

BRONX COMMUNITY COLLEGE  
Of The City University of New York

MINUTES OF COMMITTEE ON INSTRUCTION - OCT. 31, 1972

Present: I. Berger, Chairman  
B. Bates, D. Canty, M. Chang, W. Colston, J. Connelly, R. Donovan,  
N. Eagle, J. Edelman, D. Frank, S. Gold, A. Hirshfield, D. Hadgis,  
W. Hynes, R. Josephs, R. Kor, A. Lessard, L. Lieberman, C. McBain,  
J. Ryan, W. Sokolsky, J. Spielberger, S. Wilkofsky and M. Wise.

F. Lazoda and D. Rivers - Students

The meeting began at 3:00 p.m. Dr. Berger introduced Professor J. Connelly, who wrote on the blackboard an analysis of the results of the Student Evaluation of himself last semester as follows:

<u>Col.</u>	<u>Equals</u>	<u># Answers</u>	<u>% Of Answers</u>
1	F	33	1.40
2	D	65	2.85
3	C	287	12.50
4	B	543	23.80
5	A	1,357	59.50

The point that Professor Connelly was trying to get across was that although a high percentage of the answers in his case were in the "5" column, his relative position looked low and the results of the Davis Questionnaire were misleading for his use in applying for a teaching position in another college. Discussion disclosed that:

- 1) Student perception should be distinguished from real effectiveness in teaching if such a thing is measurable.
- 2) "Effectiveness" is defined differently depending on what we want to be effective in and for.
- 3) A questionnaire on the basis of which promotion, tenure and re-appointment depend, would be like a knife over a teacher's head; and teachers subjected to this situation can not teach freely.
- 4) Do we agree with the questions in the Davis Questionnaire?
- 5) Different departments and different disciplines or different courses look for different answers as being desirable. So that one cannot say that a high score on each question is "good" for every type of subject matter.
- 6) Does the Questionnaire tend to bring about increased divisiveness among the students and loss of academic freedom among those who teach?
- 7) Cannot "accountability" be accomplished (at least for the teaching faculty) by checking the examinations given by a teacher against the student's work submitted, to see if a course is properly and effectively taught, bearing in mind, of course, the nature and type of "input" (students) we are getting?

- 8) If we speak of "accountability", should a teacher leave his professional fate in the hands of the students?
- 9) How can we arrive at the question of Value when we have all kinds of different criteria on what is valuable?
- 10) Would we like to have a system of student evaluation of the entire faculty instead of just the teaching faculty?

At 4:15 p.m. Dr. Berger introduced two speakers from the English Department - Professors Lieberman and Spielberger who spoke on the subject of Team Teaching. A student, Mr. Danny Rivers, supported the idea of team teaching by citing his own experience.

The meeting was adjourned at 5:00 p.m. after a brief question-and-answer period in which everyone participated.

Respectfully submitted,

*Mabel L. Chang*

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Secretary

MC/ef