

HONORARY DEGREE NOMINATIONS

February 4, 1985

<u>Name</u>	<u>College and Presentor</u>	<u>Degree</u>
1. Dennis Deconcini	Law; Dean Paul Marcus	Doctor of Laws
2. Valdemar Cordova	Law; " " "	Doctor of Laws
3. Wade McCree	Law; " " "	Doctor of Laws
4. Arthur T. Brown	Architecture; Professor Flint, on behalf of Dean Gourley	Doctor of Fine Arts
5. Miriam Chamberlain	Social & Behavioral Sciences; Dean Brand	Doctor of Humanities
6. Norman Hilberry	Engineering; Professor Morris Farr, on behalf of Dean Swalin	Doctor of Science
7. William Payne	Medicine; Dean Kettel	Doctor of Science



THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

"MEGA" COMMITTEE

February 4, 1985

TO: Members of the Faculty Senate

SUBJECT: Committee Structure Reorganization

FROM: Sarah Dinham, Chairman of the Faculty
C. T. Tomizuka, B. Atwater, D. Weinstein, Committee on
Committees
H. Ewbank, L. Prosser, Committee on Academic Procedures
J. D. Garcia, E. Roemer, D. Myers, Committee of Eleven

For some time now, it has been evident that some changes are necessary in the committee structure of the Senate, in order to make possible certain kinds of faculty participation in decisions affecting us. In several instances this year and last, members of the central administration have sought advice on the most appropriate committee to which a particular issue should be referred, only to find that no appropriate committee existed. As a result, certain committees, notably Academic Procedures, have been overloaded.

The Senate has, from time to time, established ad hoc committees to handle particular issues; recurring patterns of the nature of these issues can be easily discerned. Certain needs appear regularly.

There have also been raised additional concerns relating to committees acting on behalf of the faculty without the necessary information flow and feedback to the faculty. Another recurring problem is that of representativeness and accountability of committees.

The ad hoc committee whose names appear above (Mega Committee) has been assembled with the view of drawing on the combined experience of all units concerned with governance structure. This committee has, as reported to the Faculty Senate earlier, been deliberating the changes which would be most advantageous, taking into account the functions of the University and the requests for input. Improvement of communication among the faculty, and between the faculty and the administration, has also been an important consideration.

This ad hoc committee has also briefly touched upon the issue of the structure of the Senate membership. However, this is a larger issue which the committee felt needs further development. The committee perceived that certain committee structures appeared to be necessary no matter what the detailed composition of the Senate.

The proposal from the ad hoc committee regarding committee structure reorganization is taking shape, and the committee should be ready to report to the Senate by the March meeting. In order to obtain the benefit of the wisdom of any Senators who might wish to comment in general or specifically on the direction the deliberations are taking, the Committee has agreed to provide this outline of its collective thoughts to date.

The proposal will call for an expanded Senate Executive Committee with clear channels of communication to the Standing Committees of the Senate. The Standing Committee structure being contemplated is summarized on the attached sheet: six committees, following University functional lines. These were developed by examining existing committees, ad hoc committees needed in the recent past, and requests for referrals from administrators and faculty.

Any Senator or faculty member wishing to make suggestions, offer changes, or any other comments, can do so by contacting any of the above-named members of the ad hoc committee.

COMMITTEE OF ELEVEN
Subcommittee on Committees

RESPONSIBILITIES OF COMMITTEES

Academic Personnel Committee

Promotion and tenure
 Policy and procedures
 Statistical report on decisions from the previous year
Performance evaluation procedures
Faculty membership
Governance
 Faculty Manual
 Constitution and Bylaws
 Conditions of Faculty Service
Tenure, sabbaticals, leaves of absence
Grievances
Solicitations: faculty time and money
Affirmative action in recruitment and promotion
Receive reports from:
 Committee on Conciliation
 Committee on Academic Freedom and Tenure

Instruction and Curriculum Committee

Curriculum and degrees
Receive reports from:
 Undergraduate Council
 Graduate Council
 Intercollegiate Writing Committee
 Committee on Teaching Effectiveness
Honors program
Commencement Committee
Official University publications

Budget Policy Committee

Salaries
Benefits
Overhead distribution
Decision packages - Legislative request budget
Summer session, Continuing Education

Planning Committee

Fiscal and budgetary decisions/long range academic plans and goals
Allocation of University resources
New programs/reduction or elimination of existing programs

Student Affairs Committee

Residence life
Scholarships, financial aid
Code of Conduct
Admission, Domicile Classification
High school and community college relations
Recruiting and retention
Registration procedures
Academic Integrity
University activities and eligibility
Demonstrations and disorders

Research Policy Committee

Secrecy policy
Research policy, Research parks
Interaction with industry
Patent policy
Arizona Research Laboratory, Institutes
Radiation control
Human and animal research

Prepared for the Mega Committee, November, 1984.
Submitted to Faculty Senate February, 1985.

ARIZONA STATE
UNIVERSITY

TEMPE, ARIZONA 85287

DEPARTMENT OF PHYSICS (602) 965-3561

December 5, 1984

Prof. Nicholas A. Salerno
President, Faculty Association at ASU
Department of English
Campus

Dear Prof. Salerno:

I am writing concerning the position of Department Chair at ASU, and the recent changes which have taken place in the definition and perceptions of the position.

Let me begin by stating my personal views. As stated in the Faculty Handbook of the College of Liberal Arts, "The chair is one of equals among faculty and should preside over and give leadership to a body acting in concert." The operative word in this statement is "among". Department chairs are first and foremost faculty. While serving as chairs they still teach, engage in research and scholarly activity, and draw their intellectual, and often social, sustenance from their colleagues on the faculty. The best mark of what they are is given by what the overwhelming majority of them do once their terms are over -- return to fulltime faculty activity. A chair is obviously heavily engaged as an administrator, but that activity is not reflected in the soul-deep conversion to an administrative mindset which one must make if one is to be an effective fulltime administrator. While it is true that a few Deans, Vice Presidents, etc. teach, and even fewer do research, the fact is that almost all of them spend most of their time on administrative activities. (It is, incidentally, a mark of the times that at ASU one hears these activities increasingly referred to as managerial.) The paradigm of a chair is a faculty member who for a small fraction of his or her career is heavily engaged in administrative work. An administrator is a (usually) former faculty member who has converted to a long-term interest in administration. One is of the faculty while the other is from the faculty. The distinction is crucial if one is to understand how chairs function and how they should be selected.

The position of chair is unlike any other university position which involves administration. Chairs usually have more people for whom they are directly responsible than does any higher-level person. They have far more personal contact on an individual basis with their "charges", and can far more directly affect the felicity of faculty and student lives. With no intervening layers of authority between them and their faculty they are directly responsible for representing faculty opinion on behalf of their department. But they are also expected to be more than faithful repeaters of faculty opinion. As the leader of the department they must also help form that opinion, and bring a sense of order and purpose to the highly entropic entity known as a department. Janus-like, they also face in the opposite direction as conveyers of information from higher administration, and they are also expected by their faculty colleagues to help mold these opinions and policies from

higher levels. They do all of this while still trying to hold fast to their faculty instincts.

Given this background it would seem evident that chairs should be selected by the departmental faculty, because that is the group which the chair will lead and among whom the chair will still remain a colleague. Chair selection must also be subject to the veto of the Dean if the Dean feels that the chair is inappropriate, such as for budgetary reasons. I do not regard it as correct for a Dean or Vice President to veto a chair simply because the chair does not "fit in with the team", or for some similar reason. In any case, the Dean would be expected to explain to the department the reasons for the veto. The initiative for chair selection should rest with the department, and the department ought to have no doubt that it has picked its chair. Unfortunately, at ASU the emphasis has come to be reversed. The impression is growing among faculty that their opinions are expected only to be advisory, with the real selection being made elsewhere. Perhaps this has always been the case, but at least in the past there was a mask of collegiality in front of the process. This impression of being advisors only has hardened to a certainty with the new chair selection procedures which mandate that a list containing more than one acceptable name be submitted to higher levels, where selection will occur. While one must commend the upper administration for trying to insure that fair procedures be followed, one need not be paranoid to suspect that the essential selection power resides outside the department. Present published chair selection procedures, at least as understood by the faculty, lie very close to the methods used for selection of managers in industry. They are far from the faculty's idea of how a university should function.

Deterioration of the idea of chairs as faculty has been accelerated by the recent decision to classify chairs as administrators for budgetary purposes. This decision was not made after consultation with chairs. It was discovered by chairs only when they were informed that the general salary increase which they would receive was to be the 2% allocated for administrators, no matter if the chair was appointed on an academic year contract. Even if one ignores the fact that this method of classifying people without consultation is morally indefensible, the consequence of the treatment is that chairs now face the real possibility of discriminatory salary treatment. With a smaller general increase it now becomes the responsibility of the Dean to insure that a sufficiently large performance adjustment is made that chairs on average do as well as faculty insofar as salary increases are concerned. If this is not done, then when a chair returns to the faculty he or she will find that the salary has fallen behind salaries of faculty who were once and are now again peers. The job of chair is difficult enough without inventing a financial disincentive for taking the job.

There is one additional qualitative problem connected with the chair's position. It is true that some chairs do not act as one among equals. Some treat their faculty unfairly and contemptuously. The obvious solution to this problem is to remove the chair. This simple remedial action is rarely taken by the higher administration. Instead,

higher-level administrators have come to regard themselves as being a sort of court-of-last-resort for faculty, sometimes seeming to encourage people to believe that chairs are in general not to be trusted. These ideas have been expressed to me personally by university and college administrators. I have even seen them in writing. I resent being manipulated in a global scheme which presupposes that I am not to be trusted. Higher administrators who further these ideas do chairs, and ultimately themselves and the institution, a disservice. I should be fired if I do my job badly. Otherwise I should be left alone and presumed to be fair and effective. Indeed, in the end who is watching our masters and who has certified that they are any more qualified than I to be fair?

These increasing trends in the university are very discouraging. Ever-greater centralization of authority, accompanied by a pietistic attitude that only the people at the top are to be trusted, and an increasing emphasis on procedure over substance, are seriously eroding the moral purpose of a university. We are becoming similar to a 1960's version of an industrial enterprise, in which the process and economics of production become dominant over who is doing the producing and the nature of the product. It is interesting that industry has lately discovered that efficiency rests with devolution of authority downward! It is these trends in the university which importantly influenced my decision to leave ASU and move to industry. If I am going to be managed then I will have it done to me by experts rather than amateurs. When the advantages of university life disappear then the financial disadvantages become dominant.

I hope that these thoughts are useful to you.

Sincerely yours,

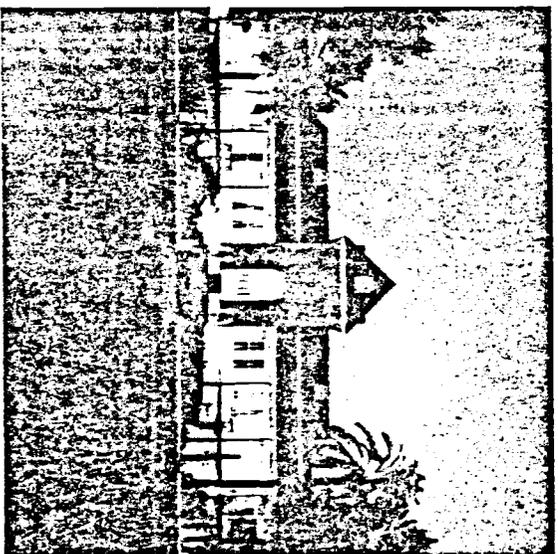


Charles T. Walker
Professor and Chairman

The purpose of the Faculty
Community Centennial Speaker
Series is to share some of the
University of Arizona's outstanding
faculty with the Tucson community
during the Centennial Year.

I take pleasure in extending an
invitation to you and your families to
join me in attending these lectures.

Nils Hasselmo
Nils Hasselmo
Provost



Faculty
Community
Centennial
Series

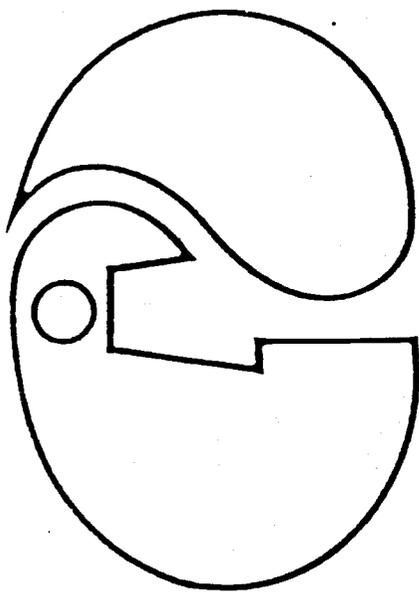
FACULTY SENATE APPENDIX
Meeting of February 4, 1985

<i>Date</i>	<i>Topic</i>	<i>Speaker</i>
Feb. 5, 1985	The Seven Sisters	Professor N. Scott Momaday English Department
March 5	Other Worlds, Other Life	Professor Bradford A. Smith Planetary Sciences Department
April 2	Artificial Joint Replacement: Present and Future	Robert G. Volz, M.D. Professor of Surgery Department of Surgery
May 7	Tucson and the Colorado River	Professor Mary Doyle College of Law
June 4	Crossroads for Arizona: Federal Lands and Rural Lifestyles in an Urbanizing Southwest	Mr. Frank Gregg Director, Renewable Natural Resources
Aug. 6	Arizona Cowboy and Vaquero Ballads: The First Hundred Years	Jim Griffith, Ph.D. Director, Southwest Folklore Center
Sept. 3	Lightning—A Striking Phenomenon	Professor E. Philip Krider Institute of Atmospheric Physics
Oct. 1	North of the Border and on the Mainland: Hispanics in these United States	Professor Eliana S. Rivero Department of Spanish and Portuguese
Nov. 5	A New Pompeii on Cyprus?	Professor David Soren Head, Department of Classics and Classical Archeology
Dec. 3	Literature as Communication	David A. Williams Acting Head Department of Speech Communication

*Faculty Community Centennial
Speaker Series*

*All programs will be on
Tuesdays beginning at 7:30 p.m.
in the College of Pharmacy
Auditorium, Room 325.*





THE STUDENT IS...

- ... the most important person on the campus. Without students there would be no need for the institution.
- ... not a cold enrollment statistic but a flesh and blood human being with feelings and emotions like our own.
- ... not someone to be tolerated so that we can do our thing. They are our thing.
- ... not dependent on us. Rather, we are dependent on them.
- ... not an interruption of our work, but the purpose of it. We are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so.



ASOPA

ARIZONA UNIVERSITIES FACULTY COUNCIL

CONCURRENT RESOLUTION

WHEREAS: The faculties of the three universities of the State of Arizona -- University of Arizona, Arizona State University, and Northern Arizona University -- share many common concerns in the educational process of the State; and

WHEREAS: There is a continuing need to provide for communication among the three university faculties in order to discuss mutual problems and to encourage cooperation; and

WHEREAS: It is important to have an organization to collect and disseminate information on legislative matters for the faculties of the three universities; and

WHEREAS: It would be useful to have an organization to represent faculty concerns on matters before the Arizona Board of Regents; and

WHEREAS: The need for communication, coordination and cooperation among the university faculties would be best served by a recognized group of the elected faculty leadership of the three universities;

BE IT THEREFORE RESOLVED that the University of Arizona Faculty Senate, acting as the representative body of the faculty of the University, endorses the Arizona Universities Faculty Council as the coordinating organization for the faculties of the three universities as specified in the bylaws of that organization.

Report to the Faculty Senate
from Fred Stevenson, representative on the
Intercollegiate Athletic Committee (IAC)

When told to write a report to the Faculty Senate this year, I asked a number of people about their perception of my duties as Senate representative on the IAC. In every case they told me that I was to be a "watch dog." My job was to "sniff out" improprieties and report them. If that is my job, I am afraid that I have nothing to report. Indeed, I believe even a Doberman would come up empty. The days of scandal are behind us and I see no sign of a return to them.

I think my job entails more than finding wrong-doing. I am a liaison between the Athletic Department and the Faculty Senate, just as the IAC is a liaison between the Athletic Department and the administration and faculty of the University of Arizona. I hope that any faculty member who wants something brought before our committee will contact me. The IAC presented a discussion forum last October for the Faculty Senate, along with the Dean's Council, the Committee of Eleven, and the Committee on Committees. We hoped that it would provide an opportunity for you to voice concerns and ask questions of the Athletic Department. Unfortunately, the panelists outnumbered the Senators in attendance. I suppose that in light of events of the recent past, a lack of interest is not a negative sign.

One important duty of mine, I feel, is to present the opinion of an every-day classroom teacher. I am the only such person on the committee. Two of my concerns in this regard are:

the Athletic Department's commitment to academic progress of athletes

and

the Department's commitment to first-rate recreational facilities for both students and faculty.

On the second subject I am disappointed. The commitment may be there, but the facilities most certainly are not. This has not been a good year financially for the Athletic Department so the promises of improving facilities have not been realized.

On the first subject, I am satisfied with the progress that has been made in 1984. In a time when the University is interested in retaining students, we might well look to the Athletic Department. Actually the secret of their success is really no secret at all. All the elements it takes to be a good student are there: structured life style, close academic monitoring, tutorial help, and classroom attendance that is not merely suggested but made mandatory for those who need it. Finally, and most importantly, coaches who really care about the person.

While this scenario may be difficult to simulate for the general student body, it is not impossible. It has been done with notable success in one freshman-level math class. Formerly taught in a class size of 100 with no mandatory homework assignments, it is now taught in class sizes of 25 with one mandatory tutorial per week and hand-graded homework assignments every week. This is

accomplished with the aid of a dozen undergraduates. Contrast this with most freshman math courses: there is no mandatory anything, virtually no human component, and occasionally no teacher at all. The retention rate is typically 60 percent (i.e., 40 percent leave with W's), and for those who stay in the course the grades are awful, mainly because the attitude and morale are miserable. In a recent course of 500 students, the course G.P.A. was 1.28! This is the place to let the Dobermans loose.

Presented to Faculty Senate at
the meeting of February 4, 1985.

Approved at Faculty Senate meeting of 2/4/85:

The motion to accept the Committee on Academic Procedure's revision of section 8.12 of the Faculty Manual was then approved with one dissenting vote, as follows:

8.12, Faculty Manual. An assistant professor may be recommended for promotion, for non-retention, or for other change in status at any time during the first through sixth year of service in this rank. Before the end of a faculty member's second year at the University of Arizona in the rank of assistant professor, the faculty member shall be informed by the department head that he or she is being recommended for: (a) reappointment for a third and fourth year as assistant professor (this does not necessarily preclude consideration for promotion effective the fourth year); (b) promotion for the third year; or (c) non-retention at the expiration of the third year of service in rank. Further, before the end of the fourth year in the rank of assistant professor at the University of Arizona, a faculty member will be informed, in writing, by the department head, that he or she is being recommended for: (a) reappointment for a fifth and sixth year as assistant professor (this does not necessarily preclude consideration for promotion effective the sixth year); (b) promotion for the fifth year; or (c) non-retention at the expiration of the fifth year of service in rank. **Re-appointment in rank at two and four years may be made without college or university review but assistant professors must be formally evaluated by the department head and departmental standing committee on faculty status. These evaluations shall be expressed in writing, identifying any problem areas which may preclude the granting of tenure, and given to the non-tenured faculty member.**

TABLED AT SENATE MEETING
OF FEBRUARY 4, 1985 (IN-
CLUDES ONE AMENDMENT APPROVED
AT THAT MEETING.)

UNIVERSITY OF ARIZONA FACULTY SENATE

Committee on Academic Procedures
Recommendations for Faculty Manual Revision

- 8.03 -- Ratification of initial faculty appointments, and final decisions on release or dismissal of faculty members are made by the Arizona Board of Regents. Decisions on promotion, tenure, and retention and non-retention of non-tenured faculty are made by the University President. In all such situations, the decision will be based upon recommendations in which the departmental faculty (via **Section 3.08**), department heads, deans, appropriate faculty committees, and the Executive Vice President shall have had the opportunity for effective participation.

For all University of Arizona faculty, recommendations dealing specifically with promotion or the granting of tenure will be considered by the Advisory Committee on Promotion and Tenure which reports to the Executive Vice President. **Just as decisions on promotion, tenure, and retention and non-retention of non-tenured faculty members are made by the University President, all appeal procedures must begin with the University President. However, unless appeal procedures are initiated by October 1 in the succeeding year after receiving an adverse tenure or promotion decision, there is no prospect of reconsideration.**