

# AGENDA

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## SAUK VALLEY COLLEGE BOARD OF TRUSTEES MEETING

Conference Room, Third Floor, 3L14

October 13, 1975      8:00 P.M.

### **A. Call to order**

### **B. Roll call**

### **C. Communication from visitors**

### **D. Recommended Actions**

1. Approval of minutes as submitted
2. Personnel matters
3. Acceptance of donation
4. Other items

### **E. Old Business**

1. Report on Space Utilization Committee (Oscar Koenig)
2. Updated Faculty Load Analysis
3. Report on evaluation
4. Report on Holding Pond
5. Other items

### **F. New Business**

### **G. President's Report**

1. Enrollment summary - Summer & Fall 1975
2. SVC Financial Package - Dean Edison
3. 'Students Who Attend' Report
4. Report on Northwest Region ICCTA Meeting
5. Community Services mailer
6. New Student Admissions Report - Fall 1975

7. Report from Student Trustee Member
8. Freshman Class Profile - Fall 1974
9. Response to Dr. Wellman concerning Long Range Financial Planning
10. Report on Trustees Conference (Ronald Coplan)
11. Minutes of SVC meetings

**H.** Time of Next Meeting

**I.** Adjournment

**bg**

10-8-75

# MINUTES OF THE SAUK VALLEY COLLEGE BOARD OF TRUSTEES MEETING

**October 13, 1975**

The Board of Trustees of Sauk Valley College met in regular meeting at 8:00 p.m. on October 13, 1975, in the Board Room of Sauk Valley College, Rural Route #1, Dixon, Illinois.

**Call to Order:** Chairman Coplan called the meeting to order at 8:00 p.m., and the following members answered roll call:

Arman Gaulrapp  
F. Ty Simmons  
Lorna Keefer  
Robert Wolf

Oscar Koenig  
Ronald Coplan  
William Reigle

**Absent:** William Judd

**Approval of Minutes:** It was moved and seconded that the Board approve the minutes of the September 22 meeting as presented. Motion voted and carried.

**Communications from Visitors:** Mr. Coplan noted that he had received a letter from Teresa Malone regarding a student complaint which was discussed at the last Board meeting.

**Acceptance of Donations:** It was moved and seconded that the Board accept the gift of \$200 for the Learning Resource Center from Dr. and Mrs. G.W. Nelson of Prophetstown for the purchase of books and that a letter of appreciation be sent accordingly. Motion voted and carried.

It was moved and seconded that the Board express their appreciation to Mr. and Mrs. B.G. Perkins of Prophetstown for their special education and music scholarships donated to the SVC Foundation as outlined in the attached letter. Motion voted and carried.

**Building Utilization Committee Report:** Oscar Koenig gave a report to the Board on the meeting held by the Space Utilization Committee. His major recommendations were that the current facilities be better utilized through weekend scheduling and remodeling of existing space. A copy of the minutes of this meeting are attached.

## **Faculty Load:**

President Cole presented the revised faculty load report for Fall, 1975.

## **Evaluation:**

The Board was presented the attached copies of the revised E-3 evaluation forms which the administration requested each faculty member complete.

## **Request from the Student Board of Trustee Member:**

The attached letter from F. Ty Simmons was read to the Board by Chairman Coplan.

It was the consensus of the Board that Mr. Simmons' vote during roll call could be recorded in the minutes as a means of showing the students the position taken by their representative, but this vote would have no bearing on the outcome of the issue in terms of Board action.

The Board also agreed to try and clarify the legality of a student board member being able to make a formal motion or second a formal motion and report on this item at the next Board meeting.

**President's Report:**

President Cole reported on enrollment for summer and fall of 1975; the attached financial package as summarized by Dean Edison; the report of "Students Who Attend"; the Northwest Region ICCTA meeting; the Community Service mailer; the new student admissions report for Fall, 1975; committee meeting minutes; the Freshman class profile of Fall, 1974 as compiled by Mack Warren; and a response written to Dr. Wellman concerning Long Range Financial planning for Illinois Community Colleges.

**Student Trustee's Report:**

Member Simmons reported on the orientation meeting which he attended of the Student Advisory Committee to the Illinois Board of Higher Education.

**Conference:**

Chairman Coplan reported on the conference of the Association of Governing Boards of Universities and Colleges which he attended in Minneapolis.

**Adjournment:**

Since there was no further business, it was moved and seconded that the Board adjourn. The next meeting will be at 7:30 p.m. on October 27, 1975. The following vote was recorded: Ayes Members Gaulrapp, Keefer, Koenig, Reigle, Simmons, Wolf, and Coplan. Nays - 0. Motion carried.

The meeting adjourned at 8:44 p.m.

**Arman Gaulrapp, Secretary**

# SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE October 8, 1975

## MEMORANDUM

TO: SVC Board of Trustees

FROM: Dr. George E. Cole  
President

RE: AGENDA ITEM #E-3 - REPORT ON EVALUATION

Evaluation continues to be a controversial issue at the college. The attached documents are provided for your information and hopefully this thumbnail sketch will bring you up-to-date.

In a routine way we requested each faculty person to complete the revised E-3 form. Shortly after our request a communication came from the Executive Board of the Union urging the faculty not to complete these forms in view of the pending grievance.

The administration took the position that it would be difficult to complete an annual evaluation form of each faculty person and make appropriate recommendations about him to the Board if we were not in possession of the required E-3 evaluation forms. The faculty were so notified by their appropriate deans.

In addition, the administration has followed through with their own evaluation and each faculty person is being given the opportunity to evaluate his immediate dean, the President, and the overall administration of the college. It may be productive at a later date to review the results of these evaluations with the Board. I would suggest perhaps a short study session where the administration and the Board could discuss together some of the suggestions made by the faculty about how the college might be improved.

Apparently, as was indicated in the recent editorial in Sauk Talk, many of the students are reconsidering their earlier position on student evaluation and it would appear that students will probably insist on the right to evaluate instruction during this academic year.

GEC/bg  
Enc.

SELF-EVALUATION

Annual Professional Summary and Evaluation  
(To cover the period from August \_\_\_\_ to August \_\_\_\_)

Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

Department \_\_\_\_\_ Rank \_\_\_\_\_

PART I  
INSTRUCTION

Your teaching schedules will be attached by the appropriate Dean to EV 3 for the period covered.

College Service  
Student extra-curricular activities aided

Organization and/or activity

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College Committee Service  
Committee/Activity Name

Your Title

_____	_____
_____	_____
_____	_____

Speaking Activities: Include all speaking engagements and note place (city). Estimate audience size.

<u>Date</u>	<u>Place</u>	<u>Name of Organization</u>	<u>Subject</u>	<u>Audience Size</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

High School Visitations: Career Day and College Day appearances

<u>Date</u>	<u>School</u>	<u>Activity</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

PART II  
Professional Growth

Credit and non-credit academic education (includes courses for which college credit was received since last January 1). Also all workshops on self-development programs of a non-credit nature attended. (over)



## Executive Board

2-3

Oct. 2-75

Present: J. Melvin, L. Frederick, B. Thomas, K. Pinter  
C. Hain, D. Youker  
Absent: B. Crouse

Minutes approved as read.

J. Melvin as a member of the PN team requested the Exec. Board look at each article of the present contract and report to PN team.

Disc. held regarding Exec. Bd meeting time. Met at 3 p.m. suggested. Pres. will contact B. Crouse regarding his availability at this time.

Pres. Youker reported still waiting word from Atty. Weiner.

Request for room key for PN team has been made by Pres.

B. Thomas made motion that due to absences and urgent need for meetings the Exec. Bd recommend Joan Melvin act as spokesperson for PN team. seconded and carried.

Disc. held regarding appropriate action to be taken by faculty concerning revised self evaluation form distributed by the deans. General consensus we await word from our attorney.

Motion made by Pinter to attach separate sheet to minutes of this meeting due to the critical nature of this item. seconded and carried.

NBA decals depicting the triangle of unity and symbol of the forward thrust of education will be distributed with the minutes.

K. Pinter moved a box of SVC envelopes be ordered. seconded and carried.

## Notice : REGARDING New Self EVALUATION FORMS

Current self evaluation forms due Oct. 15 constitute a violation of the Association contract as defined by the grievance now pending. Therefore the Exec. Bd recommends faculty members not return the forms until a recommendation of appropriate action is obtained from our attorney.



October 6, 1975

MEMORANDUM

TO: SVC Faculty

FROM: Dr. George E. Cole

In keeping with the earlier recommendations of the Instructional Standards Committee, I am providing you with an evaluation form to be used in the evaluation of the general administration of the college, as well as your immediate dean, and the President.

The methodology for collection and analysis that was recommended by the Instructional Standards Committee and which seems reasonable to myself and the deans, is that each individual dean should be evaluated by all those individuals under his administrative direction and these should be returned in the written form to the President's office.

Each professional staff person should also complete a separate evaluation form on the President. This should be given to Norm Spencer, Acting Chairman of the Instructional Standards Committee, for analysis.

In addition, each of you are to fill out a general administrative evaluation form, which is to be returned to Barb Graff.

This means then in summary, that each of you should fill out three separate forms. These forms are attached. If you have any questions please feel free to call Barb Graff or your immediate dean. These forms should be returned prior to November 1, 1975.

GEC/bg  
Enc.

EVALUATION OF GENERAL ADMINISTRATION

AT SAUK VALLEY COLLEGE

1) Philosophy and Objectives

The administration has a clear understanding of the overall mission and scope of Sauk Valley College as stated in the current catalog and what is expected of me as a faculty member to support these goals and objectives:

\_\_\_\_ Strongly Agree      \_\_\_\_ Not Sure      \_\_\_\_ Strongly Disagree  
\_\_\_\_ Agree              \_\_\_\_ Disagree

Specific Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Academic Freedom

I feel free to exercise my own creativity and academic skills in the preparation and evaluation of objectives for my classes and freedom from administrative and community intrusion into my rights as a qualified instructional staff member:

\_\_\_\_ Strongly Agree      \_\_\_\_ Not Sure      \_\_\_\_ Strongly Disagree  
\_\_\_\_ Agree              \_\_\_\_ Disagree

Specific Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Data Processing

The Data Processing services provided at Sauk Valley College are adequate in that I am provided with punctual and accurate records necessary to complete my assigned instructional tasks:

\_\_\_\_ Strongly Agree      \_\_\_\_ Not Sure      \_\_\_\_ Strongly Disagree  
\_\_\_\_ Agree              \_\_\_\_ Disagree

Specific Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) Registrar's Office

I have a great deal of confidence in the accuracy of records kept by the Registrar's Office and I am provided with the necessary records to carry-out my assigned instructional tasks:

\_\_\_\_ Strongly Agree      \_\_\_\_ Not Sure      \_\_\_\_ Strongly Disagree

\_\_\_\_ Agree      \_\_\_\_ Disagree

Specific Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5) Institutional Research

Institutional research at Sauk Valley College is relevant, properly managed and the findings further my understanding of what is happening at Sauk Valley College:

\_\_\_\_ Strongly Agree      \_\_\_\_ Not Sure      \_\_\_\_ Strongly Disagree

\_\_\_\_ Agree      \_\_\_\_ Disagree

Specific Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6) Public Information

The Public Information Office projects a positive and accurate image of Sauk Valley College both to the outside community and media as well as the internal membership of the college:

\_\_\_\_ Strongly Agree      \_\_\_\_ Not Sure      \_\_\_\_ Strongly Disagree

\_\_\_\_ Agree      \_\_\_\_ Disagree

Specific Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7) Business Affairs & Support Services

A) My financial affairs, such as regular payment and fringe benefits are managed in an accurate and dependable manner:

\_\_\_\_ Strongly Agree      \_\_\_\_ Not Sure      \_\_\_\_ Strongly Disagree  
\_\_\_\_ Agree      \_\_\_\_ Disagree

Specific Comments: \_\_\_\_\_

B) The classrooms are kept clean and well-lighted and that the building and grounds are maintained in a manner which makes Sauk Valley College a pleasant place to work:

\_\_\_\_ Strongly Agree      \_\_\_\_ Not Sure      \_\_\_\_ Strongly Disagree  
\_\_\_\_ Agree      \_\_\_\_ Disagree

8) Learning Resource Center

A) The library services at Sauk Valley College meets the needs of both instructors and students:

\_\_\_\_ Strongly Agree      \_\_\_\_ Not Sure      \_\_\_\_ Strongly Disagree  
\_\_\_\_ Agree      \_\_\_\_ Disagree

Specific Comments: \_\_\_\_\_

B) Audio-Visual services at Sauk Valley College meets the needs of both instructors and students:

\_\_\_\_ Strongly Agree      \_\_\_\_ Not Sure      \_\_\_\_ Strongly Disagree  
\_\_\_\_ Agree      \_\_\_\_ Disagree

Specific Comments: \_\_\_\_\_

9) Counseling and Advising Services

Counseling and advising services as carried on at Sauk Valley College meets the needs of both instructors and students:

\_\_\_\_\_ Strongly Agree      \_\_\_\_\_ Not Sure      \_\_\_\_\_ Strongly Disagree  
\_\_\_\_\_ Agree      \_\_\_\_\_ Disagree

Specific Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10-6-75  
bg

PRESIDENT AND DEANS  
INDIVIDUAL EVALUATION

Name \_\_\_\_\_ Date \_\_\_\_\_

Place the number which accurately describes your feelings next to the question provided.

- (0) Insufficient information
- (1) Not Applicable
- (2) Strongly Disagree
- (3) Disagree
- (4) Agree
- (5) Strongly agree

1. Is able to evaluate faculty performance. \_\_\_\_\_
2. Adopts the principles of shared governance. \_\_\_\_\_
3. Gives adequate consideration to the ideas of  
faculty members. \_\_\_\_\_
4. Gives adequate justification for policies adopted. \_\_\_\_\_
5. Improves the quality of my teaching performance. \_\_\_\_\_
6. Has an adequate concept of the necessity of higher  
education and adopts policies which further this need. \_\_\_\_\_
7. Is honest and fair in his dealings with faculty. \_\_\_\_\_
8. Understands and deals effectively and wisely with  
student problems. \_\_\_\_\_
9. Is able to maintain faculty morale. \_\_\_\_\_
10. Exhibits willingness to learn about curricula for  
which he has little experience. \_\_\_\_\_
11. Is available to individual faculty members for  
consultation. \_\_\_\_\_
12. Understands the variety of divergent academic aims  
and intentions and is careful to honor them. \_\_\_\_\_
13. Honors a variety of teaching methodologies and shows  
an understanding of these various approaches. \_\_\_\_\_
14. Respects academic freedom. \_\_\_\_\_

PRESIDENT AND DEANS EVALUATION  
Page #2

- 15. Demonstrates ability to make decisions. \_\_\_\_\_
- 16. Expedites routine administrative functions well. \_\_\_\_\_
- 17. Ability to help departments to achieve their goals. \_\_\_\_\_
- 18. Demonstrates effective and responsible leadership. \_\_\_\_\_

Additional comments:

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10-6-75  
bg

PRESIDENT AND DEANS  
INDIVIDUAL EVALUATION

Name \_\_\_\_\_ Date \_\_\_\_\_

Place the number which accurately describes your feelings next to the question provided.

- (0) Insufficient information
- (1) Not Applicable
- (2) Strongly Disagree
- (3) Disagree
- (4) Agree
- (5) Strongly agree

1. Is able to evaluate faculty performance. \_\_\_\_\_
2. Adopts the principles of shared governance. \_\_\_\_\_
3. Gives adequate consideration to the ideas of  
faculty members. \_\_\_\_\_
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PRESIDENT AND DEANS EVALUATION  
Page #2

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Additional comments:

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10-6-75  
bg

10/7/75

M E M O R A N D U M

TO: ARTS AND SCIENCES FACULTY  
FROM: DEAN NOAH BUNCH  
RE: SELF-EVALUATION FORM

A copy of the revised EV-3 Self-Evaluation form was distributed to all faculty to be completed and returned to my office. The completion of this form has been a routine process at Sauk Valley College since 1969. This year's form represents a streamlined version of the old three-page form used in previous years and was approved by the Instructional Standards Committee.

The Deans are charged with the responsibility of making recommendations to the President concerning the awarding of tenure, promotions, and annual increments for faculty members. As a Dean, I will find it difficult to make an annual recommendation for faculty who do not complete the required forms, particularly the annual increment, as this is based on faculty growth. The Self-Evaluation form provides the documentation of the professional growth that has occurred during the past year.

If you have not already completed the Self-Evaluation form please have it completed and in my office on or before the deadline date of October 15, 1975.

af

c.c. Dr. Cole  
Dr. Williams

October 6, 1975

TO: Robert Crouse                      Ron Hartje                      Chuck Oster  
     Dick Holtam                      Gil Meredith                      Norman Spencer

FROM: Dr. Williams

As you know, we are approaching the time for conducting student evaluations of instruction. Of particular concern, is conducting these evaluations for part-time instructors. As you are well aware, many of the complaints I receive daily are regarding part-time instructors, rather than full-time faculty.

We are, at the present, trying to make assignments of staff at the coming semester and the data developed from the student evaluation regarding part-time instructors would be extremely valuable and a direct indication regarding their re-employment for the spring semester.

Therefore, I am requesting that, as Coordinators, and Department Heads, you conduct the student evaluation of instruction on all sections taught by part-time instructors. I am further requesting that these evaluations be completed by Monday, November 10, 1975. Beginning on Tuesday, October 14, packets will be available from my secretary for each section taught by a part-time instructor. All materials necessary for the completion of the student evaluation will be enclosed in this packet. As in the past, a portion of the evaluation is returned directly to the registrar's office in a sealed envelope. The other data is returned directly to my office in another envelope.

If you need any direction regarding the administration of this evaluation form, please take the time to see me as soon as possible so that the process can be clarified.

I will be conducting the same evaluations of the full-time instructors, thus you can expect me to be entering your classes in the very near future for this purpose. I will, hopefully, be able to notify you several days in advance regarding specific dates, however, this may not be possible in some cases.

Thanks for your cooperation.

lm

# SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE October 6, 1975

**BRANDUM**

Career Education Faculty

4: Dean Williams

RE: EV-3 FORM

Early this month I sent each of you a copy of the revised EV-3 self-evaluation form. As you know, the completion of this form has been a routine process at Sauk Valley College since 1969. This year's form represents a streamlined version of the old three-page form used in previous years, and was approved by the Instructional Standards Committee.

As you know, the Deans are charged with the responsibility of making recommendations to the President concerning the awarding of tenure and the providing of promotions and/or annual increments to individual faculty persons. As a Dean, I will find it difficult to make an annual recommendation for those faculty people who do not complete the required forms, particularly in the area of increments as this is based on faculty growth and the self-evaluation form supplies the professional growth data that has occurred during the past year.

If you have not already completed your EV-3 form, please have it completed and in my office on or before the deadline date of October 15, 1975.

daj

cc Dr. George E. Cole

# Statement on Teaching Evaluation

Burah  
Sagmo

*The Statement which follows was prepared by the Association's Committee C on College and University Teaching, Research, and Publication. It was approved by the Council of the American Association of University Professors in June, 1975, and endorsed by the Sixty-first Annual Meeting as Association policy.*

In response to a chronic need for arriving at fair judgments of a faculty member's teaching, the Association sets forth this statement as a guide to proper teaching evaluation methods and their appropriate uses in personnel decisions. This statement confines itself to the teaching responsibilities of college and university professors, and is not intended as the definitive statement on reviewing and weighing all aspects of a faculty member's work. In addressing itself to teaching, the statement has no intention of minimizing the importance of other faculty responsibilities. There is a need for assessment of a teacher's scholarship both more precise and more extensive than commonly employed. There is a need to define service and the value attached to it as well as to review carefully the kind and quality of service performed by faculty members. Additional guidance in the complex task of reviewing faculty services is to be found in other Association documents: the *Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments*, the *Statement on Government of Colleges and Universities*, the *Statement on Faculty Workload*, and the *Recommended Institutional Regulations on Academic Freedom and Tenure*.

## Statement

Colleges and universities properly aspire to excellence in teaching. Institutional aspirations, however, have not often led to practices which clearly identify and reward teaching excellence, and the quality of teaching is not in fact the determining factor in many decisions on retention, promotion, salary, and tenure. The aspirations of faculty members are often frustrated because they must wrestle with diverse obligations—commonly identified as *teaching*, *research*, and *service*—placed upon them by the profession at large, the scholarly discipline, the institution, and their own varied interests. Establishing a positive relationship between the institution's and department's aspirations and the individual's competencies and aims is one outcome of fair and thorough faculty review procedures.

## Institutional Values and Policies

Making clear the expectations the institution places upon the teacher and providing the conditions and support necessary to excellent teaching are primary institutional obligations. It is a first order of business that

institutions declare their values and communicate them with sufficient clarity to enable colleges and departments to set forth specific expectations as to *teaching*, *research*, and *service*, and to make clear any other faculty obligations. Both institution-wide and college or department policies on promotion, salary, and tenure should be written and subject to periodic review, a process in which faculty members must play a central part.

## Expectations, Criteria, and Procedures

At the college or department level, the expectations as to teaching, the weighting of teaching in relation to other expectations, and the criteria and procedures by which the fulfillment of these expectations is to be judged should be put in writing and periodically reviewed by all members of the college or department. This policy statement should specify the information which is to be gathered for all faculty members, the basic procedures to be followed in gathering it, and the time schedule for various aspects of the review process. Such information should include first-hand data from various sources, including students, and should emphasize the primacy of faculty colleague judgments of teaching effectiveness at the first level of review and recommendation.

## Adequate Evaluation Data

Casual procedures, a paucity of data, and unilateral judgments by department chairmen and deans too often characterize the evaluation of teaching in American colleges and universities. Praiseworthy and systematic efforts to improve teaching evaluation have moved toward identifying characteristics of effective teaching and recognizing and weighting the multiple aspects of an individual teacher's performance. A judicious evaluation of a college professor as teacher should include (1) an accurate factual description of what an individual does as teacher, (2) various measures of the effectiveness of these efforts, and (3) fair consideration of the relation between these efforts and the institution's and department's expectations and support.

An important and often overlooked element of evaluating teaching is an accurate description of a

professor's teaching. Such a description should include number and level and kinds of classes taught, numbers of students and out-of-class activities related to teaching. Such data should be very carefully considered both to guard against drawing unwarranted conclusions and to increase the possibilities of fairly comparing workloads and kinds of teaching, of clarifying expectations, and of identifying particulars of minimum and maximum performance. Other useful information might include evidence of the ability of a teacher to shape new courses, to reach different levels and kinds of students, to develop effective teaching strategies, and to contribute to the effectiveness of the individual's and the institution's instruction in other ways than in the classroom.

The gathering of such data can promote a careful consideration of both the institution's and department's values. If a department, for example, places great value upon teaching large numbers of lower level students, that value should be reflected in the judgments about teachers who perform such tasks effectively. Too often, even at the simple point of numbers and kinds of students taught, departments and institutions operate on value assumptions seldom made clear to the faculty.

Another kind of data which should be systematically gathered and examined by the teacher's colleagues includes course outlines, tests, materials, and methods employed in instruction. Care should be taken that such scrutiny not inhibit the teacher, limit the variety of effective teaching styles, or discourage purposeful innovation. Evidence of a concern for teaching and teaching competence demonstrated in publications, attendance at meetings, delivery of lectures, and consulting should also be included among the essential information to be reviewed.

### Assessing the Effectiveness of Instruction

#### Student Learning

Evaluation of teaching usually refers to efforts made to assess the effectiveness of instruction. The most valid measure is probably the most difficult to obtain, that is, the assessment of a teacher's effectiveness on the basis of the learning of his students. On the one hand, a student's learning is importantly influenced by much more than an individual teacher's efforts. On the other, measures of before-and-after learning are difficult to find, control, or derive comparisons from. From a practical point of view, the difficulties of evaluating college teaching on the basis of changes in student performance limit the use of such a measure. The difficulties, however, should not rule out seeking reliable evidence of this kind.

#### Teaching Performance

Evaluating teaching on the basis of teaching performance also presents difficulties in measurement, but the large body of research into the reliability and validity of carefully applied performance measures supports the practical usefulness of these data. Data on teaching performance commonly come from trained observers,

faculty colleagues, and students. The booklet, *The Recognition and Evaluation of Teaching*, available from the Association, offers an extensive bibliography and useful guidance in gathering data from these sources.

#### Student Perceptions

Student perceptions are a prime source of information from those who must be affected if learning is to take place. Student responses can provide continuing insights into a number of the important dimensions of a teacher's efforts: classroom performance, advising, informal and formal contacts with students outside of class. A variety of ways are available to gather student opinion, ranging from informal questioning of individual students about details of a specific course to campus-wide questionnaires.

Faculty members should be meaningfully involved in any systematic efforts to obtain student opinion. Cooperation among students, faculty, and administration is necessary to secure teaching performance data which can be relied upon. There is no one questionnaire or method suitable to every department or institution. Different kinds of questionnaires can be useful in assessing different kinds of courses and subject matters and to meet the need for information of a particular kind. However, a common instrument covering a range of teachers, departments, and subject matter areas has the great advantage of affording meaningful comparative data. The important consideration is to obtain reliable data over a range of teaching assignments and over a period of time. Evaluations in which results go only to the individual professor may be of use in improving an individual teacher's performance, but they contribute little to the process of faculty review. Student input need not be limited by course evaluations. Exit interviews, questionnaires to alumni, and face-to-face discussion are other ways in which student feedback can be profitably gathered.

#### Classroom Visitation

Because of the usefulness of having firsthand information about an individual's teaching effectiveness, some institutions have adopted a program of classroom visitation. There are various ways of having colleagues visit classrooms, but such visits do not necessarily yield reliable data. Careful observations over a period of time may, however, be useful in evaluating instruction and in fostering effective teaching. Clearly, there must be an understanding among the visitors and the visited upon such matters as who does the visiting, how many visits are made, what visitors look for, what feedback is given to the visited, and what other use is made of the information.

#### Self-Evaluation

Some institutions draw upon self-evaluation as an element in evaluating teaching. The limitations on self-evaluation are obvious, and neither the teacher nor the institution should be satisfied with self-evaluation

alone. However, faculty members as individuals or as members of committees can assist colleagues in making the kind of self-evaluation which constitutes a contribution to improving and evaluating teaching. Arousing an interest in self-examination, structuring self-evaluations so that they might afford more reliable data, and giving faculty members the opportunity to assess their own teaching effectiveness and to add their own interpretation of student ratings and classroom visitations can increase the usefulness of self-evaluation as a part of the review process.

### Outside Opinions

Some institutions seek outside opinions and judgments as to a professor's competence. Reliable outside judgments about an individual's teaching, however, are difficult to secure. It would be a mistake to suppose that a college teacher's scholarly reputation is an accurate measure of his teaching. Visiting teams from the outside, given ample time to observe the teacher, to talk with students, and to examine relevant data, might prove a useful, though expensive, means of improving the quality of evaluation. Information and opinions from faculty members in other departments and from persons outside the university should be sought when an individual's teaching assignment and the informant's firsthand knowledge appear to justify their use.

### Procedures

The emphasis in evaluation should be upon obtaining firsthand evidence of teaching competence, which is most likely to be found among the faculty of a department or college and the students who receive instruction. Evaluation of teaching in which an administrator's judgment is the sole or determining factor is contrary to policies set forth in the *Statement on College and University Government*.

The institution's commitment to teaching should be manifested in concrete ways. For example, some institutions have adopted policies which make recommendations for promotion unacceptable unless they provide strong and convincing evidence of teaching competence. Combining the systematic evaluating of teaching with direct efforts to assist teachers in developing their effectiveness is another example of institutional commitment. It is the responsibility of the institution and the colleges, departments, or other instructional divisions to establish and maintain written policies and procedures which insure a sound basis for individual judgments fairly applied to all.

Faculty members should have a primary though not exclusive role in evaluating an individual faculty member's performance as teacher. Factual data, student opinion, and colleague judgments should be central in the formal procedures for review which should involve faculty discussion and vote. Those being evaluated should be invited to supply information and

materials relevant to that evaluation. If the department has not constituted final authority, the faculty's considered judgment should constitute the basic recommendation to the next level of responsibility, which may be a college-wide or university-wide faculty committee. If the chairman's recommendation is contrary to that of the faculty, the faculty should be informed of the chairman's reasons prior to the chairman's submitting his and the faculty's recommendations and should be given an opportunity to respond to the chairman's views.

The dean's function, where separate from a department chairman's or division head's, is typically that of review and recommendation either in the dean's own person or through an official review body at that level. If the recommendation at this level is contrary to that of the department chairman or faculty, opportunity should be provided for discussion with the chairman or faculty before a formal recommendation is made.

Final decisions should be made in accordance with the *Statement on Government of Colleges and Universities*: "The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with faculty judgment except in rare instances and for compelling reasons which should be stated in detail." Procedures in accordance with the Association's *Recommended Institutional Regulations on Academic Freedom and Tenure* and the *Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments* should be provided to handle faculty grievances arising from advancement recommendations.

### Some Further Implications

The responsible evaluation of teaching does not serve advancement procedures alone. It should be wisely employed for the development of the teacher and the enhancement of instruction. Both of these aims can be served by the presence of a faculty committee charged with the overall responsibility of remaining conversant with the research in evaluating teaching and of providing assistance in maintaining sound policies and procedures in reviewing faculty performance. The full dimensions of teaching should not be slighted in the desire to arrive at defensible data and systematic practices. Though teaching can be considered apart from scholarship and service, the general recognition of these three professional obligations suggests that the relationships are important. The kind of teaching which distinguishes itself in colleges and universities is integral with scholarship, has a way of getting outside classroom confines, may exemplify the highest meaning of service. A judicious evaluation system would recognize the broad dimensions of teaching, be sensitive to different kinds and styles of instruction, and be as useful in distinguishing superior teaching from the merely competent as in identifying poor teaching.

COPY

RECEIVED OCT 6 1975

October 1, 1975

Mr. Richard Groharing, President  
Sauk Valley College Foundation  
102 North Jackson  
Morrison, Illinois 61270

Dear Mr. Groharing:

Enclosed please find a \$5000 bond of the Public Service Electric and Gas Company, rated AA, due in the year 2004 and paying interest at the annual rate of 12%.

We wish to give this bond to the Sauk Valley College Foundation to establish the ANN N. PERKINS MEMORIAL SCHOLARSHIP FUND, in memory of our daughter. It is our desire that the interest from this bond be used to provide scholarships to full-time students pursuing careers in Special Education and/or in the Degree or Practical Nursing programs at Sauk Valley College.

In event there are no full-time students deemed worthy of the scholarship, the Sauk Valley College Foundation may authorize the use of the interest to provide scholarships to part-time students. If there is a greater need in another program, the scholarships may be so used.

It is also our desire to establish the ANN N. PERKINS MUSIC AWARD, the plaque for which we are providing. A name to be inscribed on the plaque will be selected annually by the College's Administration and the Music Department from students giving unusual service or devotion to music activity - not necessarily music majors. Little or no further expense should accrue annually. It is our desire that any costs for inscription or additional name plates will be defrayed from the bond's interest fund.

When the bond matures, it is our wish that the proceeds be reinvested by the Foundation so that the interest will continue to maintain the ANN N. PERKINS MEMORIAL SCHOLARSHIP FUND and MUSIC AWARD indefinitely.

Semiannual interest payments of \$300 on this bond should be received by the Foundation on or about October 1 and April 1.

Funds to purchase this bond came from \$502.50 in memorials requested for the College, \$87.50 as gifts from others and \$5166.45 from the undersigned.

Sincerely yours,

*Catherine R. Perkins*

*B. G. Perkins*

Mr. and Mrs. B. G. Perkins  
Route 3, Box 85  
Prophetstown, Illinois 61277

cc - Dr. George Cole ✓  
College Financial Aids Officer  
Max Guinn  
Kathleen Gellender  
Wm. Seigle  
R. W. Castendyck



October 8, 1975

6-4

MEMORANDUM

TO: Board of Trustees  
Dr. Cole

FROM: Robert Edison

*Bob*

SUBJECT: CAPITAL DEVELOPMENT BOARD PROJECT

In order to comply with the requirements of the bidding documents for the construction of this project, it is now necessary to obtain a Letter of Intent from the ICCB and the Board of Higher Education in reference to the increased cost for the project which was approved by the Board of Trustees on September 22, 1975.

In order to up-date the Board of Trustees I would now submit that after the receipt of the letters of intent and the contract awards for construction that the financing status (excluding previously approved engineering cost) of this project will be as follows:

Engineer/Architect	\$ 7,000
General Bid	65,519
Electric Bid	4,919
Plumbing Bid	6,248
Contingency	<u>3,834</u>
Total Project Approval and ICCB Participation	\$ 87,520
Previously paid services	<u>3,583</u>
Due in Trust Account	\$ 83,937
Initial Board Authorization for Trust, of which ICCB would participate for only \$70,000	<u>71,000</u>
Due and deposited in Trust against which Board previously authorized \$14,686	<u>\$ 12,937</u>

RE:fsb

ENROLLMENT SUMMARYFALL 1975

G-1

	<u>Students</u>	<u>Hours</u>
Full-time	1238	18013
Part-time	<u>1788</u>	<u>9356</u>
TOTAL	3026	27369
Male	1688	15849
Female	<u>1338</u>	<u>11520</u>
TOTAL	3026	27369
Freshman	2200	19997
Sophomore	548	5607
Adult Education	205	985
Unclassified	<u>73</u>	<u>780</u>
TOTAL	3026	27369
Associate in Arts	569	5095
Associate in Science	459	5185
Assoc. in Applied Science	1436	12716
Certificate Programs	<u>562</u>	<u>4373</u>
TOTAL	3026	27369
Total first-time	1086	5128 (Male) <u>4361</u> (Female)
TOTAL		9489

**Illinois Community College Board**

**FY1976 APPORTIONMENT FTE ENROLLMENT BY TYPE OF COURSE**

**Table 1**

**Actual Fall 1975 End-of-Registration (10th Day)  
Apportionment FTE by Type of Course<sup>1</sup>**

**(Student Credit Hours  $\div$  15)**

<b>C. rses</b>	<b>Occupational Courses</b>	<b>Vocational Skills and Remedial General Studies Courses</b>	<b>Other General Studies Courses</b>	<b>Total</b>
0,280	Hrs. 16,610	Hrs. 479		27,369
685	FTE 1,107	FTE 32		1,824

**Table 2**

**FY1976 College Projected Annual Apportionment FTE  
By Type of Course at Midterm <sup>2</sup>**

**(Semester Credit Hours  $\div$  30, Quarter Credit Hours  $\div$  45)  
(Summer Term 1975 through Spring Term 1976)**

<b>C. rses</b>	<b>Occupational Courses</b>	<b>Vocational Skills and Remedial General Studies Courses</b>	<b>Other General Studies Courses</b>	<b>Total</b>
5	37,103	3,852		65,540
9.5	1,237	128		2,185

Distribution into the various categories should be based on the HEGIS code of the course for this table and not student major.

These college projections are expected to be revisions of the projections submitted on Table 3.1 of the 1975 RAMP/CC as a result of the actual Fall, 1975 data being available at this time. Annual FTE is to include Summer Term 1975, Fall Term 1975, Winter Term 1976 and Spring Term, 1976.

**HEGIS codes for General Studies Courses:**

Review of Vocational Skills General Studies Courses -- HEGIS code 4994

Remedial/Developmental General Studies Courses -- All HEGIS end in 99, including 4999, plus 1597 and 1598.

Other General Studies -- 1398, 1596, 2098, 2298, 4993, 4995, 4996, 4997, and 4998.

**Mail to:** IVAN J. LACH, Associate Secretary for Planning and Research  
Illinois Community College Board  
518 Iles Park Place  
Springfield, Illinois 62718

**DUE DATE -- OCTOBER 1, 1975**

# SAUK VALLEY COLLEGE

RURAL ROUTE ONE,

DIXON, ILLINOIS 61021

DATE September 23, 1975

## MEMORANDUM

TO: President Cole

FROM: Harriet Hastings, Registrar

### SUMMER ENROLLMENT 1975

	<u>Students</u>	<u>Hours</u>	<u>FTE (7.5)</u>
<u>Baccalaureate</u>	569	2305	307.3
<u>Occupational</u>	620	2493	332.4
<u>General Studies</u>	<u>250</u>	<u>1373</u>	<u>183.0</u>
<u>TOTAL</u>	1439	6171	822.8

HH/bt

October 2, 1975

Mr. Ronald Coplan, Chairman  
Sauk Valley College Board of Trustees  
R.R. #1  
Dixon, Il 61021

Dear Mr. Coplan:

As the student member of the Sauk Valley College Board of Trustees, I wish to formally request to have my vote recorded in the minutes as a means of showing the students the position taken by their representative. I realize this vote has no bearing in the outcome of the issue in terms of Board action, but feel it is an important source of information to the student body.

I would also appreciate receiving clarification from you as to whether or not the student trustee member can make formal motions and second motions. I definitely feel that as the student trustee member I should be able to make a motion concerning the student body at SVC without having to ask another member of the Board to make this motion for me.

I respectfully await your decision on these matters.

Sincerely,

Ty Simmons  
Student Board of Trustee Member

TS/bg

c.c. Van Anderson, ASB President  
✓ Dr. George E. Cole, SVC President

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