on October 15, 1990), and then had been distributed to members of the General Faculty as major legislation for approval by the no-protest procedure. He then mentioned corrections to be made in the copies of the legislation as they had been distributed [D&M 18791-18792, 18908-18909]: In Recommendation 2, in the phrase "all new faculty," the word "new" should be deleted. In Recommendation 3, the words "his/her" should be changed to "their." With those changes the distributed versions will report correctly what was approved by the University Council.

President Cunningham next recognized Kenneth W. Kirk (Pharmacy), chairman of the committee that wrote the Faculty Senate report. Mr. Kirk first reminded everyone that "this is a totally separate report from the earlier report regarding mandatory student evaluations. Our [committee's] intent was to examine methods of evaluating teaching other than student evaluations.

"Our committee tried to write this report so as not to mandate anything specific. At the University Council meeting where the recommendations were passed, a motion was made to change the word 'should' to 'shall' throughout Recommendation 1. That motion was defeated by a single vote, so it was clear at that time that the intent of Recommendation 1 was not to make student evaluations, peer review, or exit surveys mandatory. We used the word 'should' because the members of our committee thought they should be used, but we were not proposing that it be made mandatory across campus. We could change our 'shoulds' to 'coulds' in Recommendation 1; [however,] I personally believe that what happens to our report will not be determined by this kind of wording change [but] rather ... by [how] the President, the deans, and the department heads

... choose to react to this report..... Perhaps, I should go one step further and say that the ultimate success of this report will be determined by all [of the] individual faculty [members] who, hopefully, will decide to adopt a portfolio concept described in our report and expand the evaluation of their teaching beyond student evaluations without excluding them....

"The committee focused its attention on peer evaluations [because of] our concern for faculty who teach required courses, which may not be popular with students. Peer evaluations could help overcome poor student evaluations that often result from students evaluating the course rather than the instructor, which can be a limitation when we are relying solely on the student evaluations to determine a faculty member's teaching skills. In other words, we were regarding peer evaluations as a positive force, but (as the faculty comments described), peer evaluations can be a two-edged sword in an environment where academic freedom is not acknowledged or respected.

"Finally, the appendix of our report included a listing of possible ways to assess teaching. That listing came from the Department of Art, but our including it in our report was not meant to imply that the Department of Art is doing all of the various things on that list; that list is given to new faculty in the department [in order to show] types of documentation that an individual faculty member might include when he or she comes up for tenure a few years down the road. That was not explained well in our report, and I apologize for any confusion and consternation this report might have caused within the Department of Art."

Lewis R. (Bill) Wiman (Department of Art) responded that the faculty members of the Department of Art "were very concerned when we read the statement from the 'Report and Recommendations Concerning the Evaluation of Teaching Effectiveness'. [At one place the report] says, 'Examples of such evidence utilized by the Department of Art are listed in Appendix A at the end of this report.' The proposed system of teaching evaluation represented in Appendix A is not used by the Department of Art, nor has it ever been used by the Department of Art. In a meeting of its Executive Committee last week called explicitly to discuss its concerns about this, the Department of Art affirmed that it would not choose to use this system. While the Department of Art conducts thorough teaching evaluations of its faculty, we do not use a system so formal as that suggested in Appendix A, nor would we wish to. To be described in this document as so doing would be a misrepresentation of the Department of Art. As an emissary from the Executive Committee of the Department of Art, I urge you to support the following motion:



"I MOVE to delete from the document titled, 'The Report and Recommendations Concerning the Evaluation of Teaching Effectiveness as Amended and Approved by the University Council,' Appendix A and the sentence on [D&M] 18792 which reads, 'Examples of such evidence utilized by the Department of Art are listed in Appendix A at the end of this report.'"

Dean Robert C. Jeffrey (Communication) pointed out that a motion cannot be acted upon in the absence of a quorum, and he asked if a quorum was present.

President Cunningham reported that a quorum was not present. Therefore, in accordance with the rules of the General Faculty, the protested legislation will be scheduled for further consideration and action by the University Council at its next meeting, which is scheduled for Monday, January 21, 1991, at 2:15 p.m. in Room 212 of the Main Building. The faculty members who protested the legislation will be invited to attend that meeting and to explain the reasons for their protests.

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| <p>V. Policies concerning the evaluation of faculty members.<br/>[Reproduced from the U.T. Austin <u>Handbook of Operating Procedures</u>, Section 3.17, pages 48-49.]</p> |
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**§ 3.17. Recommendations Regarding Faculty Compensation, Faculty Promotion, Tenure, Renewal of Appointment, or Nonrenewal of Appointment**

It is the policy of the University to provide fair and equitable compensation for services rendered by the faculty. Salary advancement, promotion in rank, and the award of tenure are based on excellence in performance. Recommendations for salary advancement, promotion in rank, tenure, renewal of appointment, or nonrenewal of appointment shall be made on the basis of an annual evaluation of each faculty member in the following areas of service:

1. Teaching, both undergraduate and graduate.  
(Recommendations should be accompanied by an evaluation of teaching competence. Student evaluations should be considered.)
2. Research, creative activities, and other scholarly effort.
3. Advising, counseling, and other student services.
4. Administrative and committee service.
5. Public service to the nation, state and community.
6. Other evidence of merit or recognition, such as fellowships, grants, honors, and election to office in scholarly or professional organizations.

Responsibility for submitting Annual Reports and for keeping their personnel files up-to-date with any new material concerning teaching activities, research, scholarship, publications or public service rests with the individual faculty members. The annual evaluation of each faculty member shall include an assessment of these documents.

Responsibility for preparing recommendations for salary rates, promotion, tenure, renewal of appointment, or non-renewal of appointment rests with the budget council (or other departmental governing body), the chairperson and the dean. Administrative officers at each level shall give full consideration to recommendations from the level below. In the case where a recommendation is modified or disapproved the action should normally be taken only after consultation with the level below. All recommendations shall be forwarded to the President for final evaluation and decision. The President's decisions with regard to salary advancement, promotion in rank, the award of tenure, and renewal of appointment are subject to confirmation by the Chancellor of The University of Texas System and the Board of Regents. No commitment regarding salary rates, promotion, tenure, or renewal of appointment may be made without the approval of the President and subsequent confirmation by the Chancellor of The University of Texas System and the Board of Regents.

The final results of the annual evaluation shall be communicated to each faculty member by the department chairperson, or by the dean in non-departmental schools. At the discretion of the dean this communication may be either oral or written, and it shall advise the faculty member of any areas that need improvement.

Recommendations for all changes in academic rank/status (promotion or nonrenewal of appointment) are normally considered in the Fall of each academic year in accordance with a schedule and policies set forth by the President.

The President will issue annually the institutional guidelines on budget preparation, following receipt of budget instructions from the Chancellor of The University of Texas System and the Board of Regents.

The Dean of a college or school, in consultation with the Executive Vice President and Provost, may promulgate and, after review and approval by the President, distribute to the faculty such additional procedural guidelines and information as may be appropriate to the evaluation of faculty for salary advancement, promotion, or the award of tenure in the college or school. Such additional guidelines shall be void to the extent of any conflict.

Reconsideration of a salary rate, a promotion or tenure decision, or a renewal or nonrenewal decision made by the President may be requested if it is based on new evidence or on evidence of an infringement of the laws or Constitution of this State or the United States. Any member of the faculty so affected may seek redress of grievance through established channels, which are as follows: (1) department chairperson, (2) college or school dean, (3) Executive Vice President and Provost and (4) President; or through use of the Faculty Grievance Procedure (§3.18).

The President may accept, reject, or modify all recommendations forwarded and may make decisions with regard to salary increases, promotion in rank, the award of tenure, renewal of appointment, or nonrenewal of appointment of a faculty member regardless of whether a recommendation has been received.

Failure to communicate the result of an annual evaluation or to advise a faculty member about needed improvements shall not invalidate or prejudice any decision that may be made regarding the salary, faculty rank, tenure, renewal of appointment, or nonrenewal of appointment of the faculty member.

