



THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

OFFICE OF THE PRESIDENT

(602) 621-5511

December 21, 1984

Dr. Sarah Dinham, Chairman
Faculty Center
Administration Annex 1528
CAMPUS

Dear Dr. Dinham:

I want to express my appreciation for the thoughtful recommendation of the Faculty Senate regarding the observance of Rodeo Day in 1986 and 1987. I agree with the fundamental concerns expressed but I do not feel that it is in the University's best interest to eliminate Rodeo Day from the academic calendar at this time. I have therefore decided to accept the recommendations of the Calendar Committee for 1986 and 1987.

I share the Senate's concerns regarding the serious impact of this holiday on our academic programming, including the reduced attendance at classes scheduled on the Friday after Rodeo Day. At the same time, I recognize the tradition of Rodeo Day as an occasion for members of the local community and the campus community to celebrate together. Furthermore, as we enter our Centennial Year, I know that there will be many other important events and projects that will require extensive University and community cooperation if they are to be successful. Most notable among them is our plan to embark upon a major fund-raising campaign at the end of the Centennial year.

I have written a letter to Mr. Allan K. Cameron, Chairman of the Board of the Tucson Metropolitan Chamber of Commerce (a copy of which is enclosed) outlining those matters that I believe must be addressed before a decision is made by the University pertaining to the continuation of the holiday beyond 1987. I have asked the Chamber to examine whether Rodeo Day could be scheduled on a Friday rather than Thursday and whether Rodeo Day could be scheduled so there is a larger separation in time between Rodeo Day and our spring vacation. I have also suggested that a broader base of community support for the holiday needs to be attained in local government and business enterprises. I also have advised the Chamber that we at the University will objectively measure the impact of Rodeo Days on the Friday class scheduling and attendance, and that this finding will be considered in our future decision making.

I shall contact you again on this matter in due course. In the meantime, will you please distribute this letter to other members of the Senate, as you consider appropriate.

Yours sincerely,

Henry Koffler
President

HK:lc

Enclosure



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December 21, 1984

Mr. Allan K. Cameron
Chairman of the Board
Tucson Metropolitan Chamber
of Commerce
P.O. Box 991
Tucson, Arizona 85702

Dear Mr. Cameron:

Recently, I received a recommendation from the University of Arizona Faculty Senate to delete Rodeo Day from the University's academic calendar, effective in 1986. Serious concerns were raised regarding the impact of this holiday on the academic programming of the University and, in particular, on the attendance of students at classes scheduled on the Friday after Rodeo Day. This detrimental effect is emphasized by the fact that the interruption to classes occurs only two weeks before the University's major spring holiday during the ninth week of the semester.

At the same time, I recognize the tradition of Rodeo Day and the opportunity which it provides for members of the local community and the campus community to celebrate together.

In recognition of this spirit of University and community cooperation, I have decided to accept the recommendation of the Calendar Committee and to approve the continuation of Rodeo Day as part of the University academic calendar during 1986 and 1987. However, before any decision is made regarding the University's observance of Rodeo Day beyond 1987, I believe it is essential that the concerns of our faculty be addressed.

Consequently, I would like to proceed as follows. First, I would ask you to examine whether Rodeo Day could be rescheduled to Friday from Thursday. Second, I would ask you to examine whether the scheduling of the Rodeo is sufficiently flexible as to permit it to be moved from its present week. From the academic perspective it would be advantageous if the Rodeo Parade and our Spring Vacation either coincided or were as far separated as possible.

Although concern has been expressed regarding the absence of students from class on the Friday following Rodeo Day and the related cancellation of classes, there are no hard data available. I there-

Mr. Allan K. Cameron
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fore intend to examine the impact of Rodeo Day on Friday class scheduling and attendance in 1985 and 1986. This will permit an objective assessment of the impact of the current scheduling which can be taken into consideration in our future decision making.

Finally, you should know that there has been considerable criticism regarding the failure of other community institutions, other than educational institutions, to also schedule Rodeo Day as a holiday. If the University of Arizona is expected to continue to observe Rodeo Day as a holiday beyond 1987, then it is important that a broader base of community support for Rodeo Day as an official holiday be attained among local government and businesses.

Your cooperation will be most appreciated. Regardless of whatever decision we reach pertaining to Rodeo Day after 1987, I want to assure you that the University will continue to work with you and other community organizations to make the "Fiesta de los Vaqueros" a complete success.

Yours sincerely,

*Best wishes for
Happy Holidays!*



Henry Koffler
President

HK:lc

MEMORANDUM TO: Dr. Nils Hasselmo, Provost

FROM: Senate Committee on Academic Procedures

SUBJECT: SUGGESTIONS FOR IMPROVING PROMOTION & TENURE PROCESS AT THE UNIVERSITY OF ARIZONA

As a result of our deliberations on the mechanics of Promotion & Tenure, we offer the following suggestions for improvement of the process:

1. Each spring semester, the Provost, or his representative, should hold a meeting for all persons who will become candidates for promotion/tenure the following year. The purpose of the meeting would be to clarify all procedures.
2. In-service training programs for Department Heads should be held relative to Promotion and Tenure Procedures.
3. Time lines for all Promotion and Tenure actions should be made more available, e.g., published in **Lo Que Pasa**.
4. The criteria for Promotion and Tenure that are prepared by each department should be reviewed and also checked for consistency with college and university criteria.
5. In the section of the new Faculty Manual that deals with APPOINTMENT, add the following statement:

Upon initial appointment to a faculty rank at the University of Arizona, the faculty member should be given the appropriate Promotion and Tenure Guidelines (Department, College, University) as well as the date when a decision must be made on his/her tenure.

6. Modify the Provost's **Guidelines for Preparing Promotion and Tenure Cases** so that the following points are addressed:
 - (a) In view of the complexities in evaluating teaching effectiveness, an effort should be made to standardize procedures within a college, and adequate documentation of teaching must be included in the candidate's dossier.
 - (b) Procedures within a college relative to procedures used with external reviewers should be standardized:
 - (1) manner of selection
 - (2) questions asked
 - (3) inclusion of reprints with dossier
 - (c) The Provost's Office should receive not only the vote on the candidate at each stage of evaluation, but also a substantive statement about the candidate at each stage of evaluation, i.e.,:
 - (1) departmental promotion & tenure committee
 - (2) department head
 - (3) college promotion & tenure committee
 - (4) dean

TEACHING ORIENTATION FOR GRADUATE ASSISTANTS IN TEACHING

During the fall semester 1984, Adam Nach formed a committee with several other ASUA members and did a survey of the departments on campus that employ GATs (Graduate Assistants in Teaching). The committee made an attempt to contact every department head, either in person or by telephone, and was, with very few exceptions, successful in doing so. The department heads were asked whether any orientation for teaching was provided for their GAT's, either through IRAD, by the department, or by some other means. They were asked whether such orientation, if it did exist, was mandatory. The following table summarizes the committee's results.

<u>DEPARTMENT</u>	<u>NUMBER OF GAT'S IN THE DEPARTMENT</u>	<u>TEACHERS ATTEND MANDATORY ORIENTATION WORKSHOPS</u>
Accounting	18	No
Aerospace/Mech. Engineering	15	No
Anthropology	37	No
Art	31	No
Astronomy	15	No
Atmospheric Sciences	1	No
Biochemistry	9	No
Cellular & Dev. Biology	12	No
Chemical Engineering	12	No
Chemistry	52	Yes
Civil Engineering	24	No
Computer Science	12	No
Drama	20	No
Ecology & Evol. Biology	48	No
Economics	24	No
Electrical Engineering	32	Yes
English	112	Yes
Finance & Real Estate	7	No
French & Italian	21	Yes
General Biology	53	No
Geography & Regional Dev.	8	No
German	10	Yes
History	14	No
Hydrology & Water Resources	18	No
Journalism	1	No
Linguistics	10	Yes
Management Inf. Systems	70	Yes
Marketing	7	No
Mathematics	20-25	No
Metallurgical Engineering	10	No
Microbiology	9	No
Mining & Geol. Engineering	15	No
Music	30	Yes
Nuclear Engineering	10	No
Nutrition & Food Science	3	No
Oriental Studies	10	No
Philosophy	21	No
Physical Education	26	No
Physics	37	Yes
Planetary Sciences (32 RAs)	1	No
Plant Pathology	1	No
Plant Sciences	2	No
Political Science	48	No

TEACHING ORIENTATION FOR GRADUATE ASSISTANTS IN TEACHING

<u>DEPARTMENT</u>	<u>NUMBER OF GAT'S IN THE DEPARTMENT</u>	<u>TEACHERS ATTEND MANDATORY ORIENTATION WORKSHOPS</u>
Psychology	35-40	No
Radio-TV	0	
Sociology	14	No
Soils, Water, & Engineering	2	Yes
Spanish & Portuguese	42	Yes
Speech Communication	25	Yes
Speech & Hearing Sciences	10	Yes
Systems & Industrial Eng.	15-20	No