

MINUTES OF MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA
Monday, November 2, 1959 Room 101, Law Building

The Faculty Senate convened in regular session at 3:40 P.M. on Monday, November 2, 1959, in Room 101 of the Law Building. Thirty members were present with Vice President Nugent presiding, President Harvill being in Boulder attending an informal meeting of the Western Interstate Commission for Higher Education, of which Commission he is Chairman.

PRESENT: Blitzer, Bogart, Brewer, Carlson, Casaday, Denton, Ewing, Forrester, Gegenheimer, Haury, Hausenbauer, Humphrey, Hurlbutt, Irwin, Livermore, Lyons, McDonald, Marcoux, Martin, Mees, Merritt, Nugent, Patrick, Picard, Rhodes, Rosaldo, Roy, Tucker, Wallraff, Zapotocky.

ABSENT: Andersen, Bateman, Carpenter, Crowell, Gaines, Harvill, Little, Mead, Murphy, Myers, Pistor, Slonaker, Windsor.

APPROVAL OF MINUTES: The minutes of the meetings of September 28, 1959 and October 5, 1959 were approved as distributed to members.

CATALOGUE MATERIAL: The Senate accepted the following new courses:

Agr.Educ. 330 - The Role of Agricultural Extension Specialists (2) I-1959-60 Boone
Organization, status, and duties of specialists in
Agricultural Extension. Relationships of specialists to extension, teaching,
and research personnel in the land-grant college system. The significance of
major social and technological changes to extension specialists. Designed to
assist the specialist as a leader in his field. Prerequisite: Extension
experience and 16 credits in the student's area of specialization.

M.E. 399 - Seminar (1-3) I, II Christensen
Graduate Seminar in various fields of study in Aero-Space and
Mechanical Engineering. P, graduate standing.

Educ. 8207 (Continuing Education) - Methods of Teaching Speech to the Deaf
(4) II Winkler
Classroom methods of developing speech in the deaf child;
formation and development of English sounds by tactile, visual and auditory
methods; demonstrations and supervised practice with deaf children. 3R, 3L.

Nucl.Engr. 344 - Advanced Reactor Theory (3) I, II Chapman
(to be offered first time 1st sem. 1960-61)
This course covers techniques for analysis in neutron chain reactor
physics. It includes application of Monte Carlo techniques, neutron transport
theory, perturbation theory, multi-group calculations and machine computations. P, NE 340.

Nucl.Engr. 382 - Nuclear Instrumentation Systems (3) I, II Wilde
(to be offered first time 1st sem. 1960-61)
A study of electronic techniques peculiar to nuclear instrumentation,
nuclear instrumentation systems, handling of nuclear data, and statistical design
and analysis of experiments. P, NE 280.

Nucl.Engr. 384 - Simulation and Control of Nuclear Systems. (3) I, II Weaver
(to be offered first time 2nd sem. 1959-60)

Nuclear reactor kinetics, stability, steady state and transient analysis techniques, temperature effects, analog and digital methods of analysis of nuclear systems. P, NE 240, 280.

Nucl.Engr. 390 - Fusion Reactor Theory (3) I, II Keller
(to be offered first time 2nd sem. 1959-60)

This course introduces the important theories of containing, heating, and randomizing the motion of ions making up a high temperature and high density plasma. P, NE 240.

DROP IN PERCENTAGE OF BOTTOM QUARTILE STUDENTS. REFERENCE TO: Dr. Patrick informed the Senate that figures made available to him by the Registrar showed that the percentage of freshman students entering the University of Arizona this fall from Arizona public high schools who had been graduated in the bottom quartile of their high school classes had fallen to 4.77%, compared with 9.01% in 1958. He noted that the selective admission policy for Arizona students whereby Arizona students graduating in the bottom quartile of their classes may be admitted only after special counseling and testing when the results of such testing and counseling indicate the student has a potential to succeed in University studies, is resulting in a reduction of the number of students with weak scholarship records in high school who are entering the University.

Dr. Patrick noted that another effect of the more selective admission policy had been a reduction in the number of students placed in sub-collegiate English X.

COMMITTEE ON ENCOURAGEMENT OF SUPERIOR STUDENTS. REQUEST FOR APPOINTMENT OF:

Dr. Nugent referred to the request of the President at the last Senate meeting for suggestions for ways and means of attracting more superior students to the University and motivating superior scholarship among members of the student body.

Dr. Patrick moved that President Harvill be asked to appoint a faculty committee on attracting and motivating superior students, and the motion was seconded by Dean Forrester.

Dr. Blitzer stated he hoped that the committee in its considerations would approach the matter on a wide front, giving attention to over-emphasis of social activities, the importance of cultural activities in the University community, the effect of the activity calendar on the academic program, the effect of fraternity and sorority rush on study, etc.

Dr. Patrick stated he hoped the committee if created would give attention to an article in Science, the July 10, 1959 issue, reporting the results of a study completed at Northwestern University of thirty-six colleges and universities, with reference to their productivity of successful Ph.D. candidates. The thirty-six institutions had been studied broadly but particularly in respect to faculty behavior and Ph.D. productivity.

Dr. Patrick read the following excerpts from the article:

"The faculties of schools high in natural science productivity are described as follows: First, their contacts with students are characterized by informality and warmth: open displays of emotion are not likely to embarrass them; in talking with students they frequently refer to colleagues by their first names; they are not as likely to be described as practical and efficient in dealing with

"students; students do not feel obliged to address them as professor or doctor. Second, they emphasize high academic standards: according to student reports their standards are exacting; they see through the pretenses and bluffs of students; they push students to the limits of their capacities; and they give examinations which are genuine measures of the student's achievement and understanding. Third, they have high standards for evaluating faculty productivity and selecting new faculty members: the faculty values pure scholarship and basic research, and the course offerings and faculty in the natural sciences are outstanding. Fourth, the faculty does not play the role of Big Brother: students need not sit in assigned seats and attendance is not taken; student organizations are not closely supervised to guard against mistakes; faculty members are tolerant and understanding in dealing with violations of rules. Finally, they tend to be more nondirective in teaching methods: students find it relatively hard to predict examination questions and to take clear notes in class; instructors less frequently outline explicit goals and purposes for courses; students are not required to submit outlines before writing term papers and reports.

"Motivation to seek the Ph.D. in arts, humanities, and social sciences appears to be influenced by a different set of faculty traits. There are to be sure, some items which are correlated with both measures of productivity - particularly those which relate to emphasis upon preparing for graduate study and freedom from close supervision - but the differences are more striking than the similarities. . . . The following traits seem to characterize faculties outstandingly successful in encouraging undergraduate students to get the Ph.D. in the arts, humanities and social sciences: (i) excellent social science faculty and resources, (ii) a high degree of energy and controversy in instruction, (iii) broad intellectual emphasis, (iv) frequent contacts with students outside the classroom, (v) a flexible, or somewhat unstructured, curriculum, (vi) emphasis upon independent study and the development of a critical attitude, (vii) excellent offerings in the arts and drama, and (viii) relatively infrequent appraisals of student performance."

Dr. McDonald stated he wondered if many of the events of Senior Day would result in attracting superior students to the University. He feared that the superior student would be discouraged from attending the University by an over-emphasis on such Senior Day events as a dance, queen contest, fashion show, picnic, etc.

The question being called for, the motion passed with no dissenting vote.

Dr. Patrick reported to the Senate that letters from the Student Guidance Bureau were being mailed to all superior students in the freshman class who entered the University this fall. The letter informed the students of their superior scholastic ability and indicated the interest of the University in assisting the students in making the most of their capabilities. The letter is being mailed to all students scoring in the upper 15% of the scholastic aptitude test given during Freshman Week and to all students graduated from high school in the top decile of their classes. A similar letter is being mailed to the parents of all unmarried students.

Dr. Blitzer asked if information were available as to what had attracted the superior students now enrolled to the University of Arizona. Dr. Patrick explained that this information was not available. He pointed out that members of the faculty of the Psychology Department feel that such a direct question as "what attracted you to this University" when put to the students would not produce very much reliable information. The problem probably must be approached more indirectly.

Dr. Humphrey suggested that the superior students who were admitted to the University and who did not enroll might be contacted to learn why they had not registered.

SPRING MEETING OF ARIZONA COLLEGE ASSOCIATION, ANNOUNCEMENT OF: Dr. Gegenheimer reminded members of the Senate that the annual meeting of the Arizona College Association would be held in March on the campus of Arizona State University. It was hoped that a large delegation from the University would attend this meeting. Further details concerning the meeting will be made available later.

ARIZONA EDUCATION ASSOCIATION MEETING, REFERENCE TO: Dr. Nugent reminded the Senate of the meeting of the Arizona Education Association to be held on the campus November 6 and 7. Between five and six thousand public school teachers were expected on the campus on Friday, November 6, which will be a class holiday for the student body. Dr. Nugent emphasized that the occasion is to be a special event of the University's 75th Anniversary observance as well as the annual meeting of the Arizona Education Association. Anniversary medallions will be presented to the high schools which have won either the President's cup or the University cup two times or more.

All facilities of the University will be on display on that day, with all divisions and offices holding special open house from 11:30 A.M. to 2:30 P.M.

NEW PARKING PLAN, REPORT RE: Dr. Nugent informed the Senate that the new parking plan authorized by the Advisory Council last summer would be inaugurated at an early date. He explained that because the new system is being established so late in the semester the parking fee for the first semester of 1959-60 will be only \$2.50 rather than \$5.00.

The Advisory Council has approved a priority system for the assignment of parking privileges, Dr. Nugent explained. The plan, adopted for the 1959-60 year, is subject to review in the summer of 1960.

Dr. Nugent reported that no person who now holds a parking assignment will lose his assignment except that individuals assigned to lots on one side of the campus and who work on the other side may be moved to a lot closer to their place of work.

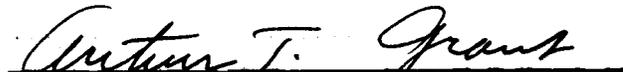
Dr. Nugent explained that the priorities for assignment to parking lots will be as follow:

- 1 - Physically disabled members of the faculty and staff
- 2 - Senior faculty and administrative staff, including full professors, associate professors and individuals with correspondingly high responsibilities

- 3 - Intermediate members of the faculty and staff, including assistant professors, staff members with correspondingly high responsibilities and instructors on permanent assignment
- 4 - Instructors on temporary appointment, and all other members of the faculty and staff.

Dr. Nugent pointed out that an individual after five years of service in any one priority group automatically will be assigned to the next higher category except that, of course, only physically disabled persons will be assigned to Priority 1.

The meeting adjourned at 4:30 P.M.


Arthur T. Grant, secretary pro tem