

THE UNIVERSITY  
OF ARIZONA

COLLEGE  
OF  
AGRICULTURE

“CAMPUSES IN EVERY COUNTY”

THE UNIVERSITY OF  
**ARIZONA**<sup>®</sup>  
TUCSON ARIZONA



*Extension has been very important in my life. The value to me has been that without a college education, Extension has been my college education. I keep learning and growing.*

Jennie Villa Quiroz,  
Co-Chair of Arizona Family  
Community Leadership, Yuma



*Through College of Agriculture sponsored classes I have learned about nutrition, plants, insects and how to work with others. These have allowed me to grow in knowledge and leadership abilities. Extension has played a big part in my life and where I am now.*

Margaret Mai, Program  
Coordinator, Western Region, for  
The National Association for  
Family and Community Education  
(FCE), Yuma



*Cooperative Extension afforded me, as a youth, a great 4-H experience, and has continued to serve me over the last 35 years in my agricultural endeavors.*

John Klingenberg,  
Grower, Roff

## MOHAVE

63 ALUMNI • 11 UNDERGRADUATE STUDENTS • 8 EMPLOYEES

## MARICOPA

2,324 ALUMNI • 265 UNDERGRADUATE STUDENTS • 154 EMPLOYEES

## LA PAZ

26 ALUMNI • 8 EMPLOYEES

## YUMA

254 ALUMNI • 48 UNDERGRADUATE STUDENTS • 79 EMPLOYEES

## PIMA

4,873 ALUMNI • 970 UNDERGRADUATE STUDENTS • 1300 EMPLOYEES

## YAVAPAI

169 ALUMNI • 20 UNDERGRADUATE STUDENTS • 14 EMPLOYEES

## COCONINO

118 ALUMNI • 10 UNDERGRADUATE STUDENTS • 8 EMPLOYEES

## PINAL

259 ALUMNI • 36 UNDERGRADUATE STUDENTS • 94 EMPLOYEES

## SANTA CRUZ

155 ALUMNI • 20 UNDERGRADUATE STUDENTS • 7 EMPLOYEES

## GILA

69 ALUMNI • 7 UNDERGRADUATE STUDENTS • 15 EMPLOYEES

## NAVAJO

105 ALUMNI • 16 UNDERGRADUATE STUDENTS • 10 EMPLOYEES

## APACHE

61 ALUMNI • 13 UNDERGRADUATE STUDENTS • 9 EMPLOYEES

## GREENLEE

29 ALUMNI • 4 UNDERGRADUATE STUDENTS • 6 EMPLOYEES

## GRAHAM

133 ALUMNI • 6 UNDERGRADUATE STUDENTS • 12 EMPLOYEES

## COCHISE

323 ALUMNI • 29 UNDERGRADUATE STUDENTS • 24 EMPLOYEES



*The close working relationship between Extension people and the individual rancher/farmer is unique in the educational field and extremely beneficial.*

Walt Armer, Jr., Ag  
Producer/Rancher, Benson



*County programs enable ALL sectors of the population to access the vast pool of knowledge and research from the University which would otherwise only be available for the privileged few. Nowhere else does the state get so much for so little investment.*

Karen Tsutsumida, Chair, Master  
Gardener Advisory Board, Paradise  
Valley



*Thanks to College of Agriculture research, we're using two new materials to control whitefly this year on our farm. The university develops that information, and then gets it out here. To paraphrase a popular saying, "If you think Extension's expensive, you ought to try ignorance."*

Wilbur Wuerz, Agricultural  
Producer, Coolidge

# “CAMPUSES IN EVERY COUNTY”



OF AGRICULTURE HAS LOCATIONS IN EVERY COUNTY IN THE STATE.  
THE MAP INDICATES THE NUMBER OF COLLEGE OF AGRICULTURE ALUMNI,  
UNDERGRADUATE STUDENTS, AND EMPLOYEES IN EACH COUNTY.



*The College of Agriculture provides students with the intense education with the most advanced technology, while being committed to prepare students with the essential skills to succeed. I have had numerous opportunities which have allowed me to learn academically and grow personally, I know that upon graduation I will continue to have support from the college.*

Karen Salyers, Agricultural Technology Management Senior



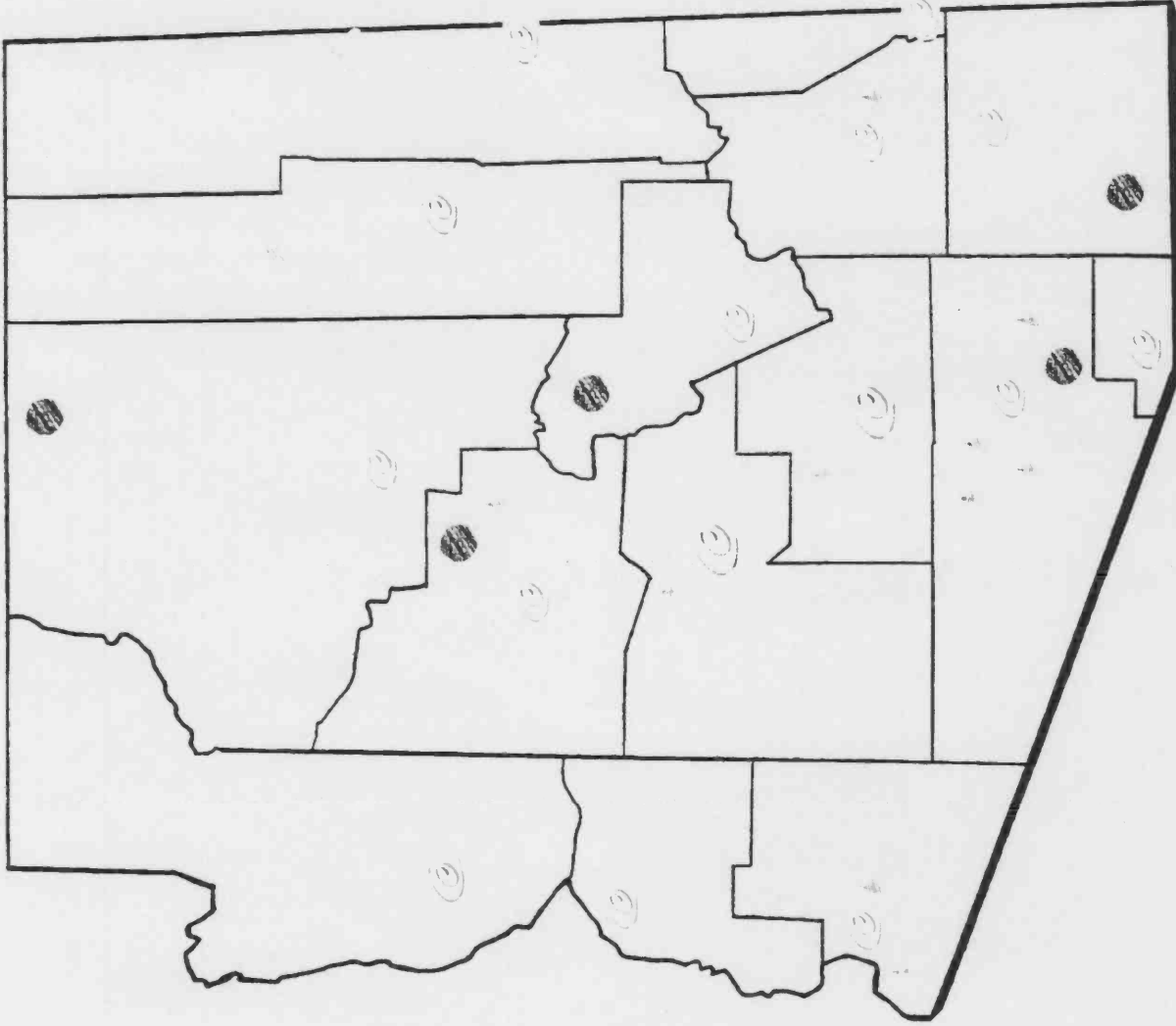
*The College of Agriculture and Extension is the lifeline of knowledge from the university to the rural areas.*

Claire Owen, Crop Grower, Willcox



*I look at agriculture as both a science and an art. The College provides the most recent science, giving it to us in a form we can combine with the art of growing crops.*

Del Wakimoto, Farm Manager, Fort Mojave Indian Tribe, Avi kwa 'ame Farms



*Extension has provided more research and practical information for me, regarding home gardening, bug and insect identification, and land and natural resources, than any other entity in the state, including libraries and nurseries.*

Judy Baker, Business Owner and Master Gardener, Payson



*Cooperative Extension is using the U of A's technical knowledge and resources. Extension is people exchanging ideas and methods of accomplishment.*

Felix Nez, Navajo Nation Department of Agriculture



*The College of Agriculture provides a guided experience which makes a direct contribution to the student's understanding of individuals and develops competence in their chosen profession using teaching-learning situations. I feel that by going through this process we become the best teachers we can be.*

Kelly Trainor, 1996 Graduate, Agricultural Education, Teacher of Agriculture in Peoria

AGRICULTURAL RESEARCH CENTERS    COUNTY EXTENSION OFFICES    TEACHING CENTERS    EXTENSION OFFICE SATELLITES    EXTENSION RESERVATION OFFICES

# COLLEGE OF AGRICULTURE ADMINISTRATIVE UNITS

## ACADEMIC DEPARTMENTS AND SCHOOLS

Agricultural and Biosystems Engineering	(520) 621-1607
Agricultural and Resource Economics	(520) 621-6241
Agricultural Education	(520) 621-1523
Animal Sciences	(520) 621-7623
Arid Lands Studies, Office of	(520) 621-1955
Biochemistry*	(520) 621-5770
Entomology	(520) 621-1151
Family and Consumer Resources, School of	(520) 621-1075
Nutritional Sciences	(520) 621-1187
Plant Pathology	(520) 621-1828
Plant Sciences	(520) 621-1977
Renewable Natural Resources, School of	(520) 621-7255
Soil, Water and Environmental Science	(520) 621-1646
Veterinary Science	(520) 621-2355

\*University Department which is jointly administered by two or more Colleges.

## AGRICULTURAL CENTERS AND RESEARCH SITES

Location	Acres	Phone
Campus	185	(520) 621-3246
Citrus	36	(602) 255-3316
Marana	211	(520) 682-3872
Maricopa	429	(520) 568-2273
Maricopa Demo Farm	1,463	(520) 568-2273
Safford	63	(520) 428-2432
West Campus	72	(520) 621-3246
Yuma (Mesa)	160	(520) 726-0458
Yuma (Valley)	274	(520) 782-3836
Santa Rita Experimental Range	51,000	(520) 625-2121
V Bar V Ranch	77,000	(520) 567-6954

## FOR FURTHER INFORMATION

To obtain further information on College of Agriculture programs contact any specific unit or program listed above. For general information, contact the College administrative offices below. All administrative offices are in the Forbes building on The University of Arizona campus, Tucson, Arizona 85721.

Office of the Dean	(520) 621-7621
Office of Academic Programs	(520) 621-3611
Office of Research	(520) 621-7201
Cooperative Extension	(520) 621-7205
Office of Development & Alumni Affairs	(520) 621-7190

## SPECIAL PROGRAMS/SUPPORT UNITS

Advanced Resources Technology Program	(520) 621-3045
Agricultural Communications Systems	(520) 621-7176
Arid Lands Information Center	(520) 621-1955
Arizona Remote Sensing Center	(520) 621-1955
Bioresources Research Facility	(520) 621-1955
Boyce Thompson Southwest Arboretum	(520) 689-2811
Cooperative Parks Unit (USDI)	(520) 670-6886
Cooperative Fish/Wildlife Unit (USDI)	(520) 621-1959
Desert Turfgrass Research Facility	(520) 321-7785
Herbarium	(520) 621-7243
Insect Collection	(520) 621-5925
International Programs	(520) 621-3283
Native American Programs	(520) 621-9638
Race Track Industry Program	(520) 621-5660
Veterinary Diagnostic Laboratory	(520) 621-2356
Water Resources Research Center	(520) 792-9591

## COUNTY EXTENSION LOCATIONS

County	Community	Phone
Apache	St. Johns	(520) 337-2267
Cochise	Willcox	(520) 384-3594
	Sierra Vista	(520) 458-8278
Cocconino	Flagstaff	(520) 774-1868
Gila	Globe	(520) 425-7179
	Payson	(520) 474-4160
Graham	Safford	(520) 428-2611
Greenlee	Duncan	(520) 359-2261
La Paz	Parker	(520) 669-9843
Maricopa	Phoenix	(602) 470-8086
Mohave	Kingman	(520) 753-3788
Navajo	Holbrook	(520) 524-6271
Pima	Tucson	(520) 626-5161
	Green Valley	(520) 648-0808
	Casa Grande	(520) 836-5221
Pinal	Nogales	(520) 761-7849
Santa Cruz	Prescott	(520) 445-6590
Yavapai	Cottonwood	(520) 634-2061
Yuma	Yuma	(520) 329-2150

Native American Satellite Offices	Community	Phone
Colorado River	Parker	(520) 669-9843
Indian Tribe		
Hopi Reservation	Keams Canyon	(520) 734-2441
Navajo Nation	St. Michaels	(520) 871-7406
San Carlos	San Carlos	(520) 475-2350

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MARGARET HARMON,  
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THE UNIVERSITY OF  
**ARIZONA**<sup>®</sup>  
TUCSON ARIZONA

University of Arizona  
Faculty Senate

**CONSENT AGENDA ITEMS FOR SENATE MEETING ON DECEMBER 2, 1996**

From the Instruction and Curriculum Policy Committee - Dr. Ann Weekes, Chair

All items have been approved by the ICPC, as well as the appropriate colleges and councils.

**AGENDA ITEM #6**

**a. Change of name of the School of Library Science to the School of Information Resources and Library Science.**

- The change is in keeping with the national trend.
- The MIS Department has no objection.
- The School of Library Science Curriculum committee voted unanimously for the change.
- The Graduate Council approved the change.

**b. Change of name of the M.A. in German to M.A. in German Studies.**

- The change is in accordance with the curriculum, which includes courses on German culture and history.
- The faculty of the German Department approved the change unanimously.
- The Faculty Senate approved the corresponding name change for the B.A. in May 1996.
- The Graduate Council approved the M.A. name change in September 1996.

**c. Proposal by the Department of Hydrology and Water Resources to discontinue the Ph.D. degree in Water Resources Administration.**

- The program has a very low enrollment.
- Those already enrolled will be able to complete their degrees.
- The Graduate Council approved this request.

**CHAPTER 3  
PROMOTION AND TENURE STATISTICS  
ACTIONS TAKEN IN 1995-96 TO BE EFFECTIVE 1996-97**

<u>Action Requested</u>	<u>Decision</u>		<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Non-Minority</u>
Promotion to Associate Professor with Tenure	yes	49	27	22	8	41
	no	6	2	4	0	6
	pending	0	0	0	0	0
	withdrawn	0	0	0	0	0
Promotion to Professor with Tenure	yes	0	0	0	0	0
	no	0	0	0	0	0
Promotion to Professor	yes	39	26	13	7	32
	no	7	6	1	2	5
	pending	0	0	0	0	0
	withdrawn	0	0	0	0	0
Tenure	yes	4	4	0	0	4
	no	1	1	0	1	0
	withdrawn	0	0	0	0	0
Retention for 5th/6th year	yes	0	0	0	0	0
	no	0	0	0	0	0
Promotion to Associate Professor w/out tenure	yes	0	0	0	0	0
	no	0	0	0	0	0
Extention (Assoc. Prof. w/Tenure) for 2 more yrs. Re-review in 96-97; term. year 97-98	yes	3	1	2	0	3



**PROMOTION AND TENURE STATISTICS  
SUMMARY OF OUTCOMES 1986-87 THROUGH 1994-95\***

	<b>Total Decisions</b>	<b>Male</b>	<b>Female</b>	<b>Minority</b>	<b>Non-Minority</b>
<b>1986-87</b>					
yes	62	49	13	8	54
no	<u>23</u>	<u>18</u>	<u>5</u>	<u>1</u>	<u>22</u>
	85	67	18	9	76
% Positive decision		73.1%	72.2%	88.9%	71.1%
<b>1987-88</b>					
yes	60	50	10	5	55
no	<u>19</u>	<u>15</u>	<u>4</u>	<u>1</u>	<u>18</u>
	79	65	14	6	73
% Positive decision		76.9%	71.4%	83.3%	75.3%
<b>1988-89</b>					
yes	58	51	7	5	53
no	<u>24</u>	<u>22</u>	2	<u>3</u>	<u>21</u>
	82	73	9	8	74
% Positive decision		69.9%	77.8%	62.5%	71.6%
<b>1989-90</b>					
yes	75	61	14	14	61
no	<u>12</u>	<u>11</u>	<u>1</u>	<u>0</u>	<u>12</u>
	87	72	15	14	73
% Positive decision		84.7%	93.3%	100%	83.6%
<b>1990-91**</b>					
yes	75	50	25	7	68
no	<u>19</u>	<u>15</u>	<u>4</u>	<u>1</u>	<u>18</u>
	94	65	29	8	86
% Positive decision		76.9%	86.2%	87.5%	79.0%
<b>1991-92</b>					
yes	73	51	22	7	66
no	<u>23</u>	<u>18</u>	<u>5</u>	<u>2</u>	<u>21</u>
	96	69	27	9	87
% Positive decision		73.9%	81.5%	77.8%	75.9%

	<b>Total Decisions</b>	<b>Male</b>	<b>Female</b>	<b>Minority</b>	<b>Non-Minority</b>
<b>1992-93</b>					
yes	88	58	30	10	78
no	<u>15</u>	<u>12</u>	<u>3</u>	<u>2</u>	<u>13</u>
	103	70	33	12	91
% Positive Decision		82.8%	90.9%	83.3%	85.7%
<b>1993-94</b>					
yes	82	58	24	12	70
no	<u>20</u>	<u>15</u>	<u>5</u>	<u>2</u>	<u>18</u>
	102	73	29	14	88
% Positive Decision		79.4%	82.7%	85.7%	79.5%
<b>1994-95</b>					
yes	92	70	22	11	81
no	<u>20</u>	<u>17</u>	<u>3</u>	<u>4</u>	<u>16</u>
	112	87	25	15	97
% Positive decision		80.4%	88.0%	73.3%	83.5%
<b>1995-96***</b>					
yes	73	49	24	9	64
no	<u>8</u>	<u>5</u>	<u>3</u>	<u>5</u>	<u>3</u>
	81	54	27	14	67
% Positive decision		90.7%	88.9%	64.3%	95.5%
<b>1996-97****</b>					
yes	92	57	35	15	78
no	<u>14</u>	<u>9</u>	<u>5</u>	<u>3</u>	<u>10</u>
	106	66	40	18	88
% Positive decision		86.3%	87.5%	83.3%	78.0%
<b>Combined Rates (1986-87 through 1996-97)</b>					
yes	830	604	226	103	738
no	<u>197</u>	<u>157</u>	<u>42</u>	<u>24</u>	<u>172</u>
	1,027	761	268	127	910
% Positive decision		79.4%	84.3%	81.1%	81.1%

\*Data are given for: promotion to professor, professor with tenure, associate professor with tenure, tenure decisions, and retention for 5/6th years.

Page Three

\*\*Data are not provided for 2 pending cases, 2 withdrawals

\*\*\*Data is provided for 1 withdrawal

\*\*\*\*Data are not provided for 3 cases to associate professor with tenure. These 3 cases were given an extension of 2 more years and will be reviewed in 96-97.

8/96

CH. 3 PROMOTION & TENURE STATISTICS  
ACTIONS TAKEN IN 1995-96 TO BE EFFECTIVE IN 1996-97

COLLEGE	DEPT COMM		DEPT HEAD		COLLEGE		DEAN		UNIV COMM		PROVOST		APPEALS		FINAL ACT					
	Pro	Con	Pro	Con	Pro	Con	Pro	Con	Pro	Con	Split	Abs	Pro	Con	Yes	No	Approve	Deny		
AGRICULTURE	7	0	0	0	5	2	0	0	6	1	5	2	0	0	5	2	1	6	5	2
Minorities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Males	6	0	0	0	4	2	0	0	5	1	4	2	0	0	4	2	1	5	4	2
Females	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	1	0
ARCHITECTURE	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	1	0
Minorities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Males	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	1	0
Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BPA	5	3	0	0	2	6	0	0	2	6	3	4	0	1	5	2	2	6	5	2
Minorities	1	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	1	0
Males	2	2	0	0	1	3	0	0	1	3	1	3	0	0	2	1	1	3	2	1
Females	3	1	0	0	1	3	0	0	1	3	2	1	0	1	3	1	1	3	3	1
EDUCATION	3	0	0	0	3	0	0	0	3	0	3	0	0	0	3	0	0	3	3	0
Minorities	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	1	0
Males	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	1	0
Females	2	0	0	0	2	0	0	0	2	0	2	0	0	0	2	0	0	2	2	0
ENGINEERING	15	2	0	0	12	5	0	0	14	3	14	3	0	0	15	2	0	17	15	2
Minorities	5	1	0	0	4	2	0	0	4	2	5	1	0	0	5	1	0	6	5	0
Males	12	2	0	0	9	5	0	0	11	3	11	3	0	0	12	2	0	14	12	2
Females	3	0	0	0	3	0	0	0	3	0	3	0	0	0	3	0	0	3	3	0
FINE ARTS	9	0	0	0	7	1	1	1	7	2	6	2	1	0	6	3	3	6	6	3
Minorities	3	0	0	0	1	1	1	1	2	1	1	2	0	0	1	2	2	1	1	0
Males	4	0	0	0	2	1	1	1	3	1	3	1	0	0	3	1	1	3	3	1
Females	5	0	0	0	5	0	0	0	4	1	3	1	1	0	3	2	2	3	3	2

CHARTER 3  
PROMOTION & TENURE STATISTICS  
ACTIONS TAKEN IN 1995-96 TO BE EFFECTIVE IN 1996-97

COLLEGE	DEPT COMM		DEPT HEAD		COLLEGE		DEAN		UNIV COMM		PROVOST		APPEALS		FINAL ACT	
	Pro	Con	Pro	Con	Pro	Con	Pro	Con	Pro	Con	Pro	Con	Yes	No	Approve	Deny
GRAD COLLEGE	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
Minorities	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
Males	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>HUMANITIES</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>6</b>
Minorities	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
Males	4	0	0	0	3	1	0	3	1	4	0	0	0	0	4	0
Females	4	0	0	0	3	1	0	2	2	3	1	0	0	2	2	2
<b>MEDICINE</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>1</b>	<b>1</b>	<b>17</b>	<b>1</b>	<b>16</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>1</b>	<b>17</b>
Minorities	2	0	0	0	2	0	0	2	0	2	0	0	0	2	0	2
Males	12	0	0	0	12	0	0	12	0	12	0	0	0	12	0	12
Females	6	0	0	0	4	1	1	5	1	4	2	0	0	4	1	5
<b>NURSING</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>
Minorities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	3	0	0	3	0	3	0	0	0	3	0	3
<b>ORG RES</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
Minorities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Males	1	0	0	0	1	0	0	1	0	1	0	0	0	1	0	1
Females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>SBS</b>	<b>13</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>14</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>2</b>	<b>14</b>
Minorities	2	0	0	0	2	0	0	2	0	2	0	0	0	2	0	2
Males	7	2	0	0	8	1	0	7	2	7	2	0	0	7	2	7
Females	6	1	0	0	7	0	0	7	0	7	0	0	0	7	0	7

CHAFFI 3  
 PROMOTION & TENURE STATISTICS  
 ACTIONS TAKEN IN 1995-96 TO BE EFFECTIVE IN 1996-97

COLLEGE	DEPT COMM		DEPT HEAD		COLLEGE		DEAN		UNIV COMM		PROVOST		APPEALS		FINAL ACT	
	Pro	Con	Split	Pro	Con	Pro	Con	Split	Pro	Con	Pro	Con	Yes	No	Approve	Deny
SCIENCE	17	0	0	16	1	16	1	0	16	1	16	1	0	17	16	1
Minorities	1	0	0	1	0	1	0	0	1	0	1	0	0	1	1	0
Males	10	0	0	9	1	9	1	0	9	1	9	1	0	10	9	1
Females	7	0	0	7	0	7	0	0	7	0	7	0	0	7	7	0
Totals	97	8	0	95	10	88	19	2	90	17	1	1	10	99	92	14
Minorities	17	1	0	17	1	13	4	1	14	3	0	0	2	16	15	3
Males	60	6	0	59	7	52	14	1	55	12	0	0	4	36	57	9
Females	37	2	0	36	3	36	5	1	35	5	1	1	6	63	35	5

September, 1996

**CHAPTER 4**  
**CONTINUING STATUS AND PROMOTION STATISTICS**  
**ACTIONS TAKEN IN 1995-96 TO BE EFFECTIVE IN 1996-97**

Action Requested	Decision	Male	Female	Minority	Non-Minority	
Continuing Status	yes	1	1	0	0	1
	no	0				
	withdrawn	0				
Promotion	yes	4	3	1	0	4
	no	0	0	0	0	0
Continuing Status & Promotion	yes	11	5	6	1	10
	no	0	0	0	0	0
	split	1	1	0	1	0

CHAF 4  
CONTINUING STATUS AND PROMOTION STATISTICS  
ACTIONS TAKEN IN 1995-96 TO BE EFFECTIVE IN 1996-97

COLLEGE	DEPT COMM		DEPT HEAD		COLLEGE		DEAN		UNIV COMM		PROVOST		APPEALS		FINAL ACTION	
	pro	con	pro	con	pro	con	pro	con	pro	con	pro	con	yes	no	app'd	deny
Agriculture	6	0	7	0	6	0	6	0	6	0	6	0	0	0	7	0
	Split: 1															
minorities	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0
males	6	0	6	0	6	0	6	0	6	0	6	0	0	0	6	0
females	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0
Science	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0
minorities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
males	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0
females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VP - Research	3	0	3	0	3	0	3	0	3	0	3	0	0	0	3	0
minorities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
males	3	0	3	0	3	0	3	0	3	0	3	0	0	0	3	0
females	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Law	2	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0
minorities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
females	2	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0
Library	0	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0
	N/A: 1a															
minorities	0	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0
males	0	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0
females	0	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0
Medicine Library	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0
minorities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
females	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0



CHAPTER 4  
CONTINUING STATUS AND PROMOTION STATISTICS  
ACTIONS TAKEN IN 1995-96 TO BE EFFECTIVE IN 1996-97

COLLEGE	DEPT COMM		DEPT HEAD		COLLEGE		DEAN		UNIV COMM		PROVOST		APPEALS		FINAL ACTION	
	pro	con	pro	con	pro	con	pro	con	pro	con	pro	con	yes	no	app'd	deny
Social/Behavioral Sciences	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0
minorities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
males	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
females	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0
TOTALS*	14	1	17	0	16	1	16	1	16	1	16	1	0	17	16	1
minorities	1	0	2	0	2	0	2	0	2	0	2	0	0	2	2	0
males	10	1	11	1	11	1	11	1	11	1	11	1	0	11	11	1
females	5	0	6	0	6	0	6	0	6	0	6	0	0	6	6	0

**FOOTNOTES:**

a: There were no departmental committee reviews.

Sep-96

\*Committee/Dean/Provost voted to approve one candidate for continuing status but denied promotion.

To: Members of the Faculty Senate

November 4, 1996

From: Larry C. Schooley, Chair  
Academic Personnel Policy Committee

Dear Colleagues:

The attached document on shared governance is for your information and review. It was sent to APPC by the Faculty Senate Task Force on Co-Governance, and will be placed on the agenda for discussion during the December Senate meeting. We invite your comments and suggestions during our review of these issues. Please send your thoughts to me at the Department of Electrical and Computer Engineering, or to [schooley@ece.arizona.edu](mailto:schooley@ece.arizona.edu), no later than Monday November 18, 1996.

The history of this report is as follows. A Working Group on Co-Governance, which had been convened by the Chair of the Faculty the previous June, submitted a proposal on co-governance to the Faculty Senate in early October 1995. Sometime later, the Committee of Eleven issued a separate proposal. The attached report represents a merging of the two proposals into one, as requested by the Faculty Senate. The Senate Task Force responsible for this merging included two representatives from the Working Group on Co-Governance (John Schwarz and Paul Sypherd), two representatives chosen by the Committee of Eleven (Scott Jacobs and Miklos Szilagyi), and the Faculty Senator elected by the Senate to serve on the Senate's Executive Committee (Mal Zwolinski). The five members of this Task Force came to unanimous agreement on all of the individual items in the attached report except for two that are noted in the report. There are several additional places where the majority of the Committee of Eleven retained reservations, however, and these places are also noted on the report.

The preamble to the combined proposal in the attached report briefly describes some objectives and reasons for shared governance. It is followed by ten guidelines. The first of these calls for the Faculty Senate and the Administration to develop a basic document outlining the fundamental structure and procedures for policy-making and implementation within the University. In the interim, the proposal would commit the faculty and the administration to operate within the remaining nine guidelines. These specify procedures for developing shared decisions regarding

- selection and review of administrators
- budget and strategic planning
- open competitive searches
- faculty representation
- academic policies
- process monitoring
- involvement of staff and professional personnel
- governance review committee
- conformance with the constitution and bylaws of the general faculty

The committee thanks you for your consideration of this important matter.

To: The Members of the Academic Personnel Policy Committee  
From: The Faculty Senate Task Force on Co-Governance

The document below represents our work in combining two documents on shared governance, one of them from the Task Force on Co-Governance and the other from the Committee of Eleven. The contents of the single document have the unanimous agreement of the five members of the Faculty Senate Task Force except where two italicized notes appear-- notes 2 and 5. The remainder of the italicized notes indicate places where the Committee of Eleven would amend the single document.

The five members of the Faculty Senate Task Force are Scott Jacobs, John Schwarz, Paul Sypherd, Miklos Szilagyi, and Mal Zwolinski.

Preamble: *[1]* As stated in the preamble to the Constitution of the Faculty of the University of Arizona, "The general faculty has fundamental responsibilities in the areas of academic personnel policy, instruction and curriculum policy, research policy, student affairs policy, ethics and commitment, advice on budget and university support, and acts on such matters affecting the welfare of the University as are brought for consideration in accordance with University policy." The relationship between the administration and faculty in making policy decisions at the University of Arizona is based upon shared governance. Shared governance involves mutual participation and agreement in the development of policies by both faculty and administration. Shared governance also requires shared confidence between administrators and faculty. This confidence extends to short and long-range financial priorities for the University, the creation and elimination of programs and units, and a shared understanding that faculty representatives and administrators have the support of the faculty in whose name they speak and whom they serve. The law of the State of Arizona, equally, mandates shared responsibility in University governance. The following guidelines are intended to elaborate further details in the way the administration and faculty address certain issues.

1. The basic structure and procedures for University policy-making and implementation shall be developed by the Faculty Senate and the administration. Since this may be a longer term goal, implementation of the measures described in the following paragraphs is not dependent upon attaining this objective.
2. Both the faculty and administration will play an integral role in the recruitment, selection, retention, and review of heads of departments or academic unit directors, deans, vice provosts, and vice presidents. Except for the provisions of paragraph 7, below, all such administrators will be selected and then retained or released through regular periodic review on the basis of mutual agreement of the faculty and the administrator superior to the individual in question. Processes to

attain this end will be established at the University level and, mindful of the circumstances within each college, at the college and unit levels. The selection and retention of a head or academic unit director shall require a vote of the faculty of the respective department or unit unless an absolute two-thirds majority of faculty of that department or unit has decided to grant their mandate to an elected committee of the department or unit. With respect to decisions relating to deans, vice provosts, and vice presidents, the faculty shall be represented through faculty chosen by way of an elected faculty committee on committees at the respective college and university levels. The faculty representatives shall be approved by the Faculty Senate in the cases of vice-provost and vice-presidential committees and by the corresponding elected college faculty bodies in the cases of dean committees. [2] Faculty representatives shall comprise half or more of each search committee and each review committee. It is the responsibility of these committees to ensure open faculty input, including the input of the appropriate elected faculty body. Extraordinary reviews, using the same procedures described above, may take place upon written petition of one-fifth of the constituent faculty.

3. With respect to budgetary and financial matters, the budget projecting expenditures of University funds will be formulated by the administration, publicized to both the faculty and public, and reviewed by [3] faculty representatives. A committee on the budget and long-range strategic planning, comprised of faculty, administrators, and other sections of the University community as appropriate, shall be the forum for reaching mutual agreement on the budget. At least half of the committee will come from the faculty, chosen [3] by way of proper faculty governance procedures. The committee will receive full and timely input from the Faculty Senate and regularly report back to the Faculty Senate. A process to attain the same ends, mindful of the circumstances of each college, will be established in the colleges. Records of expenditures of University funds will be open to all members of the faculty and the public.

4. All faculty and key administrative appointments will be made following open [4] competitive searches with selection based on merit and due consideration of intellectual and cultural diversity, and with final approval by the appropriate faculty body. [5]

5. Representation of the faculty at all levels of the University will be carried out by members of the faculty who have been elected directly by their faculty peers or by a committee on committees or other faculty body which has been elected directly by the faculty by secret ballot at the University, college, and unit level. Faculty members have the responsibility to participate in shared governance. In work assignments and performance reviews, their participation shall be recognized as service and given the weight necessary to ensure the success of shared governance. [6]

6. Academic and curricular policies rest primarily with the faculty. The creation and elimination of programs and units, policies relating to student affairs and admissions, faculty personnel policy,

and the guidelines on faculty and administration salary policy also are among those included within the jurisdiction of shared governance. When it wishes to develop a new policy or revise present policy in any of these areas, the administration shall consult with the duly constituted faculty governance committee (as defined in paragraph 5) or, if one is unavailable, shall bring together a working committee on which faculty representatives, chosen through methods set forth in paragraph 5, comprise at least half of the committee. Recommendations from these as well as other shared governance committees shall enjoy the support of the majority of both the faculty and the administrative representatives. Recommendations of the working committees then will go through the normal procedure of the Faculty Senate, which is the ultimate representative of the faculty in these areas. The Faculty Senate and administration will work to resolve any differences they may have so as to attain an outcome that is mutually agreeable to both in the end. When mutual agreement on a policy is reached, the administration will suggest the steps it intends to take to implement the policy and provide a timeline so as to assure proper implementation of the policy and appropriate faculty review. Shared governance on the above-mentioned policies needs also to occur within the colleges, mindful of the circumstances of each college. Except for review and monitoring, shared governance does not extend to management decisions, that is, to the carrying out and implementation of policy that stays clearly within the guidelines of that policy.

7. Until the point that mutual agreement is reached between the administration and the faculty, the status-quo ante prevails. Only on those rare occasions where mutual agreement between the faculty and the administration cannot be reached and where the President deems action clearly necessary in order to protect or advance interests vital to the University shall the President act unilaterally. The faculty has the responsibility to determine whether such an action or series of actions has breached the spirit of shared governance. The Faculty Senate, by two-thirds vote, shall be the vehicle for undertaking such determinations. Petitions from the faculty shall initiate the process. [7]

8. There is a need to incorporate involvement in the process by year-to-year academic professionals and staff. [8]

9. With the purpose of enhancing the smooth operation of shared governance, a review committee shall be established to address concerns raised by members of each side regarding the implementation and functioning of the procedures contained in this document and to make recommendations toward the more effective working of shared governance.

10. Anything in this document that conflicts with the Constitution and By-laws of the General Faculty shall be made to conform with those documents.

*Notes on Remaining Issues:*

[1] The Committee of Eleven amended the preamble to begin: "In the tradition of academic freedom and the law of the State of Arizona (ARS 15-1601B) which states..." The amendment goes on to state the text of the law.

[2] The Provost and some additional members of the Task Force favor selecting faculty representatives for vice-provost and vice-presidential search committees solely by the committee on committees rather than having the Senate also play a role in the selection.

[3] The Committee of Eleven would amend by inserting the word "elected" in both places.

[4] The Committee of Eleven would amend by inserting the word "national".

[5] The provost and several additional members of the Task Force would delete the remainder of the sentence after the word "diversity". The process of appointment referred to in that line is set forth earlier (lines three through five of section two in the text) and so need not be repeated here. The line that is in question in this note should not in any case to be read to be in conflict with the process as described in section two of the text.

[6] The Committee of Eleven would amend to add the sentence: "The expense of the faculty side of shared governance shall be adequately funded."

[7] The Committee of Eleven would amend by deleting the final sentence of this paragraph. The provost and some additional members of the Task Force suggest replacing that sentence with the following provision: "Such a vote is to be taken at the second reading of the motion."

[8] A number of people have raised concerns about this section and suggest that careful attention be paid to it. Perhaps shared governance could phase in starting with the administration and faculty sides and, within a set timeline as experience builds, formulate and then add in appropriate participation by year-to-year professionals and staff.

## Proposal for a University-Wide General Education Program

- **A University-Wide Structure**

There will be a university-wide structure for general education, common across all colleges.

- **The Mathematics of the Structure**

The structure will involve 10 courses of non-skills-based (i.e. not mathematics, composition, or second language) coursework -- 6 courses in a first tier to include 2 courses in Traditions & Cultures, 2 courses in Natural Science, and 2 courses in Individuals & Societies; and 4 courses in a second tier distributed across the following four segments -- Arts, Humanities, Natural Science, and Individuals & Societies.

Students will be required to take one course in each of the four segments of the second tier. However, coursework in the major may satisfy one segment of the second tier. (For example, majors in MCB could complete a course in second tier Arts, a course in second tier Humanities and a course in second tier Individuals & Societies; the remaining segment in Natural Science could be completed by coursework required as part of an MCB major.) Each major will identify which segment could be completed within its coursework.

Because of the unit load required for their majors, Tier 2 for students in the College of Engineering and Mines and the School of Health-Related Professions will comprise three segments (rather than four) -- Natural Science, Individuals & Societies and Arts & Humanities. Other majors with a comparable unit load may petition the University-Wide General Education Committee for a similar arrangement.

One course focusing on a non-western culture or on race, gender, class or ethnicity is also required, but may be fulfilled by appropriate first or second tier courses or by designated courses elsewhere in a student's program.

Students entering the University as freshmen will be expected to complete the first tier by the end of the midpoint of their degree (e.g. for a four-year 120 unit degree program by the end of the second year of full-time work or the completion of 60 units) and the second tier by the conclusion of their undergraduate degree.

- **The Content**

The selection of courses in each of these segments will be common across all colleges.

The initial course choices will be selected by the University-wide General Education Committee from those currently approved in the Arts and Sciences general education program, from the core courses already approved and from those which might be submitted to the Committee in the future, building on the first tier guidelines developed by the faculty and the second tier guidelines developed by the Committee.

The long-term goal will be to develop a selective set of courses that offer broad, rigorous treatments of fundamental knowledge and methods of inquiry. Should this goal ultimately preclude the inclusion of introductory chemistry and physics courses, majors in the College of Engineering and Mines will be allowed to satisfy their first tier Natural Science with their required chemistry and physics coursework; other technically-based majors may petition, with their dean's approval, a similar arrangement. [The College of Science and The School of Health-Related Professions have already indicated their desire to petition.]

- **Foundations**

The structure will also involve a third component. This component is intended to build a foundation in certain skills that can be further developed in first and second tier courses, as well as in major courses. It will include a course in mathematics (the character of which will vary with the major), courses in composition, fourth-semester skill level in a second language for all students in B.A. degree programs, and second-semester skill level in a second language for all students in non-B.A. degree programs.

Each segment of this component may be satisfied, at least in part, by demonstration of proficiency, as well as by coursework.

## The Structure in Schematic Form

### Foundations

Mathematics: proficiency in one of three strands, varying with major

- 'G': Those students whose major requires general knowledge in mathematics only would take Mathematics in Modern Society (Mathematics 122). This is a topics course which naturally lends itself to the possibility of different sections according to the interests of different groups of students.
- 'M': Those students whose major requires moderate knowledge in mathematics would take Finite Mathematics, Brief Calculus, or a statistics courses, where the choice is determined by the major selected. Students in this group would be expected to come from Architecture, Agriculture, BPA, or certain majors in SBS.
- 'S': Those students whose major requires substantial knowledge of mathematics would take calculus. This group would be comprised largely of students in Engineering and Science

Composition: one of four strands, varying with placement

- 1: A two-course sequence of English 101 and English 102 or the ESL equivalents
- 2: A two-course sequence of extended English 101 and English 102 or the ESL equivalents
- 3: A two-course honors sequence of English 103h and English 104h
- 4: A one-semester course in combination with an AP score of 4 or 5 or a placement writing portfolio demonstrating advanced proficiency. The course would be English 109 at least initially, but appropriate courses could be developed for this purpose across the curriculum, given careful design and monitoring.

### Second Language

fourth-semester skill level for all B.A. degree programs  
second-semester skill level for all non-B.A. degree programs  
(see attachment for how this may be demonstrated)

Note: New University entrance requirements taking effect in Fall 1998 require two years of a second language in high school. Thus, if a student cannot demonstrate second semester skill level at entrance and is required to take coursework to meet this requirement, the second language units would not be included in the credit hours computed as part of the degree program. This policy is consistent with the treatment of English 100 and Mathematics 116.

### Tier One

Traditions & Cultures 2 courses  
Individuals & Societies 2 courses  
Natural Sciences 2 courses

6 courses

### Tier Two

Arts one course  
Individuals & Societies one course  
Humanities one course  
Natural Science one course

4 courses of which one could be in major

NOTE: For students in the College of Engineering and Mines and the School of Health-Related Professions Tier 2 will involve one course in three segments -- Natural Science, Individuals & Societies and Arts & Humanities

NOTE: One course in a student's degree program must focus on non-western cultures or on race, gender, class, or ethnicity.



## Second Language

B.A. degree students may fulfill the second language foundations requirement with one of the following options:

- 1: Completion of a two-course sequence beyond the second semester of post-secondary language instruction.
- 2: Completion with a C or higher of a three- or four-hundred level language course at the post-secondary level.
- 3: Completion of one course beyond the third semester in combination with an AP (Advanced Placement) score or a CLEP (College Level Entrance Program) score determined by the individual language department.
- 4: An AP score of 3 or higher or a CLEP score of 60 or higher in the language.
- 5: A minimum of one semester study abroad in a language program approved by the appropriate language department as the equivalent of fourth-semester skill level.

Non-B.A. degree students may fulfill the second language foundations requirement with one of the following options:

- 1: Scoring the equivalent of second-semester skill level on an entrance or placement examination administered by the University of Arizona.
- 2: Completion with a C or better of a second semester course at the post-secondary level.
- 3: An AP score of 2 or higher or a CLEP score of 41 or higher in the language.
- 4: In the College of Engineering and Mines by a method determined within the College; however, all students in the College must also take a language placement examination on entrance to the University.

*only  
two*



American students who are native speakers of languages other than English (e.g. Spanish, American Sign Language, Navajo) will be accommodated by the appropriate department. Foreign students who are native speakers of languages other than English may fulfill the second language requirement through proficiency in English.