

*M. Wilson*

Summarized MINUTES of the FACULTY MEETING

January 4, 1971

[a full transcript is available from Recorder]

Present: Aldridge, Alexander (recording), Barnard, Brian, Crowe, Eickstaedt, Hitchens (moderator), Humphreys, Jones, Martin, Sluss, Unsoeld, Webb, White, Wiedemann, Young, Youtz, Cadwallader, Teske.

Moderator announces: There will be charges to the new DTF's (see December 28 Minutes) soon; one item on the agenda for next week's meeting will be the role of Women at Evergreen; there will shortly be a call for second phase interim reports from the operating DTF's.

FACULTY SEMINAR TIME CHANGE

It was agreed that Faculty Seminars will meet on Wednesday mornings, at 10:00, starting January 13th.

SUMMER WORK

RICHARD JONES reported that he had raised the issue of summer work at the President's Council. The president was "more than sympathetic" and was "pleased that the faculty took this much initiative in matters of its own interests" He wants to apprise the faculty about the budget situation as soon as possible, but State Government protocol prevents him from discussing the budget before that latter part of this week (January 6-8).

The faculty postponed establishment of a DTF on summer work until next meeting, so as to act with knowledge of the budget and any administrative move on this concern.

FACULTY MEETING AGENDA ITEMS

It was agreed that all non-trivial matters which receive no consensus at one meeting be placed automatically on the agenda for the following meeting, unless some other specific arrangement is made for dealing with the matter.

DESTRUCTION OF TAPES

It was agreed to hold all recordings of faculty meetings until the first meeting in March, at which time (on the basis of our experience) we can determine whether they should be erased, and when.

NATURE OF THE MINUTES, AND THEIR DISTRIBUTION

It was agreed:

1. Minutes and Agendum should be distributed to all Budget Heads.
2. A Memo should be circulated to all other personnel of the college (including secretaries) inquiring whether they are interested in receiving our minutes and agendum.
3. Recorder should record the precise wording of our decisions; he should briefly paraphrase other important matters. Where necessary, direct quotations will be taken from the taped record of the meeting, and clearly indicated as direct quotation: members of the meeting are responsible for making clear which matters are too sensitive for quotation or inclusion.

## FACULTY EVALUATION

WHITE suggests we should determine what it is we mean by evaluation. Then we can determine what the appropriate means for evaluation are, who should do the evaluating. What are our reasons for evaluating faculty? Promotion? Tenure? Improvement of performance?

JONES remarks that "evaluation" is seen in various ways:

- sometimes as "inspection," as a check to force people to "shape up."  
This sort of evaluation is usually seen as "extrinsic."
- sometimes as a reminder of the original motivations for and goals of our work, so as to give us guidance toward the more complete realization of those goals. This sort of evaluation is seen as "intrinsic."

ALDRIDGE, drawing on his experience in faculty evaluation, remarks that the best evaluation process he has even seen was enormously, fantastically complex, and that whatever we decide to do, we will have to consider special training for the evaluators.

HUMPHREYS reported on the interest of ETS (Educational Testing Service) in setting up a comparative evaluation technique, with Evergreen and a control institution, like Central Washington SC. This differs from the interest on HARC in that they have suggested developing new testing procedures intimately based on our particular approach to education. ETS would use more standard measurements.

Further discussion of outside testing was ruled somewhat premature.

CADWALLADER: How is it possible to keep program and faculty evaluation separate?

HITCHINS: Well, the same was at previous meetings that we should try to determine if faculty evaluation is something identifiable and separate, so as to know whether we want a separate DTF.

SLUSS: Program and faculty evaluations are separate. One member of a Team might not be working well. Even though the program is working well. One purpose is get rid of him.

JONES: Yes, but if that's all it is, it is just inspection. Evaluation is usually superego function. I'd like to see it more as an Ego function. How was it good? How can we help others develop the same kind of skill?

YOUTZ: We've been talking about programs, keep in mind that not all the faculty will be involved in programs, so there may be other criteria to look at.

WEBB: But do we want to use word "eval" at all. The term itself is functionally misleading and inappropriate. Also, there's a host of literature on self-study, largely drawn from experimental innovative programs. And there are experts.

WHITE: I personally don't feel the term is that loaded. I like Jones's remarks. If everyone would think of this as positive and reinforcing.

After general discussion CADWALLADER explained an evaluation system that worked at San Jose State. Discussion centered around his description.  
[See transcript.]

BRIAN: This happened at that moment, at that place and time - could it work on a continuing basis or since in the long run this process would be used for promotion might not the self improvement aspect drop away.

HITCHENS: Was the tutorials evaluation completely open? Answer: Yes.

WHITE: That's the key - usually promotion by people who aren't present, who don't know. Here we can have public record.

YOUTZ: The spirit of this evaluation process must be focussed on improvement of teaching with lots of input. The promotion evaluations must not come too early. Perhaps we should have three-year contracts (if we don't have tenure) so that people have time to establish improvement in teaching before promotions come up.

WEBB: Did all the staff in tutorials accept it as self-study? Accepts the results.

SLUSS: Yes, they all participated in it, and they had no other way to see it.

BRIAN: Call for DTF on faculty evaluation before meeting closes.

WHITE Explained a diagram of potential process [see transcript].

TESKE: Usually evaluation and recommendation is left to the last moment. At Evergreen we will have continuous organic evaluation. If we are concentrating on teaching method - the seminar is great. But how do we judge the quality of what it is he is teaching?

CADWALLADER added the self-evaluation peaked after promotion material was sent in.

MODERATOR called meeting to close with charge to constitute a DTF on faculty evaluation, to formulate some patterns of public evaluation process similar to CADWALLADER's outlined method.

JONES propose that this DTF be composed of the present membership of the program and tenure DTF's.

#### FINAL POINTS

Coffee fund money now due.

Exhibition catalogues available in conference room.

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RA/bh  
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