



# CURRICULUM

Vol. 13 No. 18      **The University of Arizona**      April 22, 1991

USE OF THIS BULLETIN: Proposals presented in this bulletin are subject to University-wide review. If you are concerned with anything herein enclosed, please contact the University Curriculum Office, Admin. 412, Extension 1-3913, during the two-week waiting period. Concerns raised after two weeks will be referred to the Faculty Senate or appropriate Council. Forms for the submission of curricular materials are available from the above office. All formal submissions should be routed through the appropriate dean or director. Final day for voicing concerns on the following curricular matters is May 6, 1991.

## C O N T E N T S

- I. NOTICE (for approval)
- II. NOTICE (for information)
- III. CORRECTIONS (for information)
- IV. NEW COURSES & COURSE DELETIONS  
(for approval)
- V. COURSE & CATALOG CHANGES  
(for information)

I. NOTICE (for approval)

The College of Engineering and Mines requests approval to delete the energy engineering major for the Bachelor of Science in Energy Engineering degree for the following reasons: (1) a steady decline in enrollment in the major since the mid-1980s; (2) limited faculty resources available to teach energy engineering courses and conduct research in the field; (3) energy engineering is not recognized as a basic engineering discipline: there are no accredited energy engineering programs in the United States; (4) the 1988-89 academic program review recommended that additional resources be designated to energy engineering or that the program be terminated. Energy engineering courses will continue to be available to students in other engineering majors, and the current 15 student majors will be allowed to complete their programs. The proposal was approved by the Undergraduate Council on March 19, 1991.

II. NOTICE (for information)

The College of Arts and Sciences has modified its general education requirements, as follows: (1) The Western Civilization and Non-Western Civilization requirements will be combined into a single study area with a new title--Study Area A, Traditions and Cultures. (2) The newly named Study Area A will require a total of 9 units, 6 units in a Western Civilization sequence and 3 units in a Non-Western Civilization course. (3) The 3-unit waiver, currently available to students in Study Area A (Western Civilization), Study Area C (Individuals, Societies, and Institutions), and Study Area D (Non-Western Civilization), will be abolished. Eff. 191-92.

III. CORRECTIONS (for information) (See appropriate college, faculty, department or committee.)

IV. NEW COURSES & COURSE DELETIONS (for approval)

AEROSPACE & MECHANICAL ENGINEERING (AME)

428. NEW COURSE: "Spacecraft Conceptual Design (3) I II Introduction to spacecraft design and modern tools available to aid the designer. Includes brief case histories of some of the more successful spacecraft. 3ED. May be convened with 528." Eff. II 91-92.
528. Add: "Spacecraft Conceptual Design (3) I II For a description of course topics, see 428. Graduate-level requirements include additional design project and report. May be convened with 428." Eff. II 91-92.

ANATOMY (ANAT)

575. NEW COURSE: "Special Topics in Biological Imaging (2) II 1991-92 Designed for graduate students in the biological and biomedical sciences to provide an understanding of biological imaging techniques. Lecture and laboratory demonstrations/exercises. Student participation in discussion will be expected. P, consult department before enrolling." Eff. II 91-92.

ART (ART/ARH/ARE) Note: Effective 191-92: The prefixes "Ar.H." and "Ar.E." will be used to identify art history and art education courses, respectively, and the former departmental prefix "Art" will represent studio art courses only.

Art (ART)

- 497b. NEW COURSE: "Professional Experiences in Art (3) [Rpt./9 units] I II S P, 497a or 597a or by portfolio review. May be convened with 597b." Eff. I 91-92.
- 597b. Add: "Professional Experiences in Art (3) [Rpt./9 units] I II S P, 497a or 597a or by portfolio review. May be convened with 497b." Eff. I 91-92.

BIOCHEMISTRY (BIOC)

571. NEW COURSE: "Biological Regulation (4) I Advanced treatment of the biochemical aspects of biological regulation in eukaryotic cells. Topics to be discussed include regulation of cellular metabolism, growth and cell division in both plant and animal cells. P, 462a-462b or consult department before enrolling." Eff. I 91-92.

ELECTRICAL & COMPUTER ENGINEERING (ECE)

565. NEW COURSE: "Graphic Theory and Applications (3) I Undirected and directed graphs, paths, circuits, cut-sets, planar, matrix representations and methods, coloring, covering, connectivity, partitioning, sequential and parallel algorithms, complexity analysis networks, and specific engineering applications. P, an undergraduate course in discrete mathematics." Eff. I 91-92.

GENETICS (GENE)

638. Delete listing. Eff. I 91-92.

GERMAN (GER)

- 270a-270b. DELETE: "German Literature in Translation (3-3)". Eff. I 91-92.

MEDICINE

(MED/ANES/FCM/IMED/NEUR/OBG/PATH/PED/PSYI/  
RONC/RADI/SURG)

Interdepartmental (MED)

802. DELETE: "Human Behavior and Development (6)". Eff. I 91-92.

MINING & GEOLOGICAL ENGINEERING (MNE/MNEC/GEN)

Geological Engineering (GEN)

- 426a. Delete listing. Eff. I 91-92.
- 526a. Delete listing. Eff. I 91-92.

Mineral Economics (MNEC)

560. DELETE: "Economics of the Nonmetals (3)". Eff. I 91-92.
586. DELETE: "Economics of Petroleum and Natural Gas (3)". Eff. I 91-92.

Mining Engineering (MNE)

- 426a. DELETE: "Principles of Health and Safety for Engineers (1)". Eff. I 91-92.
- 526a. Delete listing. Eff. I 91-92.

NURSING (NURS)

280. DELETE: "Professional Nursing Role (3)". Eff. I 91-92.
381. NEW COURSE: "Professional Nursing Role (1) I II Emphasis on socialization into professional nursing role. Open to registered nurse students only. P, admission to the College of Nursing." Eff. I 91-92.

NUTRITION & FOOD SCIENCE (NFS)

208. NEW COURSE: "Nutrition and Metabolism (3) | Integration of the various effects of nutrition on metabolic and physiologic activities at the cellular, tissue, organ, and system level in the human. To prepare a student with a background in chemistry for advanced study in nutrition. P, M.C.B. 181; P, CR, Chem. 241a." Eff. 191-92.
440. NEW COURSE: "Nutritional Assessment (3) | Methods and procedures in nutritional care applied in the clinical setting. Biochemical, clinical and dietary data collecting and analysis. Development of nutritional care plans to include formulations and planning for parenteral and enteral support. 2R, 3L. P, 340; CR, 408." Eff. 191-92.
566. Delete listing. Eff. 191-92.

OPTICAL SCIENCES (OPT)

504. NEW COURSE: "Mathematical Methods for Optics (3) | Complex variables; Fourier theory and applications to imaging; coherent and incoherent imaging; other integral transforms; special functions and orthogonal polynomials; linear algebra; integral equations; Green's functions. P, Math. 223; Phys. 116 or Phys. 121." Eff. 191-92. [Note to RIMC: See "Course & Catalog Changes" section of this bulletin for related course number changes.]
510. NEW COURSE: "Fundamentals of Applied Optics (4) | Optical systems; Gaussian optics; aberrations; radiometry; sources; detectors; optical engineering. P, Phys. 116, 121." Eff. 191-92.
511. NEW COURSE: "Lasers and Solid-State Devices (4) | Microscopic theory of light-matter interactions; lasers and other light sources; solid-state optics; semiconductor diodes, lasers, detectors; nonlinear optics. P, 501 or 509; 504 or 512." Eff. 191-92.

PLANT SCIENCES (PLS)

343. DELETE: "Floriculture Crop Production (3)". Eff. 191-92.
361. DELETE: "Vegetable Production (3)". Eff. 191-92.
364. DELETE: "Orchard Management (3)". Eff. 191-92.
369. DELETE: "Fiber and Oilseed Crops (3)". Eff. 191-92.
372. DELETE: "Principles of Grain Crop Production (2)". Eff. 191-92.
421. DELETE: "Research Methods in Plant Sciences (3)". Eff. 191-92.
452. DELETE: "Advanced Vegetable Crops (3)". Eff. 191-92.
521. Delete listing. Eff. 191-92.
526. DELETE: "Microtechniques in Plant Anatomy (4)". Eff. 191-92.
552. Delete listing. Eff. 191-92.
561. DELETE: "Selected Methods in Plant Physiology (4)". Eff. 191-92.
566. DELETE: "Postharvest Physiology (1)". Eff. 191-92.
568. DELETE: "Woody Plant Physiology (1)". Eff. 191-92.
572. DELETE: "Seed Physiology (1)". Eff. 191-92.
609. DELETE: "Scientific Communication and Research Funding Methods (1)". Eff. 191-92.
638. DELETE: "Genetics of Plant Cell Cultures (2)". Eff. 191-92.

POLITICAL SCIENCE (POL)

- 297d. DELETE: Workshop: "Election Law (3)". Eff. 191-92.

331. DELETE: "Politics and the Labor Movement (3)". Eff. 191-92.

SPEECH & HEARING SCIENCES (SPH)

555. NEW COURSE: "Developmental Language Disorders (3) | Research and clinical perspectives on etiology, changing symptomatology, and management; attention to related deficits, syndromes, learning disabilities, and multicultural issues. Case study focus. P, 451 or 551." Eff. 191-92.

SYSTEMS & INDUSTRIAL ENGINEERING (SIE)

408. NEW COURSE: "Reliability Engineering (3) | Time-to-failure, failure-rate, and reliability determination for early, useful and wear-out lives; equipment reliability prediction; spare parts provisioning; reliability growth; reliability allocation. 1.5ES, 1.5ED. P, Math. 223, 330. Credit allowed for 408 or A.M.E. 472, but not for both. May be convened with 508." Eff. 191-92.
440. NEW COURSE: "Survey of Optimization Methods (3) | Survey of methods including network flows, integer programming, nonlinear programming, and dynamic programming. Model development and solution algorithms are covered. 3ES. P, 340. May be convened with 540." Eff. 191-92.
508. Add: "Reliability Engineering (3) | For a description of course topics, see 408. Graduate-level requirements include a special report of 30 pages on a specific reliability engineering topic. P, Math 223, 330. Credit is allowed for 508 or A.M.E. 572, but not for both. May be convened with 408." Eff. 191-92.
518. NEW COURSE: "Reliability Testing (3) | Mean-time-between-failure and reliability confidence limits; sequential testing; sampling; accelerated, sudden-death, and suspended-items; non-parametric, and Bayesian testing. P, 408, 530. Credit is allowed for 518 or A.M.E. 575, but not for both." Eff. 191-92.
528. NEW COURSE: "Maintainability Engineering (3) | Complex systems reliability; maintainability engineering; reliability and availability of maintained systems; operational readiness; system effectiveness; maintainability demonstration. P, 408, 530. Credit is allowed for 528 or A.M.E. 577, but not for both." Eff. 191-92.
540. Add: "Survey of Optimization Methods (3) | For a description of course topics, see 440. Graduate level requirements include additional assigned readings and a project paper. P, 340. May be convened with 440." Eff. 191-92.

WOMEN'S STUDIES (WS)

305. NEW COURSE: "Feminist Theories (3) | Explores feminist theories from various disciplines, analytical frameworks, and subject areas. Examines the construction, differentiation, and representation of the genders in different cultural settings and explores the interactions between gender systems and women's roles, statuses, and experiences. P, 6 units in women's studies, or consult committee before enrolling." Eff. 191-92.

V. COURSE & CATALOG CHANGES (for information)

AEROSPACE & MECHANICAL ENGINEERING (AME)

511. Change crosslisting to read "(Identical with C.E. 511)". (Title: "Computer-Aided Geometric Design"). Eff. 191-92.

561. Change crosslisting to read "(Identical with E.M. 561)". (Title: "Advanced Structural Methods"). Eff. 191-92.

AGRICULTURAL ECONOMICS (AEC)

446. Change crosslisting to read "(Identical with M.C.S. 446)". Eff. 191-92.  
 546. Change crosslisting to read "(Identical with M.C.S. 546)". Eff. 191-92.

AGRICULTURAL EDUCATION (AED)

439. Course revised and expanded from "539" to "439/539". Add new listing to read: "Non-formal Education (3) II Characteristics and scope of non-formal education. Principles and application of non-formal education methods to diffuse knowledge in adult and continuing education settings. (Identical with H.E.E. 439) May be convened with 539." Eff. 191-92.  
 539. Course revised and expanded to "439/539". New listing should read: "Non-Formal Education (3) II For a description of course topics, see 439. Graduate-level requirements include an additional research report. (Identical with H.E.E. 539) May be convened with 439." Eff. 191-92.

ANATOMY (ANAT)

456. Course transferred from Molecular & Cellular Biology to Anatomy. [M.C.B. should be retained as a crosslisted department.] Revise listing under Anatomy to read: "Development Biology (3) I Principles of development. P, 181. (Identical with M.C.B. 456) May be convened with 556." Eff. 191-92.  
 457. Course transferred from Molecular & Cellular Biology to Anatomy. [Retain M.C.B. as a crosslisted department.] Revise listing under Anatomy to read: "Experiments in Developmental Biology (4) II Experimental analysis of the principles of development. 2R, 6L. P, 456, Chem. 241b. (Identical with M.C.B. 457) May be convened with 557." Eff. 191-92.  
 556. Course transferred from Molecular & Cellular Biology to Anatomy. [M.C.B. should be retained as a crosslisted department.] New listing under Anatomy should read: "Development Biology (3) I For a description of course topics, see 456. Graduate-level requirements include a deeper understanding of the subject, through reading and discussion of original research reports. Graduate students will be examined primarily on their ability to synthesize and evaluate information and ideas in the field. P, 181. (Identical with M.C.B. 556) May be convened with 456." Eff. 191-92.  
 557. Course transferred from Molecular & Cellular Biology to Anatomy. [Retain M.C.B. as a crosslisted department.] Revise listing under Anatomy to read: "Experiments in Developmental Biology (4) II For a description of course topics, see 457. Graduate-level requirements include a deeper understanding of the subject, through reading and discussion of original research reports. Graduate students will be examined primarily on their ability to synthesize and evaluate information and ideas in the field. P, 456, Chem. 241b. (Identical with M.C.B. 557) May be convened with 457." Eff. 191-92.

ART (ART/ARH/ARE) Note: Effective 191-92: The prefixes "Ar.H." and "Ar.E." will be used to identify art history and art education courses, respectively, and the former departmental prefix "Art" will represent studio art courses only.

Art (ART)

459. (1) Add: "Greek Pottery 1200-400 B.C. (3) (Identical with Clas. 459) May be convened with 559." Eff. 190-91.  
 (2) Delete listing. Eff. Summer 1991.  
 497a. Change title to "Professional Practices in Art". Delete "[Rpt./2]". Delete "Field trips." Add "May be convened with 597a." Eff. 191-92.  
 559. (1) Add: "Greek Pottery 1200-400 B.C. (3) (Identical with Clas. 559) May be convened with 459." Eff. 190-91.  
 (2) Delete listing. Eff. Summer 1991.  
 597a. Change title to "Professional Practices in Art". Delete "[Rpt./2]". Delete "Field trips." Add "May be convened with 497a." Eff. 191-92.

CHEMISTRY (CHEM)

507. Course number changed from "530" to "507" (Title: "Radiochemistry and Radiation Detection"). Change crosslisting to read "(Identical with N.E.E. 507)". Eff. 191-92.  
 530. Change course number to "507" (Title: "Radiochemistry and Radiation Detection"). Change crosslisting to read "(Identical with N.E.E. 507)". Eff. 191-92.

CIVIL ENGINEERING & ENGINEERING MECHANICS (CE/EM)

Civil Engineering (CE)

320. Change prerequisites to read "CR, 321, A.M.E. 250." Eff. 191-92.  
 322. Change prerequisites to read "P, 321, A.M.E. 250." Eff. 191-92.  
 400. Change prerequisites to read "P, at least four of: 322, 337, 340, 360, 370." Eff. 191-92.  
 481. Change prerequisites to read "P, 337, 380." Eff. 191-92.  
 511. Course number changed from "536" to "511" (Title: "Computer-Aided Geometric Design"). Change crosslisting to read "(Identical with A.M.E. 511)". Eff. 191-92.  
 536. Change course number to "511" (Title: "Computer-Aided Geometric Design"). Change crosslisting to read "(Identical with A.M.E. 511)". Eff. 191-92.

Engineering Mechanics (EM)

511. Delete crosslisting "(Identical with A.M.E. 511)". [Note title: "Advanced Finite Element Analysis"]. Eff. 191-92.  
 539. Change course number to "561" (Title: "Advanced Structural Mechanics"). Change crosslisting to read "(Identical with A.M.E. 561)". Eff. 191-92.  
 561. Course number changed from "539" to "561" (Title: "Advanced Structural Mechanics"). Change crosslisting to read "(Identical with A.M.E. 561)". Eff. 191-92.  
 633. Change prerequisites to read "P, 635, A.M.E. 250." Eff. 191-92.  
 635. Change prerequisites to read "P, C.E. 331 or A.M.E. 461." Eff. 191-92.  
 637. Change prerequisites to read "P, C.E. 336 or A.M.E. 324." Eff. 191-92.

CLASSICS (CLAS/LAT/GRK)

Classics (CLAS)

459. (1) Add: "(Identical with Art 459)". Eff. 190-91.  
 (2) Delete listing. Eff. Summer 1991.

559. (1) Add: "(Identical with Art 559)". Eff. II 90-91.  
 (2) Delete listing. Eff. Summer 1991.

COMPUTER SCIENCE (CSC)

331. Delete crosslisting "(Identical with M.I.S. 331)". Eff. II 91-92.  
 373. Change prerequisites to read "P, 344." Eff. I 91-92.  
 520. Change semester offering to "I". Eff. I 91-92.

EAST ASIAN STUDIES (EAS/CHN/JPN)

Japanese (JPN)

411. Correction to CB1317: Change title to: "Introduction to Japanese Linguistics". Eff. I 91-92.  
 411a-411b. Correction to CB1317: Erroneous listing. Title change should have been listed under "411" and "412". Eff. I 91-92.  
 412. Correction to CB1317: Change title to: "Introduction to Japanese Linguistics". Eff. I 91-92.  
 446. Change description to read: "Survey of Japanese literature in English translation. 7th century through the 17th century." Eff. I 91-92.  
 511. Correction to CB1317: Change title to: "Introduction to Japanese Linguistics". Eff. I 91-92.  
 511a-511b. Correction to CB1317: Erroneous listing. Title change should have been listed under "511" and "512". Eff. I 91-92.  
 512. Correction to CB1317: Change title to: "Introduction to Japanese Linguistics". Eff. I 91-92.

EDUCATION (EDUC/EDA/EDP/HED/LRC/SER/TTE)

Special Education & Rehabilitation (SER)

468. Correction to CB1317: Effective date should have been "II 91-92".  
 568. Correction to CB1317: Effective date should have been "II 91-92".

Teaching & Teacher Education (TTE)

323. Change units from "(2)" to "(3)". Eff. I 90-91.

ELECTRICAL & COMPUTER ENGINEERING (ECE)

446. Course number changed from "468" to "446" (Title: "Photovoltaic Systems Engineering"). Eff. I 91-92.  
 468. Change course number to "446" (Title: "Photovoltaic Systems Engineering"). Change crosslisting to read "(Identical with N.E.E. 446)". Eff. I 91-92.  
 546. Course number changed from "568" to "546" (Title: "Photovoltaic Systems Engineering"). Eff. I 91-92.  
 568. Change course number to "546" (Title: "Photovoltaic Systems Engineering"). Change crosslisting to read "(Identical with N.E.E. 546)". Eff. I 91-92.

FAMILY & CONSUMER RESOURCES (FCR/MCS/ID/HEE/FS) Note: Effective I 91-92: Prefixes "C.T." and "C.S." for clothing and textiles and consumer studies courses, respectively, will be deleted, and the new prefix "M.C.S." will be used to identify merchandising and consumer studies courses.

Clothing & Textiles (CT)

114. Change course prefix from "C.T." to "M.C.S." (Title: "Apparel Analysis"). Eff. I 91-92.  
 284. Change course prefix from "C.T." to "M.C.S." (Title: "Textile Science"). Eff. I 91-92.  
 304. Change course prefix from "C.T." to "M.C.S." (Title: "Merchandising Analysis"). Eff. I 91-92.  
 325. Change course prefix from "C.T." to "M.C.S." (Title: "Historical Analysis of Dress and Fashion"). [For additional changes see "M.C.S. 325".] Eff. I 91-92.  
 393b. Change course prefix from "C.T." to "M.C.S." (Title: "Merchandising and Consumer Studies"). Eff. I 91-92.  
 434. Change course prefix from "C.T." to "M.C.S." (Title: "The Fashion Industry"). Eff. I 91-92.  
 440. Change course prefix from "C.T." to "M.C.S." (Title: "Consumer Concepts and Theory"). Eff. I 91-92.  
 444. Change course prefix from "C.T." to "M.C.S." (Title: "Dimensions of Clothing Behavior"). Eff. I 91-92.  
 445. (1) Change semester offering to "S". Eff. Summer 1991.  
 (2) Change course prefix from "C.T." to "M.C.S." (Title: "Clothing for Special Needs"). Eff. I 91-92.  
 454. Change course prefix from "C.T." to "M.C.S." (Title: "New Developments in the Textile Field"). Eff. I 91-92.  
 493b. Change course prefix from "C.T." to "M.C.S." (Title: "Merchandising and Consumer Studies"). Eff. I 91-92.  
 534. Change course prefix from "C.T." to "M.C.S." (Title: "The Fashion Industry"). Eff. I 91-92.  
 540. Change course prefix from "C.T." to "M.C.S." (Title: "Consumer Concepts and Theory"). Eff. I 91-92.  
 544. Change course prefix from "C.T." to "M.C.S." (Title: "Dimensions of Clothing Behavior"). Eff. I 91-92.  
 545. (1) Change semester offering to "S". Eff. Summer 1991.  
 (2) Change course prefix from "C.T." to "M.C.S." (Title: "Clothing for Special Needs"). Eff. I 91-92.  
 554. Change course prefix from "C.T." to "M.C.S." (Title: "New Developments in the Textile Field"). Eff. I 91-92.  
 564. Delete listing. Eff. I 91-92.

Consumer Studies (CS)

376. Change course prefix from "C.S." to "M.C.S." (Title: "Consumer Problems"). Eff. I 91-92.  
 386. Change course prefix from "C.S." to "M.C.S." (Title: "Consumer Protection"). Eff. I 91-92.  
 411. Change course prefix from "C.S." to "M.C.S." (Title: "Consumer Fraud in Nutrition"). Eff. I 91-92.  
 446. Change course prefix from "C.S." to "M.C.S." (Title: "Consumer Economics"). Eff. I 91-92.  
 546. Change course prefix from "C.S." to "M.C.S." (Title: "Consumer Economics"). Eff. I 91-92.

Counseling & Guidance (COUN)

421. Change semester offering to "S". Eff. I 91-92.

Family Studies (FS)

413. Correction to CB1311: Retain crosslisting "(Identical with Gero. 413)". It should not have been deleted. Eff. II 90-91.

Home Economics Education (HEE)

411. Delete listing.

618. Change alternate year to "1992-93". Eff. I 91-92.

Interior Design (ID)

355. Change prerequisites to read "P, 6 units of art history, Hist. 101, 102 or 8 units of Hum. 250a-250b-250c." Add: "Writing-Emphasis Course\*". Eff. I 91-92.

Merchandising & Consumer Studies (MCS)

114. Course prefix changed from "C.T." to "M.C.S." (Title: "Apparel Analysis"). Eff. I 91-92.

284. Course prefix changed from "C.T." to "M.C.S." (Title: "Textile Science"). Eff. I 91-92.

304. Course prefix changed from "C.T." to "M.C.S." (Title: "Merchandising Analysis"). Eff. I 91-92.

325. Course prefix changed from "C.T." to "M.C.S." (Title: "Historical Analysis of Dress and Fashion"). Change prerequisites to read "Hist. 101, 102; or 8 units of Hum. 250a-250b-250c; or 6 units of Ar.H. 117, 118; or T.Ar. 140a-140b." Delete: "Writing-Emphasis Course\*". Eff. I 91-92.

376. Course prefix changed from "C.S." to "M.C.S." (Title: "Consumer Problems"). Eff. I 91-92.

386. Course prefix changed from "C.S." to "M.C.S." (Title: "Consumer Protection"). Eff. I 91-92.

393b. Course prefix changed from "C.T." to "M.C.S." (Title: "Merchandising and Consumer Studies"). Add: "Open to majors only." Eff. I 91-92.

411. Course prefix changed from "C.S." to "M.C.S." (Title: "Consumer Fraud in Nutrition"). Eff. I 91-92.

434. Course prefix changed from "C.T." to "M.C.S." (Title: "The Fashion Industry"). Eff. I 91-92.

440. Course prefix changed from "C.T." to "M.C.S." (Title: "Consumer Concepts and Theory"). Eff. I 91-92.

444. Course prefix changed from "C.T." to "M.C.S." (Title: "Dimensions of Clothing Behavior"). Eff. I 91-92.

445. Course prefix changed from "C.T." to "M.C.S." (Title: "Clothing for Special Needs"). Change semester offering to "S". Eff. I 91-92.

446. Course prefix changed from "C.S." to "M.C.S." (Title: "Consumer Economics"). Eff. I 91-92.

454. Course prefix changed from "C.T." to "M.C.S." (Title: "New Developments in the Textile Field"). Eff. I 91-92.

493b. Course prefix changed from "C.T." to "M.C.S." (Title: "Merchandising and Consumer Studies"). Add: "Open to majors only." Eff. I 91-92.

534. Course prefix changed from "C.T." to "M.C.S." (Title: "The Fashion Industry"). Eff. I 91-92.

540. Course prefix changed from "C.T." to "M.C.S." (Title: "Consumer Concepts and Theory"). Eff. I 91-92.

544. Course prefix changed from "C.T." to "M.C.S." (Title: "Dimensions of Clothing Behavior"). Eff. I 91-92.

545. Course prefix changed from "C.T." to "M.C.S." (Title: "Clothing for Special Needs"). Change semester offering to "S". Eff. I 91-92.

546. Course prefix changed from "C.S." to "M.C.S." (Title: "Consumer Economics"). Eff. I 91-92.

554. Course prefix changed from "C.T." to "M.C.S." (Title: "New Developments in the Textile Field"). Eff. I 91-92.

GERONTOLOGY (GERO)

413. Correction to CB1311: Retain listing: "Issues in Aging (3) II 1992-93 (Identical with F.S. 413)". It should not have been deleted. Add: "May be convened with 513." Eff. II 90-91.

445. Change alternate year to "S". Eff. Summer 1991. Change crosslisting to read "(Identical with M.C.S. 445)". Eff. I 91-92.

545. Change alternate year to "S". Eff. Summer 1991. Change crosslisting to read "(Identical with M.C.S. 545)". Eff. I 91-92.

HEALTH-RELATED PROFESSIONS (HLTH/MEDT/OSH)

Medical Technology (MEDT)

496a. Change units to "(1)". Eff. I 91-92.

HYDROLOGY & WATER RESOURCES (HWR) Note: Effective I 91-92: Prefixes

"Hydr." and "W.R.A." identifying hydrology and water resources administration courses, respectively, will be deleted, and the new prefix "H.W.R.", representing both hydrology and water resources courses, will be used.

Hydrology & Water Resources (Hydr.)

517. Course expansion from "Hydr. 517" to "H.W.R. 517R/517L". See "H.W.R. 517R" and "H.W.R. 517L" for new listings.

Hydrology & Water Resources (H.W.R.)

517R. Course expanded from "Hydr. 517" to "H.W.R. 517R/517L". New listing under "517R" should read: "Fundamentals of Water Quality (3) I Introduction to chemical processes affecting the behavior of major and minor chemical species in the aquatic environment. Physical, equilibrium, organic, and analytical principles as applied to natural waters. Open to majors only. P, Chem. 103b, Phys. 103b, and Math. 125b; CR, Math. 254. Bales/Bassett/Conklin". Eff. I 91-92.

517L. Course expanded from "Hydr. 517" to "H.W.R. 517R/517L". New listing under "517L" should read: "Fundamentals of Water Quality Laboratory (1) I Experiments in water quality analysis. 3L. Open to majors only. P or CR, 517R. Bales/Bassett/Conklin". Eff. I 91-92.

524. Delete alternate year "1989-90". Change description to read "Precipitation formation processes, the surface and atmospheric branch of the hydrologic cycle, land surface-atmosphere interaction, surface energy balance, evapotranspiration, heat and moisture fluxes into the soil. P, consult department before enrolling. Entekhabi". Eff. I 91-92.

JUDAIC STUDIES (JUS)

372a-372b. Add crosslisting "(Identical with N.E.S. 372a-372b)". Eff. I 91-92.

### LINGUISTICS (LING)

- 411. Change title to "Introduction to Japanese Linguistics". Eff. I 91-92.
- 412. Change title to "Introduction to Japanese Linguistics". Eff. I 91-92.
- 511. Change title to "Introduction to Japanese Linguistics". Eff. I 91-92.
- 512. Change title to "Introduction to Japanese Linguistics". Eff. I 91-92.

### MANAGEMENT INFORMATION SYSTEMS (MIS)

- 331. Delete listing. Eff. II 91-92.

### MATERIALS SCIENCE & ENGINEERING (MSE)

- 485. Course expansion from "485" to "485/585". See additional listing under "585". Eff. I 91-92. [Note: Engr. is crosslisted at the 400-level only.]
- 585. Add: "Technological Forecasting (3) For a description of course topics, see 485. Graduate-level requirements include an additional term paper. May be convened with 485."

### MATHEMATICS (MATH)

- 397a. Change units to "(1)". Eff. I 91-92.

### MEDIA ARTS (MAR)

- 464. Delete listing. Eff. I 91-92.
- 564. Change course number to "539". Eff. I 91-92.
- 539. Course number changed from "564". Eff. I 91-92.

### MEDICINE

(MED/ANES/FCM/IMED/NEUR/OBG/PATH/PED/PSYI/  
RONC/RADI/SURG)

#### Internal Medicine (IMED)

- 815a. Change title to "Clinical Cardiology". Eff. I 91-92.

### MEXICAN AMERICAN STUDIES (MAS)

- 596m. Correction to General Catalog, 1991-93: Change crosslisting to read: "(Identical with Hist. 596m, Port. 596m, and Span. 596m)". [M.A.S., the new home department, is erroneously listed as the crosslisting under its own departmental listing, and other crosslistings were omitted.] Eff. I 91-92.

### MINING & GEOLOGICAL ENGINEERING (MNE/MNEC/GEN)

#### Geological Engineering (GEN)

- 426. Course number changed from "426b". Eff. I 91-92.
- 426b. Change course number to "426". Eff. I 91-92.
- 526. Course number changed from "526b". Eff. I 91-92.
- 526b. Change course number to "526". Eff. I 91-92.

#### Mineral Economics (MNEC)

- 550. Change title to "Economics of the Nonfuel Mineral Industries". Change description to read " Reserves, resources, and major deposits, production technologies, pricing, market structure and practices, industrial organization, consumption trends, recycling, and foreign trade." Eff. I 91-92.

- 584. Change title to "Economics of Fossil, Fissile and Alternative Energy Sources". Change description to read "Reserves and resources; economics of production, utilization, and conversion; externalities, market structure, technical change, pricing and competitive behavior, interfuel substitution." Eff. I 91-92.

### Mining Engineering (MNE)

- 426. Course number changed from "426b". Eff. I 91-92.
- 426b. Change course number to "426". Eff. I 91-92.
- 526. Course number changed from "526b". Eff. I 91-92.
- 526b. Change course number to "526". Eff. I 91-92.

### MOLECULAR & CELLULAR BIOLOGY (MCB)

- 413. Change title to "Somatic Cell and Molecular Genetics Laboratory". Eff. I 91-92.
- 456. Transfer course from Molecular & Cellular Biology to Anatomy. [Retain M.C.B. as a crosslisted department.] Revise listing under M.C.B. to read: "Developmental Biology (3) I (Identical with Anat. 456) May be convened with 556." Eff. I 91-92.
- 457. Transfer course from Molecular & Cellular Biology to Anatomy. [Retain M.C.B. as a crosslisted department.] Revise listing under M.C.B. to read: "Experiments in Developmental Biology (4) II (Identical with Anat. 457) May be convened with 557." Eff. II 91-92.
- 513. Change title to "Somatic Cell and Molecular Genetics Laboratory". Eff. I 91-92.
- 556. Transfer course from Molecular & Cellular Biology to Anatomy. [Retain M.C.B. as a crosslisted department.] Revise listing under M.C.B. to read: "Developmental Biology (3) I (Identical with Anat. 556) May be convened with 456." Eff. I 91-92.
- 557. Transfer course from Molecular & Cellular Biology to Anatomy. [Retain M.C.B. as a crosslisted department.] Revise listing under M.C.B. to read: "Experiments in Developmental Biology (4) II (Identical with Anat. 557) May be convened with 457." Eff. II 91-92.
- 761. Change title to "Laboratory Rotation". Eff. I 91-92.

### NEAR EASTERN STUDIES (NES)

- 372a-372b. Add: "History and Religion of Israel in Ancient Times (3-3) (Identical with Ju.S. 372a-372b.)". Eff. I 91-92.

### NEUROSCIENCE (NRSC)

- 403. Add: "Laboratory in Mammalian Systems Neurophysiology (3) I II (Identical with Psyc. 403) May be convened with 503." Eff. I 91-92.
- 466. Add: Principles of Mammalian Systems Neurophysiology (2) I II (Identical with Psyc. 466) May be convened with 566." Eff. I 91-92.
- 503. Add: "Laboratory in Mammalian Systems Neurophysiology (3) I II (Identical with Psyc. 503) May be convened with 403." Eff. I 91-92.
- 566. Add: Principles of Mammalian Systems Neurophysiology (2) I II (Identical with Psyc. 566) May be convened with 466." Eff. I 91-92.

### NUCLEAR & ENERGY ENGINEERING (NEE)

- 109. Change title to "History of Technology and Society". Eff. I 91-92.

200. Course number changed from "221" to "200" (Title: "Radiation Detection and Isotopes Laboratory"). Change prerequisite to read "P, 280." Eff. 1 91-92.
221. Change course number to "200" (Title: "Radiation Detection and Isotopes Laboratory"). [For additional changes see "200".] Eff. 1 91-92.
231. Change course number to "280" (Title: "Basic Nuclear Processes"). [For additional changes see "280".] Eff. 1 91-92.
280. Course number changed from "231" to "280" (Title: "Basic Nuclear Processes"). Change description to read "Nuclear structure and stability, radioactive decay and interactions of radiation with matter." Eff. 1 91-92.
343. Change course number to "380" (Title: "Elements of Nuclear Reactor Theory"). [For additional changes see "380".] Eff. 1 91-92.
348. Change course number to "381" (Title: "Introduction to Nuclear Reactor Engineering"). [For additional changes see "381".] Eff. 1 91-92.
368. Change course number to "382" (Title: "Introduction to Fusion"). Eff. 1 91-92.
380. Course number changed from "343" to "380" (Title: "Elements of Nuclear Reactor Theory"). Change prerequisites to read "P, 280, S.I.E. 270." Eff. 1 91-92.
381. Course number changed from "348" to "381" (Title: "Introduction to Nuclear Reactor Engineering"). Change prerequisites to read "P, 380." Eff. 1 91-92.
382. Course number changed from "368" to "382" (Title: "Introduction to Fusion"). Eff. 1 91-92.
406. Course number changed from "420" to "406" (Title: "Nuclear Engineering Laboratory"). Change prerequisite to read "P, 380." May be convened with "506". Eff. 1 91-92.
410. Change and expand course number to "414/514" (Title: "Energy System Design"). [For additional changes see "414/514".] Eff. 1 91-92.
414. Course number changed from "410" and expanded to "414/514" (Title: "Energy System Design"). Change description and prerequisites to read "Modern engineering design methods to effectively use thermal energy and power. Covers: economic analysis and modeling of thermal equipment; optimization techniques; steady state and dynamic simulation of energy systems. Comprehensive project. CR, A.M.E. 432. May be convened with 514." Eff. 1 91-92.
416. Change course number to "485" (Title: "Radiation Health Physics and Safety"). Eff. 1 91-92.
417. Change course number to "486" (Title: "Nuclear Energy and Power"). Eff. 1 91-92.
420. Change course number to "406" (Title: "Nuclear Engineering Laboratory"). [For additional changes see "406".] Eff. 1 91-92.
432. Change course number to "481" (Title: "Nuclear Fuel Cycles"). [For additional changes see "481".] Eff. 1 91-92.
435. Change course number to "484" (Title: "Radiation Effects"). [For additional changes see "484".] Eff. 1 91-92.
437. Change course number to "487" (Title: "Introduction to Radioactive Waste Management"). [For additional changes see "487".] Eff. 1 91-92.
440. Course number changed from "470" to "440" (Title: "Energy Engineering Management"). Change title to read: "Energy Utilization and Management". May be convened with "540". Eff. 1 91-92.
441. Change course number to "482" (Title: "Contemporary Nuclear Power Systems"). [For additional changes see "482".] Eff. 1 91-92.
446. Course number changed from "468" to "446" (Title: "Photovoltaic Systems Engineering"). Crosslisting should read: "(Identical with E.C.E. 446)". May be convened with "546". Eff. 1 91-92.
447. Change prerequisites to read "P, Math. 254; A.M.E. 230 or Phys. 121." Eff. 1 91-92. [Note: title: "Direct Energy Conversion".]
454. Change course number to "483" (Title: "Dynamics of Nuclear Systems"). [For additional changes see "483".] Eff. 1 91-92.
456. Change prerequisites to read "P, A.M.E. 230". Eff. 1 91-92. [Note title: "Engineering System Simulation".]
468. Change course number to "446" (Title: "Photovoltaic Systems Engineering"). Change crosslisting to read: "(Identical with E.C.E. 446)". Eff. 1 91-92.
470. Change course number to "440" (Title: "Energy Engineering Management"). [For additional changes see "440".] Eff. 1 91-92.
481. Course number changed from "432" to "481" (Title: "Nuclear Fuel Cycles"). Change prerequisites to read "P, 280, A.M.E. 230 or Phys. 230." Eff. 1 91-92.
482. Course number changed from "441" to "482" (Title: "Contemporary Nuclear Power Systems"). Change description to read: "Analysis of present nuclear power plants, with emphasis on design decisions as they affect performance of individual systems; advanced design concepts; proposed standard designs; comparison of different contemporary systems." Change prerequisites to read "P, 381 or 486." May be convened with "482". Eff. 1 91-92.
483. Course number changed from "454" to "483" (Title: "Dynamics of Nuclear Systems"). Change description and prerequisites to read "Nuclear reactor kinetics, integral transform methods, internal feedback effects, stability and control. P, 380." May be convened with "583". Eff. 1 91-92.
484. Course number changed from "435" to "484" (Title: "Radiation Effects"). Change prerequisites to read "P, 380; CR, M.S.E. 331R." May be convened with "584". Eff. 1 91-92.
485. Course number changed from "416" to "485" (Title: "Radiation Health Physics and Safety"). Eff. 1 91-92.
486. Course number changed from "417" to "486" (Title: "Nuclear Energy and Power"). May be convened with "586". Eff. 1 91-92.
487. Course number changed from "437" to "487" (Title: "Introduction to Radioactive Waste Management"). Change description to read "Background in the technology of the management of all types of radioactive wastes from the nuclear fuel cycle, institutions, and industry." May be convened with "587". Eff. 1 91-92.
- 494a. Change prerequisites to read "P, 380 or 588." Eff. 1 91-92.
501. Course number changed from "507" to "501" (Title: "Computational Methods of Engineering Science"). Eff. 1 91-92.
506. Course number changed from "520" to "506" (Title: "Nuclear Engineering Laboratory"). Change prerequisites to read "P, 380 or 588." May be convened with "406". Eff. 1 91-92.

507. Course number changed from "530" to "507" (Title: "Radiochemistry and Radiation Detection"). Crosslisting should read: "(Identical with Chem. 507)". Eff. 191-92.
514. Course number changed from "410" to "414/514". Add: "Energy System Design (3) II For a description of course topics, see 414. Graduate-level requirements include an additional project involving more intensive application of optimization techniques. May be convened with 414." Eff. 191-92.
516. Change course number to "585" (Title: "Radiation Health Physics and Safety"). Eff. 191-92.
517. Change course number to "586" (Title: "Nuclear Energy and Power"). Eff. 191-92.
520. Change course number to "506" (Title: "Nuclear Engineering Laboratory"). [For additional changes see "506".] Eff. 191-92.
530. Change course number to "507" (Title: "Radiochemistry and Radiation Detection"). Change crosslisting to read "(Identical with Chem. 507)". Eff. 191-92.
532. Change course number to "581" (Title: "Nuclear Fuel Cycles"). [For additional changes see "581".] Eff. 191-92.
535. Change course number to "584" (Title: "Radiation Effects"). [For additional changes see "584".] Eff. 191-92.
537. Change course number to "587" (Title: "Introduction to Radioactive Waste Management"). [For additional changes see "587".] Eff. 191-92.
540. (1) Change course number to "588" (Title: "Reactor Theory I"). Eff. 191-92.  
(2) Course number changed from "570" to "540" (Title: "Energy Engineering Management"). Change title to read: "Energy Utilization and Management". May be convened with "440". Eff. 191-92.
541. Change course number to "582" (Title: "Contemporary Nuclear Power Systems"). [For additional changes see "582".] Eff. 191-92.
543. Change prerequisites to read "P, 582, 588." (Title: "Power Plant Engineering") Eff. 191-92.
546. Course number changed from "568" to "546" (Title: "Photovoltaic Systems Engineering"). Crosslisting should read: "(Identical with E.C.E. 546)". May be convened with "446". Eff. 191-92.
547. Change prerequisites to read "P, Math. 254; A.M.E. 230 or Phys. 121." Eff. 191-92. [Note: title: "Direct Energy Conversion".]
554. Change course number to "583" (Title: "Dynamics of Nuclear Systems"). [For additional changes see "583". Eff. 191-92.
556. Change prerequisites to read "P, A.M.E. 230 or Ch.E. 306a; Math. 254." Eff. 191-92. [Note title: "Engineering System Simulation".]
563. Revise crosslisting to read "(Identical with A.B.E. 563)". [Note title: "Energy from Biomass"] Eff. 191-92.
568. Change course number to "546" (Title: "Photovoltaic Systems Engineering"). Change crosslisting to read "(Identical with E.C.E. 546)". Eff. 191-92.
570. Change course number to "540" (Title: "Energy Engineering Management"). [For additional changes see "540". Eff. 191-92.
571. Change course number to "501" (Title: "Computational Methods of Engineering Science"). Eff. 191-92.

581. Course number changed from "532" to "581" (Title: "Nuclear Fuel Cycles"). Change prerequisites to read "P, 280, A.M.E. 230 or Phys. 230." May be convened with "481". Eff. 191-92.
582. Course number changed from "541" to "582" (Title: "Contemporary Nuclear Power Systems"). Change prerequisites to read "P, 381 or 486." May be convened with "482". Eff. 191-92.
583. Course number changed from "554" to "583" (Title: "Dynamics of Nuclear Systems"). Change prerequisites to read "P, 380 or 588." May be convened with "483". Eff. 191-92.
584. Course number changed from "535" to "584" (Title: "Radiation Effects"). Change prerequisites to read "P, 380; CR, M.S.E. 331R." May be convened with "484". Eff. 191-92.
585. Course number changed from "516" to "585" (Title: "Radiation Health Physics and Safety"). Eff. 191-92.
586. Course number changed from "517" to "586" (Title: "Nuclear Energy and Power"). May be convened with "486". Eff. 191-92.
587. Course number changed from "537" to "587" (Title: "Introduction to Radioactive Waste Management"). May be convened with "487". Eff. 191-92.
588. Course number changed from "540" to "588" (Title: "Reactor Theory I"). Eff. 191-92.
623. Change course number to "687" (Title: "Experimental Nuclear Engineering"). [For additional changes see "687".] Eff. 191-92.
630. Change course number to "680" (Title: "Fuel Cycles for Nuclear Reactors"). [For additional changes see "680".] Eff. 191-92.
637. Change course number to "688" (Title: "Technology of Radioactive Waste Storage and Disposal"). [For additional changes see "688".] Eff. 191-92.
642. Change course number to "689" (Title: "Reactor Theory II"). [For additional changes see "689".] Eff. 191-92.
645. Change course number to "682" (Title: "Nuclear Safety"). [For additional changes see "682".] Eff. 191-92.
654. Change course number to "683" (Title: "Nonlinear Reactor Dynamics"). [For additional changes see "683".] Eff. 191-92.
680. Course number changed from "630" to "680" (Title: "Fuel Cycles for Nuclear Reactors"). Change alternate year to "1992-93". Change prerequisites to read "P, 588." Eff. 191-92.
- 681a-681b. Change alternate year to "1991-92". Change prerequisites to read "P, 689, Math. 422a-422b." [Note title: "Analytical Methods of Transport Theory"] Eff. 191-92.
682. Course number changed from "645" to "682" (Title: "Nuclear Safety"). Change prerequisites to read "P, 380." Eff. 191-92.
683. Course number changed from "654" to "683" (Title: "Nonlinear Reactor Dynamics"). Change prerequisites to read "P, 583." Eff. 191-92.
687. Course number changed from "623" to "687" (Title: "Experimental Nuclear Engineering"). Change alternate year to "1992-93". Change prerequisites to read "P, 406 or 506, 588." Eff. 191-92.
688. Course number changed from "637" to "688" (Title: "Technology of Radioactive Waste Storage and Disposal"). Change prerequisites to read "P, 487 or 587." Eff. 191-92.

689. Course number changed from "642" to "689" (Title: "Reactor Theory II"). Change prerequisites to read "P, 588." Eff. I 91-92.

#### NURSING (NURS)

251. Add "Writing-Emphasis Course\*". Eff. I 91-92.
279. Add "Writing-Emphasis Course\*". Eff. I 91-92.
380. Course revised. New listing reads: "Health and Family Assessment (5) I II Health assessment of clients and families. Family structure, family dynamics and developmental tasks across the lifespan. Open to registered nurse students only. P, admission to College of Nursing." Eff. I 91-92.

#### NUTRITION & FOOD SCIENCE (NFS)

201. Change course number to "301". [For additional changes see "301".] Eff. II 91-92.
301. Course number changed from "201" to "301". Change description and prerequisites to read: "Role of nutrients in human development. Physiological bases for changes in nutrient requirements throughout the life cycle (pregnancy, lactation, infancy, childhood, adolescence and aging). P, 208 (majors); 101 (nonmajors); MCB 181 or Ecol. 159b (recommended)." Eff. II 91-92.
411. Delete crosslisting "(Identical with H.E.E. 411)". Change "C.S." prefix in crosslisting to read "(Identical with M.C.S. 411)" Eff. I 91-92.
602. Change semester offering to "I". Eff. I 91-92.

#### OPTICAL SCIENCES (OPTI)

501. Course revised (title was "Electromagnetic Foundations of Optics"). New listing reads: "Electromagnetic Waves (3) I Maxwell's equations. Vector and scalar wave equations. Vector and scalar potentials and gauges. Green's functions and boundary value problems. Reflection and refraction. Optics of isotropic materials. Optics of crystals. P, Phys. 116." Eff. I 91-92.
502. (1) Change course number to "512" (title was "Introduction to Fourier Optics"). Course revised. [For additional changes see "512".] Eff. I 91-92.  
(2) Course number changed from "503" to "502" (title was: "First-Order Optical Design") Course revised. New listing reads: "Optical Engineering I (3) I Rays and wavefronts. Fermat's principle. Snell's law. Dispersion. Systems of plane mirrors. Gaussian and paraxial imagery. Delano diagram. Radiometry. Blackbody radiation. Sources. P, Phys. 116, 121." Eff. I 91-92.
503. (1) Change course number to "502" (title was "First-Order Optical Design"). Course revised. [For additional changes see "502".] Eff. I 91-92.  
(2) Course number changed from "504" to "503" (title was: "Introduction to Quantum Optics"). Course revised. New listing reads: "Quantum Optics and Lasers (3) I Quantum background; interaction of light with matter; two-level atom; lasers; nonlinear optics. P, Phys. 435. (Identical with Phys. 503)" Eff. I 91-92.
504. (1) Change course number to "503" (title was "Introduction to Quantum Optics"). Course revised. [For additional changes see "503".] Eff. I 91-92.
505. Course revised (title was "Interference and Interferometry"). New listing reads: "Diffraction and Interferometry (3) II Diffraction theory. Fraunhofer

and Fresnel diffraction. Volume diffraction. Scattering. Beam propagation. Concepts of coherence. Interferometry. P, 501." Eff. I 91-92.

506. Course revised (title was "Principles of Optical Systems Design"). New listing reads: "Optical Engineering II (3) II Aberration theory and practice. Optical radiation detectors. Optical materials and components. Practical optical design methods. P, 502." Eff. I 91-92.
507. Course revised (title was "Introduction to Solid-State Optics"). New listing reads: "Solid-State Optics (3) II Basic concepts in crystals and in optical response; optical properties of phonons and semiconductors; quantum wells; electro-optical properties of bulk semiconductors; optical nonlinearities; solid state devices and laser diodes. P, Phys. 435." Eff. I 91-92.
508. Change description and prerequisites to read "Probability theory; random processes; optical applications; hypothesis testing and estimation; physical applications. P, 509 or 501; 512 or 504." Eff. I 91-92.
509. Course revised (title was "Radiometry, Sources, Materials and Detectors"). New listing reads: "Fundamentals of Physical Optics (4) I Electromagnetic theory; interference; concepts of coherence; multiple-beam interference and multilayer films; general, Fresnel, and Fraunhofer diffraction; diffraction gratings; Gaussian beams; holography; speckle. P, Phys. 116." Eff. I 91-92.
512. Course number changed from "502" to "512". Course revised. New listing reads: "Fourier and Statistical Optics (4) I Mathematical background; convolution; the Fourier transform; linear filtering; two-dimensional operations; diffraction; image formation; probability and random variables; stochastic processes; random data. P, Math. 223; Phys. 116 or Phys. 121." Eff. I 91-92.
544. Change title from "Advanced Electrodynamics" to "Advanced Linear Optics". Change alternate year to "1991-92". Eff. I 91-92.

#### PHYSICS (PHYS)

504. Change course number to "503". Change title from "Introduction to Quantum Optics" to "Quantum Optics and Lasers". Change semester offering to "I". Change crosslisting to read: "(Identical with Opti. 503)". Eff. I 91-92.

#### POLITICAL SCIENCE (POL)

579. Change units to "(4)". Eff. I 91-92.
- 596m. Delete listing.

#### PSYCHOLOGY (PSYC)

403. Add crosslisting: "(Identical with Nrcs. 403)". Eff. I 91-92.
466. Add crosslisting: "(Identical with Nrcs. 466)". Eff. I 91-92.
503. Add crosslisting: "(Identical with Nrcs. 503)". Eff. I 91-92.
566. Add crosslisting: "(Identical with Nrcs. 566)". Eff. I 91-92.

#### RENEWABLE NATURAL RESOURCES ((RNR/LAR/RAM/WSM/WFSC)

##### Renewable Natural Resources (RNR)

476. Correction to CB1313: Entry should have read: "Add: Natural Resource Economics (3) II (Identical with A.Ec. 476)". [Note: "476" and "576" are not convened together.] Eff. I 91-92.

576. Correction to CB1313: Entry should have read: "Add: Advanced Natural Resource Economics (3) II (Identical with A.Ec. 576)". [Note: "476" and "576" are not convened together.] Eff. 191-92.

SOIL & WATER SCIENCE (SW)

411. Add: "Writing-Emphasis Course\* (etc.)". Eff. 191-92.

450. Add: "Writing-Emphasis Course\* (etc.)". Eff. 191-92.

461. Delete: "Writing-Emphasis Course\* (etc.)". Eff. 191-92.

STATISTICS (STAT)

567a-567b. Correction to CB1317: Prerequisites should have read "P, Math. 425 and Stat. 464 or Math. 563a". Eff. Summer 1991.

SYSTEMS & INDUSTRIAL ENGINEERING (SIE)

310. Change units to "(2)". Eff. 191-92.

410. Change units to "(4)". Eff. 191-92.

FACULTY CENTER  
ADMIN ANNEX 1528  
CAMPUS

REPORT TO THE FACULTY SENATE  
from  
Susan Steele, Chair  
COMMITTEE ON ACADEMIC FREEDOM AND TENURE  
April 29, 1991

My tenure as chair began on July 1, two months later than usual due to the date of my return from a sabbatical. The 1990-91 CAFT members included: Thomas Davis, Carol Elliott, Thomas Ervin, Lloyd Gay, William Hubbard, Billie Jo Inman, Carol Larson, Dennis Ray, Mary Rhoads, Kenneth Ryan and Donald Thomson. In addition, Robert Chiasson and Terence Pitts served as extraordinary panel members at my request and deserve thanks for their service. The new chair, Billie Jo Inman, will assume office on July 1, after returning from her sabbatical.

During my tenure, CAFT:

1. completed an informal hearing on one case, the findings of which have been reported to the complainant but have not yet been formally transmitted;
2. concluded a formal hearing and submitted its findings and recommendations to the President; (The President asked for a clarification on the recommendations, but has not otherwise acted on this case. See attachment A for a brief summary of the issues and the CAFT panel's response.)
3. received two completed complaints and began two formal hearings on these complaints, both of which promise to be relatively complicated;
4. received another completed complaint and assembled the informal panel required to hear the complaint;
5. and, handled a number of queries about potential complaints to be brought before CAFT.

For the first time, CAFT moved beyond oral tradition and produced two documents which state that both the complainant and the party complained against will receive a transcript of the hearing at no cost. Although we were advised by the then chair of the faculty that this was the approved policy, later developments have called this advice into question. Such documents are a useful guide, but represent a minimal advance in the face of problems confronting the future functioning of this faculty committee. The remainder of this report discusses five problems and offers recommendations for the resolution of each. The recommendations are summarized at the end of the report, accompanied by estimated costs.

One problem is the time demand placed on CAFT members. A difficult case can easily absorb 10 hours per week of preparation time from a panel chair, and once the panel starts meeting, as many hours per week from all panel members, for a number of weeks. Because of the difficulty of finding meeting times during the business day, panels have been known to meet in the evenings and on weekends; when a hearing extends beyond the academic year--as they often do--panel members commit a considerable portion of their summer to listening to testimony and writing reports. Yet the time commitment of CAFT members is seldom matched by a reduction in their departmental responsibilities. In the absence of University policy which encourages individuals to serve on this important and essential body by allowing a reduction in their other responsibilities, CAFT could come to be the domain of people who are not active in their department or in their discipline. I think this would not be a step forward. I recommend, therefore, that the University offer release time from teaching to all

members of CAFT, but in particular to the CAFT chair. The release time would best be concentrated in the spring, because this is the time when most complaints are filed and when most panels begin. Short of taking this step, any individual who is asked to run for CAFT should be informed of the large time commitment required. I might note a small precedent in this regard. Next year's CAFT chair has been assigned a reduced teaching load and limited departmental responsibilities by her departmental chair.

A second problem is the absence of reasonable support. A technical lack in this regard is the difficulty associated with getting an accurate, reasonably complete transcript. Formal CAFT hearings are generally recorded by the panel and transcribed through services provided by the Faculty Center. The recordings are seldom of professional quality--CAFT members are not sound technicians, after all--and the quality of the transcript is equally problematic, in part because the recordings are relatively poor and in part because there is simply no money to pay someone to produce a good transcript. Two possibilities suggest themselves. We could continue the recording and transcription mode, but upgrade both the equipment and the personnel. A second possibility is that the University hire a professional court reporter to record and transcribe formal hearings--an option which the University already invokes now and again. Less technical, but at least as essential to adequate deliberations, is research support. Although the Constitution states that a hearing "must reflect both the requirements of the law and the usages and traditions of the academic profession," the members of a CAFT panel do not have access--except through collective memory--to the decisions of previous panels; they know only by accident of precedent and nationwide trend. I think, in particular, of one panel report that was criticized by the President for the failure of its recommendations to conformed to 'established precedent,' a criticism that I found, and still find, disturbing in the absence of any University support for CAFT research into institutional and national precedent. Either we provide CAFT with the necessary research support or we change the language of the Constitution to reflect more realistic expectations. I recommend the former.

A third problem is legal. A CAFT hearing is not a judicial proceeding. The Constitution is explicit in this regard. "Such investigations and hearings as are undertaken require the judicious consideration of facts, but they are not and must not be limited by the considerations of judicial hearings. Rather, they are investigations and hearings conducted by professional peers, the purpose of which is to safeguard and protect not only the individual rights of the members affected but also the collective rights of members of the university community." The Bylaws reiterate this point. "...a hearing by the Committee or one of its panels shall be conducted according to accepted rules of an administrative fact-finding commission...The admissibility of evidence shall not be restricted by the rules applicable in judicial hearings." However, it is not uncommon, these days, for a CAFT hearing to be the step immediately preceding a lawsuit, sometimes simply because seeking legal redress requires exhausting all internal possibilities. It is not easy to hold a hearing in the shadow of an impending lawsuit. Not only might it be necessary for CAFT to receive advice as to the potential legal consequences of some decision--and there is no established mechanism by which this is to be accomplished--but CAFT can also be put in the position of defending itself and its function from the lawyers for the involved parties. I recommend, first, that CAFT have a designated legal advisor, someone whose advice in a CAFT case is reserved for the panel members. This might optimally be a faculty member in the College of Law, appointed ex officio to CAFT. Second, I recommend that attorneys be barred from all CAFT hearings and from corresponding directly with members of CAFT relative to a case before CAFT. Should an attorney be engaged by an individual involved in a case before CAFT, preparatory to the legal challenge, the attorney can obviously advise his/her client as to

requests and queries to be put to CAFT, but the connection with CAFT must remain indirect.

A final issue is one that lurked in the background of a number of this year's cases: What disposition of a complaint brought to CAFT is required? There is no question but that CAFT must examine every grievance brought before it; CAFT is described in the Constitution as "the forum in which grievances can be aired and examined." The question is whether every case must actually proceed to a hearing, formal or informal. While the Constitution is not entirely clear on this point, it is reasonable to conclude that the answer is no. CAFT has "jurisdiction to make inquiry and to conduct hearings." Although the conjunction could be interpreted temporally (i.e., upon receipt of a complaint, CAFT will inquire into and then conduct hearings on it), this passage is better interpreted as giving CAFT the prerogative of making an inquiry (upon receipt of a complaint) and proceeding to hearings, only should the initial inquiry so warrant. In support of this interpretation, consider in the same section of the Constitution the description of CAFT as the body to "review, investigate, or hold hearings, as necessary." However, while the Constitution and Bylaws discuss--in admittedly incomplete terms--the procedures to be followed in hearings, especially formal hearings, there is no discussion of what a review or an investigation of a complaint or grievance, in the absence of a hearing, should involve. Given this lack and in light of the fact that CAFT is the last resort for aggrieved faculty members, CAFT has chosen to hear complaints characterized as frivolous by some, often, but by no means limited to, those against whom the complaints are brought. Against this background, the following recommendations are made.

1. The wording of the Constitution be clarified to indicate whether, in fact, CAFT must hear every complaint brought before it;
2. If it is the case that CAFT may decide upon review and investigation that a complaint should not be heard, then:
  - a. the procedures under which this review and investigation are accomplished be delineated, and
  - b. the subset of CAFT responsible for this decision be identified.

In regard to the last point, I think it would be entirely wrong and inappropriate for the decision to be made by a CAFT chair. Perhaps CAFT should have an executive committee that reviews cases before they are handed to a panel.

I mention, in conclusion, an issue raised by my tenure as chair. I was elected as the chair of CAFT in April 1990 after two years service; in July 1990 I was appointed Associate Dean of Arts and Sciences. It was the judgment of the then-Chair of the Faculty that the statement in the Bylaws that the members of CAFT shall be composed of "tenured or continuing members of the General Faculty other than deans" allowed associate deans, assistant deans, and presumably department heads to serve on CAFT. CAFT members met to discuss the issue, concluded that his interpretation was entirely possible, and decided I should continue to serve as chair. But in order to avoid controversy, the membership agreed that I should not serve on panels and that my role should be to facilitate the disposition of complaints brought to CAFT. In retrospect I think this decision was a mistake. I recommend that the Bylaws be rewritten to specifically exclude assistant and associate deans, anyone whose title includes the word dean; I leave open the question of department heads. The problem is simply that assistant and associate deans interact on a regular basis with individuals in the positions most often targeted by CAFT complainants. It is entirely possible for a member of CAFT who is also an assistant/associate dean to act equitably towards all

parties; it is difficult for these actions to be interpreted as equitable.

The first three of these recommendations will cost the University money. It is money well-spent. CAFT hears and makes recommendations on fundamental academic issues; the importance of that function deserves overt recognition and support. Further, while CAFT is outside the legal system, it is foolish to think that the evidence it collects or the recommendations it makes will not be referred to, should the case continue to the courts. A professionally done hearing and report will not only reflect well on the University, it may very well save all the participants considerable sums of money.

#### SUMMARY OF RECOMMENDATIONS AND THEIR BUDGETARY IMPLICATIONS

1. Partial release time from teaching for all members of CAFT, but in particular for the CAFT chair. Cost: Larger departments could absorb the cost; smaller departments might need funding for partial teaching replacement. Estimated annual University support for these small departments: \$20,000
2. Either:
  - a. State of the art recording equipment (2 sets) and an adequate budget for transcription. Cost: \$4,000 for equipment, \$10,000 for transcriptionist.
  - or
  - b. Court reporter for every formal hearing. Cost: estimated annual \$15,000 (3 cases @ \$5,000 per case)
3. Research support for study of university and national precedent. Cost: estimated annual \$10,000.
4. Addition to CAFT of an ex officio member, from the College of Law. Cost: release time buyout \$10,000.
5. CAFT to decide a procedure by which a case is reviewed prior to a hearing, and a yardstick against which cases can be measured during this procedure.
6. Revision of Bylaws to preclude Assistant/Associate Deans from serving on CAFT.

#### ATTACHMENT A

The complainant in this case charged procedural violations in his two-year and tenure reviews (the complainant was denied tenure), as well as harassment and discrimination on the job. The CAFT panel found essentially no evidence of procedural violations, although the process could have been handled better, and no evidence of harassment and discrimination. However, they did find that the complainant's department head acted unprofessionally; hostile, confrontational, and abrasive, the head created a hostile working environment for the complainant. Further, the department head participated in the termination of the complainant's grant; the panel found this action to be a violation of the complainant's academic freedom.

Because the department head had since retired, no disciplinary action against him could be pursued. In light of the history between the complainant and his department, the panel did not recommend reinstatement for two years preparatory to a second tenure review. Rather, it recommended the complainant be given one year's salary as an aid to reestablishing his academic career.

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COLLEGE OF AGRICULTURE

BACHELOR OF LANDSCAPE ARCH

LANDSCAPE ARCHITECTURE

Michael Flynn Cummins	Warren James Henderson	
Stacey Lynn Huizdos	Rebecca Sue Kenwick	
Enrique Martinez Vargas	Stuart Ian McCray	
Clifford Bottsford McGillivray	Steve Charles Parsons	
James W. Pollack	Roger Montgomery Putney	
Colin Francis Reilly	Wayne Thomas Sterling	
	TOTAL STUDENTS =	12
	TOTAL DEGREES AWARDED =	12

BS IN AGRICULTURE

AGRI & BIOSYSTEMS TECH

Zunirah Binti Mohd talib		
	TOTAL STUDENTS =	1

AGRICULTURAL ECONOMICS

Kelli Kolleen Finney	Shane Reynolds Goemmer	
Michael John Greene	Seth B. Kent	
Richard Lewis Murdick	Lyle D. Riggs	
Erin Michele Singley	Kody Lavern Taylor	
Eric Joseph Wick	Kelly Sue Wirsing	
	TOTAL STUDENTS =	10

AGRICULTURAL EDUCATION

Rex Dalton	Merri Lee Gibbons	
Karl D. Hines	Timothy A. Layman	
Miriam Leigh Loughhead	Dianne Noelle Montonye	
James Joseph Wojcik		
	TOTAL STUDENTS =	7

AGRONOMY

Draylon Lane Ground	Jesus Gonzalo Perez	
Scott Charles Williams		
	TOTAL STUDENTS =	3

ANIMAL HEALTH SCIENCE

Roxanne Janine Higby	Amy Kristine Pederson	
Brian Andrew Serbin		
	TOTAL STUDENTS =	3

ANIMAL SCIENCES

Darryl Jonathan Boyd	Stacey Beth Ewart	
John McIver Granberry III	Murray Macfarland Hudson	
Julie Ann Luhr	Jason Gregory Mann	
Donald Eldon Merrell	David A. Stangeland	
Diana Yvonne Teakell	Susan Marie Vesterdal	
	TOTAL STUDENTS =	10

ENTOMOLOGY

David Charles Currie		
	TOTAL STUDENTS =	1

FOOD SCIENCE

Kimberly Lynn Kammann	Kamran Rouhani	
Patrick J. Vincent		
	TOTAL STUDENTS =	3

FOOD SERVICE MANAGEMENT

Rebecca Jewett Campbell	Alice Marie Jackson	
Veronica Romero		
	TOTAL STUDENTS =	3

GENERAL AGRICULTURE

David Paul Collins	Joseph Eugene Doud	
Melissa Duflock	Richard Peter Howe	
Clarence Clifford Pendergast	Stefan Ulrich Rasch	
Jeanette Anne Summers	Donald James Weingartner	
	TOTAL STUDENTS =	8

HORTICULTURE

Eric Martin Romero Bastidas		
	TOTAL STUDENTS =	1

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COLLEGE OF AGRICULTURE

BS IN AGRICULTURE

NUTRITIONAL SCIENCES

Patricia Marie Barreto	Kristin L. Bergquist	
Todd David Cantin	Julianna Irene Clark	
Karen Lynn Coles	Ann Louise DeMarais	
Mathew Allen Figueroa	Gina Marie Filiaggi	
Melissa Danielle Fish	Sarah Sue Gerdes	
Kelly Lynn Grekin	Darcie Marie Groeper	
Heather Lynne Hoffpauir	Tami Lyn Margerum	
Samra Matthews	Alexander Joseph Onofrei	
Diane Radtke	Suzette Carol Raphael	
Michelle Susan Schrader	Cristina Jean Shupe	
Rebecca Lynn Skidmore	Lisa Athan Stamos	
Yvette Janine Thomas	Christopher Lee Yarter	
Darin Frank Zlatnik		
	TOTAL STUDENTS =	25

PLANT SCIENCES

Georgina M. Lambert		
	TOTAL STUDENTS =	1

SOIL & WATER SCIENCE

Charles Christopher Duffy	Christopher Wayne Wright	
	TOTAL STUDENTS =	2

VETERINARY SCIENCE

Renee Marie Donze	Kimberly S. Perry	
Cynthia Ann Roberts	Heather Thomson	
Patti Lynn Tremblay	Jose Gerardo Varela	
	TOTAL STUDENTS =	6
	TOTAL DEGREES AWARDED =	84

BS IN RENEWABLE NATRL RES

RANGE MANAGEMENT

Sonia Cook Gasho	Ketsile Charles M. Modisaotsil	
John Price Petty		
	TOTAL STUDENTS =	3

WATERSHED MANAGEMENT

Christopher Holbroo Baisan	Stephen Patrick Hanrahan	
Barbara Jean Cunnin McCue	Meimine O. Saleck	
	TOTAL STUDENTS =	4

WILDLIFE & FISHERIES SCI

Clint W. Boal	Emily E. Dennis	
Craig Allen Ellis	Anthony Richard Luiz	
Mark Fremont McClure	Donald Craig Mitchell	
Robert Alan Scott	Selso Valenzuela Villegas	
	TOTAL STUDENTS =	8
	TOTAL DEGREES AWARDED =	15
	TOTAL DEGREES FOR THIS COLL =	111

SCHOOL OF FAMILY & CONS

BS IN FAMILY & CONSUMER RES

CHILD DEV & FAMILY REL

Karen Brook Birnkrant	Mary Beth Buerger	
Maria Rae Buttke	Kelly Marie Cleveland	
Kimberly Cross	Stacey Diane Crouch	
Kimberly Jo Devault	Patricia Lynn Edwards	
Karen Beth Fahn	Andrea Marie Green	
Pamela Marcus	Stacey Dawn Marino	
Nicole Osete	Michelle Denise Pappas	
Ann Marie Reading	Lisa Marie Tafoya	
Judith Weiss	Liisa Marie Winter	
Elizabeth Jane Wolfe	Julie Michele Wolpov	
	TOTAL STUDENTS =	20

CONSUM STDS & FAM RES MGMT

Haide Vitali Goldberg		
	TOTAL STUDENTS =	1

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SCHOOL OF FAMILY & CONS

BS IN FAMILY & CONSUMER RES

FAMILY STUDIES

Carrie Ann Buckholz	Shari Lynn Farineau		
AnnaMarie Fernandez	Erin Ruth Fichtl		
Lesha Deanne Gachman	Jennifer L. Henshaw		
Lagreta Kane	Molly Ann Spencer Kerschen		
Allison Lynch	Gina Marie Maraschiello		
Kimberly Unwin Newhouse	Nadia Justine Nurse		
Alicia Robin Pogoda	Crystal Lisa Poling		
Joy Ellen Polunsky	Paige Elizabeth Pool		
Karla Kay Reeves	Jamie Ellen Rothberg		
Lynne M. Wittig		TOTAL STUDENTS =	19

GENERAL HOME ECONOMICS

Peggy Marie Powell	Tia Eleanor Williams		
		TOTAL STUDENTS =	2

HOME ECONOMICS EDUCATION

Donice Kelly Green	Donna Leann Swibold		
		TOTAL STUDENTS =	2

INTERIOR DESIGN

Kimberly Anne Bisjak	Kristine Louise-Jua Blank		
Debra Ellen Bronson	Mary Katherine Coping		
Anne Christine Coverdale	Claudia M. Dabdoub		
Kimberly Elizabeth Daugherty	Tori Ann Davis		
Aeryn Michel Donnelly	Donna McDaniel Duncan		
Valerie Ann Givens	Erin Suzanne Glava		
Jami Beth Goldstein	Laura Delphine Hegarty		
Sandra M. Herzog	Melissa A. Hogate		
Cleta Janet Hutchison	Meredith Lynn Mei Jue		
Marcene Kandra	Julie Ann Lenards		
Lise Ann Lozelle	Paul Richard Nadolny		
Anna A. Nenninger	Gina Lynn Schmitt		
Antoinette M. Soller	Audrey Elizabeth Stauffer		
Lori Anne Williamson		TOTAL STUDENTS =	27

MERCHANDIS & FASHION PROMO

Rebecca Lea Badger	Kimberly Lynne Berg		
Lisa Jane Bloom	Susan Elaine Brower		
Julia B. Burton	Patricia Lynn Considine		
Stacey C. D'Orazio	Margaret Rose DeLucia		
Marisa Mary Gaio	Jo Anne Grassie		
Sarah Marie Hansen	Kelly Elizabeth Hughes		
Marlo B. Jacowsky	Karen Eve Kaplan		
Min Kyung Kim	Jennifer Pam Klein		
Christine Ann Lafayette	L. Beth Lowery		
Emma Dale Magidson	Jennifer Smith Mellor		
Laure Michelle Naeve	Susan Lynn Ornstein		
Linette Rae Pavlicek	Elizabeth Ann Pidto		
Sally Patricia Plunkett	Christina Irene Polson		
Anne Ward Sherman	Heidi Sue Siegel		
Lisa Anne Silver	Sherri Denelle Smith		
Lynn Marie Thompson	Kelley Lee Wardell		
Melissa Meri Wayne	Maile Adele Williams		
Nicky Marie Williams	Denise Rae Winter		
		TOTAL STUDENTS =	36
		TOTAL DEGREES AWARDED =	107
		TOTAL DEGREES FOR THIS COLL	107

COLLEGE OF ARCHITECTURE

BACHELOR OF ARCHITECTURE

ARCHITECTURE

Anselmo Francisco Alleva	Milivoje Mike Andric		
James Richard Arentz	Jeffrey Scott Beiswenger		
Richard Lee Bergsma Jr.	Glen Thoreau Boyajian		
Toby Marr Branch	Steven Penn Bryan		
Mark Allen Burginger	Geoffrey Allen Chevlin		
Randy Scott Coffman	Rankin Armstrong Curtis III		
Leslie Ann Dolgaard	David Douglas Driver		
Brett L. Drury	Kim M. Ferranti		
Gregory Robert Flinders	Higuel Raul Fuentevilla		
Thomas Aldrich Gentry	Douglas William Gullo		
Jay Van Hanson	Mathew Blake Hodeaux		
Jennifer Ann Hollack	Harry Alan Isikoff		
Christopher Todd Lawrence	Jason Troy Little		

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COLLEGE OF ARCHITECTURE

BACHELOR OF ARCHITECTURE

ARCHITECTURE

Gregory Scott Lockridge  
Bryan Willis Martin  
Mohamed Khairuddin Mohd-amin  
Brian John Myers  
Nik Noraida Nikhassan  
Robert Ambrose Orlando II  
Robert Scott Patterson  
Manuel Adolfo Pombo  
Nathan Douglas Riggle  
Mark Richard Roddy  
Robert Christian Savi  
Robert Charles Schultz  
Joel Michael Smith  
Jeffrey S. States  
Amy Sue Trappman  
Laura Lynn Whitaker  
Frank Steven Zistler

Stephen Michael Malmros  
John Curtis McColgin  
Colleen Helen Morgan  
Jonathan S. Nerenberg  
Beebe Marie Okoye  
Maria De Lourdes Ortiz  
Joseph Charles Pinzone  
Sean Michael Rafferty  
Bodie Dale Robins  
Ahnvar Salleh  
David John Schafer  
Sacha Schwarzkopf  
Veronica Susanne Smith  
Anissa Jean Tooley  
Suzanne Marie Waller  
Anissa Yim Tao Wong

TOTAL STUDENTS = 59  
TOTAL DEGREES AWARDED = 59  
TOTAL DEGREES FOR THIS COLL 59

COLLEGE OF A & S - GENERAL

BACHELOR OF ARTS

GENERAL STUDIES

Edward M. Alameda  
David Michael Anderson  
Christopher Cameron Avery  
Cindy Ann Beck  
Erik Otto Berg  
Anthony Paul Bontempi  
Kelli Lynn Branch  
Monica Marie Brooks  
Harnie Lynn Brown  
Jeffrey Alan Brunner  
Sue Ann Douglas Buiou  
Sheridan Diane Carpenter  
Chriss Ann Chamberlain  
Craig Paul Colburn Jr.  
Lori Ann Crawford  
Jody Ann Crum  
Claude Nuri Davis  
Carlos Dejud  
Raissa Diane Dietrich  
Tracy Lynn Frazzini  
Annalise Gasche  
Katherine Patricia Gerzetic  
Mary Ellen Gordon  
Ian A. Hammond-Stephan  
Linda Dawn Haviland  
Amy Elizabeth Hayden  
Karen Kristine Hobbs  
Roxanna Denise Ibarra  
Jonathan Glenn Isernhagen  
Natasha Mia Johnson  
Michael Jason Katz  
Jason Michael Klonoski  
Kayleen Elizabeth Kopas  
Susan Lai  
Gregory William Langel  
Jeffrey Charles Lemieux  
Benjamin Franklin Looney IV  
Teri M. Martinez  
Jennifer Masuda  
Michael Patrick McCluhan  
Michael Robert McQuaid  
Cheryl Moehlman  
Jocelyn Marie Morton  
Eric Mathew Newman  
Amy Elizabeth Osler  
Christopher Troy Pappas  
Felicia Katherine Pensiero  
Heather Eileen Phelan  
Cori Lynn Potter  
Errol Imperial Rara  
Ivana Andrea Rigwan  
David Martin Roney IV  
Julie Ann Sanford  
Rochelle Anne Shearn  
Laurie Jo Shufelt  
John Spooner

Sharon Altman  
Carolyn Arthur  
Tiffany Lee Baehr  
Lynnette Suzanne Bennett  
Mark David Bleed  
Elizabeth B. Bowler  
Ann Elizabeth Brandstadter  
James Curtis Brown  
Timi Lynnae Brown  
Monica Kathryn Bujak  
Michelle Marie Cantrell  
Abby Rae Cauff  
Katherine Kern Churchill  
Katherine Ann Collon  
Daniel Nathan Crowell  
David Scott Curtis  
Dylan B. Decker  
Mark Thomas Diebolt  
Kirsten Melissa Eder  
Victoria Kim Garner  
Julie Dawn Gates  
Martha Gonzalez  
Erin Marie Haddad  
Michael Alan Hauser  
Jayme Lynn Hawkinson  
Melissa Marie Hayden  
Elizabeth Aliene Houghton  
Todd Lawrence Irving  
Sandra Elizabeth James  
Leslee Ann Kanar  
Allyson M. Kelley  
Patricia Ann Koester  
Olga Kostas Kotzambasis  
Brad Stewart Lancaster  
Alisa Nabnik Lease  
Lana Lenkoff  
Scott Alan Malm  
Jeffrey James Mastro  
Celia Iturralde Mata  
Karolyn Kristen McNeil  
Robert S. Meringolo  
Morgan Leigh Moffson  
Natalie Ann Neyins  
Erin Cecelia O'Connor  
Atsuko Ota  
Terri A. Patten  
Monica Lynn Pershall  
Carrie Regine Phillips  
Theodore Hugh Purcell  
Bruce Benjamin Riebe  
Tammy J. Kolling  
Michelle Ann Rubenstein  
Timothy David Sellers  
Ann Katherine Shell  
Mark Julian Sonnenklar  
Elizabeth Margaret Stine

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COLLEGE OF A & S - GENERAL

BACHELOR OF ARTS

GENERAL STUDIES

Deborah Ann Surmacewicz	SongLin Tai	
Mary Ann Thode	Julia Ann Thompson	
Jill Tresback	Elizabeth Ellen Tully	
Peter Xavier Varnell	Matthew Fielding Veazey	
David Allan Weedman	Randall Lee Hertz	
James Armstrong Wood	Adam Stuart Zuckerman	
	TOTAL STUDENTS =	124

INTERDISCIPLINARY STUDIES

Linda Hardy	Patricia Jeanne Leonard	
	TOTAL STUDENTS =	2
	TOTAL DEGREES AWARDED =	126
	TOTAL DEGREES FOR THIS COLL =	126

COLLEGE OF A & S - FINE ARTS

BACHELOR OF ARTS IN ART

ART HISTORY

Sharon Herrin Alexandra	Francine Camero	
Eleanor Louise Cupp	Elaine Harriet Haldeman	
Thomas Michael Holaday	Sibel Yasemin Koc	
Dana Bradley Masters	Dara B. Metz	
Magen Taura Morse	Stephanie D. Schroer	
Jennifer Blair Sloan	Alison Lyn Smalley	
Virginia G. Southward	Alice C. Walter	
Eri Mary Yoshimura		
	TOTAL STUDENTS =	15
	TOTAL DEGREES AWARDED =	15

BACHELOR OF ARTS IN DRAMA

DRAMATIC THEORY

John Marion Chinworth		
	TOTAL STUDENTS =	1
	TOTAL DEGREES AWARDED =	1

BA IN MEDIA ARTS

MEDIA ARTS

Andrea Robyn Allen	Alvaro A. Ayo	
Jacqueline Jamison Bell	David J. Berry	
Susan Virginia Bollin	James Dominic Campodonico	
Stacey E. Canel	Laura E. Corral	
Matthew Everett Dirks	Stacey Carol Donaldson	
Mallory Rachel Eisenstein	Christine Carmela Fizzano	
Jeanine Louise French	Dorinda Michele Hartmann	
Allison Todd Jones	Scott Douglas Kilbury	
Linda Sue Lewis	Bradley David Martin	
Anne Monique Mialaret	Linda Sue Nelson	
Linda Jean Nofer	Stuart Elliot Parker	
Janene Lee Pella	Tameia Paige Powers	
Laura Christina Rolff	Roger Kaye Shaide	
Lawrence Freund Silver	Michael Thomas Sita III	
Kristin Solheim	Jennifer Rae Strauss	
Scott David Summers	Joanna Lee Yarbrough	
	TOTAL STUDENTS =	32
	TOTAL DEGREES AWARDED =	32

BACHELOR OF ARTS IN MUSIC

MUSIC

Kazuhide Araki		
	TOTAL STUDENTS =	1
	TOTAL DEGREES AWARDED =	1

BA IN RADIO-TV

RADIO-TELEVISION

Maren Roe Axelrod	Eric Stephen Bresler	
Robert Michael Clements	Chris A. Coonce	
Lisa Michelle Drew	Christopher George Gabroy	
Lindsey Patricia Hahn	Robert A. Hendry	

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COLLEGE OF A & S - FINE ARTS

BA IN RADIO-TV

RADIO-TELEVISION

Donine Suzanne Henshaw	Tondi Marie Jantz	
Franz Joseph Joachim	Andra Marie Kotcho	
Jalee Marie Lind	Libby Dawn Nelkin	
Bari Leigh Nylund	Kevin C. Parker	
Paul Edward Penley	Michael Joseph Reading	
Molly Elizabeth Riley	Stacy Vaughn	
Oscar Gardien Ward III	Jeff Todd Yanc	
David Hall Yohe	Michael Todd Young	
	TOTAL STUDENTS =	24
	TOTAL DEGREES AWARDED =	24

BACHELOR OF FINE ARTS

ART EDUCATION

Susan Marie Stout	TOTAL STUDENTS =	1
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DANCE

Wendy Suezanne Brown	Margaret Mary Faulkner	
Lisa Ann Green	Carolyn Joanne Ockert	
Maria Magdalena Otta	Mirea Felicita Pineda	
Mary F. Voss		
	TOTAL STUDENTS =	7

DRAMA EDUCATION

Rebecca Ruth Carson	Elizabeth Marie Hunt	
Beret Kristina Malmgren	Emily Lindell Reynolds	
Fara Hope Zimmerman		
	TOTAL STUDENTS =	5

DRAMA (MUSICAL THEATRE)

Daniel C. Jacobs Jr.	Robert Douglas Mammana	
Jill C. Moore	Robyn Lyn Raab	
Lynn Elizabeth Roof		
	TOTAL STUDENTS =	5

DRAMA PRODUCTION

Gina Danielle Aker	Carol Elizabeth Enevoldsen	
Paul Terrance Goebel	Ileska Anna Hall	
Michael Ross Levinsky	Kristin Lee Little	
Mark Joseph Mettes	Jennifer Irene Oppenheimer	
Lavonne Joanne Seymour		
	TOTAL STUDENTS =	9

GENERAL FINE ARTS STUDIES

Darla Rachelle Kuhn Andraecola	Jill Marie Barnes	
Thomas Grant Couser	Victoria Galloway	
Jody Pam Gillman	Jodi Lynne Gorin	
Francisca Lucas Guaderrama	Tara Sue Hammerschlag	
Nicole Adams Kime	Heidi Ann Lievens	
Lisa Robyn Samsky	* Renee Elaine Stevens	
John Preston Washburn	Kathy Ann Welliver	
	TOTAL STUDENTS =	14

MEDIA ARTS

Amy Suzanne Adams	Ivy Danielle Alexenburg
Tracy Lynn Bame	Robert Allen Breedlove
Stephen Lance Brick	Eric T. Brown
Virginia Lee Cain	Andrew John Callies
William James Cardi	Karen Leah Casey
Eric Cielak	Joseph Davis
Vikki Lynn Dempsey	Colleen Marie Edmundson
Graham William Elwood	Andrea Lee Fein
Maureen Jean Finn	Johnna Marie Gale
Paula Federica Gibbs	Scott Joseph Gill
Hollis Ilene Goldberg	Barbara Marie Gosz
Susan Gayle Grant	Jeffrey William Grayson
Sheryl Christy Hagel	Douglas Jay Harms
Douglas Scott Hoeschler	Scott Michael Hotchkiss
Robin Heather Israel	Kyle Anthony Jestrab
Bonnie Josanne Keene	Teresa Marie Kelly
Sarena Sue Keneston	Jonas Kleiner
Susan Whitney Lacy	Michelle Elizabeth Lilley
Michelle Lynn Malat	Robert Matthew Matz
David Allen Mayhall	Kelly Ann Mcconnell
Eric Jon Mortensen	Thomas David Munoz
Shelly Deanne Neal	Richard Alan Nicholson
Colleen Ann O'Neill	Charlotte Louise Palmer

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COLLEGE OF A & S - FINE ARTS

BACHELOR OF FINE ARTS

MEDIA ARTS

Camron Scott Pollard	Richard Jerome Ramirez Jr
Debra Gayle Retterer	Jonathan Scott Roever
Marc Andrew Rosen	Kristin Ann Roth
Brent Thomas Schlenker	Hakimah Aleem Shah
Scott B. Silverman	Mary Kathleen Smith
Paige Christine Smith	Mark Alan Sondag
Rhonda Michelle Stein	Tara Sheffield Stephenson
Angela M. Unser	Michael Joseph Urena
Michael H. Vidal	Kristine Lynn Walsh
Edward A. Walters	Michelle Marie Warga
Daniel Frank Webster	Ari Robert Weller
Linda Sanchez Whitton	Howard Jay Wise
Eric Hugo Wolff	

TOTAL STUDENTS = 71

STUDIO ART

Eugene Gregory Anaya	Barry Flynt Baldrige
Ann Helmericks Boice	James Brian Bounds
Marla Kay Bradley	Christine Ann Bricely
Susan H. Cost	Linda Lee Crook
Ann Marie Danhof	Claudine Renee Davis
Claudia Berthie Dennen	Margo Elizabeth Dietrich
Margo Leslie Douglas	Charles James Fisher
Stephanie Lynn Gentry	David Carlyle Gordon
Elizabeth Mari Gramlich	Tammi Marie Hilsman
Katrina Jo Jansen	Patricia Lyn Keeley
Kevin Jonathan Kibsey	Kristen Ann Kiger
Lisa Michelle Lobell	Raymond M. Louie
Joseph H. MacDonald	Brian Mark McGraw
Michelle Kathleen Moore	Karen Ann Morey
Lisa Leone Mount	Felice Mueller
Karen Ann Nelson	Kim Sterling Nisbet
Kathleen Marie O'Shea	Curtiss Allen Prickett
Denise Lucille Purvis	Scot Arthur Reinhart
* Rebecca Ann Sachse	Donna M. Stephenson
Renee Elaine Stevens	Rachel Marie Timper
Alice C. Walter	Mike Andrew Warnica
Alma Gene Weinberg	David E. Yox

TOTAL STUDENTS = 44  
TOTAL DEGREES AWARDED = 156

BACHELOR OF MUSIC

MUSIC EDUCATION

* James Gustav Andersen	Meredith Ann Bickel
Catherine Delia Bloedel	Claudia Virginia Bl Bosse
Jeanne Colleen Dellinger	Julie Ann Elberg
Nancy Marie Golden	Charles Clark Greenlee
Elizabeth Ann Hamblin	Eric Armine Kischer
Cara Dee Knipp	Frederick Roland Milner
Pablo Navarro	Pamela Michelle Norling
James Anthony Perez	Michael James Willen

TOTAL STUDENTS = 16

PERFORMANCE

Monica Rose Carney	Michael James Carrera
Philip Hemmo	

TOTAL STUDENTS = 3

PERFORMANCE (BASSOON)

Jan Marie Smith

TOTAL STUDENTS = 1

PERFORMANCE (CELLO)

Stuart G. Strauss

TOTAL STUDENTS = 1

PERFORMANCE (FLUTE)

Tami L. Edwards

Kei Helen Sundt

TOTAL STUDENTS = 2

PERFORMANCE (FRENCH HORN)

\* Catherine Delia Bloedel

TOTAL STUDENTS = 1

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BACHELOR OF MUSIC

PERFORMANCE (ORGAN)			
Frederic Paul Bourdelier		TOTAL STUDENTS =	1
PERFORMANCE (PIANO)			
Elizabeth Sara Paley	Jose Fernando Solorzano	TOTAL STUDENTS =	2
PERFORMANCE (VIOLA)			
Ellen Kay Schemnitz		TOTAL STUDENTS =	1
PERFORMANCE (VOICE)			
Emil Cristescu	Holton Harrison Johnson		
Cristine Lynn Nickels	Dorothy Christine Ryan		
Magda Yvette Silva		TOTAL STUDENTS =	5
THEORY & COMPOSITION			
David Ronald DeLeary	Paul Sidney Richards	TOTAL STUDENTS =	2
		TOTAL DEGREES AWARDED =	35
		TOTAL DEGREES FOR THIS COLL	264

COLLEGE OF A & S - HUMANITIES

BACHELOR OF ARTS

CLASSICS			
Leigh Ann Bardach	Susan Heather Brooks		
Jordan Lee Brown	Audrey Linda Freiman		
Vicki Ellen Heisman	Thomas James Kiley		
* Mary Ann Marazzi	Jennifer A. Robison		
Christopher Lee Rodarte		TOTAL STUDENTS =	9
CREATIVE WRITING			
Cristina Lynn Alden	Holly Beth Avey		
John Richard Baldrige	Linda Elisabeth Bayless		
Stephen Gerard Beadle	Laura Blackman		
Teague Von Bohlen	Kristi Ann Borders		
* Mark Lee Branaman	Lori Ann Brown		
James Norman Craig	Andrew Hills Dimmick		
John A. Dostal	Jeffrey Joseph Dylla		
Luis Gustavo Estrella Jr.	James Reed Finn		
Julie Ann Girard	Cheryl Lynn Holliday		
Peter Watt Holmes	Lizbeth Leigh Jones		
* Michael Joseph Klein	Matthew Anthony Mastriano		
Robert Matthew Matz	Wendy Sue Mishkind		
James Nesci	Donald Arthur O'Connell		
Gregory David Petix	Philip Foster Planto		
Dennis Clark Prieto	Richard Craig Rogers		
Pamela Schmidt	Amy Michelle Schumann		
Gary Jed Stone	Daniel Hamilton Vinik		
Judith Lynn Ward	Jennifer Lyn Wilson		
Chris Andrew Winikka		TOTAL STUDENTS =	37
ENGLISH			
Heike Albertin	Vickie Charmaine Aronson		
Mitzi Arlene Austin	Julianne Azimov		
George Allen Baltrunas	Darren Lee Beene		
Barbara Leigh Benson	Baron Moran Braccia		
Kathleen Marie Brazie	Paul Edward Burkhardt		
Cynthia Alison Burns	Catherine Diane Campbell		
Edison Duane Cassadore	Lisa Renee Collins		
Noelle Alice Coulombe	Mary Ann Culbertson		
Jennifer Lynn DeRyck	Kenneth Mark Dunipace		
Keith Alan Ekiss	James Phillip Fitzgerald Jr.		
April Ruth Foreman	Chad Joseph Galts		
Jennifer Stevenson Hard	James Douglas Hart		
Thomas John Hayes	Katherine Susan Hunt		
Suzanne Rachel Imes	Georgia H. Jacobs		
Cheryl Lynn Johanson	Courtney Fox Jones		
Deborah Linanne Jue	Jeffrey Dean Keeten		
Gregory Allan Key	Wendy Sue Levy		
Kristina Ann Lindholm	Alexander Justin O. Macleod		

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BACHELOR OF ARTS

ENGLISH

Christina Marie McIver  
Shanna Suzanne Missett  
Marcie McNeill Nelson  
Paul J. Pinto  
Leslie Louise Prudler  
Carolyn Marie Robeson  
Laura Jean Symms  
Merilee Tepe  
William Lloyd Wachsmuth  
Theresa Rose Walsh

Katherine Butler Mensik  
Bridget Ann Murray  
Deborah McElhannon Ontiveros  
Joseph Bernard Porter  
Greg Scott Rivers  
Elliot Charles Ryan  
Symone Nicole Tannar  
Myrdin Jhana Thompson  
Heather H. Walker  
Nadine Theresa Welch  
TOTAL STUDENTS =

56

FRENCH

\* Andrea Lynne Achille  
\* Amelia Frances Breed  
\* Camille Lynne Collier  
\* Rebecca Sue Curry  
\* Sara Dick  
\* Lisa Michelle LeGrand  
\* Jackson Philip Pinkham  
\* Laura Marie Roosen  
\* Dayna Suzanne Spector

Dana Louise Bain  
\* Elaine Smith Caputo  
\* Stephanie Michele Cruickshank  
\* Deborah Dale  
\* Steven Gary Ellis  
\* George Martin Peralta  
\* Robert Harold Rebitzke  
\* Kerstin Evelyn Somerholter  
\* James Robert Wulffson  
TOTAL STUDENTS =

18

GERMAN

Rebecca Ann Calley  
\* Michele Suzanne Coppa  
\* Cindy Delaine Holderman  
\* Mary Kathleen Huntington  
\* Nicky Phillip Eugen McNeil  
\* Colin Bradley Schaub  
\* Danielle Sue Wagner

Robert Andrew Cook  
\* Valerie Jean Haberstich  
\* Laurie North Hubbard  
\* Jodine Terrell Lucio  
\* Sangeeta Mishra  
\* Tanya Amber Settle

TOTAL STUDENTS =

13

GREEK

Robert Carl Rezetko

TOTAL STUDENTS =

1

ITALIAN

\* Walter Eric Rau

TOTAL STUDENTS =

1

LITERATURE

Sharon Marie Fitzgerald

TOTAL STUDENTS =

1

PORTUGUESE

\* Olivia Crittenden Nickel

\* Walter Eric Rau

TOTAL STUDENTS =

2

RELIGIOUS STUDIES

Jared Ward Good  
Mina Elizabeth Mendez  
Katharine Elizabeth Smith

Donald Evans Hegeman  
Judith Mary Smith

TOTAL STUDENTS =

5

RUSSIAN

Diana Grace Fucci  
Stephanie Ann Matich

\* Cindy Delaine Holderman  
\* John Christopher Schwab  
TOTAL STUDENTS =

4

SPANISH

Sean Samuel Barton  
Kara Christine Bonnet  
\* Elaine Smith Caputo  
\* James Thomas Cooper  
\* James Murray Fish  
\* Valerie Jean Haberstich  
\* Melinda Sue Herald  
\* Jeffrey Richard Hiller  
\* Cynthia Anne Kasie  
\* Michael Andreas La Fond  
\* Griseida Ramos Lopez  
\* Ruben Avendano Morales  
\* Olivia Crittenden Nickel  
\* Leticia Quintana  
\* Grace Dizon Retiro

Melissa R. Berkowitz  
Margaret Brennan  
\* Brian E. Carey  
\* Barbara Susan Cox  
\* Claudia Patricia Gonzalez  
\* Lisa Joy Helgen Ankrah  
\* Sandra Louise Hajar  
\* Ann Marie Hutchins  
\* Asako Komazawa  
\* Gilbert Michael Lopez  
\* Oralia Lopez  
\* Ilana Mara Newman  
\* Patricia Torres Pacheco  
\* Cristina Genta Reggiardo  
\* Federico Robles

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SPANISH

Tracey Marie Schofield  
Ana Cecilia Zuniga

\* Kerstin Evelyn Somerholter

TOTAL STUDENTS = 33  
TOTAL DEGREES AWARDED = 180  
TOTAL DEGREES FOR THIS COLL = 180

COLLEGE OF A & S - SCIENCES

BACHELOR OF ARTS

ASTRONOMY

Howard Owen Wilson

TOTAL STUDENTS = 1

BIOCHEMISTRY

Rex David Bryce  
Clarissa Marie Cota

Michael Andrew Clark  
Sonia Daisy Kim

TOTAL STUDENTS = 4

CHEMISTRY

James Robert Arnold  
Patricia Marie Jenkins

Joseph Alfred Guinn  
Manuel Thomas Ramirez

TOTAL STUDENTS = 4

ECOLOGY & EVOLUTIONARY BIOL

\* Jonathan Brett Campabello  
\* Michael Joseph Klein  
Amy K Morgan  
Sean James Sasser

\* Shaun Alexander Kirkpatrick  
Roxana Mercado  
Julie Ann Robinson

TOTAL STUDENTS = 7

MATHEMATICS

Tammi Lynn Brainard  
Courtney M. Sommer

\* Robert Saylor Breckenridge

TOTAL STUDENTS = 3  
TOTAL DEGREES AWARDED = 19

BACHELOR OF SCIENCE

ASTRONOMY

\* Jennifer Anthea Deconde  
\* Mark Adam Jablow  
Giselle Sleiman  
\* Charles Martin Walter

\* Eric Leonard Defonso  
Ruth Anne Kneale  
\* Ingo Szegvari

TOTAL STUDENTS = 7

ATMOSPHERIC SCIENCES

Masoud Said Al-Kindi  
Tom Gansheimer  
David Earl Rupp

\* David Lloyd Byers  
Vincent Paul Papoi

TOTAL STUDENTS = 5

BIOCHEMISTRY

Maria De Lourdes S. A. Da Silva  
Heather Louise Bartlett  
Fiona Claire Dawson  
Brenda Heaton  
Men-Hsiang Lee  
Debbie Lee Sharon Long  
\* Alan Ray Parrish  
Joseph Camama Tulagan

Brian Mark Ashmore  
Richard White Conway  
John William Forage  
Lorraine Dee Hernandez  
Daniel Joseph Levinthal  
Garth T. Olson  
Linda Suzanne Tompkins  
Cynthia Sue Yee

TOTAL STUDENTS = 16

CELL & DEVELOPMENTAL BIOL

Veronica Ortiz

Kimiko Tachibana

TOTAL STUDENTS = 2

CHEMISTRY

Saleh H. Alsharidi  
Gina Jennifer Bowman  
Alfred M. Celaya  
Ali Hussein Hamie

\* Abra J. Bentley  
Michelle Lee Brown  
Robert Lee Cunningham  
Jennifer Ann Knollenberg

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BACHELOR OF SCIENCE

CHEMISTRY

Matthew Patrick Knowles  
Jeanette Freda Pon  
Caroline Sue Torres  
Rachel Lee Zylstra

Thomas Shon Patterson  
Gregory Powell Rouen  
Andy Joo Siang Yeoh

TOTAL STUDENTS = 15

COMPUTER SCIENCE

Jack Allen Bates  
Aaron Wade Cavender  
David E. Kays Jr.  
Ghufran Mahboob  
Christopher E. Niswander  
Alvin Sebastien  
Wojciech Wyzga

Boyd Audsley Burkhardt  
Stuart Howard Holcombe  
Charles Jon Lazarr Jr.  
Ron David Marshall  
Anhtam Nguyen Quach  
Stephen Alexander Whinston

TOTAL STUDENTS = 13

ECOLOGY & EVOLUTIONARY BIOL

Kerry Leigh Bright  
Curt Emerson Dorman  
Andrew Dalkeith Graham  
Colleen Ann Jones  
Janice Leslie McConnell  
Andrew M. Salywon

Kathryn Lynne Clayton  
Johanna Louise Flaschka  
Stephanie Marie Meyer  
Tereza Yvonne Marks  
William George Pulver  
Sarah Ann Sheehan

TOTAL STUDENTS = 12

GENERAL BIOLOGY

Lynette Marie Ash  
Vincent Joseph Carlisi  
Frederick Anthony Fenderson  
Donna Justine Higgins  
Kevin Lane Kehl  
Amy Lenhardt  
Jennifer Lynn Massengale  
J Michael Newton  
Michele Faline Secrest  
Nanette Marie Shupala  
Alfred Allen Suppy  
Jason Norbert Suppan

\* Abra J. Bentley  
James Brian Esther  
Karin Gordian  
Christopher Niigal Kalabus  
George Kemper  
Allison Mary Lindsay  
Diana Lynn May  
Monica Panelli  
Rainer Sell  
Julie M. Stocum  
Karen Kathleen Stout  
Nicole Marie Thomas

TOTAL STUDENTS = 24

MATHEMATICS

Dawn Marie Bolstad  
Patrick Murray Connors  
Dale Lynn Vanderhei Curtis  
David Francis Gibbons  
Kirsten Kelley Kunst  
Sherri Nichola Shumaker

\* David Arlington Brown  
Paul Edwin Cota  
Cristina Marilza Dejong  
Nor Aini Hassan  
Beth Ellen Ransford  
Donald Edward Weaver

TOTAL STUDENTS = 12

MICROBIOLOGY

Marcus Christopher  
William A. Day Jr.  
Nina Francisca Espinoza  
Susan Joy Fiske  
Melissa Velarde Langston  
Leticia Quintana  
Stacey Scott Schultz  
Kristin Marie Stoll

Christine Louise Cornick  
Shelly Jane Diersen  
Rose Elizabeth Finley  
Ronald Yuljan Jung  
Monica Marie Ochoa  
Lourdes Ramirez-Viscarr  
Andrea Joy Scott  
Penny Lee Towne

TOTAL STUDENTS = 16

MOLECULAR & CELLULAR BIOL

Leta Maria Arteaga  
Elizabeth Francis Caldwell  
Lisa Ann Carlson  
J. Drew Diamond  
Steven Robert Healy  
Gina Maria Jansheski  
Michael R. Kaufman  
Melissa Hope McCown  
John Cyril Nichols  
Lester W. Park  
Michael Adam Perlstein  
Gregory Alan Reiser  
Emir Reynosa Salas  
Kori Lynn Singleton  
Mark Douglas Strasser  
Todd W. Vanderah

David Anton Britt  
Anthony John Callie  
James Mcvean Davis  
Ray Anthony Garcia  
Laurie North Hubbard  
Ronald Yuljan Jung  
Lisa Setsuko Kawamura  
Alexander Blake Myer  
Kenneth Dwight Osorio  
\* Alan Ray Parrish  
Steven Edward Reiser  
Mario Oscar Reyes  
Sanford Howard Salznick  
Becky Ann Speelman  
Jill Carmen Taylor  
Robert Frank West

TOTAL STUDENTS = 32

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COLLEGE OF A & S - SCIENCES

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PHYSICS

* Andrew Alan de Laix	Barbara Anne Boscoe	
* David Lloyd Byers	Eric Len Carmichel	
* Kevin Andrew Collins	* Paul Edwin Cota	
* Jennifer Anthea Deconde	* Eric Leonard Defonso	
Brian Scott Howard	* Mark Adam Jablow	
Ioannis Dimitrios Kontodinas	Jane Elizabeth Norsworthy	
* Jesus Pando	* Ingo Szegvari	
* Charles Martin Walter	Jeffrey Alexander Hilmer	
	TOTAL STUDENTS =	16
	TOTAL DEGREES AWARDED =	170

BS IN GEOSCIENCES

GEOSCIENCES

David William Anning	Nancy A. Hunt	
Alan Christopher Notgrass		
	TOTAL STUDENTS =	3
	TOTAL DEGREES AWARDED =	3

BS IN SPEECH AND HEARING SCI

SPEECH & HEARING SCIENCES

Johanna Elizabeth Atman	Traci Catherine Bedsole	
Jennifer Louise Campbell	Rebecca Cruz Castillo	
Krista Lee Dann	Beth Blake Harrison	
Kimberly Ann Lipchak	Deborah Lynn Meyer	
Stephanie Lynne Miller	Zackie Lyn Pewewardy	
Marti Lynn Riemer	Danielle Ann Rusiecki	
Sandra L. Russell	Mary Kathleen Small	
	TOTAL STUDENTS =	14
	TOTAL DEGREES AWARDED =	14
	TOTAL DEGREES FOR THIS COLL	206

COLLEGE OF A & S - SOCIAL & BEHAV SCI

BACHELOR OF ARTS

ANTHROPOLOGY

Kerry Lyn Adams	Todd Lawrence Asarch	
Bridget Eileen Bartholome	Kathryn Elizabeth Bennett	
Mary Jane Briggs	Sherry L. Brock	
Alexis Katharine Brode	Kelly Marie Cairns	
Lisa Jo Chamberlain	Jane Kathryn Costello	
Fiona Claire Dawson	J. Drew Diamond	
Andrew Joseph Friedl	Maria Guadalupe Garcia	
Jesse Glionna	Michelle Lynn Hale	
Susan F. Hanes	Christopher Andrew Hemmings	
Anthony Iniguez	Sharon Reeves Irish	
Susan Sharman Jett	Martin W. Jiles II	
Cheryl Ann Kelly	* Michael Andreas La Fond	
Irene L. Mallin	* Mary Ann Marazzi	
Greg McMullin	Muriel May McComiskey	
Jane Kristin Mehew	Donna Mikaelian	
Gina Marie Moore	Kirsten A. Olson	
Robert Thomas Omjeczinski	Suzanne Lynn Onstine	
Jennie Lee Phillips	Bradley Keith Purdy	
Schuyler Brownlie Robbins	Missy Jo Romano	
Timothy James Scarlett	Naomi Gabriela Schwartz	
Karen Kathleen Stout	Anna Katharine Taffs	
Jennifer Anna Amy Vollmer	Frederick Scott Weidon	
Walter Nelson Wendling		
	TOTAL STUDENTS =	45

COMMUNICATION

* Daniel Scott Adams	Scott Frederick Barron	
* Amy Elizabeth Bentzen	* Scott Brian Bernstein	
Ashley Clawson Bittman	Gregory Reid Boccardo	
Laura Beth Bronson	Susan Elizabeth Bush	
Tiffany Jaye Carter	Scott David Chambers	
William George Chapman	Deborah Jean Choquette	
Steven Eric Cohn	David J. D'Elia	
Patricia Marie Daria	Tracy Robert Earl	
Barbara Louise Ebert	James Pearce Feick	
Julie Ellen Fenyes	Maria Anne Finocchairo	
Tamerlane Gail Franks	Heidi Lynne Fritz	
Christian David Gennerman	* Steven Curtis Hare	
Tamara Jane Hargrove	* Samantha Henderson	

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COLLEGE OF A & S - SOCIAL & BEHAV SCI

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COMMUNICATION

<ul style="list-style-type: none"> <li>Julie Ann Hodges</li> <li>Shannan Dora Hopkins</li> <li>Jennifer Jeanette Howard</li> <li>William Andrew Ivy</li> <li>Craig Andrew Janes</li> <li>Karin Jill Keim</li> <li>Stephen Roberts Kohler</li> <li>Stacey Lee Kyan</li> <li>Nancy Susan Levy</li> <li>Karen Elisabeth Lubatti</li> <li>Debra Sue Margolin</li> <li>Janine Marotta</li> <li>Timothy John McMahon</li> <li>Todd Robert Morris</li> <li>Kathleen Jo Orr</li> <li>Shannon Renee Parks</li> <li>Claudia S. Peck</li> <li>Mary Renee Pierce</li> <li>* Suzan Louise Pruter</li> <li>Lisa Eleanor Quigley</li> <li>Chalice Leone Rice</li> <li>Shannon Marie Roberts</li> <li>David Ingalls Root</li> <li>Halle A. Rubin</li> <li>Marie Suzanne Rubinstein</li> <li>Jennifer Nicole Sandler</li> <li>Jennifer Mae Schuh</li> <li>Mari Helen Sickler</li> <li>Nicklas Carl Stanle Smith</li> <li>Richard Andrew Starr</li> <li>Michael Edward Stipetic</li> <li>Bethany Susann Swade</li> <li>Shannon Catherine Tooley</li> <li>Jimmy Edward Tucker</li> <li>Shelley Elizabeth Wagner</li> <li>Tsia Michelle Watson</li> <li>Jaqueline Wolfe</li> </ul>	<ul style="list-style-type: none"> <li>Kevin J. Hooper</li> <li>Julie Lynn Horwitz</li> <li>Andrea B. Huerta</li> <li>Elisa Ann Jacobson</li> <li>Kristine Ann Kassmann</li> <li>Kara Hope Kindermann</li> <li>Kelly Marie Kurz</li> <li>Amy Jo Laack</li> <li>Celeste H. Lewellen</li> <li>Mary Jeannette Lucas</li> <li>Jennifer Lynn Markus</li> <li>* Peter James Mccarthy</li> <li>Christine Elizabeth Mcneil</li> <li>Amy Elizabeth Nelson</li> <li>Anita Parker</li> <li>Kelly Kay Patterson</li> <li>Dawn Marie Penz</li> <li>Andrea Lynn Pressman</li> <li>Candice Veronica Przybycien</li> <li>Norma H. Reyes</li> <li>Mollie Ann Ritacco</li> <li>Kevin Michael Roof</li> <li>Laura Ann Rossi</li> <li>Julie Elisa Rubin</li> <li>John David Sakrison</li> <li>Jeanne M. Scanlan</li> <li>Mary L. Shelton</li> <li>Alfred E. Silverstein</li> <li>Timothy Leland Spaulding</li> <li>Todd Jeremy Stern</li> <li>Heather Katherine Stradtman</li> <li>Laura Lee Toenjes</li> <li>Julie Elizabeth Toys</li> <li>Ellen Camile Vega</li> <li>Philip Britton Wasson</li> <li>Stephanie Weissman</li> <li>Valentyn Taras Yemetz</li> </ul>
	<p>TOTAL STUDENTS = 100</p>

ECONOMICS

<ul style="list-style-type: none"> <li>Anne Elaine Albrecht</li> <li>Haytham Said Azhari</li> <li>Daniel Christopher Belden</li> <li>* Bryan Ronald Bird</li> <li>* Thomas Michael Butler</li> <li>Anthony Kellii Fisher</li> <li>Anthony Michael Frakes</li> <li>Shannon Marie Gillham</li> <li>Heidi Elise Gorham</li> <li>* Samantha Henderson</li> <li>Glenn Ronald Jacobsen</li> <li>Adam J. Krohn</li> <li>Matthew Richard Laos</li> <li>Nancy Blanche Marquis</li> <li>Cecile Liana McCormack</li> <li>* Robert Charles Mueller</li> <li>Michelle Louise Nelson</li> <li>Craig Russell Pettit</li> <li>Andrea Lynn Rawitt</li> <li>Gretchen Webb Schulz</li> <li>Daniel Joseph Skowronski</li> <li>Steven Kyle Sondock</li> <li>David A. Tjarks</li> <li>Christina Michelle Walters</li> <li>Jonathan Paul Winick</li> </ul>	<ul style="list-style-type: none"> <li>Dawn Elizabeth Avery</li> <li>Peter Michael Barrett</li> <li>Jennifer Elaine Berry</li> <li>Anita Elena-May Bretoi</li> <li>Jeffrey Richard Dillon</li> <li>Jonathan David Fleischer</li> <li>Corey Carter Gardner</li> <li>Jonathan Edward Gist</li> <li>Charles Kent Heiner</li> <li>* Shaun Bruce Howland II</li> <li>* Shaun Alexander Kirkpatrick</li> <li>Christopher Anthony Landi</li> <li>Michael Robert Lowe</li> <li>Teresa Louise Martin</li> <li>Shane L. Moncada</li> <li>Paula Carol Nailon</li> <li>Steven John Persi</li> <li>* Lisa Eleanor Quigley</li> <li>Hassan Abdulrahman Salem</li> <li>Douglas Todd Sims</li> <li>Jennifer Alyson Smith</li> <li>James Edward Standen</li> <li>Paul Frank Tosca</li> <li>James Cleveland Webster</li> </ul>
	<p>TOTAL STUDENTS = 49</p>

GEOGRAPHY

<ul style="list-style-type: none"> <li>Kevin Arlin Leavitt</li> </ul>	<p>TOTAL STUDENTS = 1</p>
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HISTORY

<ul style="list-style-type: none"> <li>* Joseph Glenn Aaron</li> <li>Wendy Michele Anderson</li> <li>Steven Edward Behr</li> <li>Heidi M. Bloemke</li> <li>Gabriel Brement</li> <li>Robert Joseph Bujarski</li> <li>Bernard Joseph Carpenter</li> <li>Christopher Elliott Coffman</li> <li>Marcus Romeo Defago</li> <li>David Edwin Duff</li> <li>Nathan Rayborn Gammage</li> </ul>	<ul style="list-style-type: none"> <li>Dante Miguel Alegre</li> <li>Christopher Glenn Babcock</li> <li>Martha Anne Berridge</li> <li>Dwayne Andrew Booth</li> <li>John Farrel Brown</li> <li>Catherine Diane Campbell</li> <li>Stephanie Rachel Cassidy</li> <li>Jennifer Ellen Decoursey</li> <li>Nicolle Michelle Dennis</li> <li>Fred Henry Egerer</li> <li>Robin Cari Giebner</li> </ul>
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BACHELOR OF ARTS

HISTORY

Zonnie Marie Gorman	Charles Andrew Gustaveson	
Patrick Kent Hardesty	James G. Haro	
John Thomas Harris	Erica Nevins Herbert	
* Chris William Hinderliter	Stanley Joe Hollar	
* Maclay Hoyne	Jacqueline Johnson	
Jacquelyn Bowen Johnstone	Paul Bernard Kaiser	
Mara Claire Kelly	Mollie Beth Kinnamon	
Stevan Wayne Kobor	Christopher James Kuplack	
William Sandler Kurzman	Judy Ann Ludwig	
Jeffrey Eric Lundberg	Verena Lea Maas	
Robert Scott MacDonald	Michael Martinez	
Katherine Ann McDaniel	Christopher Mark McDoniel	
Michael Todd McFetters	Michele Jeanine Mericle	
James Paul Mooney	Kelly Sayre Neal	
Rudolph George Pacheco	James Alfred Parks	
Carrie Darleen Prather	Matthew P. Reilly	
Sarah R. Reneker	Damon Anthony Rossi	
Melissa Joy Ruhf	Christina Rabe Seger	
Valli Jo Staten	Thomas Gerald Sues	
Christopher Patrick Thomas	Meghan Kathleen Thompson	
* Mark David Tobin	Todd William Trafford	
* Thomas Peter Tronsdal	Silvia Fernandez Valdez	
Jason Wayne Vanbenthuyzen	Derek Todd Wood	
	TOTAL STUDENTS =	68

JOURNALISM

Brian Ray Ballou	Jeffrey London Bradford	
Casper Andrew Carey	Torie Lee Childs	
Carolann G. Covaro	* James Norman Craig	
Lisa Lynn Crist	Kathryn Marie Epperson	
Justin First	Deborah Ann Gallo	
Leighton Francis Ginn	Wendy Dawn Goble	
* Paula Claire Johnston	John Mosby Judge	
William Dean Kircos	Roberta Sandra Lopez	
Gina Marie Lundy	Lisa Elizabeth Martin	
Jaclyn Elizabeth McKendree	Neil Roderick McLeod	
Andrea Merola Kennedy	Stacey Danielle Moore	
Elizabeth Pindar O'Keefe	Christopher James Patyk	
Tara Joyce Payne	* Ronald Yslas Perez	
Laura Lynn Plachecki	Cindi Robin Pozner	
Melissa Lynn Rose	* Joseph Michael Salkowski	
Kelly-Anne Sim	Robert Marsh Starks	
Kimberly Ann Steele	Jennifer Belle Stephan	
Lisa C. Thompson	Judd Thomas Williams	
David Leo Wilson		
	TOTAL STUDENTS =	37

LATIN AMERICAN STUDIES

Linda Marie Bohlke	Bianca Elizabeth Gonzalez	
Catherine Louise Whitney		
	TOTAL STUDENTS =	3

LINGUISTICS

Joel Andrew Bergsbaken	Noorazlina Mdajis	
Katherine Esme Temple	Erika Grace Unangst	
Charles William Womack		
	TOTAL STUDENTS =	5

MEXICAN AMERICAN STUDIES

Yvonne Gonzalez Jarill	Frances Fernandez Salazar	
	TOTAL STUDENTS =	2

ORIENTAL STUDIES

Richard Alan Abizaid	Jacqueline Dawn Allen	
Todd Williams Barrett	Bernard Travis Edge	
Pamela Irene Ferdie	Mark Jay Freedman	
* Alarik Morgan Fritz	Leighton Francis Ginn	
Susanne Carol Gorberg	Dorothy Jones	
Mariko Marie Kitano	* Eugene Kinney Kunze	
Helena Malikyar	John Andreas Melendez	
Inhee Moon	Gina Rae Morgan	
* Stefan Frank Niemiec	Kenneth Richard Reed	
Jennifer B. Robbins	Christopher Ward Weaver	
	TOTAL STUDENTS =	20

PHILOSOPHY

Tim Jay Anderson	Charles Alexander Bryden	
* Kimberly Ann Carter	Irina Madalina Constantinescu	
Anne Elizabeth Cutshall	Jeffrey Mitchell Freelin	
* Paul Anthony Gatto	* Jason Leonard Groch	

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PHILOSOPHY

\* Eric Justin Hartman  
\* Sangeeta Mishra  
Mark Charles Phelps  
Beth Ann Sugaski  
Cheryl Annette Varner  
Christopher Ward Weaver

\* Adam David Levine  
\* Norman Alan Olson  
Elmer Jay Richardson IV  
\* Beth Kirsten Uhl  
Daryl Marinus Wansink

TOTAL STUDENTS =

19

POLITICAL SCIENCE

\* Wendy Michele Anderson  
Brian F. Aronson  
Kevin Michael Baldwin  
Catherine Ann Barnett  
\* Scott Brian Bernstein  
\* Bryan Ronald Bird  
Brian Conway Blackman  
Gretchen Kaye Blenkarn  
\* Martina Marie Blonigen  
\* Amelia Frances Breed  
Christopher Mark Brown  
Timothy Charles Browne  
Elizabeth Nanette Buonarati  
Kathleen Marie Burke  
Sarah Jane Calfee  
Maria Maldonado Cartagena  
Zaida Elena Celaya  
Tricia Kay Clark  
Timothy Duffy Cowdrey  
Donald Warren Croyle  
Jonathan Scott Dalby  
Jeffrey Lear Davis  
Katherine Maureen Dougherty  
Melissa Errico  
Eric Scott Fortas  
Stephen Gordon Friede  
Joseph Brooks Friedman  
Gwendolyn Elizabeth Fryer  
Andrew Stanton Garvis  
Kevin N. Geary  
John George Giunarra III  
Brian Jerome Goldstein  
James Robert Goodman  
David Jason Gorosh  
Matthew Lawrence Greenlund  
Kerri Mae Grimm  
Richard Allen Guest  
Lisa Anna Harlow  
Robert Nicholas Harris  
Jennifer Elisabeth Haynes  
Kimberly Dawn Hinds  
Christine Patricia Holley  
Bradley Raymond Hosford  
\* Maclay Hoyne  
Todd Michael Hunt  
Mustafa Muhiddin Hussein  
Mark Vincent Iriarte  
Joseph Peter Jacobs  
\* Paula Claire Johnston  
Deborah Julie Kallmann  
Michael Edward Kinkele  
Quinn Kristian Koeniges  
\* Eugene Kinney Kunze  
Martin Keith Lachter  
Cynthia Victoria Laurie  
Jennifer Anne Levin  
\* Lisa Michelle LeGrand  
Jon Jay Marzetta  
\* Margaret Lee Mass  
Madeleine Warner McKinney  
Tracey Lynne Metcalfe  
Michael John Mings  
L. Matthew Muehlebach  
Christine Anne Mulholland  
Alyson Elizabeth Murphy  
Jeffrey Ross Myers  
Kevin E. Nelson  
\* Stefan Frank Niemiec  
James Eric O'Harra  
Matthew Alfred O'Malley  
\* Ronald Yslas Perez  
Mike Quinn  
Richard Alan Radel  
Jennifer Lyn Ridge  
Christiana Rosenblatt  
Craig H. Russell

Nicholas Joseph Arico  
Jason Charles Baer  
Cody Allen Barden  
\* Amy Elizabeth Bentzen  
Michael Hogan Bill  
Allen Reid Birmingham  
Peter Adams Bland  
Peter F. Blisard  
Jonathan Patrick Brannon  
Kami Christina Brooks  
Robert Caley Brown  
John Carraway Bull III  
Louis Clayton Burgess  
John Thomas Caley  
\* Brian E. Carey  
\* Kimberly Ann Carter  
Andrew Bryce Ching  
Constance Rebecca Cork  
Patricia Cracchiolo  
\* Rebecca Sue Curry  
Cristal Dianne Dales  
Sol Douglas Doten  
\* Steven Gary Ellis  
Grace Chinghua Feng  
Robert Eugene Franden  
Rachel Alise Friedel  
\* Alarik Morgan Fritz  
Thomas David Futrell  
Kelly Anne Gauger  
Jeffrey M. Gershon  
Julie Troy Goldenberg  
Doreen Lisa Gonzalez  
Lawrence Ned Gorab  
Neil Eric Gottlieb  
\* John Earson Griffin  
\* Jason Leonard Groch  
\* Steven Curtis Hare  
Jason William Harrel  
Bryan Scott Haver  
Paul Richard Henderson  
Jodi Lynd Hipps  
Peter Jon Holmsten  
Scott Baron Howell  
Jon Steven Huffman  
Margaret Marilyn Hurley  
Timothy Paul Intagliata  
Lara Marie Jackson  
Craig Douglas Johnson  
Allison Friederike Kalhammer  
A. Kristopher Kanoza  
Tracey Fae Klueger  
Brett Andrew Kramer  
Christina Marie Kwasnica  
Lisa Lee Ladendorff  
Amy Lauren Leshner  
Robert Frances Lewis  
Karen Marie Loux  
Harvey Jay Mason  
\* Peter James McCarthy  
Kevin Royce McMinn  
Richard Dean Micelli  
Susan Louise Monahan  
\* Robert Charles Mueller  
William J. Mulligan  
Sean Paul Murray  
Teresa Michelle Neil  
Joyce Carpenter Neves  
Stacey Anne O'Donnell  
Judith Ann O'Leary  
Wade Wesley Owens  
James Woodbury Perkins  
Victor Armando Quiros  
Kyle Taylor Rhodes  
Suzanne Leigh Risberg  
Joseph Frank Rubinstein  
Matthew Ward Russell

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POLITICAL SCIENCE

<p>Guillermo Saldivar          * Laura Diane Salmon          John Christopher Schwab          Karen Jean Sergeant          Suzi Paulette Shoemaker          Shad Smith          Monica Lea Spencer          Mark Geoffrey Stanley          Timothy Byron Starks          * John M. Summey          Eric Joseph Szoke          Alan Paul Thomas          * Shari Earline Towell          * Thomas Peter Tronsdal          * Beth Kirsten Uhl          Kimberly L. Vasconi          Todd Eric Wallis          Gregory Stephen Mastek          J. Jonathan Weiss          Sheri Michele Migal          Jon Colby Williams          Michelle Bettina Wisner          Jeffrey Kevin Zenuk</p>	<p>* Joseph Michael Salkowski          Lisa Harlene Samuels          Elean Renee Schwartz          Douglas Roger Sharfstein          Elizabeth Deirdre Slocum          Steven Thomas Sparrold          Philip A. Spencer          Robert Bryan Staples          Kenneth Lee Stewart          David Mondy Szeto          Richard A. Thibodeau          * Mark David Tobin          Kathiy Ann Trabert          Dean Howard Trulock          Michelle Urioste          Stephanie Lynn Walker          Michelle Lynn Mallum          Lori Michelle Weber          Rachel Ann White          Christopher David Williams          Thomas Alfred Williams          Lisa Christine Yeaton          Nola Lee Zusi</p>
	<p>TOTAL STUDENTS = 198</p>

PSYCHOLOGY

<p>Anthony Charles Albanese          Carl Randall Anderson          Laura K. Arthur          Kristina Lynn Baldwin          Stacey Marlo Barcoff          Melissa Ann Belousoff          Sandra Lea Berry          Susan Haley Boysen          Bretta Irene Buckingham          Stephanie Lynn Cadwell          Emily Lynn Campbell          Kristi Elizabeth Clarey          Melissa Ann Crosby          Nathaniel Louis Derby          Anne Elizabeth DeHinter          Pamela Anne Drago          Iris Eytan          Roger Lee Finkbeiner          Eugenie Marie Fleming          Andrew Edwin Foster          * Paul Anthony Gatto          Rhonda Ann Gonzalez          Gregory Martin Gossett          Tracey Denise Hackett          Craig Walter Hanlon          Kimberly Jo Harner          LaDonna Michele Harris          Mendi Sue Harris          Kimberly Ann Hiatt          Charlene D. Jackson          Laura C. Johnson          Dana Lynn Katzman          Allison Leigh Klotz          Maija Larriva          Sandra Kay Lemons          Sheri Lynn Loucks          Ronit Joy Marhoffer          Kimberly Merritt          Guy G. Mikkelsen          Marissa Moreno          Patrick Michael O'Brien          Martina Palomino          Julie Ann Patton          Peter Alexander Perlman          Wendy Jo Potter          Robert Paul Rappoport          Selenia H. Rochin          Michael Anthony Scaletta          Dirck Theodor Schou          Roger Kaye Shaide          Natasha Katharina Smith          Jeanine Lynn Stitt          Valerie Anne Swisher          Anne Bromstedt Taylor          Jennifer Lynn Thorson          Heather Leigh Urry          Tanya Tamara Van Gorder          Mary Megan Vosburgh          Martha Jean Walton</p>	<p>Michele Rossini Altamirano          Gil Juan Armenta          Alice Lynn Bagley          Cynthia Kay Bannen          Molly Susan Becker          Daniel Scott Benner          * Martina Marie Blonigen          Connie Jeanette Briggs          Jodi Ilene Burke          Karen Lenore Cagle          Cecilia C. Castro          Jessica Claire Contreras          Jennifer Lynn Curtis          Justin Denis DeMello          Ronald Leroy Donnally          Jeffrey Richard Epstein          Thomas Andres Fernandez          Kathleen Elizabeth Flagg          Palma Maria Forte          Karyn Lisa Friedman          Susan Leslie George          Teresa Marie Goodman          Stacy Ann Gurstell          Jennifer Lynn Haight          Rosemary Hansen          Elizabeth Ploeser Harris          Sharon E. Harris          Tim B. Heacock          * Chris William Hinderliter          Kimberley Ann Johnson          Maureen Elyse Kasin          Colin Douglas Kipka          Julie Ann Koshner          Tonya Kay Leith          Marianne Marie Lezeau          Diane E. Madrid          Judith Lynn McConaughay          Stephen Jay Midyett          * Ruben Avendano Morales          Jeffrey Brent Musick          * Norman Alan Olson          Susan Kay Parnell          Deidre Dee Payne          Alicia Mai Popper          Gary E. Ranta          Todd Kenneth Robinson          Stacey Lee Sansbury          Barbara Elizabeth Schneider          Cheryl Lynn Seltzer          Deborah Sherman          Jennifer Stewart          Jodi Lyn Sugaski          Michael Jonathan Tafet          John David Tejada          Michael P. Torchia          Gladys Valenzuela          Graciela Tadeo Vasquez          Dawn Renee Walton          Charles Philip Warbasse</p>
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PSYCHOLOGY

Jeffrey Ronald Ward  
Laura Jean Wilson  
Andrew Page Wirth  
Julie Marie Zahasky

Traci Ann Williams  
Stephanie Lynn Wilt  
Jessica Withers

TOTAL STUDENTS = 125

RUSSIAN & SOVIET STUDIES

\* Thomas Michael Butler  
Leslie A. Vyvial

Tina Mari Fox  
Christopher Andrew Morley  
TOTAL STUDENTS =

4

SOCIOLOGY

Zeno A. Alexander  
Erika Louise Anderson  
Scott Alan Biberthaler  
Dawn Marie Bolstad  
Danielle Patricia Brooks  
Shannon Marie Bunker  
Gerald Anthony Cantiglia  
Christina Lynne Clark  
John Francis Collopy  
Marisa Cybrilovic  
Gregory Economidis  
Elizabeth Anne Elman  
Gina Michelle Enriquez  
Patrick Joseph Feaman  
Jason Kolberg Foster  
Paul W. Glonek  
Jeffrey Bernard Hammerschmidt  
Susan Leigh Harrison  
Helen Hom  
Kerry Glen Introligator  
Patrick John James  
Deborah Lyn Johnston  
Leslie Jean Kraft  
Trisha Suzan Lederman  
Darryll Lamont Lewis  
Douglas W. Livingston  
Shannon Mary Malone  
Rory Maurice McVeigh  
Laura Patricia Moreno  
Lisa O'Laughlin  
Laura Ann Osterman  
Darren Scott Pasco  
Mark Alan Radom  
Jorge Jose Rendon  
Paul Raymond Russell  
Maureen Patricia Shea  
Laura Ann Smith  
Rebecca Kay Steffes  
Joel Christopher Sugg  
Joanna A. Tavrytzky-Babco  
Sarah Margaret Tobiason  
David Edward Weed  
Eliot Marc Mexler  
Darcie A. Witzenburg

Tracy Lee Andersen  
Phillip Richard Berry  
Zachary Charles Bloom  
\* Robert Saylor Breckenridge  
Karen Jean Brooks  
Edward Todd Burden  
Daylene Renee Chandler  
Lindsey Dee Coleman  
Anna M. Contreras  
Lauren Marie Dye  
Tina Lea Edwards  
Catherine Helen Emy  
Kelly Marie Ewing  
Thomas Anthony Flaski  
Sarah Marie Glisky  
Brooke Andra Guertner  
Matt Oscar Hanhila III  
Timothy Paul Hicks  
David Allen Hunnicutt  
Michael Roy Jackson  
Reginald Allyn Johnson  
Mara Jo Korelitz  
Michelle Jill Kratter  
Daiva R. Leonas  
Debra Rae Linder  
Michelle Becerra Madrid  
\* Margaret Lee Mass  
Kathleen Marie Mellady  
Lorraine O'Dell  
Mary Frances O'Leary  
Michael R. Parker  
Daniel Jerome Peters  
Jason Eric Reisel  
Mark Arden Rode  
Lawrence C. Schaffer  
Stacy Ann Silberman  
Stephanie Anne Snow  
Michael S. Striednig  
\* John M. Summey  
Prue Elizabeth Thomsen  
Karen Joy Van Vuren  
Joanna A. Welland  
Ann Terese Weymiller

TOTAL STUDENTS = 87

WOMEN'S STUDIES

Betty Louise Eppler Gooch

TOTAL STUDENTS = 1  
TOTAL DEGREES AWARDED = 764

BA IN SPEECH COMMUNICATION

SPEECH COMMUNICATION

Hayley Marie Heidler

Cameron Courtney Wright

TOTAL STUDENTS = 2  
TOTAL DEGREES AWARDED = 2

BACHELOR OF SCIENCE

PSYCHOLOGY

Stephanie K. Anderson  
Sharl Ilene Brand  
Engji Chang  
Stephen Nicholas Flood  
Heather Leigh Genovese  
Brian Anthony Hansen

Deirdre Jean Avery  
Thelma Guadalupe Buelna  
Vickie Lynn Clonts  
Vernita Gant  
Stephen A. Gill  
Cathi Diane Harris

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PSYCHOLOGY

Rebecca Joann Hyde	Christine Anne Laguna
Michael Langford	Daley E. Lickliter
Todd Francis McIntyre	Kentaro Ogawa
John Edwin Robinson	Bridget Ann Ruley
Jessica Lauren Silvers	Amy Elliot Stevenson
Ly Thi Luu Tran	Hesley S. Vaughn
Adelle Kristine Verburg	Laura Lynn Waina
	TOTAL STUDENTS =

26

REGIONAL DEVELOPMENT

Leonard David Becker	Patrick James Belous
Dean Kenneth Brunner	Edgar Talivaldis Cepuritis
Laura Ann Cole	Carmine DeBonis Jr.
Patrick Franklin Evenson	John Arthur Fitzgerald
Slavik A. Gofman	Kai Alina Graves
Robert J. Kammann	Vincent Joseph Leahy Jr.
Michael Peter MacPhee	Warren Henry Nichols III
Martin Clifford Pack	Pamela Ruth Parham
Stephen A. Radi	Robert Patrick Reynolds
Mark Daniel Schmidt	Laura Anne Sollecito
Darin Charles Squires	John Gerald Thull
Colleen Elizabeth Ward	Kevin James Marden
Christopher Thomas Weimer	
	TOTAL STUDENTS =
	TOTAL DEGREES AWARDED =
	TOTAL DEGREES FOR THIS COLL

25

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COLLEGE OF BUSINESS & PUBLIC ADMIN

BS IN BUSINESS ADMIN

ACCOUNTING

Thomas Edward Abraham	* Michael J. Ahearn
Charlene Smith Armstrong	Kevin Howard Artz
Bassem S. Barrage	Frances Theresa Bejarano
Evan Andrew Benjaminson	* Paul William Bigbee
* Jeffrey George Black	Susan Diane Black
Kristian Charles Blackwell	John William Bozzo
* Steve Lopez Bracamonte	Patricia Frances Butler
Ron Edward Clayton	Michelle Olivia Culver
Michael Aaron Dahn	Anaela Sabir Dairkee
* Laura Lynn Dale	Megan Ann Davis
* Melissa Ann Demple	Mary Beth Dickens
Mark Avery Donald	Brett G. Drewry
William Raymond Ellison	Jennifer Delight Evans
* Mario Alonso Felix	Steven Lewis Ferguson
* Christina Patricia Friedman	Catherine Ann Frost
* Matthew F. Gandolfo	* Ronald Lance George
* Paul Bernard Gesina	* Nathan Patrick Ginn
Michael David Hald	* Ann Marie Hall
Edwin Benson Hall	Sean Patrick Harkleroad
Gloria Kristine Herring	Mary Anne Hickerson
Stacy William Hilgendorf	Shirley Yimchau Hsieh
Kenneth A. James	Eric Eugene Jones
Joseph J. Jones	Paul Michael Klute
Carol Anita Koenigs	Robert Stephen Kramer
* Eugene Stephen Krawchuk	Claudine Phyllis Kuhlman
Alvan William Lafrenz	* Kuoshou Timothy Lee
Jeffrey James Leslie	Jacqueline Marie LeMallen
* Edlyn Johnson Little	Janice Rita Lombard
* Andrew Michael Magick	Faridah Hanim Manaf
Melanie Jeanne Marlatt	* Catherine Annette Marshall
Julia Elizabeth Maurer	* Oula Assaad Mawas
* Kathryn Grace McFarlin	Scott Gordon McPhaden
Kristina J. Medina	* Ralph Andrew Mersiowsky
William Henry Mertz III	Kathleen E. Miller
* Marylou Elizabeth Miller	Teryn Michelle Miller
* Mutasim Naji Sadik Mofti	David Adam Monheit
Eugene Arthur Moore	* Kimberly Ann Norris
Olatide Ezekiel Ogunfeditimi	* Steven Russell Pavlak
David Gerard Pelletier	Frank Charles Phillips
* Kenneth Maurice Poe	* Paul Eugene Poncy
* Jacqueline Prestinario	Julia Lynn Rauch
Scott Allen Remington	* Kerry Ann Rhoads
Zachary Stewart Rudman	Timothy John Rueth
Nancy Joanne Rumsey	Rader Donald Russell
Robert Thomas Russin	Janice Lee Salazar
Norman Edward Schaeffler	Tamara Beth Schischa
Catherine Ann Schnapp	Brian E. Seldess
Scott Edward Shafer	Susan Marie Shaw
* Stacy Lynn Silver	Russell Joseph Smith

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COLLEGE OF BUSINESS & PUBLIC ADMIN

BS IN BUSINESS ADMIN

ACCOUNTING

* Daniel Jerome Smude	Kurt Jon Somerholter	
* Bridget Ann Spector	Kimberly S. Spiller	
* Eric Jason Spitzer	Linda Lee Sprenger	
* Kimberly Ann Stockwell	* Fess Nathan Stone	
* Karin Marie Switzer	* Susan Diane Taylor	
Chanda Renee Termes	Lesli Todd	
Anthony I. Turley	Martha Jayne Parker Turner	
Vivienne Jacqueline Urias	William Van Zyll	
* Cynthia Long Vanderkolk	Willard Stephen Walker	
Johnnye Martell Washington	Pamelyn Cherie Weatherly	
Scott Kevin Weiss	Wendy Kristen White	
* Ross S. Wimborne	Clarence Edwin Witt Jr.	
Robert Jeffrey Worth	Helga Lizeph Zeigler	
	TOTAL STUDENTS =	124

BUSINESS ECONOMICS

David Letnes Baehr	Mark Guthrie Barnes	
* David Paul Bourland	Vincent J. Capuana	
* Mary Ann Cardenas	Rohana Daud	
* Walter Scott Foster	* Jennifer Katherine Gurzenski	
* Brewer Shawn Johnson	* Monique E. Kokke	
Haythem M. Macki	Samuel Lewis Nathenson	
David L. Ochs	Dave James Oliver	
Timothy Scott Phillips	* Douglas Anthony Prichard	
George Youssef Sarkis	Jill Marie Wolfer	
* Julie Anne Yeakel	TOTAL STUDENTS =	19

FINANCE

* Michael J. Ahearn	Sean MacAlister Alexander	
* Peter Michael Aman	* Brian P. Bennett	
* Marie Annette Benson	Michael Robert Benson	
* Paul William Bigbee	David Patrick Blessington	
Richard Paul Borawski	David Paul Bourland	
* Steve Lopez Bracamonte	Norman Edward Brouillard	
Scott Everett Brue	Michael D. Buttery	
Michael Cagnina	Charles David Caraway	
* Mary Ann Cardenas	* Darren James Case	
Michael Anthony Castro	Gregory John Charlton	
Todd Alan Christensen	Eric Burke Chuop	
Timothy Gary Clarke	* James Douglas Click	
Michelle Lynne Conley	Kevin Scott Cook	
* Laura Lynn Dale	* Melissa Ann Demple	
Jeffrey Anthony DesRosier	Michael Joseph Dirks	
* Michele Lee DiPasquale	Mark Edward Don	
Daniel Brian Doran	Michael Thomas Doucette	
Sharon Feinstein	Joanna Maria Fesz	
Melissa Marie Fitzgerald	* Mark Fontana	
Joseph M. Forbes	* Walter Scott Foster	
Roger Dean Franklin	Jeffery E. Freed	
* Christina Patricia Friedman	* Daniel Gee	
* Paul Bernard Gesina	* Nathan Patrick Ginn	
Jimmy Dale Griffin	Ruth Maree Grumbling	
* Jennifer Katherine Gurzenski	* Ann Marie Hall	
Andrea Marie Harris	Kimberline Ann Heady	
* David Charles Helsten	Michael Robert Henry	
Shannon Lee Hicks	James Michael Hoene	
Roberta Lynn Raymon Holland	Lori Ann Hug	
Rex Edward Jorgensen	Kyle Patrick Kennedy	
Tanya Gayle Klones	* Eugene Stephen Krawchuk	
* Kuoshou Timothy Lee	* Edlyn Johnson Little	
* Janice Rita Lombard	* Andrew Michael Magick	
Peter Hugh Maguire	* Alva Marie Maldonado	
Douglas G. Mandel	* Catherine Annette Marshall	
Jenifer Ann Matlow	* Oula Assaad Mawas	
Kirk D. Mayes	Joy Ann McCormick	
* Kathryn Grace McFarlin	Kristy Ann Meenan	
* Ralph Andrew Mersnowsky	Kristin Leanne Miller	
Marcella Ann Miller	* Marylou Elizabeth Miller	
* Mutasim Naji SadiK Mofti	* Brian Frederick Mohr	
* Djaja Mulia	Adel M. T. Mustafawi	
* Ngo Van Nguyen	Derek Bradley Noe	
* Kimberly Ann Norris	* Ryan Patrick O'Connor	
Robert Thomas Omiecinski	* Steven Russell Pavlak	
* Paul Eugene Poncy	* Jacqueline Prestinario	
* Douglas Anthony Prichard	* Amy Elizabeth Reckman	
* Christian Robert Reichert	* Kerry Ann Rhoads	
Paul Edward Rice	Robin Louise Rosema	
Andrew Harris Rosenthal	Scott H. Sanchez	
Monica P. Schable	Stacey Ann Schmeiser	
* Brian Matthew Seaman	Samuel Jason Sego	
Richard Scott Sharpe	Kevin Joseph Sheehan	
Stacy Lynn Silver	* Daniel Jerome Smude	
* Bridget Ann Spector	* Kimberly Ann Stockwell	

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BS IN BUSINESS ADMIN

FINANCE

* David Morris Stone	* Fess Nathan Stone
James Brendan Sult Jr.	Patricia Ann Taylor
* Susan Diane Taylor	W. Marion Thompson
* Cynthia Long Vanderkolk	Peter Lawrence Vogel
Rayne Matthew Waller	Jeffrey Emil Weber
Richard Vincent Whalen III	Rodney Woodard
* Julie Anne Yeakei	

TOTAL STUDENTS = 123

GENERAL BUSINESS ADMIN

Elizabeth C. Allen	Ramona Marie Atwood
Kara Lyn Beranich	Eric Thomas Berggren
Deborah Leah Bohlender	Karen Lenore Cagle
Robert Jerome Carlson	Joseph Francis Chernesky
Michael Andrew Chesnosky	David Cielak
Jennifer Lynn Cope	Theresa Marie Couch
LaDaniel Dayzie	Diane Deborah Dickson
* Michele Lee DiPasquale	Heather Amanda Dowdle
Kameron McCanne DuBois	Martin Eduardo Escalante
Lynn Rose Feetham	Dara Lynn Fischbein
Natacha Merav Friedman	Elizabeth Diane Fusco
Kevin Michael Galloway	John Joseph Gonda
Barbara E. Guggi	Rage Wayne Hawley
Heidi F. Hazelwood	Linda K. Heidel
Craig Timothy Hesness	Jay Bradley Hitchcock
Michelle Elizabeth Jenks	Andrew Jay Kamchi
Tamara Lynn Krauss	Kevin Michael Kruszenski
Suzanne Elaine Laughlin	Ralieg Martin Litton III
Thomas James Low	Robert Francis Mariani
Raymond J. McIntyre	Darcy Lynne Mellison
Anna M. Mickiff	Catherine Marie Millard
Marni Lisette Montreal	Kevin M. Moore
Kevin Pearce Newman	Kirk Anderson Newman
Bridget Elizabeth O'Connor	Neill Arthur Olsen
David Arthur Painter	Jennifer Lane Paulson
Katherine Rose Peterson	Raguel Kristij Pitchford
Luis G. Plata	Tiffany Lucille Plummer
Christopher M. Quick	George Cooper Roberts
Jessica Ruiz	Blake Russ
Robert Howard Salter Jr.	Guadalupe A. Sanchez
David E. Sanders	Richard Eric Schindehette
Shane Lee Schwitters	Jeffery Robert Sindelar
Richard Alan Smith	Michele Speranza
Todd Harry Steinhoff	Joseph Anthony Teixeira
Stacey Leigh Todd	Jonathan Lawrence Verwiel
Carol Lynn Villano	David George Vucurevich
Marcheta E. Webber	John Kenneth Wegener
Peter Anthony Weiss	Stuart E. Werner
John Ernest Wilsher III	Edwin Glenn Wong

TOTAL STUDENTS = 78

MANAGEMENT INFO SYSTEMS

Christina Lisimoa Aaberg	Nabiel Mahfoudh Abubakar
Lucia Kwokhang Au-Yeung	Jacqueline Lee Baird
Eric Robert Barta	Eugenio Luigi Basilotta
Susan Jane BeemansAhrens	Michael Begay
Denise Eileen Boode	* David Anton Britt
James Clark Bulitta	Robin Louise Burgess
* Martin J. Campista	Thomas Michael Casey
* Gregory Thomas Cooper	* Jennifer M. Cowgill
Thomas J. Daemen	Cynthia Catherine DeHoff
Mark Bernard Edmondson	Walid Nazih El-cheikh
* Mario Alonso Felix	* Darlene Yantz Filter
Linda Jo Fredin	Robert Samuel Friedlander
* Ronald Lance George	Jacqueline Rae Goodwin
Matthew H. Hargis	* Christina Lynn Henry
Todd Kenneth Holmes	Karen Eileen Jeffries
Paul Andrew Jonas	Ely Louis Kahwaty
Theron Todd Kelso	Walter Morgan Korn
Frank D. Lach Jr.	Rachael M. Luong
Majid Abdullah Maiek	Firouzeh Manuchehri-Kash
Daniel Glenn Marchant	Robin Lynne Mason
Alton Leroy McCormick III	* Kristen Elizabeth Micsion
* Brian Frederick Mohr	Enrique Quintero Nunez
Phillip Huy Poindexter	Ruben Rabago
* Christian Robert Reichert	* Jennifer Jessica Shingler
Kevin Darryl Sickler	Carl Roy Smith
Kermit M. Smith	* Karin Marie Switzer
* Evelyn Ann Toole	Trent Robert Tunncliff
* Catherine M. Valdez	* Jonathan Bruce Vancamp
James Mallory Vogt	* Joseph Vucic
William Capus Waynick	* Ross S. Wimborne
Beverly Lee Wong	

TOTAL STUDENTS = 61

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BS IN BUSINESS ADMIN

MARKETING

Bahareh Ajami	Lisa Ann Ashmore
Elizabeth Ann Baird	Tracy Lynn Barber
Keith Raymond Bardel	Margaret Monica Barlow
Lisa A. Barnett	Gregory Scott Bays
Michelle Lee Binkly	* Jeffrey George Black
Tracy Ann Bonvino	Ann Elizabeth Bourland
Aimee Janine Brull	Sara Baskfield Carroll
Jeffrey David Catlin	Lorrie Ann Cobb
Caroline Michelle Daly	Sandra Lynn Demovic
Wendy Lynn Devore	Cynthia Jane DeMeulenaere
Paula Andrea Diaz	Dalia Diana DiMeulen
Gayle Ann Doyle	Pamela Tracey Drake
Douglas William Duryea	Heather Tracey Elley
Madeline Vallejo Estillore	Tammi Kay Eyer
Deborah Elizabeth Frank	Peggy Grace French
Gina Kay Arnold Gentry	Jacqueline R. Goerke
Juan Francisco Gonzalez	Jennifer Lynn Gooch
Vicki Ellen Heisman	Steven Robert Helm
Mary Kathleen Huntington	* Brewer Shawn Johnson
Melissa R. Juarez	Hassan Farid Kamel
Tracy Beth Kaplan	* Karen Marie Karl
Vikki Lynn Keeler	Patrick Charles Kellis
Kelley Elizabeth Kinney	Michelle Mai Klein
Ann Susan Krauz	Mark Paul Leach
* Sara Adele Leavitt	Eric Hunter Lituchy
Alva Marie Maldonado	Shannon Marie Malone
Mona Aileen Marietti	Mary Ann Mars
Kelly Anne McKenna	Andrew John Mehl
Catherine Elizabeth Metzger	Kelly Lynn Miller
Michael James Montgomery	Monica Del Carmen Morales
Robby Scott Morris	* Djaja Mulia
Theodore Lara Navarrete	Greggory W. Nicklaus
Jeffrey J. Noppenberg	Shannon F. Oestreicher
Garrett Clarke Pederson	Robyn Anne Pleggenkuhle
Christy Joyce Pylman	* Amy Elizabeth Reckman
Lisa Ann Riley	Gerald Andrew Robinson
Megan Elisabeth Rowland	Angelica M. Saavedra
Patricia A. Schall	Cynthia Elise Schaumburg
Lisa Anne Scheiber	Jodi Lynn Seitz
Carol Ann Silva	Stephanie Ann Smith
* Tiffany Lynn Smith	Glen Edward Tillman
Daniel Edward Trudeau	Victoria Erin Vancil
Steven Kirkpatrick Wilson	Melody Ann Wong
Ana Cecilia Zuniga	
	TOTAL STUDENTS = 87

OPERATIONS MANAGEMENT

* Gregory Thomas Britt	* Martin J. Campista
* David Anton Cooper	* Jennifer M. Cowgill
Brian John Cupery	* Darlene Yantz Filter
Steven Brian Glassberg	* Christina Lynn Henry
Todd Kenneth Holmes	Thomas J. Koch
* Kristen Elizabeth Micsion	* Kenneth Maurice Poe
* Jennifer Jessica Shingler	* Evelyn Ann Toole
* Catherine M. Valdez	* Jonathan Bruce Vancamp
* Joseph Vucic	
	TOTAL STUDENTS = 17

PERSONNEL MANAGEMENT

Bruce R. Anderson	Connie Lynn Becker
Bradley Wayne Belt	Cynthia Dian Berndsen
Todd Howard Case	Malcolm Frank Granville
Michael Whitehouse Greer	Melissa Leigh Gruben
Andrea Ellen Hayman	* Lisa Janette Jones
Lara Michelle Kaplinsky	Karen Marie Karl
Jessica Beth Kupersmith	Susan Kay Lewis
Matthew Earle Myers	Edward Albert Lott
* Tiffany Lynn Smith	Robin Gail Schugar
Charlotte Ida Yost	Thomas Kessler Webster
	Gayle Ellen Zizzo
	TOTAL STUDENTS = 22

REAL ESTATE

* Brian P. Bennett	* Marie Annette Benson
* Darren James Case	John Patrick Cooney Muehrcke
* Mark Fontana	* Daniel Gee
* David Charles Helsten	Christine R. Kang
* Ngo Van Nguyen	* Ryan Patrick O'Connor
* Robin Louise Rosema	Rebecca Alicia Schulte
* Brian Matthew Seaman	Brian Andrew Smuckler
* David Morris Stone	
	TOTAL STUDENTS = 15

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COLLEGE OF BUSINESS & PUBLIC ADMIN

BS IN BUSINESS ADMIN

REGIONAL DEVELOPMENT

Mark Evan Gutweiler	* Monique E. Kokke	TOTAL STUDENTS =	3
Barry Charles Missner		TOTAL DEGREES AWARDED =	549

BS IN PUBLIC ADMIN

CRIMINAL JUSTICE ADMIN

Kirsten Lynne Brown	Jeanette K. Irvin	TOTAL STUDENTS =	6
Maria O. Reyes	Denise A. Steffen		
David Michael Swanson	Russell Curtis Tomlinson		

HEALTH SERVICES ADMIN

Abdulhakeem Abdulla Alzubaidi	Wendy Lee Chase	TOTAL STUDENTS =	7
* Emile Taziaux Figueroa	Debbie Ann Jacobs		
Melanie Sandra Page	Andrea Joy Todd		
Kara Marie Wolf			

HUMAN SERVICES ADMIN

* Melanie Sandra Page	TOTAL STUDENTS =	1
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PUBLIC MANAGEMENT

Hal Charles Krause	TOTAL STUDENTS =	1
	TOTAL DEGREES AWARDED =	15
	TOTAL DEGREES FOR THIS COLL =	564

COLLEGE OF EDUCATION

BA IN EDUCATION

CHEMISTRY

William Albert Spalding	TOTAL STUDENTS =	1
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ELEMENTARY EDUCATION

Susan Marie Baca	Alice Lynn Bagley
Elizabeth Teresa Bagley	David Roy Baker
Eva Michelle Barbosa	Patricia Barker
Gary William Bates	Leslie C. Beatty
Yvette Beloney	Jonathan Roy Ben-Asher
Bridget Lynn Berry	Cathy Marie Bober
Leslie Ellen Bow	Sydney Kristin Bowie
Lanetta Kay Bridgewater	Susan Pritts Bryson
Lynda Gail Burke	Kameron Danette Burks
Tamara Anne Buskirk	Patricia Lee Carter
Sandy K. Baron Cohen	Shelly Lynn Crabtree
Margaret Rose Crino	Margaret Elizabeth Dunbar
Susan Cooper Edgcombe	Susan Marie Failing
Carla Jane Fancy	Jill Fidel
Marnie Lee Fromkin	Bertha Patricia Gerardo
Rosalinda P. Gomez	Lydia V. Gonzales
Patricia Borboa Guzman	Melissa S. Hallier
Patricia Lynn Hammonds	Jennifer Matteson Higgins
Sarah K. Hille	James David Holcomb
Shelley Lynn Jamieson	Shannon Dawn Jones
Wendy Janae Jones	Andrea Jo Jorde
Corine Lynn Kirkman	Gail Soon Lee
Terri Anne Leeson	Annette Levy
Amy Catherine Livingston	Oralia Lopez
Rita Mae Kleinschmi Martin	Katherine E. McGee-Upton
Michelle Lee McNeil	Kristen Noel Meder
Lisa Renee Meder	Marjorie Sue Medina
Andrea Suzanne Mendola	Judith Elaine Michaels
Amy Milberger	Jeanette Morales
Robyn Jeanne Moyers	Pamela Lewis Nichols
Christa Marie Niffen	Cheryl Louise O'Brien
Thomas James Ofschewski	Heather Oliver
Rita Behrends Oischewski	Paula Osborn
Julie Kathleen Parker	Lucinda Arvizu Peralta
Beth Margaret Perry	Eric Leslie Peterson
Tara Jean Pownall	Rochelle Pozner
Elizabeth Martha Redondo	Minnie Carolyn Reiblich

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COLLEGE OF EDUCATION

BA IN EDUCATION

ELEMENTARY EDUCATION

Kristina Mae Richardson	Paul Edward Robinett	
Dina Irene Robles	Kathleen Elizabeth Rochford	
Andrea Jill Roth	Bonnie Bleu Russell	
Carla M. Sammons	Constance Greer Saracino	
Cheryl Marie Soukup	Anne Elizabeth Staring	
Sydney Carole Stocking	Ellen Louise Thompson	
Marcelle Rae Brashe Thompson	Olivia L. Tineo	
Danise R. Touseull	Chi Phuong Tran	
Lisa Renee Traube	Pamela Jean Trecker	
Christopher Henry Voorhees	Laurie Lynn Wahlers	
Janiece I. Walsh	Charlotte Deanne Warner	
Micaela Lopez Masko	Leisa Denise Watson	
Myra Ann Werft	Katherine Joyce Williams	
Karen Leslie Wilson	Lynda Marie Witt	
Martha Roberts Wolverton		
	TOTAL STUDENTS =	103

ENGLISH

Joan I. Alday	Jana Lynne Beutler	
Darrell Scott Cookman	James Phillip Fitzgerald Jr.	
Lisa Mary Strahler		
	TOTAL STUDENTS =	5

ENGLISH (EXTENDED)

Christine Susan Daly	Mark Andrew Meyers	
Julie Morin	Carla Anne Turner	
	TOTAL STUDENTS =	4

GEOGRAPHY

David John DiDomenico	Dorothy Ann Wojturski	
	TOTAL STUDENTS =	2

HISTORY

Daniel Louis Collin	Charles Webster Elkins Jr.	
Robin Cari Giebner	Stacy Lynn Van Dyke	
	TOTAL STUDENTS =	4

MATHEMATICS

Kathy Ann Clair	Susan Estrada	
	TOTAL STUDENTS =	2

POLITICAL SCIENCE

Casey Edward George		
	TOTAL STUDENTS =	1

SOCIAL STUDIES

Marcus Begay	Linda Marie Coslett	
Richard E. Garber Jr.	Marie Elizabeth Giddings	
Douglas Gordon Hughes Jr.	Robert Franklin Lindsays	
Patricia Yvonne Lopez	Michele B. Murphy	
Kimberly Michelle Rink	Edward Hurtado Saucedo	
Leroy James Shontz	Hesley Yandell Jr.	
	TOTAL STUDENTS =	12

SPANISH

Susan E. Laswell	Victor Manuel Mena	
Yolanda Angela Cavi Monroe	Juan Jose Rojas	
	TOTAL STUDENTS =	4
	TOTAL DEGREES AWARDED =	138

BS IN EDUCATION

CHEMISTRY

Christine Elizabeth Fenton		
	TOTAL STUDENTS =	1

EARTH SCIENCE

Michael Dennis McCabe		
	TOTAL STUDENTS =	1

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COLLEGE OF EDUCATION

BS IN EDUCATION

MATHEMATICS

Victoria Ann Hobbs	Shannon Stewart Smith	
	TOTAL STUDENTS =	2

PHYSICAL EDUCATION

Patricia Bravo Ojeda	TOTAL STUDENTS =	1
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PHYSICS

Eric Paul Esasky	TOTAL STUDENTS =	1
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REHABILITATION

Joel Andrew Bergsbaken	Marla Ann Dembs	
Karen Anne Feldman	Stephanie Kaye Gauchat	
Lori Elizabeth Groenewold	Chung-Tsui Lin	
Laura Beth Natale	Teresa Eugenia Quiroga	
Caroline Joanne Ragano	Heidi Sue Tamarkin	
	TOTAL STUDENTS =	10
	TOTAL DEGREES AWARDED =	16
	TOTAL DEGREES FOR THIS COLL =	154

COLLEGE OF ENGINEERING & MINES

BS IN AEROSPACE ENGR

AEROSPACE ENGINEERING

Jeffrey Warren Aksteter	David Lebro Capezzone	
Paul Scott Chinnock	James William Coleman	
Joseph Charles Dziedzic	William John Easton	
Brent Alan Ellzey	Rilla Marie Evans	
Patrick Charles Finney	Irvin Yu Gee	
Jeffrey Calvin Gorres	Morris Kay Jarvis	
James Michael Kelly	Mark Patrick Lamm	
Timothy Robert Lane	David Peter Lavacek	
Shun Lo	Bruce Mason	
Stuart James Morrison	Sabri Mohammad Noor	
Thomas Tingyu Pan	Edmund Kamekona Pang	
Scott Alan Russell	William Ray Starcher	
William Lewis Stewart	Steven Arrow Thompson	
Robert Kelly Umstead	Jeffrey Spencer Utsch	
Lance Thomas Mogniak		
	TOTAL STUDENTS =	29
	TOTAL DEGREES AWARDED =	29

BS IN AGRICULTURAL ENGR

AGRICULTURAL ENGINEERING

Jesus Bernar Quintero-Rodrig	Dulce Rodrigues	
	TOTAL STUDENTS =	2
	TOTAL DEGREES AWARDED =	2

BS IN CHEMICAL ENGINEERING

CHEMICAL ENGINEERING

Brian Hylton Cumpston	Nooshin Eftekhazadeh	
Thomas R. Findlow	Julia Ann Henry	
David J. Lamberto	Wei Ti Lee	
Paul Joseph Mureiko	Roslina Yahya	
	TOTAL STUDENTS =	8
	TOTAL DEGREES AWARDED =	8

BS IN CIVIL ENGINEERING

CIVIL ENGINEERING

Zaharin Abdul Kadir	Salim Mubarik Al-araimy	
Susan Elaine Anderson	Joanne Barnett	
Curtis Leland Brown	Jeffrey Hollingswor Bryan	
Natalie Rene Chrisman	Danny Durazo	
Mark A. Edmiston	Richard James Ellis	
Chew Sam Foo	Chiyyu Main Foo	
Robert David Gordon	Maher Marcel Hazine	
Douglas Reed Henry	Christopher John Knierim	
James Lynn Knipe Jr.	David Charles Krauth	

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COLLEGE OF ENGINEERING & MINES

BS IN CIVIL ENGINEERING

CIVIL ENGINEERING

Janet M. Loriz  
Scott Michael Merry  
Gregory Alan Newman  
Lisa Kays Saragaglia  
David Charles Sundland  
Travis Ryan Tibbetts  
Brian Vandenburg  
Terry Dwayne Walker

David Bradley Lutzky  
Todd Aaron Mullis  
David Beckwith Nilsen  
Wayne L. Seaber  
Manuel C. Tapia  
John Ralph Valdez  
Mohamed Malak Wahba  
Iqbal Yusuf

TOTAL STUDENTS = 34  
TOTAL DEGREES AWARDED = 34

BS IN COMPUTER ENGINEERING

COMPUTER ENGINEERING

Mohammad Ahmad Abusalah  
Haider Hamed Akroof  
Bassam Ali Amrou  
Richard Orin Dalton II  
Vinh Xuan Dang  
James Frederick Forderwalt  
Richard Thomas Harper  
Maher Mohammed Katbah  
Cyril Han-Tsai Liu  
Qadir Saeed Lodi  
James Nelson Reese  
Marty Allan Ulrich

Khalid Hassan Adan  
Saad Obaid Alhajry  
Matthew Gerard Borlick  
Kirk Arlin Damron  
Linda Susan Finkelstein  
William Don Grey  
John W. Ivens  
Michael William Kiefer  
Martin Pius Lodge  
Maria Alejandra Plaza  
Jaideep Singh  
Hsing Nan Wang

TOTAL STUDENTS = 24  
TOTAL DEGREES AWARDED = 24

BS IN ELECTRICAL ENGR

ELECTRICAL ENGINEERING

Samir Mohammad Aboissa  
Abdulla Saif Al-nabhani  
Mustafa Abdulla Almusawa  
Douglas Eugene Blue  
Gerardo Antonio Castellanos  
Tsung-Hui Chuang  
Man Rhac Do  
John J Fendrock  
Eric Eugene Frohnen  
Mazen George Gedeon  
Michael John Gusick  
Wayne Jack Haarbye  
Ziad Ramez Matab  
Phuc Dai Ho  
Kevin Alan Muckins  
Paul Kadlec  
Shawn Lee Kelley  
Vinh Van Le  
Alexandre Namhai Mai  
Xinghai Alex Mou  
Michael Corey Nance  
Randal L Newby  
Lisa Ngoc Bao Nguyen  
Christopher Donald Ohme  
Theodoros Paschalides  
Kevin Robert Paugh  
Dale A. Richter  
Beth Ann Robinson  
Holly Ann Samuelson  
Darrin Timothy Schauble  
Marios George Scottis  
Greg Edward Skudlarick  
Glen Richard Starrett  
Merwan Jehangir Sukhadwalla  
Laiwing Kenneth Tam  
Peter Anthony Vinsant  
Shane Keven Waddel  
Ross Weller  
Laura Lee Yoerns

Khalid Hassan Adan  
Salah Habib A. Al-Mail  
Stephen Andresen  
Paul Jay Bontempi  
Chee Hoi Chua  
Michelle Viola De Jong  
Bradley Edward Eggers  
David James Finn  
Margaret Elizabeth Fuchs  
Daniel Jay Greco  
John Christopher Gyllenhaal  
Christopher Sean Haraway  
Yiannakis Constanti Hepis  
Ruay L. Ho  
Daisy C. Jiang  
Mohamad Karaza  
Phillip Anthony Lamm  
Hsin-hua Li  
James Arthur Meigs III  
Scott R. Nagy  
Fred Loujs Navarro  
Kenneth V. Nguyen  
Son Ngoc Nguyen  
Richard Anthony Panczyk  
Christos Pattichis  
Steven Robert Peterson  
Brian Anthony Rinaldi  
Alvino S. Sam  
George Youssaf Sarkis  
Jack Franklin Schuster  
Edward Benjamin Selmer  
John T. Sochan  
Roberto Blanco Suarez  
Kian Seng Sun  
Tan Trieu  
Antonios Costa Vrahas  
Suneet Wadhwa  
Gunadi Widjanarko

TOTAL STUDENTS = 77  
TOTAL DEGREES AWARDED = 77

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COLLEGE OF ENGINEERING & MINES

BS IN ENERGY ENGINEERING

ENERGY ENGINEERING

Hassan Abdullah Alghasyah	Aamir Raheel Mausooif	
		TOTAL STUDENTS = 2
		TOTAL DEGREES AWARDED = 2

BS IN ENGINEERING MATH

ENGINEERING MATHEMATICS

Richard Eric Andeen	Trev D. Anderson	
Lorie Ann Dubois	Cathy Christie Fleischhauer	
Robertagene Webb		TOTAL STUDENTS = 5
		TOTAL DEGREES AWARDED = 5

BS IN ENGINEERING PHYSICS

ENGINEERING PHYSICS

David Gerard Jenkins	David Adam Nevins	
Suat-Ju Ooi	Edward George Strokes	
Ted Lorne Wangersteen	Se-Hwan Yoo	
		TOTAL STUDENTS = 6
		TOTAL DEGREES AWARDED = 6

BS IN GEOLOGICAL ENGR

GEOLOGICAL ENGINEERING

Jesse Elizabeth Bennett	John Dallas Green	
Jennifer Pepe	James Paul Mold	
		TOTAL STUDENTS = 4
		TOTAL DEGREES AWARDED = 4

BS IN HYDROLOGY

HYDROLOGY

David Alan Gordon	Gregory Scott Mazur	
Stephen Anthony O'Neil	Fernando Paul Orendain	
Joan Kelly Sedik		TOTAL STUDENTS = 5
		TOTAL DEGREES AWARDED = 5

BS IN INDUSTRIAL ENGR

INDUSTRIAL ENGINEERING

Nabil Ali Mukhtar H Alyousuf	Pablo A. Castellanos	
Susan Yin-Shan Chang	Kenneth Gould Krzesowski	
Meng Kim Loo	Saa'id M. Moezzi	
Sylvia Montoya	Payong Srivanich	
Minerva Lugo Zamorano		TOTAL STUDENTS = 9
		TOTAL DEGREES AWARDED = 9

BS IN MATERIALS SCI & ENGR

MATERIALS SCI & ENGR

Gene David Berry	Dale W. Collins	
Teri L. Davis	Shirin Eftekhazadeh	
Emil Anton Kneer	Deborah Linn Logan	
Carrie Ann Mehrhoff	William Richard Orzechowski	
Michael Jeffery Ouderkirk	Manuel Richard Patino	
David Gustave Swanson	Scott Irwin Tatro	
Gary Alan Thomas		TOTAL STUDENTS = 13
		TOTAL DEGREES AWARDED = 13

BS IN MECHANICAL ENGR

MECHANICAL ENGINEERING

Hamad Yahya Al-daghreer	Falah Rashed Al-harbi	
Ibrahim A. Al-oba'idi	Ahmed Abdulrahman Albakri	
Hassan A. Alzahrani	John David Amos	
Richard Dale Batson	Daniel Winfred Bertles	
David Alan Betzhold	Ronald Scott Broyles	
Paul Richard Burke	Rockne Hewes Carter	

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COLLEGE OF ENGINEERING & MINES

BS IN MECHANICAL ENGR

MECHANICAL ENGINEERING

James William Coleman	James Earl Colvin
Susan Anne Couillard	Richard Bruce Crockett
Philip Joseph DeFrancesco	Wayne Finner
Gabriel Manuel Garcia	David Allen Glorit
<i>Thomas</i> Dennis Seyoum Haregot	Mark Peter Hathaway
Stephen Eric Hedberg	Kirby Thomas Hnat
Laura Ann Hnilo	Joel Henderson Hudgins
Heidi Kay Hunter	Muda Ibrahim
Jeffrey Allen Julian	Allon Kesselman
David Marion Kraman	Gary Alan Larsen
Dale Richard Lemon	Wei-Bheng Loo
Leo Parulian Marbun	Sean Lee McKeever
Derek Michael Nations	Michael Scott Nativi
Man Fung Ng	Mark David Nunez
Edmund Kamekona Pang	Scott Andrew Petersen
Andrew Eric Powers	Jennifer L. Putz
Christian Julian Risser	Christopher Terrence Roberts
Richard R. Romero	Erich Brian Schmidt
Mitchell R. Smith	Robert Tyler Stockwell
David T. Stone	Lee Frank Sword
Christopher Luke Thomas	Brent Perry Thorley
Brian Patrick Tobin	Angelo Toglia Jr.
Justin Mcdevitt Whitehead	Eric Jason Wick
Kin Fu Yip	

TOTAL STUDENTS = 59  
TOTAL DEGREES AWARDED = 59

BS IN MINING ENGINEERING

MINING ENGINEERING

Mildred Ellen Benally

TOTAL STUDENTS = 1  
TOTAL DEGREES AWARDED = 1

BS IN NUCLEAR ENGINEERING

NUCLEAR ENGINEERING

Jeffrey Benjamin Bonner	Timothy David Croyle
Rudi Samuel Pakpahan	

TOTAL STUDENTS = 3  
TOTAL DEGREES AWARDED = 3

BS IN SYSTEMS ENGINEERING

SYSTEMS ENGINEERING

Magdy Salem Aly	Erin M. Barnett
Nanette Lucia Jacqu Carrillo	Michael Courtney O'Brien
Mohandas Paul Raj	Raymond Arthur Root
Douglas Frank Tarico	

TOTAL STUDENTS = 7  
TOTAL DEGREES AWARDED = 7  
TOTAL DEGREES FOR THIS COLL = 288

COLLEGE OF NURSING

BS IN NURSING

NURSING

Michael G. Amanti	Denise Kay Ashby
Lawrence Michael Bateman	Lori Sue Bool
Irene Hueitze Chu	Socorro Escandon Dominguez
Jill M. Edwards	Denise Ann Falkner
Clare Solsten Gillard	Miriam Marie Haak
Lisa Marie Ketchum	Michael Paul McDunn
Vivian Rae Long Moore	Paula Dorene Nelson
Julie Ann Palm	Ruth Virginia Palmer
Susan Joanne Pietrangolo	Nancy Althea Brown Quebedeaux
Daniel Stewart Singer	Michael David Sornson
Kristin Irene Stolberg	

TOTAL STUDENTS = 21  
TOTAL DEGREES AWARDED = 21  
TOTAL DEGREES FOR THIS COLL = 21

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COLLEGE OF HLTH RELATED PROFESS

BS IN HEALTH SCIENCES

HEALTH EDUCATION

Diana Anahid Nabighian	Deborah Carleen Schupbach	
Gregory Scott Usdan		
	TOTAL STUDENTS =	3

OCCUPATIONAL SAFETY & HLTH

Christina Lynn Gussio	TOTAL STUDENTS =	1
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PHYSICAL EDUCATION

Donald George Aranda	Tony Edward Bathey	
Renee Sheri Comanor	Tamara Marie Johnston	
Scott Michael Jones	Michael Matthew Langan	
Peter Ronald London	Erin Pollard Martinson	
Kimberly Ann McFate	Kenneth George Nakis	
Timothy B. Nelson	Howard Joseph Powers II	
Lauri Dee Powers	Marcos Hanlon Psaltis	
Todd Jay Pyle	Katherine Eugene Redding	
Christine Marie Rigali	Faith Tippet	
	TOTAL STUDENTS =	18
	TOTAL DEGREES AWARDED =	22
	TOTAL DEGREES FOR THIS COLL	22

COLLEGE OF PHARMACY

DOCTOR OF PHARMACY

PHARMACY

Lillian Jane Affleck	David James Albrecht	
Yasser Mustapha Alfarra	Michele Lee Ashpole	
Nancy Jean Bak	Mary Yvonne Bellis	
Jamie Sue Blose	Robin Diane Borland	
Laura Anne Brookshier	Rosanne Chai	
Matthew Yongjin Cho	Hsiao Fong Chulee	
Rebecca Lynn Cody	Stephanie Joy Davis	
Claudine Theresa Dimitri	Thomas Leo DiMatteo	
Ida Marie Doss	Gale Bjotvedt Draper	
Julie Marie Dzurick	Jill Anne Fetters	
David Edward Flowers	Mark W. Forster	
Jean Marie DiMatteo Garcia	Diane Louise Goss	
Mary E. Greene	Christine Marie Gutteridge	
Andrea Maria Hall	Lori Ann Hardaway	
Diana Himes Harlander	Mark Allen Heisler	
Carol Vollmer Johnson	Michael William Kalsman	
James Lee Lobato	JoAnne Marie McDaniels	
David Richard Ornelas	Sheryl Dawn Patton	
Susan Lynn Pendland	Sissi Vu Pham	
Kelly Kay Prentice	Margaret Anderson Rath	
Jean Ellen Rose	Stephanie Susan Saba	
David Daniel Saldamando	Johanna Catharina H Smit	
Marcus Nicholas Sredzinski	Robbin Marie Townsend	
Lynn Michelle Towse	Bryan Eugene Wattam	
	TOTAL STUDENTS =	48
	TOTAL DEGREES AWARDED =	48
	TOTAL DEGREES FOR THIS COLL	48

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COLLEGE OF LAW

JURIS DOCTOR

LAW

David Leroy Alavezos  
Alan N. Ariav  
Christopher Edward Avery  
Kristen Anne Barrett  
Gloria Marie Basterrechea  
James Patrick Beane  
Jeffrey Thomas Bergin  
Bobbi Anne Michelle Berry  
Neil Richard Blake  
Audie Scott Boelz  
Ann Rene Broker  
Richard Allan Brown  
Richard Alan Bunt  
Susan Ann Cannata  
Mark Dennis Cichoski  
Ronald Dale Conrad  
Nicolas James Cornelius  
Michael John Crawford  
Chester Peter Delgado  
Brian Carl Downs  
Christopher Baird Dupont  
John Albert Felix  
David M. Fleishman  
Wendy Lee Gerlach  
Rosalind Rae Greene  
Thomas Scott Hartzell  
Cynthia D. Heveri  
Richie Alan Hill  
Katrina Gail Hillman  
Joseph Nicholas Kaster  
Michael Stuart Kenyon  
Collaen L. Kinerk  
Jeffrey Allen Klotz  
Kevin Scott Krejci  
Michelle Marie Lailey  
Karl R. Lautz  
John Daniel Levy  
George Edward Mariscal  
Daniel Gordon Martin  
Peter Anastasius Matiatos  
David Bruce Medansky  
Clark Warren Metz  
Diana Leslie Miller  
Kathryn Burton Nelson  
Kevin Michael O'Brien  
Robin Elizabeth Petrowski  
Cynthia Lee Phillips  
Scott Hugh Rash  
Mark Alan Redondo  
Ried L. Robsahn  
Julia Rae Rutherford  
Phillip Guillermo Sapien  
Deborah Sharon Cath Sheldon  
Mariann Theresa Shinoskie  
Thomas Coleman Strawn III  
Renee Eileen Tetreault  
Randall Lee Thiel  
Margaret Jean Tormey  
Lenore R. Tsakanikas  
Mark David Van Vleet  
Susan Carol Smith Villarreal  
Day Robert Williams  
Zane Dale Wilson

Cynthia Ley Anson  
Maria Ysabel Armijo  
Shawna Lee Ballard  
Charles Russell Bassett  
Marianne T. Bayard  
Edward Stephen Beneville II  
Benis Elaine Bernstein  
James Edward Blair Jr.  
Philip L. Bode  
Hallie Melissa Bongar  
Daniel Louis Brown  
Joseph Henry Buescher Jr.  
M. Elizabeth Burns  
Pedro V. Castillo  
Jeanne C. Collins  
Elizabeth Copeland  
Kristianne Michele Cox  
Kara Jean Crosby  
James Craig Demetras  
Andrew James Driggs  
David Bruce Earl  
Barbara Lynn Finnie  
Pamela G. Georgelos  
Edmund Charles Gil  
Gregory Ralph Hall  
Lawrence Mercer Hawke  
Patricia Lynne Hicks  
Steven Hill  
Elizabeth J. Jarecki  
Jerri Kay Katzerman  
Eric V. Kersten  
Tina Marie Kirstein-Ezzell  
Mark Eugene Konrad  
Reagen Anne Kulseth  
Charlene Ann Laplante  
Stephanie Lee  
Joel Isaac Margaretten  
Belinda Anne Martin  
Martha Kathleen Masteller  
Lilys Doris McCoy  
Richard Alvin Merritt  
Joseph Patrick Mikitish  
Lisa Morganstern  
Todd Norlin Nelson  
Jennifer Ann Pershing  
Roy Kevin Petty  
Nancy Sue Rank  
Ward Bruce Rasmussen  
Douglas Robert Roach  
Philip Randolph Rudd  
Amy Michelle Samberg  
Kelly Yvette Schwab  
Linda Susan Sherrill  
Bradley Olpin Snell  
Tracy Deanne Taylor  
John Charles Tewksbury  
Paul Richard Thornfeldt  
Rebecca Marie Truty  
Stephen William Tully  
Basil Todd Vock  
Nancy Ann Vogt  
Theodore Paul Williams  
Mary Yvonne Yragui

TOTAL STUDENTS = 126  
TOTAL DEGREES AWARDED = 126  
TOTAL DEGREES FOR THIS COLL 126

COLLEGE OF MEDICINE

DOCTOR OF MEDICINE

MEDICINE

John Marshall Anderson  
Charlene Avery  
Nand Kishore Bhardwaja  
Maria Curcio Bishop  
Victor Tsung-Hsin Chen  
John Stewart Cullen  
John Scott Denton  
David Cameron Durbin  
Margaret Elizabeth Earle  
William Fowler Fulton Jr.  
Lawrence Alexander Garcia  
Cynthia Cohen Goldberg

Wazhma Aslamy  
Sharlene Elizabe Bastite-Milton  
Lynn Marie Bianchi  
Leslie Dawn Brietta  
Russell Glen Cohen  
Richard Eugene D'Alli  
Steven Michael Diez de Pinos  
Pamela Lawson Dyne  
Katherine Flouras  
Dory Boyd Funk  
David Wayne Gibson  
Steven Paul Goldberg

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COLLEGE OF MEDICINE

DOCTOR OF MEDICINE

MEDICINE

Michael Elliot Granberry	Mary Lee Green	
Richard James Heck	Jeffrey Michael Hughes	
Peter Tam Hum	Judith Ann Hunt	
Simone Anne Marie Ince	Mark William Joseph	
James Matthew Kelley	Eric Davis Kendle	
David Howard King	Scott Edward Kiewer	
Steven Gary Kumagai	Deryl Robert Lamb	
Patricia Diane Lanter	Caleb Lauber	
Wesley James Lewis	Daniel Mark Lieberman	
Robert Kent Lieurance	Jennifer Linford	
Terrence James Loftus	Linda Lucio	
Anthony John Mancini	Vada Anne Maxey	
John Carter Mayberry	Katherine Tait Michael	
Patrick Raymond Miller	William Anton Miller	
Marc Jennings Morse	Marybeth Mulcahy	
Shelly Victoria Napier	Sandra Kay Nielsen	
David Gordon Pease	Brian Peters	
Beth Anne Purdy	Paul Donald Qualtere-Burche	
Sydney Anne Rice	Jeffrey Paul Rockow	
Raymond Federico Rosales II	Catherine Metzger Rose	
Marwan Noel Sabbagh	Sarah Liz Samoy	
Derek Quentin Schroder	Susan Corrine Sharifi	
Sharon Lee Sigala	Robert Charles Smaltz	
Michael Edward Stuntz	Steven Michael Thompson	
Aileen Frances Villareal	Yvette Chi Wang	
Craig Richard Webb	Siang Koung Yeo-Lee	
	TOTAL STUDENTS =	76
	TOTAL DEGREES AWARDED =	76
	TOTAL DEGREES FOR THIS COLL =	76

OFFICE OF STUDENT RECORDS AND INFORMATION  
FACULTY SENATE REPORT  
SPRING 1991

COLLEGE OF A & S - FINE ARTS

BACHELOR OF MUSIC

MUSIC EDUCATION

Enriqueta Espiritu Fassler	
	TOTAL STUDENTS = 1
	TOTAL DEGREES AWARDED = 1
	TOTAL DEGREES FOR THIS COLL = 1

COLLEGE OF A & S - SOCIAL & BEHAV SCI

BACHELOR OF ARTS

ORIENTAL STUDIES

Alawi Hassan Alsakaf	
	TOTAL STUDENTS = 1
	TOTAL DEGREES AWARDED = 1
	TOTAL DEGREES FOR THIS COLL = 1
	TOTAL UNDERGRADUATES = 2967
	TOTAL GRADUATES = 2
	TOTAL PROFESSIONALS = 202

The two students listed at the end of this report are receiving undergraduate degrees but are registered as Graduate students.

UNIVERSITY OF ARIZONA  
FACULTY SENATE

1990-91 Report  
Ad Hoc Library Committee

Committee Members

Terry Badger  
Frances Chen  
Jean Goetinck  
Darren Kermes  
Leland R. Pederson, Chair  
Marc E. Tischler  
Charles F. Zukoski

Special Appointments

Ruth Dickstein, replaced by  
Robert P. Mitchell  
Douglas Jones

The Ad Hoc Library Committee was appointed by the Senate in December, 1990, and was first convened February 20, 1991, by Senate Chair Vivian L. Cox, at which time Leland Pederson was elected chair of the committee. The Committee gathered extensive information and held five additional meetings, including separate sessions with Shelley Phipps, Acting University Librarian; Jack Cole, Provost; and Michael Cusanovich, Vice President for Research and Dean of the Graduate College. The Committee was charged to (1) monitor action and implementation of the four resolutions submitted by the Committee of Eleven to and adopted by the Faculty Senate in October, 1990, (2) determine if there are other matters [regarding library resources and concerns] that should be addressed, and (3) develop a procedure for reporting findings to the Faculty Senate.

We report first on our assessment of action and implementation of the four Senate resolutions regarding the University Library.

1. The first resolution provided that the Library should be exempted from 1990-91 funding cuts and protected from any future cuts until the Library has recovered from its neglected status.
  - a. The University Library did not escape a cut for the current year, but its reduction was much less than originally targeted, and a smaller share of its total budget than for any other unit except, possibly, Humanities. The Provost's office calculates a reduction of only .761%, while the University Library, incorporating additional components, calculates a reduction of 1.392%.

- b. Neither is the Library likely to escape cuts for the 1991-92 fiscal year. The Provost and the Acting University Librarian agree that a cut of \$240,000, about 2.2% of the state base budget, is a probable amount. This cut will require reduction in services (such as reduced hours, slower reshelving of books, and less reference service) and possible charges for some services now provided without charge. It will not require layoffs and it will not reduce the amount available for acquisition of materials. However, because of the severe inflation of prices for books and especially serials, the number of acquisitions will be significantly reduced, no new serials will be added, and another review and cancellation of serials will be necessary.
- c. The Provost has committed \$1 million in capital to begin the long-delayed automation of the University Library, a project estimated to cost between \$1 million and \$2 million. See our comments on Resolution 3 below.
- d. The Provost has allocated some additional resources to the University Library, including a line for a development officer, as part of his negotiations with a new University Librarian.
- e. Recovery of the Library "from its neglected status" is difficult to assess. In a memorandum directed to the Provost 21 February 1991, the Acting University Librarian points out that the Library "did not receive sufficient increases in staff and materials support in the 80's." Severe inflationary pressures have seriously reduced the ability of the Library to acquire materials. Association of Research Libraries statistics indicate that total UA Library expenditures as a percent of total University expenditures trended generally downward from 3.9% in 1981-82 to 2.7% in 1989-90. The Ad Hoc Committee recognizes that such statistics require caution and perspective in their interpretation, but nevertheless views such a trend with concern. The Committee did not, however, attempt to assess the requirements for recovery.
- f. While the Library has not been spared all cuts in its budget, its loss has been modest relative to other units. The Provost is aware of the Library's needs for additional resources and has made honest efforts to protect and enhance those resources. Renegotiation of the Library's share of the total University budget remains a future task of

considerable magnitude, beyond the mandate and short-term capacity of this Committee.

2. Resolution 2: "Funds generated from the University of Arizona Summer School overhead and Summer School Administration should have a tax placed on them for Library support to offset operational costs."
  - a. In negotiations with the Director of Extended University and the Summer Session the Acting University Librarian discovered that for some time 6% of Summer Session student fees had been contributed to the general fund in support of the Library, and was informed that Summer Session would grant an additional 15%, amounting to about \$45,000 for the current year, to the Library for a total of about \$63,000. The Acting University Librarian expressed gratitude and the hope that the allocation might more appropriately be set at \$100,000 for the Library.
  - b. The Ad Hoc Committee understands that this allocation is based on student fees and not on Summer Session overhead, and did not investigate the logic guiding the allocations.
3. Resolution 3 proposed that the Programs Change Request for the Library Automation package be moved from its number 8 position in the 1990-91 budget to a top priority position.
  - a. As indicated in 1c above, the Provost has reallocated capital resources to provide \$1 million for library automation in the next fiscal year.
  - b. Reference to Decision Packages and Program Change Request priorities seems moot at present, since no Program Change Requests are likely to be included in the budget.
  - c. Although the \$1 million will probably not complete the task of automation, it will provide a very strong beginning, and the Committee believes that the Provost has met the sense if not the letter of the third resolution.
4. The fourth resolution of the Senate called on the Administration to "renegotiate or reallocate upward the percentage of overhead recovery costs on grants and contracts that will go to the library."
  - a. The Administration has, in one sense at least, done precisely the opposite. According to the Research Review, Vol. 19, No. 17, March 1, 1991, indirect costs are expected to increase by 9.6% from FY90 to FY91, while the total library allocations decrease by \$33,000, or 3.2%. If

the Libraries had maintained their FY90 share of FY91 indirect costs, they would have received an increment of nearly \$90,000 instead of a decrement. According to 1990 allocations, 76% of this would go to the Main Library, 23% to the Medical Library, and 1% to the Law Library. The Ad Hoc Library Committee believes it would be appropriate, as a minimum, to maintain in FY91 the proportional shares allocated to the Libraries in FY90.

- b. The Vice President for Research and the Acting University Librarian seem to agree that there has been little direct discussion between them regarding indirect cost allocations, and allocations appear to reach the Libraries through the Provost. The Committee recommends greater communication in the future, and clarification of the procedures by which allocations are established.

We report next on the second component of our charge, to "determine if there are other matters which should be addressed."

1. We believe that the Faculty Senate should continue to support the efforts to increase Library funding during the current budget crisis, especially since inflationary pressures are unusually severe on library materials budgets. We recommend that the Senate urge administrative review of overhead cost allocations for FY91 and, as a minimum, the restoration of the Libraries' FY90 share of the total resources.
2. We recommend that the Faculty Senate create a standing committee to monitor campus-wide Library concerns and to provide liaison between the several libraries of the University and the Senate, and particularly the University Library, which is not specific to a College or Faculty. Details of the size and duties of this standing committee might well be developed after the new University Librarian and the new President are in place.

We believe that our third charge, to "develop a procedure for reporting findings to the Faculty Senate," is met with this report, in which we have attempted to provide enough factual information as to make extensive attachments unnecessary. We have, however, extensive documentation at hand to support and amplify information provided here. We suggest that with this report the charge of the Senate Ad Hoc Library Committee has been met.

**Analysis of Market Salary  
Adjustments for 1990-91  
at the  
University of Arizona**

**Budget and Strategic Planning  
Policy Committee**

**April 1991**

**Elizabeth Roemer, Chair  
Lee Bizik  
Carrie Jo Braden  
Douglas Canfield**

**Douglas Jones  
Donald Myers  
Lynn Nadel  
Robert Tindall**

## I. INTRODUCTION

Following the completion of the market adjustment process for FY90-91, the Senate Budget and Strategic Planning Policy Committee prepared and distributed a questionnaire to assess the feelings of the faculty about this process. The University's interpretation of the Board of Regents' guidelines concerning market adjustments is provided in Appendix A. Salient features of these guidelines were that it was to be a multi-year process, it was to be based on data, there was supposed to be adequate faculty involvement, and the procedures used to arrive at adjustments were to be disseminated.

Our questionnaire (Appendix B) attempted to determine the extent to which faculty felt that these principles were adhered to at the University of Arizona. A tabulation, College by College, of the funds available for market adjustment, and some sense of how they were distributed, is also appended (see Appendix C).

## II. RESULTS

	AS	A	N	D	DS	N
6. Personally understand process	16.2	31.8	11.6	25.3	15.1	740
7. Faculty had involvement	4.8	10.3	28.2	29.7	27.1	731
8. Personally had involvement	9.5	11.4	12.2	26.4	40.5	738
9. Faculty were treated fairly	3.2	17.6	48.5	19.6	11.1	710
10. Personally were treated fairly	17.5	32.6	19.2	15.7	15.0	731
11. Personally had process information	12.1	19.5	15.9	29.6	22.9	743
12. Personally had appeal information	15.5	26.7	15.1	24.0	18.7	734
13. Appeal procedures were clear	9.4	26.4	28.4	21.8	14.0	701
14. Appeal procedures appropriate	8.5	21.3	46.8	12.8	10.6	718
15. Personally satisfied with process	11.7	26.1	21.8	19.9	20.5	733

AS = Agree Strongly  
A = Agree  
N = Neither Agree nor Disagree  
D = Disagree  
DS = Disagree Strongly  
N = Number Responding to the Question

## III. ANALYSIS

The questionnaire was distributed to the 2024 general faculty, that is, to the tenure-track faculty and continuing track academic professionals. Of these, 764 (38%) responded in time to be included in the analysis (see Appendix D for breakdown by Colleges). The responses were analyzed by cross-classifying against gender, rank, receipt/non-receipt of an adjustment, length of service at the University, and College. As with all such questionnaires, those who respond are a self-selected sample, and the results must be viewed with that in mind. Of the 764 respondents, at least 556 had received an adjustment (73%); of the general faculty (not counting the Colleges of Medicine and Agriculture, and the Library).

65.7% received an adjustment. Further, the responses to any questionnaire will be affected by the way in which the questions are posed; the questions in this case were all stated in a positive fashion.

The first point that needs to be addressed is overall satisfaction with the market adjustment process (Question 15). The results indicate that 38% were satisfied or very satisfied, 22% were neutral, and 40% were dissatisfied or very dissatisfied. Of those receiving adjustments, 36% were dissatisfied or very dissatisfied; this figure is 56% for those not receiving an adjustment. In short, there was significant, but not universal, dissatisfaction with the process.

A systematic trend emerged in the correlation between length of service and proportion of dissatisfied faculty. The longer the service, the greater the proportion of dissatisfied respondents: for faculty with less than 1 year service, the proportion of dissatisfied respondents was 21.5%; for faculty with 1-3 years service it was 26.8%; for those with 4-7 years service it was 35.3%; for those with 8-12 years it was 34.9%; for those with 13-20 years it was 43.7%; and for those with more than 20 years service it was 51.8%. In addition, dissatisfaction levels varied across ranks: the level of dissatisfaction was highest among Associate Professors (49%) and Lecturers (54%), and lowest among Assistant Professors (26%).

Another salient feature of the response concerned the faculty's sense of meaningful involvement in the adjustment process (Question 8). In terms of personal involvement, 67% were either dissatisfied or strongly dissatisfied on this level. Considering that many of these faculty must have received adjustments, this is a high level of dissatisfaction.

Approximately 53% of the respondents did not feel that they had adequate information to evaluate the adjustment process. About 43% did not have enough information to know whether an appeal was necessary.

At this time, we do not have information about the number and resolution of appeals.

#### **IV. REMARKS**

Interpretation of these results is made somewhat difficult by the large number of non-respondents; one might assume for example that the respondents were self-selected and did not represent a fair sample of all faculty. This problem is mitigated by the fact that our sample contained a higher proportion of faculty receiving adjustments than in the faculty as a whole. Thus, our conclusions are certainly not based on responses from those most likely to be dissatisfied. Another potential problem is the large percentage of respondents who felt neutral about some of the issues. For example, almost 50% of the respondents were neutral on whether or not the appeal procedures were appropriate (Question 14). It is hard to know how to interpret these neutral responses, but they are consistent with a feeling of lack of involvement or knowledge.

The main results of this questionnaire would seem to be that:

1. there was extensive dissatisfaction with the process
2. there was a widespread feeling of a lack of involvement in, and information about, the process
3. faculty with longer tenure at the University tended to be more dissatisfied, suggesting that the salary compression problem was not adequately dealt with in this first stage of the market adjustment process

There are some positive aspects to the results. For example, there were few differences between men and women in how they felt about the process, though women felt somewhat less involved, less well informed, and slightly less fairly treated. With the exception of the College of Humanities, responses from College to College did not vary greatly. There were some differences: (1) faculty in Medicine and Agriculture felt less well informed; (2) faculty in Medicine, Nursing, Science, SBS, Humanities and Education felt less involved; (3) faculty in Humanities felt less fairly treated; and (4) faculty in Humanities and Education felt less satisfied.

It must also be said that the market adjustment process was done with considerable haste, and that some of the problems associated with it are likely due to the difficulty of creating appropriate methods on short notice. Thus, the results we have outlined above should be seen as indicative of where improvements should be made during any future market adjustment process.

## **V. RECOMMENDATIONS**

In view of the fact that this year's adjustment process was envisioned to be but the first in a multi-year process, it is important to analyze its effectiveness and make suggestions for how to improve the process in future years. The Budget Committee makes the following recommendations:

1. That any market adjustment process in the future be supported by improved personnel management information. We note in particular that in the benchmark data from peer academic institutions and professional organizations salary levels were correlated with years of professional experience, yet no comparable information was apparently available to our central administration. Such information would support more equitable procedures across the entire University, as well as make it possible to more effectively evaluate the extent to which market adjustments dealt with problems such as salary compression.
2. That the guidelines each College adopts in determining market adjustments be widely disseminated prior to final implementation. Such a procedure would address the widespread sense of a lack of information about the adjustment process.
3. That sufficient information about the guidelines and implementation of the adjustment process be made available such that individual faculty members can determine if they have been treated fairly.
4. That methods be devised for addressing more effectively the salary compression problem. This problem, which is very damaging to the morale of many of the University's long-serving faculty, was not adequately addressed by this year's procedures, as our questionnaire made clear.

## **VI. CONCLUDING COMMENTS**

The Regents guidelines for the market adjustment process specified that "The additional 4.0 percent funding is not to be used for merit, performance or across-the-board salary increases". The University of Arizona Market Adjustment Allocation Guidelines interpreted this principle in the following way: "market adjustments are to be based on market factors, not on individual merit or annual performance insofar as these considerations are separable from market". In general, it was assumed that this could be accomplished by the establishment of benchmarks in each unit based upon national norms. Our questionnaire was not designed to determine if such benchmarks were adequately identified.

The Committee's discussions of the market adjustment process, and such information as the questionnaire provided, do not convince us that this establishment of benchmarks adequately achieves the stated objective of separating market from merit. We question whether market can ever be separated from some notion of merit. At present the national market primarily reflects the value of research accomplishments; hence any benchmarks based on national norms will be biased in this direction. It is clear that such a 'market' process does not adequately take into account the categories of teaching and service.

## APPENDIX A

9-30-90

### UNIVERSITY OF ARIZONA MARKET ADJUSTMENT ALLOCATION GUIDELINES

On September 14, 1990, the Arizona Board of Regents approved the attached principles to guide the adjustment of salaries of administrators, faculty and professional employees. This document provides further interpretation of the Regents' guidelines and their implementation.

#### INTERPRETATION AND IMPLEMENTATION OF GUIDING PRINCIPLES

##### 1. ADDRESSING SALARY INEQUITIES IS A MULTIPLE-YEAR PROCESS

The magnitude of the market deficit is a multiple of the 4.0 percent available for market adjustments and the 4.5 percent available for cost of living increases, so complete adjustment to market levels will not be possible in one year. Nevertheless, this is an important first step.

On the assumption that funding from the legislature will continue, a portion of the shortfall between market salaries and current salaries will be made up each year. It is also important to recognize that market salaries or salary ranges represent a moving target.

##### 2. THE ADDITIONAL 4.0 PERCENT FUNDING IS NOT TO BE USED FOR MERIT, PERFORMANCE, OR ACROSS-THE-BOARD SALARY INCREASES.

All university employees have already received a 4.5 percent across-the-board salary increment for 1990-91. The additional 4.0 percent is a separate pool of funds intended to address market salary issues. The funds are not to be used for across-the-board, merit or performance adjustments. Therefore, these market adjustments are to be based on market factors, not on individual merit or annual performance insofar as these considerations are separable from market.

#### DEFINITION OF MARKET

Market may be defined as (a) the target salary level established for individuals of similar rank and level of expertise at nationally comparable institutions; or (b) the target salary level established by reference to higher salaries that are being paid to similarly situated recent hires at the individual or group of individuals is a complex judgment. While some groupings may occur in establishing a market rate, each individual must be considered relative to that salary rate. The determination of a group market rate or an individual's target salary may include such factors and criteria as:

- the demand for a specific disciplinary specialization,
- the cumulative record of the individual as compared with a national population of individuals at similar rank or level of experience in comparable departments, or at comparable institutions. The cumulative record of a faculty member should include consideration of the faculty member's value in teaching, program development and service as well as research, scholarship and creative activities.
- the demand for diversity and the impact on diversity that an individual would have at an institution,
- other factors such as the overall impact of a person on his or her discipline, years in rank, years of service, and years since the terminal degree was earned.

##### 3. EVERY PERSON IN THE ADMINISTRATIVE, PROFESSIONAL AND FACULTY SERVICE MUST BE CONSIDERED FOR MARKET SALARY EQUITY ADJUSTMENT

There is no automatic entitlement to an adjustment, but everyone is entitled to be considered. Some individuals who are at or above their market (for their rank and level of expertise in their discipline) may receive no adjustment through this process. If data reveal that faculty have salaries that are consistent with their market, it is acceptable not to adjust the salaries of these individuals -- as long as everyone is fairly considered. Adjusting salaries of those whose salary falls below their target salary by a proportionate amount of that deficit is acceptable. Making proportionately larger adjustments for those who have the greatest deficit from their target salary is also acceptable. All whose salaries are below the average for faculty in their rank and discipline at nationally comparable institutions will receive some salary adjustment this year, except that no adjustments need be accorded to those who have submitted letters of resignation, who are presently on terminal year appointments, or who were hired on or after July 1, 1990.

If salary adjustment funds become available in future years, each individual will be eligible to be reconsidered at that time. The adjustments made this year in many cases will not fully remedy existing market deficits.

##### 4. BENCHMARKS SHOULD BE SET FOR ALL GROUPS AND INDIVIDUALS BY SUCH FACTORS AS RANK, YEARS OF SERVICE, RELATIONSHIP TO MARKET, ETC.

As noted, many factors are involved in establishing the market rate and target salaries for the faculty in various academic units. Market adjustment funds will be allocated in a lump-sum to each college. The percentage distributed may differ among schools and colleges. Differential percentage distributions to the departments, divisions, and schools within a college will be encouraged, based upon the definitions and analysis of market issues discussed in Principle 2. These distributions will be based on data

concerning salaries in those units as compared with benchmark salaries in nationally comparable units.

The allocation process must be used to reduce or eliminate inequities resulting from salary compression and inversion. In some units these inequities are more pressing than those arising from salary comparisons to national market figures. While the funds are not intended to be used only to correct internal salary differences, they should be used in a manner that will move each unit towards a target situation in which two faculty members who are in the same field and have comparable cumulative records have salaries that appropriately reflect differences in their years of service or rank.

In evaluating each case, the impact of the potential loss of a faculty member may be considered; however, the process should be blind to the knowledge of which faculty members might be willing to leave and which would prefer to stay. The intent is to immediately recognize, and in the long term to reward faculty with their true market value without requiring them to obtain formal offers from other institutions in order to prove their market value.

#### 5. DECISIONS ON INCREASES SHOULD BE DATA-BASED

The determination of market salaries or salary ranges will be based upon known and objective salary information from databases that facilitate comparison between the Arizona university or program and comparable universities and programs nationally. The determination of an individual's adjustment will be based on data concerning the individual's cumulative record.

#### 6. THERE WILL BE FACULTY REVIEW AND ADVICE REGARDING THESE PRINCIPLES

Written criteria for determining lump-sum allocations to units and distributions to individuals will be established after consultation with faculty. In addition there should be substantial faculty involvement in establishing principles for distribution of market adjustment monies within the college. College-level criteria will be reviewed and approved by the Provost.

#### 7. UNIVERSITY GUIDELINES WILL ALLOW AN INDIVIDUAL TO REQUEST A PROCEDURAL REVIEW

(NOTE: This principle has not yet been approved by the Regents; it will be proposed at the October Arizona Board of Regents meeting.)

At the conclusion of the market salary equity process, faculty members will be notified in writing of the market adjustments (if any) to be made to their salaries for the 1990-91 fiscal year. All adjustments will be retroactive to July 1, 1990 or August 16, 1990 as appropriate.

A review may be formally requested. The two grounds for a review are:

- a) procedural irregularity, or
- b) conflict with University guidelines.

Anyone requesting a review must do so within 30 days after receiving written notification regarding market salary adjustments. Any such request must be in writing and must explain the basis for the request for review. The request must be made to the next-higher administrative level (above the person who made the salary recommendation) for a final decision. This decision is not subject to further review.

APPENDIX B

SURVEY OF REACTIONS TO MARKET SALARY ADJUSTMENT PROCESSES AND OUTCOMES

This survey is intended to provide information about faculty reactions to the recent market salary adjustment processes that were aimed at correcting salary deficiencies experienced by many faculty and professionals. Since the adjustments this year have been envisioned as the first step in a multi-year process, it is important that faculty and professionals express their opinions in order that the processes followed in the future may be as satisfactory as possible to all concerned. Please respond to the following questions and return this survey form as quickly as possible. You may be assured that individual responses will be kept confidential.

First, we would like to have some basic information about you that might help in interpreting results.

1. Gender: Male  Female
2. Rank: Professor  Assoc. Prof.  Ass't. Prof.  Lecturer  Professional
3. I did  did not  receive a market adjustment.
4. College:
 

<input type="checkbox"/> Agriculture	<input type="checkbox"/> Law
<input type="checkbox"/> Architecture	<input type="checkbox"/> Medicine
<input type="checkbox"/> BPA	<input type="checkbox"/> Nursing
<input type="checkbox"/> Education	<input type="checkbox"/> Pharmacy
<input type="checkbox"/> Engineering/Mines	<input type="checkbox"/> Sciences
<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Social & Behavioral Sci.
<input type="checkbox"/> Humanities	<input type="checkbox"/> Other
5. How long have you been employed at the University of Arizona?
 

<input type="checkbox"/> Less than 1 year
<input type="checkbox"/> 1 to 3 years
<input type="checkbox"/> 4 to 7 years
<input type="checkbox"/> 8 to 12 years
<input type="checkbox"/> 13 to 20 years
<input type="checkbox"/> more than 20 years

5. Please fill in the name of your department or unit \_\_\_\_\_

Respond to each of the following statements by circling the option that best expresses your opinion or feelings at present:

	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY
6. I personally understand the process by which market adjustments were determined.	AS	A	N	D	DS
7. Faculty members in general had meaningful involvement in the market adjustment process.	AS	A	N	D	DS
8. I personally had meaningful involvement in the market adjustment process.	AS	A	N	D	DS
9. Faculty in general feel that they were treated fairly in the market adjustment process.	AS	A	N	D	DS
10. I personally feel that I was treated fairly in the market adjustment process.	AS	A	N	D	DS
11. I personally have sufficient information to evaluate the process.	AS	A	N	D	DS
12. I personally had sufficient information to know whether an appeal was necessary on my own behalf.	AS	A	N	D	DS
13. I personally think the appeal procedures were clear.	AS	A	N	D	DS
14. I personally think the appeal procedures were appropriate.	AS	A	N	D	DS
15. Overall, I personally am satisfied with the market adjustment process followed this year.	AS	A	N	D	DS

If you have any comments on the market adjustment process, or any suggestions as to how it might be improved or otherwise modified, please write them here:

APPENDIX C

Salary Adjustments for 1990/91

College/Unit	Total # Faculty in College *	Promotion	Total Retention	# Faculty that received Retention	Average Retention	Total Market	# Faculty that received Market	Average Market
Agriculture	265.27	\$16,200	\$ 3,684	1	\$ 3,684	\$593,346	216	\$2,747
Architecture	19.02	2,200	0	0	0	57,404	17	3,377
Business & Public Admin.	130.39	4,000	85,783	9	9,531	199,159	46	4,330
Education	77.49	8,200	11,610	2	5,800	72,293	52	1,390
Engineering & Mines	184.82	10,800	12,675	6	2,112	555,199	128	4,337
Fine Arts	111.48	6,400	21,175	7	3,025	175,448	58	3,025
Humanities	122.65	10,400	12,029	5	2,406	113,558	74	1,535
Sciences	337.86	19,000	90,961	9	10,106	561,607	226	2,485
Social & Behavioral Sci.	228.99	13,000	58,709	5	11,742	300,102	135	2,223
Health Related Professions	24.00	0	0	0	0	40,000	24	1,667
Law	26.57	0	5,500	1	5,500	139,504	26	5,366
Medicine	275.	15,000	0	0	0	288,269	39	7,392
Nursing	31.52	6,600	0	0	0	54,670	35	1,562
Pharmacy	30.27	5,000	0	0	0	107,330	28	3,833
ARL - Interdisciplinary	26.48	2,000	0	0	0	25,828	8	3,229
	1891.81	\$118,800	\$302,126	45	\$6,714	\$3,283,717	1112	\$2,953

\* State Budgeted FTE (includes Professor & Research Scientist titles)

**APPENDIX D: Responses to Questionnaire by College**

<b><u>COLLEGE</u></b>	<b><u>Number Mailed</u></b>	<b><u>Number Returned</u></b>	<b><u>%</u></b>
Agriculture	295	151	51
Architecture	21	9	43
BPA	108	39	36
Education	69	30	43
Engineering and Mines	166	62	37
Fine Arts	115	31	27
Humanities	130	37	28
Law	36	12	33
Medicine	296	82	28
Non-College	185	66	36
Nursing	32	19	59
Pharmacy	22	13	59
Science	310	114	37
SBS	239	78	33
TOTALS	2024	743	
Indeterminate		21	
GRAND TOTAL		764	

Proportion Responding =  $764/2024 = 38\%$

University of Arizona

April 1991

Undergraduate Academic Advising Survey  
by  
Student Affairs Policy Committee,  
Faculty Senate

Background

Numerous surveys, both formal and informal, have placed undergraduate advising at or near the top of systems that students think need improvement. In response to these concerns about advising, several ad hoc committees have been formed to find ways of improving undergraduate advising and to make and implement policy changes.

Because no university-wide undergraduate advising survey has ever been done, the Student Affairs Policy Committee, a standing committee of the Faculty Senate, took on as its 1990-91 major project a university-wide survey, the survey based on two different questionnaires: one sent to the voting faculty and the other to deans, directors, and department heads.

The committee believed that a university-wide undergraduate advising survey could not only offer valuable information to the ad hoc committees studying advising but also serve as a basis for making and implementing policy.

Acknowledgements

The Student Affairs Policy Committee thanks Lynn Tronsdal, Assistant Dean of the College of Arts and Sciences, and her administrative assistant, Christine Kitco, for their commitment to and help with the survey, assisting the committee, first, to structure the questionnaires and, second, to compile all the information gathered so that the committee could begin the interpretive process.

The committee also thanks Pat Jones, statistician in the Computer Center, who took the summary information and came up with useful aggregates and percentages for comparative purposes and interpretation.

Summary of Survey Participation and Format Description

Of 2,023 questionnaires sent to the voting faculty, 467 (23%) were completed and returned. Of 900 questionnaires sent to deans, directors, and department heads, 50 (.06%) were completed and returned. The faculty questionnaire asks for specific answers to questions (#1-7 and #9) and agree/undecided/disagree-type responses to statements (#10-

18), so that not only information about who is doing advising but also perceptions of advisors could be gathered. Committee members, through grouping and analysis, also prepared representative responses to questions asking for additional comment. (Raw data is available in the Faculty Center upon request.)

### FACULTY QUESTIONNAIRE RESULTS

Percentage Totals for Questions 1-18--The following summarizes total percentages for questions 1-9, which ask for specific information, and statements 10-18, which primarily deal with attitudes and perceptions.

1. Do you do advisement? Yes: 73 No: 27
2. How long [in years] have you been an advisor?  

<u>0-1</u>	<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>20+</u>
15	20	19	12	9	25
3. Do you have any training in advising? Yes: 30 No: 70
4. Whom do you advise? Majors: 50 Minors: 1 Both: 49
5. How many students do you advise?  

<u>&lt;5</u>	<u>5-15</u>	<u>16-25</u>	<u>26-50</u>	<u>50+</u>
15	28	21	19	18
6. Are you compensated for this duty? Yes: 12 No: 88
7. Is advising counted in your department's annual merit review? Yes: 60 No: 40
8. Does advising count for promotion and tenure?  
Yes: 51 No: 49
9. Do you have adequate information to be an effective advisor? Yes: 70 No: 30
10. Each department should have a faculty advisor coordinator. Agree: 70 Undecided: 19 Disagree: 11
11. This faculty coordinator should be given release time. Agree: 59 Undecided: 24 Disagree: 16
12. Every faculty member should be an ongoing academic advisor. Agree: 54 Undecided: 13 Disagree: 33
13. There should be some award system for faculty advisors. Agree: 70 Undecided: 15 Disagree: 15
14. Advisors should attend annual training workshops. Agree: 38 Undecided: 32 Disagree: 30

15. Students should be assigned based on special interest.  
Agree: 81 Undecided: 12 Disagree: 7
16. Undergraduate advising should be turned over to Academic Professionals. Agree: 9 Undecided: 23  
Disagree: 68
17. I'm basically satisfied with the process for advising.  
Agree: 55 Undecided: 23 Disagree: 22
18. All undergraduates should be advised by faculty.  
Agree: 70 Undecided: 19 Disagree: 10

### Summary of Individual Comments

#### Question 1:

- **Major reasons for accepting advising responsibility:**

- A. Part of the job/teaching responsibilities (118 replies in this category)--includes statements such as "I am a teacher" and "part of the job"
- B. Assigned or asked to do it (22)--includes any statements suggesting assignment or "no choice"
- C. Enjoy it (23)--includes any statements reflecting enjoyment or liking to advise
- D. Meet student needs/contribution to students (31)--includes any statements reflecting meeting student needs or contributing to the students through advising

#### Question 6:

- **If compensated for advising, how much?**

Most of the respondents report that they are not compensated for advising. Some faculty comment that advising is part of faculty's duty and is part of their base salary. A few, however, do receive a reduced teaching load.

#### Question 8:

- **What do you consider the role to be of a faculty advisor?**  
[The following summarizes individual responses to this question, translating the most frequent comments (and most cited words and phrases) into a prose format in descending order of frequency.]

The role of the faculty advisor is to help students plan academic programs by offering accurate information based on a thorough understanding of university and departmental curriculum and requirements. Advisors help students make choices, counseling them about career paths and, at times, about personal concerns. Assisting students to recognize and realize their goals by providing accurate and timely course information is a key component of advising. Serving as an ombudsman to intervene and resolve procedural matters is another important function. The advisor is a mentor, friend, and confidant to the student who can identify and clarify academic alternatives and assist in course planning to fulfill academic goals and earn a degree. The advisor should have strong listening skills, and be available to students to assist in solving problems and evaluating student abilities and goals. In addition to answering questions, the advisor serves as a conduit between students and faculty, stimulating interaction between faculty and students and demonstrating that faculty care about students. To facilitate growth, nurture development, enrich experiences, and encourage students are all within the realm of academic advising.

Question 9:

- **What kinds of information not now available do you need for effective advising?**
  - A. Information from students' records (20 responses pertaining to this category)--information on student needs, computer access to SIS, more effective senior check system.
  - B. Departmental guidelines/requirements (28)--questions about course contents, transfer course/credits, feasibility of using Booklink.
  - C. Workshops and official advising handbook/manual (17)--information about resources and services available to faculty for academic advising.
  - D. Release time and compensation (7)

**Statements #10-18 Summary:**

Twenty-two comments focus on expressing a preference for advising by academic professionals, either without faculty involvement altogether or just sharply critical of faculty participation. Three themes emerge: Faculty can't advise properly (too complicated with shifting rules, etc.)--5 instances; faculty won't advise properly (won't become informed, take the time, care about the students, etc.)--10 instances; and advisement isn't that important or critical to warrant faculty time (students

should be on their own, telephone registration means students don't come anyway)--5 instances.

The next set of comments indicates a preference for faculty to participate in advisement, either as the exclusive group or with no reference to a role for academic professionals. There are 35 such comments. Three themes emerge: faculty ought to advise (it's a moral/contractual duty, enjoyable, critical for the institution)--15 instances; academic professionals cannot adequately do advisement (they give inaccurate information, especially on career and content matters, don't have the intellectual background/training or ability, lack the full perspective of faculty)--13 instances; and some faculty should advise, but not all (many won't do it well and it's futile/catastrophic to require their participation, while others do it very well and must be encouraged/rewarded)--8 instances.

The last category of comments suggest an amalgamated approach, blending the efforts of academic professionals and faculty. There are 26 such comments. Two themes emerge: Academic professionals can do advisement early in a student's career, but faculty must pick it up during the last two years or in the student's major field--5 instances; and academic professionals should always be available to give students assistance with procedures and rules that faculty are unlikely to master, and faculty should provide "substantive" advising on curricular program or career issues--13 instances.

#### DEANS, DIRECTORS, AND DEPARTMENT HEADS QUESTIONNAIRE RESULTS

Following are summaries from the 50 questionnaires returned:

1. **What are your criteria for choosing academic advisors? How are advisors selected in your department(s)?**
  - A. Knowledge of subject/field/procedures (23 responses in this category)--includes comments about ability to deal with broad range of academic issues, reputation as teacher, reputation in field.
  - B. Ability to communicate with, and interest in, students (20)--includes comments about experience and interactions with students.
  - C. Appointed/hired/assigned by department head and/or selection committee (20)--includes comments regarding interviewing, selection, and rotating advisors.
  - D. All faculty advise (15)--includes comments regard-

ing advising as expected/required of all faculty.

- E. Faculty volunteer for advising (7)--includes comments regarding faculty who express interest in/willingness to advise.
  - F. Graduate students serve as advisors (6)--includes responses indicating that only graduate students advise and those indicating that both graduate students and faculty advise.
2. **What do you consider the role to be of a faculty advisor?**
- A. Advise/assist students in developing study plan (46)--includes providing broad-based assistance to students (i.e., referring them to other faculty/offices; helping identify needs/wants; identifying major/minor, etc.).
  - B. Provide academic information (37)--Comments in this category are more specific, referring to activities like giving schedule information, ensuring that requirements were met, conducting senior checks.
  - C. Provide career guidance (18)--includes exploring career/professional options, discussing career/professional opportunities, providing information about jobs/graduate schools.
  - D. Serve as mentor, role model, source of support (13)--includes being available, interested, willing to guide/assist/help students.
  - E. Facilitate/solve problems (8)--includes working through red tape, bureaucracy, administrative paperwork.
3. **For those who do undergraduate advising, what are the major reasons they give for doing so?**
- A. Care, enjoy (5); gratification, interest (5); help, desire, concerned (3); satisfaction (3); like (2); personal contact (2)
  - B. Required (3); hired, appointed, no choice, part of job, expected, responsibility, assigned, service
  - C. Recruit, retention (3); monitor, coordinate, direct contact

4. **If faculty can choose not to be advisors, what are their major reasons for not doing it?**
- A. Too much time (21)
  - B. No training, not allowed, not assigned (2);  
interferes
  - C. Lack of interest (4); heavy responsibilities elsewhere, students not interested, limited interaction with students, personal reasons, research (2)
  - D. Not compensated (2); no rewards, graduates only
  - E. All faculty advise (4)

5. **How are faculty advisors compensated for their academic advising duties?**

Although some of the respondents comment that faculty are compensated indirectly (part of merit pay based on annual reviews, most say that there is no compensation, that advising is part of the faculty's job. A few respondents report that in some cases release time is available.

6. **What is the average faculty member's longevity for advising?**

For those faculty whose advising duties are not ongoing, five years is the average.

7. **Are TAs given specific undergraduate advising duties as part of their contracts?**

Yes: 5      No: 38      Sometimes: 2

8. **How do you evaluate the performance of advisors?**

- A. Feedback from Students (23)--comments like "they drop by my office," and "if students don't complain, I think it's okay."
- B. Part of annual reports (6)
- C. Other types of reports (6)--activity reports or peer evaluations
- D. No evaluation (12)

9. **What is the most effective strategy you have seen for undergraduate advising?**

- A. One-on-one meetings on a regular basis--indicates and permits contact and focus on the individual advisee. Analogously, long term relationships and accessibility are recommended. Advisors must connect with the students, convincing them of the advisors' sincerity and commitment to the task.
  - B. Accessible and knowledgeable advisors--must be a focus on information, both on preventing dissemination of inaccurate information (careful initial and continuous training), and on distributing to advisors/faculty the necessary information of their advisees to allow accurate assessments (rather than advisors relying on the advisees' depiction of their status). One important piece of information, apparently, is accurate transcript evaluations, mentioned several times, particularly in relation to transfer students.
  - C. Desire to do quality job and care for students
  - D. Combined use of peer, faculty, and professional advisors--(Several respondents, however, implied a system that excluded faculty, relying only on academic professionals; variant--one faculty coordinates a staff of professionals.)
10. **How can senior faculty be best utilized in advising undergraduates?**

Senior faculty could be used as mentors, motivators, role models, individual consultants or experts who would share their experience and expertise, assessing long-term goals; assisting them with career choices, determining students' potentials in the field, or helping them select an appropriate major or graduate school. They could also be used as advisors for "non-traditional" or special program students or to develop excellent curriculum.

However, about 20 percent of the deans, directors, and department heads said there should be no distinction made in the advising role; that all faculty should be required to participate; that advising is not different from the responsibilities of junior faculty, even if senior faculty may have more experience.

Nonetheless, they also cautioned that some senior faculty members have not kept up with curriculum or academic and financial aid regulations and would thus not necessarily be most effective. In addition, there are some faculty members who are not good at advising and thus should not serve in that capacity. They also said that senior faculty should not be forced to serve

as advisors if they do not want to, but that it should be noted on the annual review. Instead, those who are knowledgeable, skilled, and who enjoy advising should do it. Compensation, however, should be given, and priority-advising scheduling should be instituted.

In the Nursing Department, senior faculty advise only juniors and seniors with majors in their own program areas and are used as advisors for graduate students; in ROTC, they advise sophomore students who will be selected or dropped for continuation in the program at the end of the sophomore year.

11. **What advantages and disadvantages have you seen in the use of full time (or part time) Academic Professionals for undergraduate advising?**
- A. Advantages--familiarity with university rules, procedures, and policies (16); dedication, commitment, competence in problem solving (6)
  - B. Disadvantages--lack of detailed knowledge and lack of broad sense of the discipline (13); loss of direct one-on-one student/faculty contact; loss of feedback on classroom teaching (7); "Students can remain distant from faculty" (7); no advantages (2); no experience, not applicable (11)
12. **Please send a copy of the language used in your P/T guidelines addressing advising.**
- A. Do not include advising in P/T guidelines (16)
  - B. Consider advising as part of responsibility of every faculty member; used for performance evaluation in second- and fourth-year reviews (8)

#### Some Tentative Conclusions and Implications

Most of the faculty who returned questionnaires say they are doing advising. Yet the University Professional Advisors Council (UPAC) say no faculty have official responsibility for advising, that this official responsibility belongs to them. (For example, there are no undergraduate academic faculty advisors in the School of Education, yet some faculty in Education who returned the questionnaire say they are doing advising. The importance of recognizing the broad nature of advising is essential: See question #8 of Faculty Questionnaire on the role of an advisor.)

The survey suggests that there are more differences in systems of advising between the humanities and the sciences than across departments university wide. Science faculty do advising over a longer period of time than the humanities.

However, Fine Arts, Humanities, and Noncollege (e.g., Exercise and Sport Sciences, Health Education, Optical Sciences, Main Library) advise the most students when compared to the sciences. Although there is little compensation for advising, there seems to be more possibility for compensation within the humanities than most other colleges or departments. Fine Arts, Humanities, and Agriculture report the highest confidence that advising is counted in annual merit reviews and in P/T guidelines.

Nearly without exception the majority of faculty advisors have had no training in undergraduate advising.

The majority of departments have no formal method for evaluating advisors.

The survey shows that there is a lack of adequate information needed for effective advising; overall, respondents think that departmental faculty advisor coordinators would ensure more information transfer. At the same time, most faculty feel strongly that undergraduate advising should not be turned over to Academic Professionals.

The committee's tentative conclusions about survey results hold no real surprises. The important points are that (1) advising should be included in university P/T guidelines--including training and updating of skills; (2) the best system would incorporate both a departmental advising coordinator and faculty so that adequate information could be forthcoming; (3) forcing faculty to do advising does not produce quality advising; and (4) all departments should have a formal method for evaluating advising performance.

This letter reports the final results from the ad hoc Committee on Rules for the Maintenance of Public Order

We will be referring to three documents:

- Document 1. RULES FOR THE MAINTENANCE OF PUBLIC ORDER Feb. 14, 1990
- Document 2. PROGRESS REPORT of the AD HOC COMMITTEE ON DISCRIMINATORY SPEECH Charles Ares - chairman. NOTE: This progress report is a "summary" of a 40-page DRAFT DOCUMENT by that committee. Our committee read the document in detail.
- Document 3. Dean LuAnn Krager's (4/16/91) letter to our Committee

Prof. Henry Ewbank (senator) called attention to three sentences in Document 1 to which he proposed amendments.

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1. EWBank (on page 2 paragraph B.8)

"Rule means a WRITTEN statement of general applicability, ADOPTED IN ACCORD WITH STATED RULE-MAKING PROCEDURES, that implements, interprets-----"

The Committee accepts Ewbank's amendment as indicated above (in capital letters)

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2. EWBank (on page 3 paragraph C.6)

Amend to read: KNOWINGLY, INTENTIONALLY or RECKLESSLY interfering with ..... not limited to studying, teaching, research, INTELLECTUAL OR CREATIVE ENDEAVOR, SERVICE or the provision of emergency services.

The Committee accepts EWBank's amendment as indicated above in capital letters. We added the words RECKLESSLY, INTELLECTUAL and SERVICE.

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3. EWBank (on page 5 at top, last sentence of C.14)

EWBank wanted this sentence deleted, or at best, substantially revised.

The Committee agrees that this sentence is taken care of by response #3 on the first page of Dean Krager's statement to us (Document 3). The response is the result of questions asked of JOEL SIDEMAN of the ABOR Legal Office and of the UA Attorney's Office.

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In addition, the Committee has made the following conclusions regarding Document 1: RULES FOR THE MAINTENANCE OF PUBLIC ORDER. The passages we were asked to consider have been marked with yellow overlay. These passages are included in boxes in the present copy.

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Page 1. Authority and Scope of Coverage. Paragraph A.3

The committee agrees that this point is addressed by response 1 of Document 3

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Page 4. Prohibited Conduct. Paragraph C.13

The Committee agrees that this point is addressed as interpreted by Document 2.

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Page 5. (last part of Paragraph C.14).

The Committee agrees to leave this statement as is but to use the interpretation in Document 2, which we agree with in substance.

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A vote is requested to ACCEPT the Rules of Conduct document plus corrections with the interpretations given in Document 2 as appended.

MOTION: We move that the Rules of Conduct be approved as corrected and as interpreted and defined by Document 2.

Committee members: Paul Allvin, Nicholas Aquilano, William Bickel, Vivian Cox, Barry Ganapol, Lee Knight, LuAnn Krager, Gavriel Salomon, Christopher Sugnet

William S. Bickel April 24, 1991

*William S. Bickel*



"You guys are both witnesses . . . He laughed when my marshmallow caught fire."

RULES FOR THE MAINTENANCE OF PUBLIC ORDER

A. Authority and Scope of Coverage

1. The Board of Regents adopts these Rules for the Maintenance of Public Order to govern the conduct of students, faculty, academic professionals and other classified and administrative staff and all members of the public while on university property.
2. The Presidents are expressly authorized to enforce these Rules.
3. Violators may be accountable to both civil and criminal authorities and to the university for acts of misconduct which constitute violations of these Rules. Disciplinary action at the university may proceed during the pendency of other proceedings at the discretion of university officials.

B. Definitions

1. "Board" means the Arizona Board of Regents.
2. "Controlled substance" means a drug or substance listed in schedules contained in Title 36, Chapter 27 of the Arizona Revised Statutes.
3. "Dangerous instrument" means anything that under the circumstances in which it is used, attempted to be used

or threatened to be used, is capable of causing death or serious physical injury.

4. "Distribution" means sale, exchange, transfer, delivery or gift.
5. "Endanger" means to bring into danger or peril.
6. "Explosive device" means any dynamite, nitroglycerine, black powder or other similar explosive material, including but not limited to plastic explosives.
7. "Illegal drug" means any drug whose use, possession or distribution is prohibited or restricted by provisions of Title 13 of the Arizona Revised Statutes, and includes, without limitation, narcotic drugs (as defined in A.R.S. § 13-3401(16)), dangerous drugs (as defined in A.R.S. § 13-3401(6)), marijuana and peyote.
8. "Rule" means a statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure to be utilized in implementing law or policy.
9. "University" means either the University of Arizona, Arizona State University, Northern Arizona University, or any other university governed by the Arizona Board of Regents.
10. "University property" means all land, buildings, and other facilities owned, operated or controlled by the university.

11. "Weapon" means any object or substance designed or used to inflict a wound, cause injury or incapacitate, or which is intended to create an apprehension of impending physical harm.

C. Prohibited Conduct

The following misconduct is subject to disciplinary action when committed on university property or at any university-sponsored activity:

1. Endangering, threatening or causing physical harm to any person or to one's self on university property, or causing reasonable apprehension of such harm.
2. Engaging in any act of public sexual indecency, including indecent exposure.
3. Committing any sexual act against a person who has not given consent.
4. Use, possession, display or storage of any weapon, dangerous instrument, explosive device or fireworks unless specifically authorized by university officials.
5. Initiating any false report, warning or threat of fire, explosion or other emergency.
6. Interfering with university or university-sponsored activities, including but not limited to studying, teaching, research, or the provision of emergency services.

7. Unauthorized use, possession or distribution of any controlled substance or illegal drug, or violation of any Board or university rules regulating the use of alcohol.
8. Misusing or damaging fire safety equipment.
9. Interfering with the lawful freedom of expression of others.
10. Unauthorized presence in or unauthorized use of university property or facilities.
11. Willful failure to comply with the directions of university officials, including campus law enforcement or security officers, acting in good faith and in the performance of their duties.
12. Theft, misappropriation, destruction, damage or unauthorized use of university property, equipment, or services, including but not limited to electronic hardware, software, and records.
13. Engaging in harassment or unlawful discriminatory activities on the basis of age, ethnicity, gender, handicapping condition, national origin, race, religion, sexual orientation or veteran status, or violating university rules governing harassment or discrimination.
14. Commission of any offense against the public order as set forth in Title 13, Chapter 29 of the Arizona Revised Statutes, including but not limited to riot, disorderly conduct, loitering, filing a false report with law enforcement officials or criminal nuisance.

Any attempt to commit an act of misconduct prohibited by these Rules shall be subject to sanctions to the same extent as completed acts.

D. Sanctions

1. Penalties Applicable to All Violators

One or more of the following sanctions may be imposed for any violation of these rules:

- a. Ejection from property: In addition to any other interim or final action which may be taken to enforce these Rules, any person may be ordered to leave the university property when the President or any person employed or hired by the university to maintain order has reasonable grounds to believe the person is committing any act which interferes with or disrupts the lawful use of university property by others or that the person has entered upon the property for the purpose of committing such an act.
- b. Confiscation: Any violation of these Rules relating to the possession, use or misuse of any weapon, dangerous instrument, explosive device, fireworks, controlled substance, illegal drug, alcohol or any object used to damage university property shall result in confiscation, forfeiture and sale, destruction, or other disposal of said item in accordance with the procedures prescribed by Title 13 of the Arizona Revised Statutes.

- c. Suspension or revocation of the right to use university facilities or to attend or participate in university sponsored activities.

2. Penalties Applicable to Students

One or more of the following sanctions may be imposed for any violation of these Rules:

- a. Expulsion: Permanent separation of the student from the university. An indication of expulsion may appear on the student's transcript. The expelled student shall not attend or participate in any university-sponsored activity and shall be barred from university property.
- b. Suspension: Temporary separation of the student from the university for a specified period of time and/or until specific conditions, if imposed, have been met. An indication of suspension may appear on the student's transcript. Except where prior approval has been granted by the Dean of Students, a suspended student shall not attend or participate in any university-sponsored activity and shall be barred from the university campus.
- c. Probation: Removal of the student from good disciplinary standing. Additional restrictions or conditions may also be imposed. Appropriate university officials shall be notified of the imposition of such sanctions. Probation shall last

for a stated period of time and until specific conditions, if imposed, have been met. Any violation of these Rules or other university rules committed during the probationary period will subject the student to further discipline, including suspension or expulsion.

- d. Warning: A written statement advising the student that a violation of these Rules has been committed and that further misconduct may result in more severe disciplinary action.
- e. Administrative Hold: A status documented in the registrar's official file which precludes the student from registering until clearance has been received from the Dean of Students in accordance with university rules.
- f. Other sanctions permissible under existing board or university rules.

### 3. Penalties Applicable to Employees

One or more of the following sanctions may be imposed for any violation of these Rules:

- a. Termination: Permanent separation from employment.
- b. Suspension Without Pay: Separation from employment for a specified period of time with loss of pay.
- c. Forfeiture: This sanction may include loss of sabbatical leave, or denial of summer employment for a specified period of time.

- d. Warning: A written statement advising the employee that a violation of these Rules has been committed and that further misconduct may result in more severe disciplinary action.
  - e. Other sanctions permissible under existing board or university rules.
4. Determining What Sanction to Impose
- a. Mitigating and aggravating factors may be considered. Factors to be considered in mitigation and/or aggravation may include the individual's prior disciplinary record, the nature of the offense, the severity of the damage, **physical** injury or harm resulting from the violation, the payment of restitution to the university or to any victims, or any other factors deemed appropriate under the circumstances.
  - b. Repeated violations of these Rules may result in the imposition of progressively more severe sanctions, although any sanction may be imposed as appropriate under the circumstances.

E. Enforcement

- 1. Penalties for the violation of these Rules shall be imposed and are subject to review through use of the following procedures:

- a. Faculty shall be subject to those procedures set forth in the Conditions of Faculty Service (ABOR Policy 6-201.K.3) and applicable university rules.
- b. Administrators shall be subject to those procedures set forth in the Conditions of Administrative Service (ABOR Policy 6-101.H.1) and applicable university rules.

**Academic**

- c. Professional employees shall be subject to those procedures set forth in the Conditions of Professional Service (ABOR Policy 6-301.K) and applicable university rules.
- d. All other university employees shall be subject to the applicable personnel grievance procedures existing at each university.
- e. Students shall be subject to the Student Disciplinary Procedures adopted by the Board (ABOR Policy 5-401, et seq.).
- f. Members of the public shall be subject to review procedures as each university may provide.

**F. Miscellaneous**

1. The description of prohibited conduct set forth herein shall be interpreted broadly and is not designed to define misconduct in exhaustive terms.
2. The Presidents are authorized by the Board to adopt other rules to protect the safety and well-being of university property or the university community, so long as such

actions or policies are not inconsistent with these Rules.

3. Any pending action or proceeding shall not be affected by the adoption of these Rules and will be subject to the Code provisions in effect at the time the action or proceeding was originally brought.
4. The effective date of these Rules shall be \_\_\_\_\_.

JS290020.020

Progress Report  
Ad Hoc Committee on Discriminatory Speech  
April 23, 1991

The Committee has been working since August on its task of determining whether University rules relating to discriminatory speech are adequate to deal with the problem while at the same time preserving the right of freedom of expression on the campus. While the Committee has not yet adopted a final recommendation to be made to the President and the University community, it is possible to state with a substantial degree of assurance the nature of a rule that will be recommended along with a brief explanation of the Committee's rationale.

The Committee finds that the prohibition against engaging in harassment . . . on the basis of age, ethnicity, gender, handicapping condition, national origin, race, religion sexual orientation or veteran status, contained in paragraph F10 of the Student Code of Conduct and paragraph C13 of the proposed Rules for the Maintenance of Public Order to be much too vague either to be safely administered or to withstand constitutional challenge. The word "harassment" when applied to speech or other expressive activity has insufficient precision and may well include expression that is constitutionally protected.

In searching for a narrower formulation, the Committee has kept in mind the policy of the University against discrimination on the grounds set out in the above rules. The policy of the University to increase diversity in its community and the obligation to extend equal education opportunity to all without regard to such irrelevant factors is clear. At the same time, the Committee kept well in mind our commitment, especially on a university campus, to the broadest possible protection of the right of freedom of inquiry and freedom of expression.

The Committee's deliberations have also been informed by our conclusion that verbal harassment is a serious campus concern at the University of Arizona.

The Committee discovered that at least four different approaches to hate speech on campus had been proposed or adopted at other schools: (1) to regulate all speech that produces a "hostile learning environment" for others, in the manner that federal civil rights statutes regulate speech in the workplace; (2) to regulate only face-to-face, targeted, intentional vilification on the basis of a protected characteristic or so-called "fighting words"; (3) to regulate personally directed, intentional racial and other forms of discriminatory insults when they cause emotional distress and (4) to rely on general "breach of the peace" statutes and to discipline only speech that constitutes an immediate threat to public order.

The Committee has not finally adopted a rule but it is fair

to say that we have rejected alternatives (1)(because it sweeps too broadly over protected speech and (4)(because it is inadequate to protect individuals from personal harm. The Committee has tentatively adopted alternative (2) and is considering a draft report explaining its choice.

In essence, the Committee is likely to recommend a three-tiered approach. The first tier consists of speech that occurs in highly controlled environments such as the workplace and which are now governed by applicable state and federal laws. No further regulation of speech in this context is necessary.

The second tier would consist of speech directed to an individual, either alone or as one of a small group, that constitutes personal vilification and makes use of epithets commonly understood to convey hatred or contempt. We will propose a rule defining such speech.

The third tier of speech would consist of all other speech, including general statements and even epithets about groups of people, not covered by tiers one and two. Speech in tier three would be immune from regulation in order to promote the strong interest in preserving the campus as a center of robust First Amendment exchange. The Committee believes that the proper response to speech in tier three is counter-speech.

To implement the prohibition of speech in tier two, the Committee will likely propose a rule substantially as follows:

Prohibited harassment includes discriminatory intimidation by threats of violence, and also includes personal vilification of persons on the basis of their sex, race, color, handicap, religion, sexual orientation, or other national and ethnic origin.

Speech or other expression constitutes personal vilification if it:

a) is intended to insult or stigmatize an individual on the basis of sex, race, color, handicap, religion, sexual orientation, or national and ethnic origin; and

b) is addressed directly to the individual whom it insults or stigmatizes; and

c) makes use of fighting words or symbols which by their very utterance inflict injury or tend to incite to an immediate breach of the peace, and which are commonly understood to convey direct and visceral hatred or contempt.

The Committee has studied the proposed Rules for the Maintenance of Public Order and finds paragraph C13 to suffer from the same vagueness as the Student Code of Conduct. We

believe it would be preferable to incorporate in the Rules the regulation outlined above as the definition of prohibited harassment. This would be subject of course to final action of this Committee in approving such a rule. Alternatively, paragraph C13 could be modified to prohibit Engaging in harassment as defined in the respective Conduct Codes of the three universities

....

The Committee will meet shortly to consider its final report. We anticipate that our final conclusion will not deviate substantially from that suggested here.

It should be added that this progress report has been prepared by the chair without consultation with the Committee in light of the pressure of time.

April 16, 1991

Memo to: Faculty Senate Ad Hoc Committee  
on Rules for the Maintenance of Public Order

From: LuAnn Krager  
Dean of Students

Re: Responses to Questions Posed About the Rules for the  
Maintenance of Public Order - Draft (RMPO)

You may recall that on January 30 I wrote Joel Sideman, ABOR Legal  
Office, posing a series of four questions that had been posed about  
the RMPO draft. You received a copy of that inquiry.

Having consulted with both Joel and our University Attorney's  
office, I am able to offer the following responses to the questions  
raised:

1. Page 1, A.3. If the University proceeds on a case prior to the criminal/civil proceedings, it is not considered double jeopardy, but, rather multiple jurisdictions. Multiple jurisdiction holds individuals accountable for multiple levels of rules (e.g., students violating Residence Halls, Code of Conduct and State/Federal law). There may be a situation where, for example, a member of the campus community physically harmed another campus member. If arresting officers failed to "Mirandize" suspect, case could not be prosecuted. However, the University has a duty to protect its members, so it may opt to undertake its own fact-finding, and, if justified impose sanctions against a person while the court case is still pending. It should be noted that this clause is written so that the University may wait until other proceedings are concluded, but may choose to proceed in the interim.
2. Page 3, C.6. Inserting additional language may be appropriate, and the campus might wish to recommend that verbiage like "knowingly, intentionally or recklessly" interfering is prohibited.
3. Page 5, C.14. An attempt to "commit acts" may be subject to the same sanctions as "completed acts" but such action

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is not required. For example, the University may determine that an attempted murder should be sanctioned as severely as a successful/completed murder. The bottom line is that the sanctions imposed must be based on the severity and consequences of the act. Depending upon the circumstances, the University may wish to impose less sanctions for attempted acts than for completed acts, but the University wishes to retain the option of imposing the same range of sanctions for attempts as it can impose for completed acts so that serious incidents can be fully addressed.

4. Page 9, F.1. The latitude of "miscellaneous" is not unlimited. Primarily, "miscellaneous" means that actions that fall under one of the general areas already addressed in the Code/RMPO (e.g., drugs, dangerous weapons, theft) can be addressed, even if the specific act is not mentioned in the Code/RMPO. For example, if "poison dart gun" is not listed as a dangerous weapon, and if a case involving such an item occurred, the University could address that case under the general terms outlined with respect to weapons. Although cases pursued under the "miscellaneous" sections are usually tied to an established heading of the Code/RMPO, an individual could challenge any University action in such cases via the courts.

I believe I have captured the gist of the attorneys' comments in the above summaries. Should you have any questions or concerns about these responses, I would be happy to try and answer them. Thanks for your continued concern.

Kap16rmpo

cc: Dudley B. Woodard

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