

MINUTES OF MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA  
Monday, May 4, 1981  
Room 146, College of Law

The Faculty Senate convened in regular session at 3:00 p.m. on Monday, May 4, 1981, in Room 146 of the College of Law. Fifty-seven members were present with Senate Chairperson Rebecca Kellogg presiding.

SENATE MEMBERS PRESENT: Ahmad, Altschul, Armstrong, Barrett, Berger, Birnbach, Briggs, Butler, Chiasson, Cole, Crowder, Cunningham, Davis, DeArmond, Dresher, Ferrell, Fleming, Frank, Gallagher, Gibbs, Goodwin, Johnson, Jones, Jorgensen, Kay, Kellogg, D. Laird, Matsuda, Mautner, Munroe, Munsinger, J. O'Brien, S. O'Brien, Odishaw, Paulsen, Pergrin, G. Peterson, Rehm, Roemer, Rollins, Schaefer, Sigworth, T. Smith, Sorensen, Spera, Steelink, Stubblefield, Svob, Thompson, Titley, Tomizuka, Weatherly, Weaver, Windsor, Witte, Young, and Zukoski. Dr. Robert Sankey was present as Parliamentarian.

SENATE MEMBERS ABSENT: Bidleman, Calder, Cardon, Clark, Eckhardt, Edwards, Erickson, Flick, Gaines, Gourley, Green, Henderson, Hetrick, Hull, Ingram, Kassander, Kettel, H. Laird, Longman, Nelson, Olson, Paplanus, R. Peterson, Quinn, Roby, Rosenblatt, St. John, Scott, Selke, Shanfield, K. Smith, Tindall, and von Teuber.

ACCEPTANCE OF MINUTES OF APRIL 6, 1981: The Senate accepted the minutes of the April 6, 1981 meeting as distributed, with the following corrections:

On page 95, in paragraph 2, line 3 the word "final" should be changed to "hourly" so that the wording reads "no hourly examination be given.....".

On page 95, in paragraph 3, line 3 after "examinations" the words "as we do now for" should be inserted and the word "on" should be deleted. The wording should read, "...that the faculty not give examinations as we do now for religious holidays".

In the first paragraph on page 95 just before the sentence starting "Implementation" the following addition should be inserted. "Dr. Battan noted that the proposed policy on hourly examinations, as does the existing one on final examinations, states that, 'Students shall be informed of any such exceptions prior to the last day for withdrawal with an automatic passing grade as published in the General Catalog'. Dr. Battan said that at this university there is no mechanism for and hence no date for 'withdrawal with an automatic passing grade'. He urged that the wording of any policy be correct and precise."

REPORT FROM THE CHAIRMAN OF THE FACULTY: Senator Sigworth, Chairman of the Faculty, apologized for the fact that more members of the general faculty were not present at today's Senate meeting to hear the remarks later in the meeting by Dr. Robert Huff, Executive Director of the Arizona Board of Regents. He said he had attempted to publicize Dr. Huff's appearance through the Arizona Daily Wildcat but his invitation to the faculty at large to attend this meeting

had not been carried by the newspaper.

Senator Sigworth informed the Senate that the revised Faculty Constitution and Bylaws had by mail ballot been approved by the University faculty by a vote of 599 Yes to 95 No votes. This information would be sent to President Schaefer for forwarding to the Phoenix office of the Board of Regents.

Dr. Sigworth noted that Dr. Roemer was retiring as chairperson of the Committee on Committees. He said he thought it would be helpful if the new members of that committee which are appointed by the Chairman of the Faculty and which are not subject to ratification by the Senate be named at this time. He reported he had appointed Dr. Mary Maher of the Department of Speech Communication and Mr. Robert Mautner, Science Librarian, to the Committee on Committees. Both had earlier indicated an interest in serving on this committee.

Senator Sigworth reported that the Code of Conduct Committee, with representation from the three Arizona universities, had met in Phoenix on April 20. The group had known that one of its responsibilities was to revise or update the Code. Dr. Sigworth had been the U of A faculty representative on this group and had expected that the changes would be minor. Mr. Tom Chandler who sits on the committee as representative of the Board of Regents had urged instead that the Code in fact be overhauled "from the ground up". The committee had then agreed that this should be done. The process will undoubtedly require a considerable period of time, Dr. Sigworth indicated.

Senator Sigworth informed the Senate that the newly formed U of A Faculty Association would be holding its constituting meeting at noon on May 11 in Room 311 of the Modern Languages Building.

REPORT FROM THE ASSOCIATED STUDENTS: Chairperson Kellogg next introduced Richard Garcia, newly elected President of the Associated Students of the University of Arizona. Mr. Garcia informed the Senate that the two new ASUA vice presidents would be Elin Duckworth, Executive Vice President, and Jim Brown, Administrative Vice President. He announced that the new student members of the Faculty Senate for 1981-82 would be selected in the near future and would take their places when the new Faculty Senate convened in the fall. Meanwhile, he expressed appreciation on behalf of ASUA to the retiring student senators who were today serving their final meeting of the year.

Mr. Garcia said the fate of House Bill 2148, the Private Enterprise Bill, was not yet known. Governor Babbitt had not yet signed the bill into law. Its effects could have serious implications for certain fund raising activities of the Associated Students if continuing the operation of certain student enterprises was prohibited.

Mr. Garcia reported that the student Regent for 1981-82 would come from the University of Arizona. Three nominations had been forwarded to Governor Babbitt who was shortly expected to announce the appointment of the new student Regent from these three names. The three persons nominated, Mr Garcia said, were Craig Keller, Shannan Marty, and David McEvoy.

Mr. Garcia informed the Senate that ASUA was contemplating developing two new activities which should be profitable, the income to help support student body activities. One would be a note-taking service. Under this activity, modeled on one at UCLA, with the particular professor's approval a capable graduate student takes lecture notes in a given course and these notes are later published and sold in the University bookstore. Another new activity would be a recycling program. It was hoped both of these enterprises would prove to be profitable for ASUA.

Mr. Garcia reported that with the discontinuance effective next year of certain varsity sports, additional space and facilities would be made available for student recreation activities. Student leaders were working with University officials in making plans for such expanded activity and Mr. Garcia expressed his thanks for the assistance of Athletic Director Strack, Physical Education Coordinator Bartsch and Physical Education Department Head Dunn.

REPORT FROM THE COMMITTEE ON UNIVERSITY PLANNING: Senator Steelink, Chairman of the Committee on University Planning, reported that the committee had for several months been considering developing a budget for conducting the activities of those officials and committees involved in faculty governance. The committee's study revealed that the expenses of these persons and their activities currently have been absorbed by various departments, frequently the departments of the individuals involved. The needs are seasonal and/or sporadic. He noted that the University administration has provided the Chairman of the Faculty with a half-time secretary who also has assisted the Committee of Eleven.

The University Planning Committee had decided, Dr. Steelink said, that inasmuch as no committee had ever been denied funding when it was requested, there was no particular need to prepare a formal budget at this time. It had been agreed that in the future a faculty committee needing funds should request such assistance from the Faculty Chairman or from an appropriate department. Further, it was hoped that space for the needs of the Faculty Chairman would be provided by the department from which the Faculty Chairman came.

In other words, Dr. Steelink concluded, the manner of meeting the financial needs of faculty officials and committees has been suitable and might well be continued, although it has not been highly organized.

APPROVAL OF CATALOG MATERIAL AS FURNISHED SENATE MEMBERS IN "CURRICULUM" BULLETINS: The Senate next turned its attention to "Curriculum" Bulletin Vol. 9, No. 4 (issue date of April 27, 1981). Senator Barrett moved that the Senate refer Section III, a proposal for the creation of a Department of Statistics, back to the Graduate Council for further study. Several seconds were heard.

Senator Schaefer asked why the matter should be referred back to the Graduate Council. Senator Barrett noted that Dr. Charles Newman, Professor of Mathematics, was present and he asked that Dr. Newman be permitted to speak to the Senate on this matter. There were no objections.

Dr. Newman explained that he is involved in the teaching of statistics. He said that historically on the Arizona campus statistics study has been conducted in two parts. Programs in theoretical statistics and probability have been the responsibility of the Department of Mathematics. Applied statistics has been a shared responsibility among a number of different departments on campus, agriculture, medicine, psychology, sociology, systems engineering, business, and others. The present proposal for the creation of a Department of Statistics was formulated by the interdepartmental Committee on Statistics, Dr. Newman said, most of the members of which represent applied statistics. He noted that it had been reported that the Graduate Council on February 27 had approved the proposal for the creation of the new department. The minutes of that meeting showed almost no discussion relating to the range and focus of the new department. He understood the Graduate Council had really not yet gone into such concerns. There is an obvious question. Should a department be formed which will focus on applied statistics or should one be formed which would include not only applied statistics but theoretical statistics and probability theory as well?

He said that the faculty of the Department of Mathematics felt that a broad-ranging approach to statistics might be desirable if a true spirit of cooperation existed among the several areas of interest in statistics. However he did not feel that the proposal now under consideration had been developed in a cooperative manner among differing points of view. An effort should be made to determine what kind of a department is to be formed before recruiting a distinguished statistician to be brought in as department chair. The mathematics faculty would be pleased to assist in the recruiting of an outstanding statistician but it is premature to create the department at this juncture, he felt. If a department representing an atmosphere of cooperation could be developed, well and good, he said; otherwise the department would simply be a department of applied statistics and should be so identified. He said he was not sure right now just how successful efforts to cooperate might be.

Senator Weaver said that the matter of forming a separate statistics department had been under study for a long time. He said that Dr. Newman had been invited to serve on the Committee on Statistics but had not chosen to serve. He said the first priority now was felt to be to find a distinguished statistician to bring to the U of A. The present Committee on Statistics with campus-wide representation had been in place for a long time, he said, and the present proposal came as a recommendation from that body. Some distinguished statisticians had been brought to campus as visitors, he pointed out, from various parts of the country, and they had recommended that a Department of Statistics now be created. Various other elements on this campus have also urged creation of such a department.

Dr. Weaver said that Dr. Newman would be on any committee created to select a head of the new department. He felt it was important to proceed at this time. The matter had been carefully considered by the Graduate Council.

Several senators referred to a letter concerning this matter issued by the Department of Mathematics under date of April 29, 1981, to members of the

Faculty Senate. They noted that the letter seemed to be somewhat anonymous since no particular names were affixed as authors. Just who was included in the signature "Department of Mathematics"? Dr. Newman replied that the memorandum reported the feeling of virtually all members of the Mathematics Department faculty, that is, all other members in addition to the statisticians.

Dr. Newman said he would like to point out that contrary to Dr. Weaver's statement, he had never been asked to serve as a member of the Committee on Statistics.

Senator Witte asked what is the process by which new departments are created. Does the faculty have a role in this? Senator Weaver said that the faculty does play an important role in the decision to create a department. He pointed out that the members of the Committee on Statistics have been chosen by the Dean of the Graduate College. The members have come from many different campus disciplines. The committee now saw the need for the creation of a department to develop a stronger program. Dr. Jean Weber is the present chairperson of the committee, he said.

Senator Mautner asked if in the United States in institutions of comparable size two departments such as were being proposed are commonly found. Senator Jones responded that while he did not know just how frequently a Department of Mathematics and a Department of Statistics are found, he did know such organization was fairly common.

Senator Sigworth said that he thought this proposal should be considered carefully. He referred again to the communication each senator had received from the Department of Mathematics. If, as he understood, it represented the view of almost the entire mathematics faculty, then the Senate should consider carefully creating a department over the objections of a considerable number of concerned faculty members. He said, in other words, that he was supporting Senator Barrett's motion, and he would like to have more information than was provided in the "Curriculum" bulletin.

Senator Steelink asked if the Committee on Statistics had a budget and had it offered courses. If so, for how long? Senator Jones said that the Committee had been in existence for 15 to 18 years. The last 4 years it had had a budget and at the present time the budget included three faculty positions.

Dr. Steelink asked if the Department of Mathematics had objected to the Committee on Statistics' having a budget or being assigned faculty positions. Senator Jones responded there had been no objections of which he was aware.

The question was called for and Senator Barrett's motion to refer Section III back to the Graduate Council was defeated. The Senate then voted its approval of Section III.

The Senate then approved Section II of "Curriculum" bulletin, Vol. 9, No. 4, proposing a Ph.D. degree with a major in Musicology. The Senate next approved in toto Section V, New Courses and Course Deletions.

The Senate next considered "Curriculum" bulletin Vol. 9, No. 5,

issue date of April 27, 1981. In that issue was included a proposal from the College of Engineering to limit enrollment in its upper-division courses. The proposal had been approved by the Undergraduate Council. Senator Davis said he saw this proposal as bringing about further compartmentalization of undergraduate students. It seemed to him that the proposal would exclude from a number of courses students outside the College of Engineering.

Senator Peterson said that indeed the concern of Dr. Davis had been taken into account, and on April 28 the Undergraduate Council had approved a revised version of the proposal. This revised version was as follows:

"ADVANCED STANDING Students wishing to commence studies at the upper division level in the College of Engineering must apply for admission to Advanced Standing in a specified major field. Enrollment in 300-level and 400-level courses in the College of Engineering is normally open only to students who have been admitted to Advanced Standing. Students from other colleges may enroll in such courses with the permission of the Dean of the College of Engineering. To be considered for admission to Advanced Standing, applicants must meet the following criteria:

1. Completion of a minimum of 56 credit hours, including all required courses listed in the Freshman and Sophomore years of the curriculum of the applicant's major department;

2. A cumulative grade point average of not less than 2.0000 for all work, both resident and transfer.

"Completion of the required lower division courses with the required grade average does not assure the student of admission to Advanced Standing. The number of applicants selected for admission to Advanced Standing is limited by the resources of the College and the individual Departments."

Senator Chiasson said he thought the first sentence of the final paragraph was not satisfactory. Should not the selection process be indicated, or something said about how severe the limits would be. Senator Peterson said that the intent was simply to indicate that there was a limitation, as already existed, for examples, in the admission of students to upper-division work in architecture, pharmacy, and nursing. Details about requirements for admission into these upper-division programs are not spelled out in the catalog. Yet regular procedures are in place. Similarly the College of Engineering, if this proposal were approved, would develop specific procedures. To spell these out in detail in the catalog was not practicable, however.

Senator Cunningham asked why this limitation was needed. Senator Peterson explained that there were not only problems of space limitations, serious though those were. Much more severe is the limitation of available faculty members to teach additional students. Insufficient numbers of faculty members are available from which to recruit. Enrollment in the College of Engineering

Dr. Peterson pointed out, had doubled in 4 years.

He explained further that in the field of electrical engineering last year only 300 Ph.D.'s came out of the graduate schools of the United States. Two-thirds of these went into industry. Thus only 100 new Ph.D.'s became available for faculty positions throughout the land. There are 250 departments of electrical engineering in this country. One hundred new Ph.D.'s a year cannot even keep up with the number of professors retiring, he stated. In order to preserve the quality of the engineering instructional program it had become imperative that some limits on enrollment be placed, he said.

Senator Cunningham asked how many individuals this policy would affect. That is, what proportion would end up being denied acceptance? Senator Peterson and Senator Gallagher indicated that probably 10 percent of those students wishing to be selected would not be.

Senator Rehm asked if the same policy was to apply to students in the College of Mines. The answer was yes.

The question was asked how this policy would affect currently enrolled freshmen. Senator Peterson explained that the policy would go into effect the fall of 1982 and would apply to all applicants for acceptance into upper-division engineering course work.

Senator Zukoski said this was the second time this year that the Senate was being asked to put a limit on admission to upper-division enrollment. Bit by bit would other departments or colleges be asking for similar limitations? Senator Windsor explained that the excessively heavy enrollment in business administration course work and in engineering course work at the present time was limited pretty much to those two areas. However the situation in those two areas is a national phenomenon and other colleges and universities, he said, are facing the same problems the U of A is.

Senator Thompson asked if students already in the University were not protected against the imposition of such a limitation. Cannot a student proceed under the catalog provisions in effect at the time he or she entered the University of Arizona? Senator Peterson said the problem was so real it was not possible to "phase in" the new procedure by waiting until some years hence to apply it only to students entering the University as freshmen after the new policy took effect. Senator Windsor explained that the "choice of catalog" policy governs graduation requirements such as changes in grade average or subject matter requirements. Normally that privilege does not extend to such matters as changes in requirements for admission to upper-division courses, for example.

Mr. Garcia asked how many minority students were enrolled in the College of Engineering and what effect this new policy might have on them. Dean Gallagher said that 13 percent of the 2,400 undergraduate students in the College of Engineering, or approximately 300, were from minority groups. He said he did not know what effect this policy might have on them.

The question was called for and the new requirement for acceptance to advanced standing in the 300-level and 400-level courses in the College of Engineering was approved, to become effective at the opening of the fall semester of 1982-83.

ELECTION OF ARCHITECTURE COLLEGE REPRESENTATIVE FOR 1981-82: Senator Windsor explained that the Architecture College representative to the Senate, Professor Kenneth Clark, would be on sabbatical leave during 1981-82. The faculty of the College of Architecture had chosen Sandra Davis Lakeman to fill the vacancy for 1981-82 resulting from Senator Clark's absence. He noted it was customary in such instances for the Senate to approve the recommendation of the college faculty concerned. He then moved that Ms. Lakeman be elected as senator from the College of Architecture for 1981-82. Several seconds were heard and Ms. Lakeman was elected with no negative vote heard.

APPROVAL OF CANDIDATES FOR DEGREES TO BE CONFERRED MAY 16, 1981: Each senate member had received with the agenda of today's meeting a tentative listing of recipients of degrees to be conferred at Commencement on May 16, 1981. By unanimous vote, the Senate approved the conferring of the degrees reported. A list of the tentative recipients with each respective degree indicated is attached to the Secretary's official file copy of these minutes.

It was noted that the grand total of degrees to be awarded in the 1980-81 year, including those completed September 1, 1980 and December 31, 1980, in addition to those completed May 16, 1981, would be approximately 6,324.

REMARKS BY AND DISCUSSION WITH DR. ROBERT A. HUFF, EXECUTIVE DIRECTOR OF THE ARIZONA BOARD OF REGENTS: Chairperson Kellogg introduced Dr. Robert A. Huff, Executive Director of the Arizona Board of Regents. Dr. Huff indicated his pleasure in speaking to the Senate. It has become somewhat of a tradition for him once a year to visit with the Senate of each of the Arizona universities, he said. He said he took satisfaction in frequently reporting to the people of Arizona just what their university system is, as a system. He said he tells the state's citizens that it must not be forgotten that behind the state university system and behind each of three great institutions is a sincere, dedicated faculty.

Dr. Huff first presented a broadside of statistical data about the Arizona university system and about the U of A. The system is the ninth largest in the country, he explained, with over 80,000 students enrolled during 1981-82. Seventy-seven percent of these are undergraduates, 23 percent graduates. Eighteen percent of these students live on their respective campuses in university housing. 42,863 are enrolled in Arts and Sciences, In professional programs 11,593 are enrolled in Business, 5,914 in Education, and 4,763 in Engineering. Last year 13,314 students graduated from the Arizona universities, coming out of 368 different degree programs.

A critical focal point of any good university is its library, Dr. Huff emphasized. The U of A Library now includes 2.5 million books, compared with 1.5 million at ASU and 600,000 at NAU. In 1980, in a reputable ranking of research libraries, the University of Arizona library

was considered to be nineteenth, he said. The ASU library was 50th. The U of A library is fifteenth in the nation when university libraries are considered as to the pace of adding books, he said. ASU ranks twentieth. In other words, Dr. Huff said, the university libraries are being well taken care of.

Dr. Huff pointed out that in 1981-82 state students would pay \$650 a year in registration fees. Out-of-state students would pay \$2,950.

Dr. Huff referred to the political and philosophical questions relating to what is the fair share that a student should pay of the cost of his or her education at a state university, in relation to the direct cost. The formula presently in place, although there is not unanimity as to the appropriateness of this in Arizona, is that an in-state student should pay about 20 percent of the cost of his or her instruction, while an out-of-state student should pay 85 percent.

Dr. Huff pointed out that 38,000 or 47 percent of the students enrolled in the Arizona university system receive some sort of financial aid. The three Arizona universities together dispensed \$78,000,000 in financial aid of all types last year. The average financial aid package per student was about \$2,000.

The three Arizona universities employ 12,000 employees. 3,000 of these are full-time faculty. 92 percent of the full-time faculty hold a doctorate.

In the course of a fiscal year, three-quarters of a billion dollars from all sources pass through the Regents' approval, Dr. Huff said.

Last year the universities' legislative appropriation totaled \$238,000,000. About \$87,000,000 was received from tuition charges; about \$13,000,000 came through capital appropriation, and the balance in the amount of \$385,000,000 came from all other sources. In other words, Dr. Huff explained, about one-third of the money needed to run the three universities (35 percent) comes from State appropriations.

Dr. Huff noted that the physical plant of the three universities, not including the various holdings around the State for agricultural purposes, has a book value of approximately \$1,000,000,000.

Dr. Huff said that he had developed ways of referring to the three Arizona universities. The U of A is the old flagship research institution. In a recent issue of the Chronicle of Higher Education, the top 100 research universities in the nation were listed in a rank order. The U of A ranked 36th. If one eliminated the private institutions such as Harvard, Yale, and Stanford, Dr. Huff noted, then the U of A ranked 21. The U of A is a proud institution that the state should recognize more widely. He said he was not sure the U of A was properly appreciated in some parts of Arizona.

Arizona State University, he said, is the glamour-stock university.

Without question it is a rising star and as Phoenix develops ASU is going to be pushed and supported.

Northern Arizona University, Dr. Huff said, is the darling of the Legislature. There is a natural competition between ASU and the U of A and both must compete vigorously for legislative support. The legislature seems quite willing to support NAU most of the time. NAU is still a teaching university, Dr. Huff remarked, and ordinary citizens like that. They are sometimes suspicious of research.

How well are the Arizona universities treated? Dr. Huff said he thought pretty well. On both the amount of appropriation for higher education per capita and the amount of appropriation for higher education per \$1,000 of personal income, Arizona ranks 13th.

The role of the Regents, Dr. Huff emphasized, is to support three cooperating, coordinating universities instead of three competing ones. The more the institutions work together the more collective power they have. Jointly they can demonstrate considerably more might and muscle than they can acting separately. They are competing for funding with prisons, highways, and many other things. The Regents provide the university a policy and management team. They are independent-minded individuals, however, and they are not a rubber stamp. They are extremely active and they take their responsibilities very seriously. The Board is usually split on everything. In some ways they are like a faculty senate, Dr. Huff noted. Certainly how any given Regent will vote on any given issue can seldom be predicted. The Regents form a buffer between the Legislature and the universities.

The Regents are the legal entity, Dr. Huff explained. They own everything. They are the ones who sue and get sued. They hire and they have the authority to fire, although they seldom exercise it. The Regents' staff, Dr. Huff explained, totals 35 people. Many of these, internal auditors and others, are located on the three campuses. The core staff is relatively small, usually between 15 and 20 people located in Phoenix. They prepare the agendas for the monthly meetings and they carry out the instructions of the Regents. Occasionally they may make recommendations to the Regents on particular issues. They may have some influence at times, Dr. Huff said, but they actually have little power. They are hesitant to try to influence the Regents very far, he said, because if their recommendations turn out to be poor it is the universities' faculties that have to live with the unhappy results.

The Arizona university system is large and diverse. It does not operate in a precise style for it cannot. The state of the art is to do the best one can at guessing, he said. He pointed out that the Regents have 14 committees, some standing and some ad hoc.

Dr. Huff referred to several current issues of considerable importance in the minds of the Regents. One is the push for engineering excellence at Arizona State University. This movement has the force of the

solid state electronics industry in Phoenix behind it which means it has political significance. The Regents want this development to happen and are going to support it. On the other hand he believes that the Regents feel that this should not be done at the expense of other programs at ASU or at the other Arizona universities. Another issue of concern is that of revenue bonds. Last year the Legislature approved 62.5 million dollars of bonding authority for the universities. Twenty-five million of that was for the University of Arizona. However some Regents do not believe in bonding, supporting a pay-as-you-go policy instead. Nevertheless, Dr. Huff said, he thought authorization might come soon for the U of A to use some of its bonding authority.

Another issue is the development of a campus in western Maricopa County as a branch of Arizona State University. Dr. Huff indicated he thought such a development was inevitable. A bill in the Legislature this year to obtain land for such a campus failed, but surely in the next five to ten years a west-side campus is going to be developed. The campus at ASU now has an enrollment of 38,000 students and a branch made total sense in his judgment.

Another issue before the Regents is that of athletic programs. Dr. Huff said he sees no diminishing support of quality athletic programs at the Arizona universities. The Regents love to win. However, the universities are going to be cleaner in their programs, he said.

Dr. Huff said he felt Arizona was a great place to be at this time. The state has problems, but where are there not problems? He referred to the situation in Oregon where last year the universities were required in the progress of the year to return 15 percent of their funding. Next year Oregon universities have been told they must operate under budgets 10 percent lower than their budgets for this year. Therefore the university system must admit 7,000 fewer students.

Dr. Huff then indicated he would answer questions. Senator Armstrong asked if Dr. Huff had statistics about where our graduates of the Arizona universities are now located, what sorts of jobs they are holding, etc. Dr. Huff answered he was sorry that he did not have that sort of information.

Senator Barrett referred to the fact that university research is frequently misunderstood by the general citizen. How can the image of the researcher be improved? Dr. Huff said it is awfully hard to explain that something seemingly frivolous in fact has the potential for great payoff. This is beyond the understanding of the average man and yet if payoff can be shown he can be impressed. If possible it is best to explain that the payoff need not be, indeed frequently cannot be, immediate. "It simply has to be a deliberate educational process over time", Dr. Huff said.

Senator Ferrell asked what Dr. Huff saw as the proper role of the Faculty Association. Dr. Huff said that such associations were frequently considered to be the same as unions in the eyes of some Regents and legislators.

Sometimes they cannot be as effective as might be desired in presenting faculty positions to the Board of Regents or the Legislature. When the Regents and legislators want faculty opinions they look to the several faculty senates. Thus, if the Faculty Association could in some way be made to serve as an arm of the Faculty Senate, this would be helpful. The difficulty of course is that sometimes senate operations are too ponderous and slow, he acknowledged.

Senator Sigworth asked Dr. Huff what was his perception of the Regents' willingness to support higher salaries. Dr. Huff said the Regents probably would do it as long as the political cost was not too high. But there is pressure on the Regents to stay clear of that particular issue, he said. If the faculty wanted the Regents to get into this they could ask them to, but he was sure the Regents would prefer not to.

Senator Stubblefield said that with the exception of engineering and business graduates, it seemed more of everything else was being produced by the Arizona universities in all fields and professions. Should this production go ahead without any limit or should some kind of "manpower control" be devised? Dr. Huff said he doubted the Regents would support controlling "output" to that extent. Do we have the right to tell people what they should do with their lives? He said he was aware of no feeling among the Regents that it should be predetermined what the numbers of people coming out of specific disciplines should be. "And don't forget," Dr. Huff added, "that 50 percent of your faculties are tenured, so you couldn't really cut back in enrollment in many areas anyway."

Senator Roemer asked what Dr. Huff and the Regents felt about the proposed U of A college reorganization. Dr. Huff said he felt this was an internal matter. Such reorganization was a campus prerogative, not something needing Regents' authority, really. Several senators pointed out that there was some off-campus concern about where the geosciences program on this campus should be placed so far as its being administratively located in a particular college. Dr. Huff said he seriously questioned the propriety of industry, for example, proposing how the university should handle a question of that sort. Senator Steelink noted that the electronics industry was having something to say about curricular concerns at Arizona State. Dr. Huff said again that he thought the Regents should stay out of such internal deliberation.

Senator S. O'Brien said she assumed that when Dr. Huff was telling the story of the Arizona university system around the state he pointed out that one of the things the U of A provided was the activity of the Cooperative Extension Service. Dr. Huff said he did.

Senator Munsinger noted that the per capita figures Dr. Huff had cited as to support of higher education included support of the state's community colleges as well as of the universities. Dr. Huff agreed.

Dr. Huff thanked the Senate for its attention and he was soundly applauded for his remarks.

FINAL APPROVAL OF CHAPTER VIII OF THE FACULTY MANUAL: Each member of the Senate had been provided a copy of Chapter VIII of the Faculty Manual with all changes approved by the Faculty Senate incorporated into the final version. The Senate voted its final approval of Chapter VIII of the Faculty Manual as revised, with a few dissenting votes heard. It was pointed out that this document along with the revised Constitution and Bylaws would be forwarded to President Schaefer for transmittal to the Office of the Board of Regents.

DISCUSSION OF INTERCOLLEGIATE ATHLETIC COMMITTEE MEMORANDUM OF FEBRUARY 24, 1981: Chairperson Kellogg pointed out that some members of the Senate had asked for more background information on the recent decision to eliminate intercollegiate competition in the sports of men's wrestling, men's gymnastics, and women's field hockey beginning in 1981-82. Some senators had expressed concern about the status of faculty personnel involved. Senator Kellogg said that Senator Edwards who could not be present today wished the Senate to be aware that Wrestling Coach Bill Nelson was a tenured member of the faculty of the Department of Physical Education and of course would continue to have a position on the faculty.

Each member of the Senate had been provided a copy of a memorandum sent under date of February 24, 1981 by Athletic Director Strack to the Intercollegiate Athletic Committee describing the economic situation faced by the intercollegiate athletic program which had prompted the decision to recommend discontinuing the indicated sports. (A copy of that document is attached to the secretary's file copy of these minutes.)

Senator Zukoski noted that the memorandum indicated that if the intercollegiate athletic program were to be conducted in 81-82 in the same manner and with the same size program as in the past the result would be a projected deficit in excess of \$500,000. Since elimination of the three sports programs would now result in a savings of approximately \$200,000, he was wondering what might be planned to take care of the rest of the deficit, approximately \$300,000? He wondered if, as Mr. Strack's memorandum had suggested, it was intended to reduce travel, eliminate junior varsity teams, reduce administrative support, reduce coaching staff, etc.

Senator Schaefer said that a number of things were being done and it now appeared that perhaps the projected deficit could be whittled down to about \$35,000. Senator Munsinger noted that heavy cuts were being made in a number of areas of operations, particularly travel. He said that one reason for the expected deficit had been an anticipated falling off of revenue with an increase in certain expenditures. However most programs now would be cut next year, although some modest increase was anticipated in the women's intercollegiate program and in intramurals. It would be a tight budget in any event, Dr. Munsinger said.

Senator Steelink asked what percent of the sports budget involved travel. Senator Munsinger said this varied by sport, size of the squad, number of trips, and a number of considerations. There were no further questions about this matter.

INTERCOLLEGIATE WRITING COMMITTEE REPORT TO THE FACULTY SENATE: Chairperson Kellogg pointed out that the Intercollegiate Writing Committee's first annual report had been provided each member of the Senate prior to this meeting. The report was as follows:

"REPORT TO THE FACULTY SENATE  
from the  
Intercollegiate Writing Committee

"On January 21, 1980, the University of Arizona Faculty Senate approved the joint recommendations submitted by the Dean of the College of Liberal Arts and the Committee of Eleven concerning undergraduate writing. The recommendations approved read as follows:

- "1. An Intercollegiate Writing Committee (IWC) shall be established at the University of Arizona. Its functions shall include but not be limited to the following:
  - a) monitoring and evaluating the Freshman Composition program at the University;
  - b) identification of writing needs specific to each college within the University;
  - c) identification of those courses in each college where writing could be emphasized;
  - d) reviewing and supporting development of writing standards within each college;
  - e) reporting annually before University of Arizona Faculty Senate on the Freshman Composition program and on each college's commitment to and activity in promoting better writing among majors.
  
- "2. The Department of English shall be responsible for the establishment and functioning of the following:
  - a) the Writing Workshop Laboratory, which shall provide diagnostic and developmental assistance with writing skills on a one-to-one basis to students who seek help and/or are referred for help;
  - b) problem solving workshops on topics related to writing for University of Arizona students and faculty;
  - c) active and continuing coordination with Arizona secondary school teachers to establish and to maintain the appropriate level of student writing skills expected at the time of matriculation at the University of Arizona;
  - d) other functions as needed to improve student writing skills including applying for grants to fund increased services, etc.
  
- "3. Each undergraduate and transfer student shall take a proficiency-measuring (diagnostic) writing examination between the student's 45th and 75th hour of degree credit. The examination shall be administered by the Department of English. Results of the diagnostic examination shall be sent to the student and to the department head of the student's major field. The mechanism for correction of any deficiencies shall be determined by the major department --

including but not limited to self-study and re-taking of the examination, successful completion of an advanced writing course or other relevant writing-related course jointly approved by the student's department and the Intercollegiate Writing Committee, or work under the auspices of the Writing Workshop (Laboratory).

"It seems apparent that all of recommendation number one and the portion of recommendation number three that deals with correction of deficiencies (last sentence) are the direct concern of the IWC. Recommendation number two is the sole responsibility of the Department of English.

"The IWC offers the following by way of explication and elaboration of the Faculty Senate recommendations:

"Faculty Senate recommendation number one:

- a) monitoring and evaluating the Freshman Composition program of the University -

This task, which will be ongoing, will be carried out by the IWC by regular review of the writing needs and writing proficiencies of University of Arizona students. The nature of the review will be determined after the diagnostic phase of the program has been implemented and sufficient data are made available for consideration. Such data will include reports on Freshman Composition, on scores of proficiency exams, on the writing-emphasis courses in different departments, and on the activities of the Writing Laboratory.

- b) identification of writing needs specific to each college within the University -

This identification will be accomplished by having each department or college provide the IWC with a clear statement of the writing needs of that discipline. The IWC will provide departments with sample instructions or illustrations of the kinds of statements expected.

- c) identification of those courses in each college where writing could be emphasized -

Each department or college shall identify a course (or courses) to provide the writing emphasis for the discipline in light of the needs specified in b above. A writing-emphasis course shall be required of each major. The IWC will review and approve writing-emphasis courses for designation in the Catalog.

- d) reviewing and supporting development of writing standards within each college -

The IWC will review the information provided by the departments or colleges pursuant to a, b, and c above. In addition, the IWC will encourage and support the efforts and special needs of each department or college '...to assure a high level of competence in undergraduate writing skills, (and) to re-emphasize the importance of writing in our undergraduate curricula....'

- e) reporting annually before the University of Arizona Faculty Senate on the Freshman Composition program and on each department or college's commitment to and activity in promoting better writing -

The annual report on writing proficiency to the Faculty Senate will incorporate information provided by the Writing Laboratory, the Freshman Composition Program and departments or colleges. This report shall be presented by the chairman of the IWC.

"Faculty Senate recommendation number two:

Faculty Senate recommendation number two is the sole responsibility of the Department of English.

"Faculty Senate recommendation number three (last sentence):

The mechanism for correction of any deficiencies shall be determined by the major department -- including but not limited to self-study and re-taking of the examination, successful completion of an advanced writing related course jointly approved by the student's department and the Intercollegiate Writing Committee, or work under the auspices of the Writing Workshop (Laboratory).

The Writing Laboratory will provide assistance to the department or college in the development of this procedure. Each department or college shall be required to work out its own plan and present it in writing to the IWC for review before implementation.

"The IWC further recommends that the University of Arizona make every effort to let all students, both present and future, know that the University is committed to helping each student reach a high level of writing skill. This commitment will be supported by the combination of the Freshman Composition Program, the Upper Division Writing Proficiency Examination, the Writing Laboratory, and the Writing-Emphasis Course Program. The IWC, therefore, urges the Faculty Senate to adopt the recommended procedures and moves that:

1. Each department or college of the University of Arizona shall offer and require in its bachelor-degree program(s) a writing-emphasis course (or courses).

2. Each department or college of the University of Arizona shall identify a writing-emphasis course (or courses) and submit the course description to the Intercollegiate Writing Committee for review and approval.
3. Each University of Arizona undergraduate student shall be required to take the Upper Division Writing Proficiency Examination (UDWPE). Satisfactory performance on the UDWPE, or certification by the student's department or college that the student's performance in a writing-emphasis class is likely to be satisfactory, shall serve as prerequisite to all writing-emphasis courses.

John W. Anthony	George Nelson
William Boyd	David A. Tansik
William P. Cosart	Ann Tinsley
Kenneth Goodman	Joseph A. Zapotocky
Ellery C. Green	Mary Carmen Cruz
Margarita Kay	Paul Rosenblatt
Daniel Levinson	Edgar Dryden
William Lippincott	Charles Davis

Frank La Ban, Chairman

May 4, 1981"

Dr. LaBan, chairman of the committee, was asked to come to the podium. He said he hoped he could be joined by Dr. Charles Davis, Chairman of the Freshman English Program, who also was present. There was no objection and Dr. Davis joined Dr. LaBan at the microphone.

Dr. LaBan explained it was felt that the new procedures covered in the report would become fully operative in the fall of 1983.

The Senate then considered the three procedures the Intercollegiate Writing Committee had urged the Faculty Senate to adopt. The first one read:

"1. Each department or college of the University of Arizona shall offer and require in its bachelor-degree program(s) a writing-emphasis course (or courses)."

Senator Altschul asked for clarification of what was meant here. Should a department simply specify certain courses which would be considered writing-emphasis courses, for example, courses requiring a term paper? Or must they establish a course where the grade would depend on the student's writing facility, in which case staffing might become a problem? Dr. LaBan said it was the committee's intention that the first instance cited by Dr. Altschul be the procedure followed. That is, a department should identify courses where a certain amount of writing is involved and these would appropriately be considered writing-emphasis courses.

Dr. Charles Davis said that the writing examination taken between the student's 45th and 75th hour of degree credit would reveal weaknesses. The staff of the writing laboratory would cooperate with the departments in offering auxiliary assistance to the students in any department or in any course. It was being assumed that the writing laboratory staff would know what went on in any writing-emphasis course.

The Senate then approved the first recommendation.

Next, attention was given to recommended procedure 2 which read:

- "2. Each department or college of the University of Arizona shall identify a writing-emphasis course (or courses) and submit the course description to the Intercollegiate Writing Committee for review, ~~and approval.~~"

Senator Mautner wondered if the name of the committee should not be Intercollege or Intercollegial rather than Intercollegiate. Dr. LaBan said that the language used here was that developed by the Faculty Senate in its original recommendations last year.

Senator Roemer asked if every department would try to identify writing-emphasis courses or would there be some in each college? The Astronomy Department might have some difficulty identifying writing courses in its offerings. Dr. LaBan said that the words "or college" had been added to take care of those instances where a college wished to identify certain courses which would be considered writing-emphasis courses for all the several departments in that college.

Senator Weatherly asked if the writing-emphasis courses would be taught by members of the English faculty. Dr. LaBan and Dr. Davis answered no, that the staffing responsibility for such courses would be university-wide. They would be courses taught in their respective departments by departmental faculty, not by members of the English Department.

Senator Cole questioned the appropriateness of a department's having to submit its courses for approval by the Intercollegiate Writing Committee. Dr. LaBan said that the committee was there to help departments identify appropriate courses, not hinder them. Dr. Davis said that the attitude reflected in the resolutions passed by the Senate last year had indicated how important literacy was felt to be at the University of Arizona and that the faculty wanted all U of A graduates indeed to be fully literate. There was a campus-wide requirement now and there was a campus-wide commitment. It was felt that the Intercollegiate Writing Committee could be helpful to departments in identifying writing-emphasis courses. Senator Cole said, "I agree, but let's let the department determine that."

Dr. Davis referred to the unique era now facing higher education where students come to us from everywhere, some with more skills than others. The needs of the last part of the 20th century are not those of previous times in history. The responsibility of the Intercollegiate Writing Committee would be to channel the campus-wide collection of courses into a common cross-group review. The Intercollegiate Writing Committee would serve as a catalyst. It would not be trying to exercise power but trying simply to provide assistance where the department with the help of the writing laboratory could really help students become able writers.

Senator Peterson said he was aware that there could very well be objection to requiring that writing-emphasis courses be approved by the

Writing Committee. He then moved to delete from item 2 the final two words, "and approval". Several seconds were heard. Senator Mautner said he assumed it was implicit that if the committee was unhappy with a course designated by a department as a writing-emphasis course the members could obtain the cooperation of the department to make the course better. Dr. LaBan said the committee saw one of its roles to be to help departments improve their instruction in writing-emphasis courses.

The question on the amendment was called for and the amendment carried by a vote of 29 to 20.

The Senate then voted its approval of recommended procedure 2, as revised by the deletion of the final two words "and approval".

The Senate next gave attention to the third recommended procedure which read:

- "3. Each University of Arizona undergraduate student shall be required to take the Upper Division Writing Proficiency Examination (UDWPE). Satisfactory performance on the UDWPE, or certification by the student's department or college that the student's performance in a writing-emphasis class is likely to be satisfactory, shall serve as prerequisite to all writing-emphasis courses."

Senator Armstrong asked what would happen to a student who changed majors. Having satisfied the writing-emphasis course requirement in one major, could he or she be held now to a different requirement for his new major. Dr. LaBan said it would be the responsibility of the new major department to decide.

Senator Peterson asked why this procedure was needed. The test was already mandated. Dr. LaBan answered that the alternative would provide the departments another avenue to conclude that a student was qualified to take a writing-emphasis course, though he might not yet have passed the examination. Senator Stubblefield asked if passing the test was a graduation requirement. Dr. Davis explained it was not directly. The student must have his or her writing assessed. Of course he or she must complete a writing-emphasis course in order to graduate.

Senator Smith asked if a national test would be used or would a local examination be developed. Dr. Davis said that he knew of no national writing test. National tests are objective tests. There is a test in use at the University of Michigan and certain features of it may be used in developing a test for the U of A.

Senator Smith asked what would happen to a student who failed the proficiency examination. Dr. Davis said the failure would be reported to the student's department and he or she would be placed in appropriate courses and particularly referred to the writing laboratory for assistance. All of this, he emphasized, was simply a means to carry out the mandate developed by the Faculty Senate last year. Certain things had already

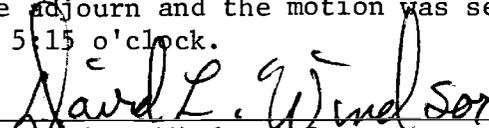
been accomplished. A grant of \$275,000 had been received from the Mellon Foundation. This would help finance the development of new procedures. Today's action would put certain other steps definitely in place if the recommendations were approved. It was true that the Legislature had failed to provide the requested funding for developing the writing laboratory, but the total program was still moving forward as best it could.

Dr. LaBan said that one intent of item 3 was to return the student to the friendly turf of his or her own department. Senator Cunningham said a department may not always know or may not have enough information about a student's likely performance. Several persons answered that the department should know.

Senator Armstrong moved that debate be closed. Several seconds were heard and the motion to close debate carried. Approval of Recommended Procedure 3 was then called for and the Senate approved Procedure 3.

Senator Zukoski asked what was being done by the Department of English to take care of its responsibilities as outlined under Recommendation 2 adopted by the Senate last spring. Chairperson Kellogg said she did not know but she would find out and report to the Senate.

It was moved that the Senate adjourn and the motion was seconded and carried. The Senate adjourned at 5:15 o'clock.

  
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David L. Windsor, Secretary

  
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David Butler, Assistant Secretary

MOTIONS PASSED AT MEETING OF MAY 4, 1981:

1. Approval of "Curriculum" bulletin, Vol. 9, No. 4, issue date of April 27, 1981.
2. Approval of "Curriculum" bulletin, Vol. 9, No. 5, issue date of April 27, 1981, with revisions.
3. Election of Sandra Davis Lakeman to replace Ken Clark as Architecture senator in 1981-82.
4. Approval of candidates for degrees to be conferred May 16, 1981.
5. Final approval of Chapter VIII of the Faculty Manual.
6. Approval of three procedures recommended by the Intercollegiate Writing Committee concerning the Freshman Composition program of the University, with revision.

ACTION ITEMS PENDING:

1. Consideration of Committee of Eleven Report on Teacher Evaluation and Teaching Effectiveness.
2. Consideration of further revision of catalog statement on class absences.