

MINUTES OF MEETING OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA  
Monday, February 7, 1983 Room 146, College of Law

The Faculty Senate convened in regular session at 3:00 p.m. on Monday, February 7, 1983, in Room 146 of the College of Law. Sixty-nine members were present with Senate Chairperson Kellogg presiding.

SENATE MEMBERS PRESENT: Aleamoni, Antinoro, Antley, Atwater, Barber, Barrett, Battan, Berliner, Butler, Chiasson, Cosart, DeWalt, Dickstein, Duffy, Epstein, Erwin, Escamilla, Ewbank, Fahey, Foster, Fox, Frank, Gallagher, Garcia, Geiger, Goetinck, Gourley, Hegland, Henderson, Irving, C. Jones, D. Jones, L. Jones, Kellogg, Kinkade, Koffler, Laird, Leebron, L'Heureux, Maddock, McCullough, Moffatt, Myers, Nevins, J. O'Brien, S. O'Brien, Paplanus, Parisi, G. Peterson, Prosser, Reeves, Rehm, Roemer, Rollins, Shanfield, Sigworth, Sippel, Smith, Sorensen, Spece, Steelink, Svob, Thompson, Titley, Vogel, Weaver, Windsor, Witte, and Zukoski. Dr. Robert Sankey was present as Parliamentarian.

SENATE MEMBERS ABSENT: Bleibtreu, Cardon, Cole, Crowder, Edwards, Farr, Gaines, Goodwin, Jensen, Kettel, Maher, Mautner, Mayersohn, Munsinger, Odishaw, Paulsen, R. Peterson, Roby, Scott, Tomizuka, and von Teuber.

ACCEPTANCE OF MINUTES: The Senate accepted the minutes of the December 6, 1982, meeting, as distributed, with the corrections noted at the January 17, 1983, meeting.

The Senate accepted the minutes of the January 17, 1983, meeting as distributed, with two revisions. Senator Barrett should have been reported present rather than absent. On page 56, in the final paragraph of the Presiding Officer's report the statement that individuals believing items should be added to the Faculty Manual should submit their suggestions to Vice President Weaver should instead read that items should be submitted to members of the ad hoc committee on the Faculty Manual (Senators Fahey, Spece, Dickstein, and Henderson, with non-Senate members Burke, Noyes and Sakwa).

REPORT BY THE PRESIDENT: President Koffler reported that following the last Senate meeting he had consulted with President Hughes of Northern Arizona University and President Nelson of Arizona State University concerning the action required to qualify contributions to the Arizona State Retirement System/Plan for Federal Income Tax deferment. This action had been requested by vote of the Senate. Senator Koffler noted that while it appeared the process could be quite complicated, the three Presidents intended to pursue the matter with vigor.

Dr. Koffler said he felt the process for considering nominees for honorary degrees should be revised so that the various steps would take place earlier in the year and recipients would receive notification in time to plan to be present at Commencement. He said he would introduce a motion later in today's meeting concerning the procedure to be followed this year.

Senator Koffler said he was pleased to announce two important appointments.

The University's new Affirmative Action Officer will be Professor Celestino Fernandez of the Department of Sociology. The new director of the University of Arizona Press will be Stephen F. Cox, presently executive editor of the University of Nebraska Press.

REPORT BY THE CHAIRMAN OF THE FACULTY: Senator Sigworth, Chairman of the Faculty, reminded the Senate that the faculty election process was underway. Senators wishing to run for re-election (this is the year for electing senators-at-large) should be circulating their nomination petitions at this time.

Dr. Sigworth noted he would not be running for re-election as Chairman of the Faculty.

Senator Sigworth announced that the Code of Conduct Committee had completed its deliberations after two years of work and had been dissolved. If the revised code is adopted as proposed, few changes in the Faculty Bylaws will be required.

Senator Sigworth reminded the senators of the special meeting of the General Faculty called for February 10 to discuss proposed changes in the Faculty Constitution and Bylaws.

REPORT FROM THE ASSOCIATED STUDENTS: Senator Duffy announced that the student election process was beginning this week.

He reported that students were continuing their lobbying effort with the Arizona Legislature, working particularly against bills which would raise University registration fees and tuition charges and against the so-called private enterprise bill.

Senator Duffy said at this point he would like to yield the floor to Senator C. Jones to make a report following a student study of the teaching of Mathematics 116 and 117.

Senator Jones presented the following statement:

"In accordance with the outlined functions of the Faculty Senate, specifically 'To control curricula' and to monitor teaching effectiveness, the student representatives of the Faculty Senate would like to make the following proposal:

"The independent Math 116/117 program warrants an evaluation. Action should be taken to meet both enrollment demands and student needs. Thus, we would like to submit our suggestions and concerns to the Committee on Teaching Effectiveness.

We suggest the following courses of action:

1. A reduction of the number of independent study sections.

Students overwhelmingly oppose the independent study format. ASUA and the Math Department surveyed Math 116/117 students during their common fall final examination. Of the 730 polled, the majority expressed extreme disfavor with the present system.

2. An increase in the number of lecture sections:

For Math 117, ten sections are offered. Only 2 out of the 10 (20%) are taught using the traditional lecture format. When one examines the student survey, a glaring 65% favor the lecture mode of instruction. Turning to the basic economic model of supply and demand, it is evident that inefficiency exists. The 65% demand of the students is not being met. We would like to examine the University's ever-shrinking allocation of resources to the program.

3. A review of the long-range plans for the Algebra courses:

We should continue to use two modes of instruction practiced presently to meet the heterogeneous needs of Algebra students. A combination of independent study and lectures should be maintained. The emphasis, however, must be placed on the lecture sections.

Also, attention should be directed towards implementing a small classroom lecture format. Educational theorists stipulate that the optimal classroom size to promote effective learning is approximately 15-35 students. Thus, interaction is encouraged and motivational factors are present. The ASUA/Math Department survey results bolster this contention. Only 27% of the students polled were satisfied with the independent study program, whereas 73% favored a small classroom setting.

"An analysis of the effects, and structure of Math 116/117 is critical because of the rippling effect that it has on a student's educational experience. Failure to provide a positive learning environment can inhibit retention and mastery of the subject.

"It is obvious that basic math is the foundation for Calculus. Calculus alone is required for 46 majors. The departments that require Math 117 are double that amount. The number of students who enroll annually in the Math 116/117 courses averages 7,000. It is difficult to estimate how many others are affected. Whatever the nominal figure, any deficiency that cripples an individual's understanding harms his intellectual aims. The Math Department services the largest student sector at the University of Arizona. Any deficiency -- or perceived deficiency -- inhibits and prohibits a large number of students from pursuing a given academic field with the solid basic background required.

"The National Council of Teachers of Mathematics agrees with the above concerns and suggestions when they state that the '. . . periodic review of any program is necessary to maintain quality. Accountability and the need to provide every assurance that young people acquire those basic skills so necessary to function effectively make it necessary to review carefully mathematics programs in all schools.'

"In a nationwide effort to slash budgets of burgeoning public institutions we, as a concerned body, mustn't forget the overall goals

of this institution -- to service the educational needs of the student sector. As Lenin said so succinctly: 'The purpose of terrorism is to terrorize'. We propose that the purpose of teaching is to instruct. It is the University's responsibility to follow through by meeting its established goals by providing adequate instruction."

It was understood that the students' proposal would be forwarded to the Committee on Teaching Effectiveness.

REPORT FROM THE PRESIDING OFFICER OF THE SENATE: Chairperson Kellogg noted that subsequent to the Senate action at its last meeting approving a revised upper-division unit requirement for graduation, with a provision that the new requirement should be implemented no sooner than the fall of 1984, the Undergraduate Council had determined that the new requirement would take effect beginning with students graduating in the spring of 1985.

REPORT FROM THE COMMITTEE ON UNIVERSITY PLANNING: Senator Frank noted that at the last Senate meeting questions had been asked about the committee's involvement in budget. He said he would like to defer to Senator Fox, Chairman of the Planning Committee Subcommittee on Budget. Senator Fox said that the position of the committee was that the day-to-day debate about the budget of the sort that goes on in the legislative process could not be a responsibility of this committee. The committee does not have daily access to legislators and could not be effective. Such responsibility does not properly belong to this committee. The committee does meet regularly, he said. Vice President Munsinger is a member. The committee feels it has good input from the University administration and is invited to respond and have frank dialogue with Dr. Munsinger. President Koffler, like Dr. Munsinger, has indicated he will communicate openly with the Subcommittee on Budget. It is anticipated that the committee will be involved as decision packages, including decrement packages, are considered for the years ahead. Certainly the committee will be as involved as possible, working in the interest of the Senate and the faculty at large, Senator Fox said. He noted that the committee was receiving a great quantity of information and interested Senate members were invited to ask members of the Budget Subcommittee to see such material.

REPORT FROM THE COMMITTEE ON TEACHING EFFECTIVENESS: Senator Cosart reported that the Chairman of the Committee on Teaching Effectiveness would be Dr. Tom Lippincott, Professor of Chemistry.

CATALOG MATERIAL AS FURNISHED SENATE MEMBERS IN "CURRICULUM" BULLETINS: The Senate approved "Curriculum" bulletin Vol. 9, No. 22, issue date of December 17, 1982, and bulletin Vol. 9, No. 23, issue date of January 19, 1983.

In consideration of the issue of January 19, Senator Battan said he had noted a number of deletions of course prerequisites. He gave as examples courses in Anthropology, in Reading, and in Spanish. He wondered how this related to the Senate's concern about the bases for determining whether or not a course should carry an upper-division number as voiced at the January meeting.

Dr. Sankey pointed out that traditionally the matter of prerequisites has been left to the expertise of the faculty of the department concerned.

Senator Garcia said that inasmuch as the Undergraduate Council was going to sponsor a review by departments of all upper-division offerings to determine if all courses so numbered were of the proper level, could not that study include the review of prerequisites and their appropriateness? Senator Cosart said he believed the same review could incorporate both matters.

Senator Thompson said that while the Senate properly has concern about the sanctity of the curriculum, the departments have certain rights, too, and he believed the determination of prerequisites to courses was one of these. He knew that the faculty of the Department of Anthropology, for example, is constantly studying its offerings and from time to time changes are made. The sequence of courses and the appropriateness of prerequisites is under continuous review. Changes are sometimes found to be in order and they represent the best judgment of the faculty at a given time. Certainly the matter of prerequisites has to be considered course by course.

Senator Chiasson said there should be concern when so many prerequisites are removed that lower-division students are encouraged to enroll in upper-division offerings.

Senator Battan thought it would be appropriate for the Undergraduate Council to look into the matter of course prerequisites. Senator Kinkade noted that frequently prerequisites are waived and quite appropriately so. He noted the example of certain bilingual students who are excused from the published prerequisites of certain language courses.

Senator Berliner asked who monitored the determination of prerequisites. Several persons answered it was the departments. Senator Myers pointed out that a faculty member can admit a student into his or her course if it is determined that the student has the equivalent of the announced prerequisite. Senator Thompson emphasized that whether or not a course is upper-division does not relate to whether it has prerequisites or what those prerequisites are. Rather, whether a course is upper-division relates to the level of instruction and the level of intensity of the course. The departments should have the prerogative to determine this.

Senator Epstein said that at the last Senate meeting the remark had been made that the requirements for the various levels of course offerings as reflected by the numbering system were explained in the catalog. Upon reviewing the catalog later she had found the explanations to be inadequate. She asked where the standards of discrimination are really stated. No one responded.

Senator Parisi said that if some controls were not administered upper-division courses might become so heavily populated with lower-division students that upper-division students might be crowded out.

Chairperson Kellogg pointed out that at least four members of the Undergraduate Council were members of the Senate and asked that those senators take today's expressions of concern about course prerequisites to the Undergraduate Council.

DISCUSSION OF WRITING PROFICIENCY EXAMINATION: Ms. Kellogg said that she had invited Professor Charles Davis, Director of Freshman Composition, to be present at today's Senate meeting to answer questions about the writing proficiency program since considerable interest had been expressed in this at a recent meeting of the Senate.

Senator Duffy asked how scores on the SAT and the ACT were used for placement in freshman composition. Dr. Davis noted that objective scores like those of the Test of Standard Written English (TSWE) of the SAT or of the American College Test were used in combination with the grades on a locally administered essay test. The question is sometimes asked, Dr. Davis said, why the institution goes to the expense of the essay test if there is good correlation between the objective test score and performance in freshman composition. He answered that experience has proven that the correlation really is not good. For many students who are enrolling in freshman composition, the essay test is felt to be necessary to assure proper placement. Senator Duffy asked if it was necessary for everyone to take the essay exam. Dr. Davis said experience indicated yes, because it is important that students be placed in the proper level right from the very beginning of the term, to avoid having students shift levels after several weeks of the semester. Dr. Davis said there was also merit in the University's sending a message to the high schools that the University of Arizona is requiring an essay test as part of its placement procedure in freshman English course work. This says to the schools that good writing is important at this university.

Senator Duffy asked if there is a fee for the placement essay test. Dr. Davis answered yes, \$5. The test is graded by experienced graduate students and instructors in the Department of English. The graders are proficient, he emphasized. Senator Duffy asked if a student who properly went through the placement testing procedure was guaranteed enrollment in an English class at the level where his testing indicated he should be placed. Dr. Davis said yes; the department has never yet failed to enroll such students. Placement guarantees enrollment, in other words, he said.

Senator Parisi asked if all departments were participating in providing courses emphasizing writing for students whose results on the junior-level writing proficiency exam indicated they needed such a course. Dr. Davis said not necessarily. Senator Parisi asked if all students take the writing proficiency exam at the same time. Dr. Davis said there are a variety of times available when a student can take this test. Is everyone held to the same level of proficiency? Dr. Davis answered yes, and he then described the junior-level writing proficiency examination. The examination takes three hours. The student is provided a packet which includes paper, a statement of instructions, a pocket dictionary, and a pen. There is an objective portion of the test and narrative writing is required as well. Library skills are tested because it is important to know whether or not the student has a knowledge of the library skills necessary for his discipline. As for performance in writing itself, the student is given a photocopy of an article chosen from some magazine of general circulation, for example, Harper's, Atlantic, or Scientific American. The student is given thirty minutes to read the article, is allowed to make as many notes as desired, and can also mark up the article. The student then is given one hour to write an essay of 1200 to 1500 words about the article. The student is instructed to write on every other line of the pages of the examination booklet which resembles an 8½ x 11 bluebook. The student is given opportunity to proofread and revise the essay. The essays are collected. The student then writes an assessment of his or her performance in writing the essay, and also tells what he or she would do differently if there were another opportunity to write the exam.

The tests are then graded holistically. The first reader marks his or her first impression. Is the paper truly excellent, or is the student just adequately prepared to proceed to upper-division work, or is it dubious that the

student will survive, or is the performance unsatisfactory? A second reader then reads the test and awards his or her mark, not knowing what grade the first scorer gave. The two marks are then averaged. If there is a big discrepancy in the scoring, such as a 1 and a 4 or a 2 and a 4, a third reader then reads and grades the test and this grade is averaged with the other one to which this third grade comes closest.

Dr. Davis said that special circumstances are taken into consideration, for example, whether or not the student is handicapped, has a learning disability, or uses English as a second language. However, these situations are not known to the graders.

The final results are then sent to the student and to the department. The grade is in no way made part of the student's permanent record. The test papers are kept in the files of the University Composition Board. Every department receives a list of its majors with their writing proficiency ratings. Some departments may feel that a rating of satisfactory is not good enough. Other departments might not be unduly upset if the score is unsatisfactory, if they review a student's performance and find the writing adequate for the discipline.

The department should be able to ask the Composition Board to review a particular student's situation. Unfortunately the Composition Board, to be made up of writing experts, has not yet been established since it has not yet been funded by the Legislature. The Composition Board ideally would be available to tell a student what best will help him or her.

If the student's proficiency is unsatisfactory, he or she will not be placed in another remedial English course. He or she will be placed in a special writing course developed by the department or placed in one of the levels of freshman composition already completed, the course to be taken without credit, or the student might be enrolled in English 207, sophomore composition. The student cannot take a more advanced level of composition work, for instance, a 300-level writing course. The student may be referred to a skills improvement center. There are several such centers on campus at present for minorities, athletes, and certain other groups of students.

Whatever else is to be required is left up to the major department. A certain level of performance on the test is not a graduation requirement. The taking of the writing proficiency examination is, Dr. Davis emphasized.

Senator L'Heureux said that it was unfortunate that many students did not understand who must take the test and when and why. Dr. Davis said that the recent series of articles in the Arizona Wildcat about this program had been helpful. Memoranda are going out to all departments giving more details, he said. He said he would like to emphasize again the importance to the overall program of the University Composition Board which unfortunately the Legislature has not yet funded. What the writing proficiency examination is supposed to do is provide quality control over the University's bachelor's degree. It is not a remediation program, but it makes students aware of their literacy. Forty-nine per cent of the U of A's 1979 graduates never took a composition course at the University of Arizona, Dr. Davis said. The writing proficiency exam is supposed to monitor a student's writing skills "mid-career." Students need to know how literate they are as they begin their upper-division work.

Senator Steelink asked if he understood correctly that a student must take the exam to graduate but does not have to pass it. Dr. Davis said yes. Senator Chiasson asked if it was correct that a department need not necessarily offer a special writing course for its students not performing well on the writing proficiency exam, that a student could satisfy the deficiency by simply taking additional writing course work, either repeating a regular freshman composition course or taking sophomore composition. Dr. Davis said that was correct.

Dr. Davis was asked if a department could ignore the test. The answer was yes, but what a department does will be reported in the Intercollegiate Writing Committee's annual report. Senator Dickstein asked if divisions of the University were giving appropriate support to this program. Dr. Davis said yes, some are. The College of Engineering is a good example.

Dr. Davis then discussed the cost of the program, describing the amount of time needed by instructors to grade the writing proficiency examination. The \$10 fee for the examination is not adequate to fund the expense of administering it, he said. Senator Chiasson wondered how students who must take the test are identified. Dr. Davis explained that anyone entering the University after fall 1981 must take the test sometime between completing the 45th and completing the 75th unit of degree credit.

Senator Duffy said that he understood the teaching assistants that teach freshman composition undergo a strong training program. He was pleased to know that. He said if students have really acquired their composition skills in regular freshman English courses, why do they need to be reexamined a year or so later? Dr. Davis said that writing competency is like blood pressure. It can change. Completion of freshman English is not inoculation against illiteracy, he said. Senator Duffy asked if this was a reflection on the teaching in the freshman English program. Dr. Davis said no indeed. At any college or university one finds that students who have completed their freshman English soon experience deterioration of their writing skills if they are not continually writing enough to maintain that proficiency.

Ms. Kellogg thanked Dr. Davis for appearing before the Senate.

PROCEDURE FOR CONSIDERING NOMINEES FOR HONORARY DEGREES: President Koffler noted the difficulty of completing the various steps in considering nominees for honorary degrees when nominations are not submitted early in the year. He hoped the tight schedule followed in late years could be eased in the future. Meanwhile, he moved that the Faculty Senate delegate to its Executive Committee the responsibility for considering and voting on candidates for honorary degrees to be conferred at Commencement in 1983.

Senator Koffler explained that approval of this motion would greatly facilitate the timing for presentation of nominations to the General Faculty and the Board of Regents. Several senators had questions about the propriety of this procedure. There was doubt that the Senate properly should delegate its responsibility in this matter to the Executive Committee. Senator Cosart asked if the rules could be suspended. Parliamentarian Sankey explained that you cannot suspend the Constitution.

By consensus it was agreed that the motion was out of order. Senator



Steelink then moved that the Senate hold a special meeting on or before February 21, 1983, to consider one item only, nominations for honorary degrees to be conferred at the 1983 Commencement. Several seconds were heard and the motion carried. Senator Witte and Senator Zukoski suggested that the required General Faculty meeting be held immediately following the Senate meeting, that is, that same afternoon, so the nominations could be forwarded to the Regents as promptly as possible.

RESOLUTION FROM THE FACULTY LIBRARY ACTION COMMITTEE: The Senate next considered a resolution proposed by the Faculty Library Action Committee forwarded as a seconded motion to the Faculty Senate by the Committee of Eleven. The resolution read as follows:

"The Faculty Senate considers the University Library to be a research facility common to the University as a whole. The library's position as a symbol of the University's commitment to learning, and the momentum of its recent vigorous expansion are major resources for recruiting and retaining distinguished faculty. Therefore, although acutely aware of the current fiscal crisis, the Faculty Senate respectfully urges President Koffler and his administration to restore the Library acquisitions budget at the minimum to the level of 1981-82, to maintain it at such a level, and to refrain in the future from cutting it again or, at the very least, from cutting it more deeply than any across-the-board reductions suffered by the entire University.

"This expression of support for the maintenance of a viable library acquisitions program can be used by the administration as supporting documentation for future allocations of funds."

Senator Sigworth noted that the resolution in no way should be construed as anything in a confrontational mode. Rather it was hoped the statement would be something helpful to President Koffler as he and his administration struggled with budget problems.

Senator Spece said he certainly did not wish to speak against acquiring library books. However he did not believe that books were more important than persons, and when one considered the alternative to cutting the library acquisition budget, it seemed likely that the alternative could well be the firing of people.

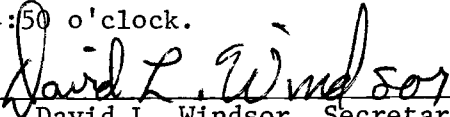
Senator Battan said the resolution as it stood could put the administration in a difficult position, and could place the President in confrontation with the Senate. He then proposed an amendment to the motion to change the words, "... to restore the Library acquisitions budget at the minimum to the level of 1981-82, to maintain it at such a level, and to refrain in the future from cutting it again or, at the very least, from cutting it more deeply than any across-the-board reductions suffered by the entire University." to the words "...to give Library acquisitions a very high priority and to maintain the Library acquisitions budget at the highest possible level." Senator Myers seconded the motion.

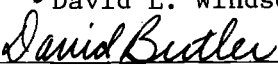
The amendment was then approved with no dissenting vote heard. The motion as amended was then discussed further. Senator D. Jones said he wished information were available about other options available in addition to the ones of reducing the acquisition of books or dismissing persons. He said it could not be over-emphasized that cuts in the acquisition budget could not go on very long without

seriously damaging the library which is the knowledge reservoir for the entire University.

The question on the amended motion was called for and the motion as amended passed, with a few dissenting votes heard.

The meeting adjourned at 4:50 o'clock.

  
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David L. Windsor, Secretary

  
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David Butler, Assistant Secretary

MOTIONS PASSED AT MEETING OF FEBRUARY 7, 1983:

1. Approval of "Curriculum" bulletins Vol. 9, No. 22, issue date of December 17, 1982, and Vol. 9, No. 23, issue date of January 19, 1983.
2. Approval of motion to hold special meeting on or before February 21, 1983 to consider nominations for honorary degrees to be conferred at the 1983 Commencement.
3. Approval of motion to amend resolution proposed by Faculty Library Action Committee and forwarded to Senate by Committee of Eleven, and approval of that motion as amended.

ACTION ITEMS PENDING:

1. Further consideration of Revised Code of Academic Integrity.