

MINUTES OF THE MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA  
Monday, January 21, 1985 Room 146, College of Law

The Faculty Senate convened in regular session at 3:00 p.m. on Monday, January 21, 1985, in Room 146 of the College of Law. Sixty-three members were present. President Dinham presided.

SENATE MEMBERS PRESENT: Aleamoni, Altman, Aquilano, Atwater, Beigel, Bootman, Brand, Butler, Cavitt, Cole, Demorest, Dickinson, Dickstein, Dinham, Duncan, Ebeltoft, Ewbank, Fahey, Farr, Flemming, Fox, Garcia, Goetinck, Hasselmo, Hegland, Hetrick, Hill, Irving, D. Jones, Kelly, Kettel, Kinkade, Koffler, Lytle, Marcus, McCullough, Myers, Nach, J. O'Brien, S. O'Brien, Obst, Paplanus, G. Peterson, Phipps, Prosser, Rehm, Ridge, Robinson, Roby, Roemer, Sacken, Sampanes, Scott, Shanfield, Sharkey, Silver, Smith, Stevenson, Tuchi, Wert, Witte, Woodard, and Zukoski. Dr. Robert Sankey served as Parliamentarian.

SENATE MEMBERS ABSENT: Antinoro, Cardon, Chen, Emery, Epstein, Gimello, Gourley, L. Jones, Kellogg, Laird, MacLeod, Nance, Parmenter, R. Peterson, Rollins, Rund, Salzman, Sorensen, Steelink, Swalin and Zube.

AGENDA CHANGES: Chairman Dinham announced that agenda items 9 (Committee on Academic Procedures' recommendations regarding changes in the new Chapter 2 of the Faculty Manual) and 13 (Executive Session, to consider nominations for honorary degrees) would be postponed until the next Senate meeting on February 4, 1985.

WELCOME TO NEW FACULTY SENATORS: Chairman Dinham welcomed three new Faculty Senators: Dr. Ben Tuchi, Student Senator Tim Obst, and Student Senator Marina Sampanes.

ACCEPTANCE OF MINUTES: It was moved, seconded, and unanimously approved (motion 85-1) to accept the minutes of the meeting of December 3, 1984.

REPORT FROM THE CHAIRMAN OF THE FACULTY: Chairman Dinham reported that the letters from Dr. Koffler on Senators' desks regarding the Rodeo Day holiday were for Senators' information as a matter of follow-up to the discussion which took place at the December Senate meeting. (Letter appended to Minutes.)

Chairman Dinham noted that the two College reorganizations are underway. She called upon Senator Rehm, a member of the Engineering/Mines Reorganization committee, which had elected Senator Aleamoni as its chairman, to report. Senator Rehm said that the most recent step was a memo to deans, directors and department heads which would be available this week. Chairman Dinham told Senator Rehm she was eager to hear from that committee if the committee with its experience has recommendations to make to the Senate.

The second reorganization underway is the College of Education. That

committee's chairman has been elected, and she called upon Senator Robinson to bring the Senate up to date on the committee's activities. Senator Robinson said that the committee had met five times since the committee was appointed; Darrell Sabers, Educational Psychology, had been elected chair. A notice would be published in the January 28 Lo Que Pasa regarding three open hearings scheduled in mid-February.

Chairman Dinham announced that there would be faculty elections held this spring for 20 at-large Senators, 5 members of the Committee of Eleven, and the Chairman of the Faculty. Nominating petitions would be available later this week. In addition, the Committee on Committees will be proposing a slate of candidates for the Committee on Academic Freedom and Tenure and for the Committee on Conciliation. Those names would be on the ballot later this spring. She asked Senators to consider encouraging their colleagues to run for these offices, or to contact Dr. Carl Tomizuka, Chairman of the Committee on Committees, if they have nominees to suggest for either of the latter two committees.

She requested Senators to consider the following item which will be on the February 4 agenda, and if they have any comments to please contact her or Senators Elizabeth Roemer or Donald Myers: the Arizona Universities Faculty Council, which consists of three representatives of faculty governance from each university, finds that it needs to incorporate in order to be heard in some quarters. In order to incorporate, AUFC needs a resolution of support for the activities of the group from each of the three Faculty Senates. She noted that this is the combined effort of all three Faculty Senates on, for instance, retirement or other subjects that affect all faculty.

Chairman Dinham referred to an exciting series of five forums scheduled throughout the Centennial Year, representing an opportunity for faculty to talk, to plan, to consider the future of this university. The first forum will be held January 31. The Committee of Eleven is sponsoring the forums, which will be highly participatory and unstructured.

Expressing concern about committee structure, Chairman Dinham invited to sit down in one place at one time what has come to be called, for lack of other terms, a Mega Committee, composed of 3 members from the Committee on Committees, 3 members from the Committee of Eleven, 2 members from the Committee on Academic Procedures, and herself. They will continue to study this over the next few weeks, and will come before the Senate at the February 4 meeting. She requested that, if Senators have thoughts concerning faculty governance in general, or committee structure in particular, they bring them to the attention of this group.

Chairman Dinham has completed the appointment of the Ad Hoc Senate Committee on Student Life: Senator Merle Mishel, Assistant Dean of Students Gloria Perez-Wyckoff, Dr. Billie Jo Inman, Dr. Richard Lopez, Dr. Ed Williams, Ms. Valerie Silver, Mr. Robert Scott, and Mr. Eric Stevenson. She is asking the committee to explore four questions:

- (1) the student affairs areas that could require regular or even occasional Faculty Senate attention on a routine basis;
- (2) the ways that faculty involvement in student life could be enhanced;
- (3) the ways in which a Senate committee on Student Life could be useful in an advisory capacity to Vice President Woodard; and
- (4) whether the Faculty Senate should establish them as a Standing

Committee on Student Life.

An interim set of comments will be due in March, and a final report at the April Senate Executive Committee, to come to the Senate in May.

SECRETARY OF THE FACULTY: No report.

REPORT FROM THE PRESIDENT OF THE ASSOCIATED STUDENTS: Senator Stevenson said ASUA is watching closely Decision Package No. 10 in the Legislature which includes funding for a computerized registration system and a whole network of student information. To support this decision package, he said, ASUA videotaped the most recent walk-through registration process, and will present the tape to the Legislature. ASUA, he reported, publicly applauds the appointment of Dr. Celestino Fernandez as Associate Vice President for Academic Affairs. Additionally, he said, ASUA applauded the appointment of Dr. Rosalind Andreas as the new Dean of Students, effective June 1. He said he was pleased to see that the Capital Improvement Report that went to the Regents this past weekend had several student-oriented facilities ranked highly on the list.

REPORT FROM THE PRESIDENT: President Koffler, speaking at the mid-point in the academic year, reviewed a single issue, undergraduate education, and said he would turn to other topics at future meetings. His comments:

The University of Arizona is renowned as a major research university. If we are to consolidate our place as a truly outstanding public university, we have a special responsibility for ensuring that the high quality attributable to our research carries over into our undergraduate education. We need to provide both standard-setting research and exemplary undergraduate programs. This is a theme on which I have touched in several addresses on campus, but let me remind you specifically of the words that I used on the very first occasion I addressed the General Faculty in August 1982:

"We must continue to offer our students, at all levels, the very best in academic programs. First, in addition to contributing to their development as competent and productive professionals, we must provide them with a coherent and rigorous general education, or liberal education, if you wish, that will contribute to their personal growth as responsible, compassionate, and committed human beings. We must insist that as a critical component of general education every student acquire competence in the basic skills required to function in a progressively more technological, problem-solving, and information-intensive society. At more specialized levels, each major needs to focus on the core and the heart and substance of this field--the body of essential skills, facts, and concepts prerequisite to professional performance or more advanced work."

My remarks today will in part review what we have accomplished to date and, in further part, will indicate what we are about to do or need to do. I shall begin with the problem of basic skills, go on to talk about general education, touch briefly on the undergraduate majors, and conclude with some remarks about academic support service.

The mastery of basic skills--and I am singling out two because they are especially troublesome: English composition and mathematics--is indispensable to any successful undergraduate education. Unfortunately, too many of our

freshmen are inadequately prepared in these respects. The problem is being tackled in several ways.

1. Through new entrance requirements for Arizona universities, the schools have been made aware of the importance we place on English and Mathematics.
2. The changes we are considering in the College of Education can be expected to result in reinvigorated efforts to train better teachers and to help the schools to do a better job.
3. I expect the recently reconstituted University Composition Board to take the lead in ensuring that significant writing experiences are provided in a variety of contexts within the undergraduate program.
4. We have proposed to the Legislature that the 1985-86 budget contain funds for a Language Research Center which, among other activities, would provide technical support for our efforts to improve the instruction in English and in other languages.

Several years ago the University made a major improvement with the introduction of diagnostic testing, careful placement, and follow up instruction in its English program. We now need to extend and consolidate these improvements for the betterment of all our undergraduate programs.

The Department of Mathematics is well aware that it faces a similar problem in inadequate pre-college preparation. In this instance there is the complication that the students' problem is perhaps as much attitudinal as intellectual. The department and the administration are developing a plan, to take effect in Fall 1985. While some parts of the present self-instruction program may remain, additional staff will be provided to ensure closer interaction between faculty and students, and closer supervision of teaching assistants. Diagnostic testing and placement elements, similar to those which have proved valuable in the English program, will be employed. A major effort will be made to better prepare mathematics instructors not only in pedagogy but also with special attention to skills in spoken English, where needed. The ability to communicate clearly is a crucial ability for elementary mathematics instruction. Finally, we will introduce a program to attract outstanding high school teachers in mathematics and indeed in a variety of other fields to the University as graduate students. This will give us the immediate advantage of having more experienced instructors during their degree programs and a delayed advantage when they return to the schools as better qualified teachers.

My reference to the need for improved pedagogy and communication skills for instructors in the elementary mathematics courses should not be regarded as an indication that there is no need for improvement in other departments. For example, I believe we need to make general improvements in the training we provide for teaching assistants. I believe that the University would be well served if we had a structured program ensuring that all our teaching assistants received initial guidance and training in teaching. Beyond that I think we need provisions for meaningful supervision of teaching assistants as their courses proceed. It is too serious a matter to allow experience and the passage of time, by themselves, to develop competence. We must develop competence as a conscious duty.

Now let me turn to the question of general education. General education requirements, usually in the form of some distribution of courses across the Humanities, Social and Behavioral Sciences, Fine Arts and Science, are the essential basis for advanced studies both in the Arts and Sciences and in the professional schools. The faculty of the College of Arts and Sciences is far

advanced in its review of the content and delivery of general education for their own majors. The problem involves far more than course selection. It extends to consideration of how best to ensure the essential contact between students and senior faculty members, which students both expect and need, and how best to help students enhance each other's education. We expect that new pilot courses will be offered during 1985-86.

Once the College of Arts and Sciences has developed its new requirements, it will be time to consider the situation of the professional schools. It may be that we decide that the most effective arrangement would be to establish all general requirements at the collegiate level. Alternatively we might examine whether there should be some university-wide requirements, which may or may not coincide with the requirements of a particular college. Our ultimate objective must be to ensure that we provide all our freshmen and sophomores with the best structured general education experience it is in our capacity to provide.

One closely related problem which requires our attention involves our arrangements for improving, assessing and recognizing good teaching in the general education program. This is a central activity of the institution. We should be prepared to recognize and reward good work here as with any other central function.

In my opinion the majors are probably the strongest part of our present undergraduate program. In many departments they involve carefully structured course sequences, frequent interaction with senior faculty, and the stimulation of colloquia, laboratory experiences, field trips, and the like. The departmental major provides perhaps the best opportunities for one of the most valuable informal experiences open to undergraduates, namely, contact with faculty members in social, off-campus settings, commonly in a faculty member's house. The faculty and the administration must be alert to continually improve all the qualities of our major programs so that our undergraduates have the benefits that can come from a high-quality, research-oriented department.

Whereas at one end of the spectrum we must strive to improve student ability in basic English and mathematical skills, at the other end we must provide special opportunities for students with exceptional ability and strong intellectual drives. We have now completed a review of the Honors Program and have adopted a plan for its extension and improvement. The Honors Program is more than an intellectual experience for a limited number of able students. I regard it as a means of enhancing the general intellectual environment which can benefit all undergraduates. As ASUA President Eric Stevenson pointed out, the very significant appointment of Associate Provost Celestino Fernandez I think is relevant to this issue; this would be one of his key assignments.

Finally, I want to comment on the efforts we are making to improve academic support services in general. If undergraduates are to benefit to the full from their college experience, they must be fully informed about their opportunities, they must receive an effective introduction to the strange world of the university and they must have sound academic and career counseling available to them, in fact, a full range of support services. This is why the University has given No. 1 priority in legislative budget requests for next year to a request for recruitment and retention activities. We need to attract the best students and then give them the best possible support so that they can succeed. This is why I attribute so much importance to the activities of the Office of Minority Student Affairs, to last year's total reorganization of

Student Affairs, and to the forthcoming remodeling of Old Main as a Learning Resource Center.

It is the hallmark of leading universities that they achieve high quality both in research and graduate programs and in undergraduate programs. The developments I have outlined today are the best evidence of the fact that the University of Arizona intends to provide both high quality research and an undergraduate education second to none. I remind the faculty that the benefits will accrue not only to the students and to the state from your undergraduate programs, but will attract stronger undergraduates, and of course we are all interested in that.

REPORT FROM THE PROVOST: Dr. Hasselmo said that Dr. Celestino Fernandez, the new associate vice president with special responsibilities in undergraduate education, will continue to carry responsibilities as director of Affirmative Action until July 1, at which time the search for the new Affirmative Action director should be concluded. He will also direct development of the Honors Program, based on a report prepared late last spring by a committee chaired by Dean Kinkade and with members from a group of deans on the committee. Dr. Fernandez will also work with Dr. Hasselmo and Dr. Wilkening in establishing a network of faculty in colleges and departments for the purpose of identifying the best ways in which to guarantee the quality of instruction, and in the training of graduate assistants.

Reporting on legislative matters, Dr. Hasselmo said:

"We have received recommendations now from the Joint Legislative Budget Committee, and, as usual, there is both bad and good news.

"The bad news is that by applying the 22:1 formula, the committee has recommended a reduction of 24 academic positions for next year, and this is a straightforward calculation of the formula to our enrollment situation. On the positive side, they endorse the Regents recommendation for tuition rates, rates that were set in collaboration with the student governments of the various universities. As far as decision packages are concerned, the committee has recommended partial or full funding for 10 packages. We hope that this is a starting point for negotiations that will provide funding for some additional decision packages as well. As the President mentioned, decision package No. 1 is the recruitment and retention package which we hope will have a major impact both on our general enrollment situation and on the quality of the services we can provide to our students.

"On the positive side is also the fact that the committee recommended the full 20 percent increase in library acquisitions that we had requested.

"And finally, the recommendations that are being made at this point indicate that the salary package may be in the neighborhood of 9 percent; 8.8 is the recommendation for salary increases that has come out of one committee. Unfortunately, the implementation date is still January rather than July despite a very strong plea from the Board of Regents.

"As the President also mentioned, a 10-year facilities plan has been developed and is being discussed with the Board of Regents. I intend to share that plan with the Senate; I have shared it with the deans. We do not yet have a full-fledged priority scheme, but we will over the next months refine the

priorities that we now have.

"We have drafted a Mission and Scope statement for the University of Arizona, as part of the Board of Regents process of refining their Mission and Scope statement.

"One final note. We have distributed the questionnaire in which you will have an opportunity to indicate your reaction to the salary implementation plan, and this questionnaire was developed by the Ad Hoc Salary Procedures Committee chaired by J. D. Garcia. We hope you will express your honest opinions in the hope that we can make this process better the next time."

REPORT FROM THE COMMITTEE ON ACADEMIC PROCEDURES: Senator Farr stated that agenda item 8 would constitute the committee's report.

COMMITTEE ON UNIVERSITY PLANNING: Senator G. Peterson said that at its last meeting, in December, the Committee on University Planning met with Vice President Beigel to hear a report on the proposal for an industrial/university research park. He said the administration feels, and the committee agrees, that it needs a lot of study. So the proposal is that in the next 6-8 months a consultant will look at the question objectives, existing relationships, the strengths that exist, and the specific disciplines in which this University could best benefit from such an organization. They will be looking at such possibilities as research parks, contract research institutes, industry-affiliated programs, and so on. They will also be looking at the question of where such an operation should locate. The committee discussed the matter with Dr. Beigel and indicated our strong desire that as this study progresses the Faculty Planning Committee be involved.

Dr. Beigel reported that the Board of Regents approved the University proceeding with the process to locate a consultant.

REPORT FROM THE COMMITTEE ON TEACHING EFFECTIVENESS: Senator Dickinson deferred to Senator Nach, who would be submitting a Committee recommendation under agenda item 10.

REPORT FROM THE AD HOC COMMITTEE ON SALARY ADJUSTMENTS: Senator Garcia reminded especially college Senators that since the questionnaire is out to the faculty, faculty are thinking about the evaluation procedure and the salary adjustment procedure, and it would be a very good time for Senators to encourage faculty to respond to the questionnaire.

QUESTION AND ANSWER PERIOD: In response to a question Dr. Hasselmo suggested that faculty not receiving a questionnaire on pay should call his office (1-1856).

APPROVAL OF CURRICULAR MATERIAL: The Senate had considered section II of "Curriculum", Vol. 10, No. 13, and the motion to approve (85-2) was seconded and passed by voice vote. A motion (85-3) to approve section III and the "Errata" to Vol. 10, No. 13, which was distributed at this meeting, was seconded and also passed by voice vote.

RECOMMENDATION FROM THE COMMITTEE ON ACADEMIC PROCEDURES CONCERNING THE PROMOTION AND TENURE PROCESS: Senator Farr moved for approval of the proposals submitted by the Committee (see Appendix), and the motion (85-4) was seconded.

Senator Farr explained that many of the matters contained in the proposal were submitted as a result of the hearings that the Committee held last semester. In response to a question, Senator Farr explained that there was another group in Dr. Hasselmo's office working on revision of the Faculty Manual, but the most substantive recommendation now before the Senate concerned a beefing-up of the two- and four-year reviews so that a candidate for tenure actually gets a critique. Interestingly enough, he said, the hearings did not produce a lot of complaints about substantive procedure--complaints were mainly on time lines, etc.

Chairman Dinham asked Dr. Hasselmo if he wished to provide any additional information on the committee working from his office, and he said he had the assistance of the University Promotion and Tenure Committee, since they have reviewed large numbers of cases. He said there was one issue that had not been mentioned: the appeals procedure in the sixth year.

Senator Farr said the committee received testimony indicating there was a degree of difference among various departments within the University, as to how external reviewers were selected. Senator Demorest said the University has hurt itself considerably by writing to reputable scientists and scholars, and asking answers within a deadline of sometimes 10 days. Senator Peterson suggested that "persons who intend to become candidates" be changed to "persons who will become candidates." Senator Farr accepted that suggestion. On a voice vote, the motion was approved with one dissenting vote heard.

DISCUSSION ON PROPOSAL REGARDING GRADUATE ASSISTANT TRAINING SUBMITTED BY THE COMMITTEE ON TEACHING EFFECTIVENESS: Senator Nach said the Committee had come up with a motion (85-5) (see Appendix, attached) which states that all graduate teaching assistants should receive some type of orientation workshop before they actually begin their teaching responsibilities. He said the committee would like to see this orientation workshop implemented for the Fall of 1985. The motion was seconded. Senator Nach said the committee took a survey to find out how many departments did have teacher orientation workshops. The reason they took the survey, he said, was that the Senate passed a resolution a few years ago that GTA's should take an orientation workshop, and they wanted to see how well the departments followed the recommendation. He said results showed that only 13 departments actually had a workshop for the TA's. He said that this time they want to make sure that all departments implement the workshop. Senator Myers asked if we were talking about graduate assistants or teachers. Senator Nach responded that only graduate assistant teachers would be affected. Senator Hill said she would like to know two things: first of all, how do you expect workshops to prepare graduate teaching assistants when their roles are so different--some teach, some prepare teaching materials; and secondly, if you mandated such workshops, how would you expect to enforce it? Senator Garcia said that as a member of a department that has been doing this for a couple of years, he might be able to clarify some of the points that were brought up. They had two levels of training for teaching assistants: (1) a general orientation which they are mandated to attend by letter of appointment, and (2) each instructor associated with a large course conducts his own training of his teaching assistants.

Senator Lytle said that the proposal was a laudatory idea, and by decentralizing it, the nominal difficulties could definitely be worked out. He had no doubt there would be some improvement, even if not substantial, and at

least this University would be addressing a major issue. It seemed to him, even if this step was taken, this University and every major University in this country is still not addressing the important issue, and that is

"There are too many TA's in the classroom, and not enough faculty. And until the University gets behind a program which reassigns faculty to lower-division courses and gets more faculty into the classroom, our undergraduate program is going to be suffering." (Applause.)

Dr. Hasselmo said that even if the motion does not have logical specificity, it is well worth passing, adding that "there is no question that we have to take this issue very seriously." The motion was approved unanimously.

The meeting adjourned at 4:29 p.m.

---

George W. Ridge, Jr., Secretary

MOTIONS PASSED AT MEETING OF JANUARY 21, 1985:

- 85-1 Approval of the minutes of December 3, 1984
- 85-2 Approval of Curriculum Bulletin, Vol. 10, No. 13, section II.
- 85-3 Approval of Curriculum Bulletin, Vol. 10, No. 13, section III and Errata.
- 85-4 Approval of Committee on Academic Procedure's recommendations regarding Promotion and Tenure process.
- 85-5 Approval of Committee on Teaching Effectiveness's recommendations regarding Graduate Teaching Assistant training.

PENDING:

Ad Hoc Student Life Committee will report to Senate during the spring semester whether appointment of a standing committee is necessary.

Ad Hoc Committee on Salary Adjustments will report to Faculty Senate when they have the results of the questionnaire.

Executive Session minutes of September 10 and October 1, 1984; to be considered at next scheduled Executive Session.