

## **BRIDGING TO THE FUTURE**

### **2010 ACCREDITATION AT THE UNIVERSITY OF ARIZONA**

Accreditation is a process of reviewing the quality of higher education institutions. Our vision for NCA Accreditation 2010 sees accreditation as an opportunity for the University of Arizona to focus on enhancing the value and quality of its programs. Viewed this way, rather than as a matter of compliance, accreditation is an occasion to take a serious look at ourselves, what has worked and what has not, all the while with the intention of identifying a limited number of concrete goals for the future, and establishing the capacity to sustain the effort to achieve those goals.

The Higher Learning Commission of the North Central Association is the University of Arizona's accrediting body. The University has been accredited since 1917. Only accredited institutions may receive federal funds. There are two types of accreditation that occur at the University of Arizona:

**Institutional Accreditation** is a comprehensive review by a private, nongovernmental organization specifically created to review higher education institutions and programs for quality. The 2010 Accreditation at the University of Arizona is an institutional accreditation.

**Specialized Accreditation** refers to review of a program. The evaluation is done by a specialized accrediting body and is often associated with a national professional organization or with a specific discipline. Examples of programs that have specialized accreditations include, but are not limited to engineering, medicine, business, and law. Specialized accreditations are separate from the institutional accreditation.

#### **Significant Time Points**

**4-27-09** Working Teams provide progress reports

**10-30-09** Working Teams submit reports to the Executive Team

**1-1-10 thru 3-31-10** The Executive Team and Steering Committee circulate the draft self-study report to internal and external constituencies for comment.

**9-10-10** The final self-study and other required documentation is sent to the Higher Learning Commission Liaison.

**12-6-10 through 12-8-10** The Higher Learning Commission Evaluation Team visits campus for the site visit portion of the institutional accreditation.



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The University of Arizona's NCA 2010 web-address: <http://www.nca2010.arizona.edu/>

- To locate Working-Team rosters, select the appropriate team in the gray column on the left side of the homepage.

### Progress

- October & November 2008

#### Team Chairs invited

##### Working Team 1: Mission and Integrity

Jennifer Jenkins, Chair, Media Arts

Cindy Rankin, Co-Chair, Physiology/VP for Research Office

##### Working Team 2: Preparing for the Future

Soyeon Shim, Chair, Family of Consumer Sciences

Jerzy Rozenblit, Co-Chair, Electrical and Computer Engineering

##### Working Team 3A: Student-Centered Experience in the Classroom and Beyond

Bill McCallum, Chair, Mathematics

Lynette Cook-Francis, Co-Chair, Student Affairs

Jeanne Pemberton, Co-Chair, Chemistry

##### Working Team 3B: Engagement and Service

Linda Houtkooper, Chair, Nutritional Sciences/Cooperative Extension

Kevin Gosner, Co-Chair, History

##### Working Team 3C: Creativity and Knowledge Discovery

Lisa Ordóñez, Chair, Management and Organizations

Neal Armstrong, Co-Chair, Chemistry

- November 20<sup>th</sup> 2008
- November & December
- December & January
- January 12th
- Late January-early February
- February 27th
- March 2nd
- April 8th and 9th
- April 17-19th
- April 27th

Conference call with Mary Breslin, HLC/NCA Staff Liaison

Working Team members invited

Website and Document Center designed

Initial All-Chair meeting

Initial Working Team meetings

Data requests due

Working team updates due

Mary Breslin's visit to UA campus

Executive Team attends HLC Conference in Chicago

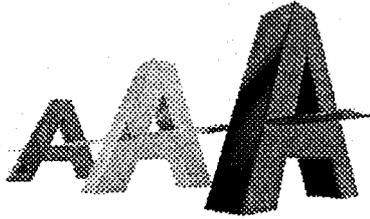
Progress reports due

### Announcements

- Steering Committee meeting, May 8th, 7:30-9:00 AM, Ventana Room, Student Union
- August-October 2009: Working Teams write the first draft of the Self-Study Report.

## **MOTION:**

The Faculty Senate adopts the revised “Approval Process for Academic Policies, Programs and Units” dated Apr 2009.



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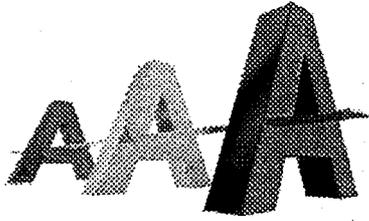
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## **MOTION:**

The Faculty Senate adopts the revised “Approval Process for Academic Policies, Programs and Units” dated Apr 2009.

**Instruction and Curriculum Policy Committee  
CONSENT AGENDA ITEMS**

**Item 1**

Approval to implement a MA degree with a major in Middle School Mathematics Teaching and Leadership as described in the College of Science's proposal dated February 2, 2009.

**Projected effective date:** Fall 2009

**Purpose of the Program**

The program would train in-service middle school and junior high school mathematics teachers in the mathematics taught in grades 6-9 and its pedagogy.

**Justification:**

The degree would fill a large gap in the training of school teachers. It would offer current middle school mathematics teachers the opportunity to improve their knowledge of the subject area and the educational research relevant to their profession. It would allow already successful K-8 teachers to become well trained mathematics specialists ready for the increased emphasis on mathematics topics previously taught in higher grade levels.

Arizona, and especially Pima County, is experiencing a severe shortage of qualified mathematics teachers. With increasing state and federal standards for teachers, this shortfall will continue for quite a while. Mathematically trained teachers are in such short supply that many people currently teaching middle school mathematics have no formal training in that subject. The students who are most likely to pursue this degree are teachers who are already employed by local schools and are already teaching mathematics in grades 6-9.

**Approvals:**

<b>Undergraduate Council:</b>	<b>N/A</b>
<b>Graduate Council:</b>	<b>2/20/2009</b>
<b>CAAC:</b>	<b>4/7/2009</b>
<b>Team Provost:</b>	<b>4/13/2009</b>
<b>ICPC:</b>	<b>4/1/2009</b>

**Item 2**

Approval to merge the BS in Electrical Engineering and the BS in Computer Engineering degrees to create a BS in Electrical and Computer Engineering as described in the College of Engineering's proposal dated February 23, 2009.

**Projected effective date:** Fall 2009

**Purpose of the Program Change**

After two decades, the distinction between Electrical Engineering and Computer Engineering at the undergraduate level is becoming less important. In fact, it appears to be in the students' best interest to be knowledgeable and competent in both electrical engineering and computer engineering material. The change is meant to strengthen the BS degree, unify the ECE faculty and consolidate the accreditation effort by merging two separate program evaluations into one.

**Justification:**

All ECE students will receive the same strong foundation in computer engineering and electrical engineering material which will provide them with a more flexible degree with which to pursue their career aspirations. Faculty will be able to focus their attention on strengthening one BS degree program and not have to concern themselves with the equitable treatment of two separate degree programs. Only one ABET self-study report will need to be written for an accreditation visit thus enabling the department to focus its energy addressing accreditation for one program.

The Department has offered MS and PhD degrees with a major in Electrical and Computing since the early 1990's.

**Approvals:**

**Undergraduate Council:** 3/3/2009  
**Graduate Council:** N/A  
**CAAC:** 4/7/2009  
**Team Provost:** 3/9/2009  
**ICPC:** 4/1/2009

**Item 3**

Approval to implement a BS degree with a major in Public Health as described in the College of Public Health's proposal dated February 10, 2009.

**Projected effective date:** Fall 2009

**Purpose of the Program**

The new undergraduate program, Bachelor of Science with a Major in Public Health will replace the current major in health education within the current Bachelor of Sciences in Health Sciences (BSHS) program. The major in Public Health is designed to allow students to gain a broad range of knowledge regarding the field of public health, to obtain a concentrated area of knowledge in one or two specific tracks and to obtain field experience for future employment.

**Justification:**

The program will provide a curriculum that will result in an educated citizenry regarding public health issues. It will also significantly contribute to solving the public health workforce shortage that is present in Arizona and the nation by having an undergraduate professional degree to prepare students for health careers in medicine, nursing, public health, or pharmacy. The major in Public Health is designed to allow students to gain a broad range of knowledge regarding the field of public health, to obtain a concentrated area of knowledge in one or two specific tracks and to obtain field experience for future employment.

**Approvals:**

**Undergraduate Council:** 3/3/2009  
**Graduate Council:** N/A  
**CAAC:** 4/7/2009  
**Team Provost:** 4/13/2009  
**ICPC:** 4/1/2009

**Item 4**

Approval to implement MS & PhD degrees with a major in Environmental Health Sciences as described in the College of Public Health's proposal dated January 9, 2009.

**Projected effective date:** Fall 2009

**Instruction and Curriculum Policy Committee  
NON-CONSENT AGENDA ITEMS**

**Item 1:**

Approval of the proposal to establish a Graduate Academic Renewal Policy.

**Effective semester:**

Fall 2009 for all new and continuing graduate students.

**Proposed Graduate Academic Renewal Policy (to be added to the General Catalog):**

*If a graduate student is considering an application to a different degree program, the student may apply to the Graduate College for Academic Renewal. Academic Renewal allows students to have all grades for a particular period of time excluded from their graduate grade-point-average (GPA). If the request is approved, the student will have all grades for a specified period (up to a maximum of four consecutive semesters of course work completed within a 24-month period, and with no intervening enrollments at the UA) disregarded in all calculations regarding academic standing, grade-point-average, and eligibility for graduation. If summer work is to be included in the work to be disregarded, a five-week summer term shall count as one-half semester.*

*Students considering Academic Renewal for a semester or term in which necessary courses are disregarded should be aware that they are responsible for satisfying the degree requirements fulfilled by those courses. To complete their degree requirements, students have the following options:*

- *Repeat the same courses to fulfill the requirements;*
- *Select substitute courses, with the approval of program's Director of Graduate Studies.*

*If the student's request for Academic Renewal is approved by the Graduate College, the Office of the Registrar will annotate the student's permanent academic record to indicate that no work taken during the disregarded semester(s) or term(s), even if satisfactory, may apply toward graduation. However, all course work and grades will remain on the record, ensuring a true and accurate academic history.*

*Academic Renewal may be effected only once during a student's graduate academic career and is not available for degrees already earned.*

**Rationale for this change:**

Undergraduate education does not necessarily prepare students for the realities of graduate education. Students occasionally find that they have chosen the wrong major. A resulting low graduate GPA may prevent them from continuing in a different major where they might be successful. This policy would allow graduate students to apply to a different degree program with a fresh start on their graduate GPA. All grades would appear on the transcript for consideration by the new department reviewing the student's application.

**Approvals:**

Undergraduate Council:	N/A
Graduate Council:	2/20/09
Academic Deans:	4/07/09
Administrative Review:	4/06/09
ICPC:	4/1/09

**Item 2:**

Approval of the proposal to revise the Course Repeat Policy.

**Effective semester:**

Registration for Spring 2010, which begins in October 2009. The policy will apply to all undergraduate and graduate students, regardless of catalog year.

**Proposed Policy on Repeating a Course** (changes in bold font):

(see the current policy in the 2009 Catalog, <http://catalog.arizona.edu/2009-10/policies/gro.htm>)

***An undergraduate or graduate student may attempt the same course at the University no more than twice, whether the student completes the course with a passing or failing grade (i.e., A, B, C, D, E, S, P, F, O, I) or whether the student withdraws or is administratively dropped from the course (i.e., W, WO, XO). Thus, a student who drops a course any time after the first withdrawal deadline (e.g., beginning of the fifth week of the semester) has had one attempt with that course. Repeating a course with the Grade Replacement Opportunity (GRO) also counts as an attempt.***

***Excluded from the count of attempts is a complete withdrawal from the University (i.e., WP, WF), a course cancelation by the department offering the course, and courses that are designated as repeatable for credit.***

*Original grades of A or B may not be repeated, except as specifically provided by departments on a course-by-course basis. When a completed course with a passing or failing grade is repeated without use of the GRO, the cumulative grade-point-average (GPA) will reflect the grades earned in the first and second attempts. Credit will be allowed only once unless the course is designated repeatable for credit by the department.*

**Rationale for this change:**

In Fall 2007 the Undergraduate Council asked the Faculty Advisory Committee on the Accessibility of Majors, Minors and Courses to address the issue of limited seat availability in high-demand courses that is created by course "repeaters" and course "shoppers." Data on course repeats and withdrawals confirm the magnitude of the issue. Repeaters and shoppers who enroll in a course but drop after the term begins are taking seats that other students need to make progress toward graduation. Many students register for more courses than they intend to complete as a "shopping" strategy—during the first few weeks of the semester, they select those courses that they intend to complete. Other students repeat the same course in an effort to earn a passing grade or a minimum grade that meets a pre-major or advanced standing requirement. If the number of course attempts is limited to two, students will have an incentive to successfully complete the course the first or second time, reduce shopping behavior, and be more discriminating during the registration period. This policy revision could increase accessibility to high-demand courses because some students will be forestalled from temporarily occupying seats in classes they don't plan to complete or repeatedly filling seats in the same course.

**Approvals:**

Undergraduate Council:	4/22/08
Graduate Council:	11/21/08
Academic Deans:	4/07/09
Administrative Review:	3/09/09
ICPC:	3/11/09

**Item 3:**

Approval of the proposal to extend WebReg access for adding courses.

**Effective semester:**

Fall 2009 Semester, which begins August 24, 2009. The change will apply to all undergraduate and graduate students.

**Current WebReg access for adding classes:**

(see WebReg availability for registration on the Registrar's site, <http://www.registrar.arizona.edu/regtrans/webreg>, and deadlines in the Schedule of Classes, <http://www.em.arizona.edu/datesdeadlines/datesdeadlines.aspx?t=094>)

*Students may add classes to their schedule using WebReg for the first 6 days of the Fall Semester—Monday through Saturday, 7 AM – 8 PM; and for the first 6 days of the Spring semester—Wednesday through Saturday, Monday through Tuesday, 7 AM – 8 PM.*

**Proposed 1-day extension of WebReg access for adding classes:**

*Students may add classes to their schedule using WebReg for the first week of the Fall and Spring semesters, plus one class day: Fall—Monday through Monday, 7 AM – 8 PM; and Spring—Wednesday through Thursday, 7 AM – 8 PM (the additional day is in recognition of the MLK Jr. Holiday closure).*

**Rationale for this change:**

- Note: This change will be most effective in tandem with the new Course Late Drop Fee.
- In the first week of the semester, students add more classes than they drop—after the first day and before WebReg closed for adds in Fall 2007, approximately 11,100 classes were dropped and 11,500 classes were added. After week 1, the number of drops far exceeded the number of adds.
- With the new late drop fee as incentive for students to release unwanted classes earlier, more seats should become available for students to add. But based on historical data, it is anticipated most of the additional drops will occur on days 5 and 6 of the first calendar week. Unless WebReg remains open beyond the week of “free drops,” access to those newly released seats will be restricted.
- While students may add classes using the Change of Schedule form after WebReg closes, this process is somewhat time-consuming and cumbersome—it involves locating the instructor, explaining the need for the course, and submitting the signed form to Registration & Transcripts.
- Many students haven't finalized their schedules by the end of the first week of the semester. Extending WebReg access for one additional class day will encourage students to add classes that they may not add otherwise.
- This change to WebReg will not affect faculty/departments that keep wait lists for high-demand courses and that only add students who have attended class regularly from day 1.

**Approvals:**

Undergraduate Council:	12/02/08
Graduate Council:	1/16/09
Academic Deans:	4/07/09
Administrative Review:	3/09/09
ICPC:	3/11/09

**Item 4:**

Approval of the proposal to revise the Honors First-Year English Composition Requirement from a two-semester sequence (ENGL 103H + 104H for 6 units) to one course, ENGL 109H (3 units).

**Effective semester:**

Fall 2009 for all undergraduates who haven't completed First-Year English Composition.

**Proposed Policy for Honors First-Year Composition** (changes in bold font):

(see the current policy in the 2009 Catalog, <http://catalog.arizona.edu/2009-10/policies/firstyear.htm>)

**Students must complete one of three strands depending upon placement.** Placement in composition courses is based on the student's high school record and standardized test scores, including the ACT1 English or the RSAT1 Verbal standardized test scores.

1. A three-course sequence in two semesters of:
  - o English 101 with English 197b (1 credit Studio) and English 102
  - o English 107 with English 197b (1 credit Studio) and English 108 (the ESL equivalents)
2. A two-course sequence of:
  - o English 101 and English 102, OR
  - o English 107 and English 108 (the ESL equivalents)
3. One course with honors placement:
  - o **English 109H – a grade of C or higher is required to satisfy the requirement with this course.**
4. ~~A two-course honors sequence of:~~
  - o ~~English 103H and English 104H~~
5. ~~English 109H, in combination with an Advanced Placement (AP) score of 4 or 5~~

**Rationale for this change:**

- Students who take either of the current two tracks—ENGL 103H/104H or ENGL 109H—are highly motivated, good writers who do not need a 2-course composition sequence.
- Offering a single Honors course maximizes enrollment management and is a more efficient use of available resources. ENGL 109H offerings can be distributed between Fall and Spring.
- Students with an English AP score of 4 – 5, or an IB score of 5 – 7, will receive an additional 3 units of elective English credit at the 200 level, unrelated to ENGL109H.
- The few students who earn a “D” would need to take a second composition course, probably ENGL 102.
- Students planning to apply to graduate or professional programs (e.g., law, medicine) that require 2 writing courses for admission could take a 200- or 300-level writing course after ENGL 109H.

**Approvals:**

General Education Committee:	2/18/09
Undergraduate Council:	3/03/09
Graduate Council:	N/A
Academic Deans:	4/07/09
Administrative Review:	4/06/09
ICPC:	3/11/09

**Item 5:**

Approval of the proposal to revise the Medical Withdrawal Policy and Procedure.

**Effective semester:**

Fall 2009 for all enrolled undergraduate and graduate students, regardless of catalog year.

**Proposed Medical Withdrawal Policy and Procedure** (changes in bold font):

(see the current policy in the 2009 Catalog, <http://catalog.arizona.edu/2009-10/policies/leavingu.htm#Medical>, and the procedure in the Schedule of Classes, <http://www.registrar.arizona.edu/schedules/withdraw.htm>)

*All students who seek to withdraw from the University for medical reasons **after the Tuition Refund Deadline** must follow the procedures set forth below:*

- I. Obtain medical documentation from a licensed health care provider to support the request for a medical withdrawal. Medical documentation must be written on the health care provider's letterhead and contain the following information:
  - A. The approximate date of onset of the medical condition giving rise to the request for medical withdrawal, and the dates through which such condition continued;
  - B. The general nature of the medical condition that prevents or prevented the student from continuing or completing his/her course work **and, if the semester has ended, from withdrawing when the student stopped attending classes;**
  - C. The last date on which the student was or anticipates being able to attend class because of the medical condition.
- II. Provide letter and medical documentation to the Executive Director, Campus Health Services.
- III. Campus Health Services will review the documentation and either:
  - A. Approve the reasons set forth in the medical documentation and send a "**Medical Withdrawal**" form to the Dean of Students Office, which will include the dates of onset of the medical condition and the dates through which such condition continued, but which will include no information related to the nature of the medical condition; or
  - B. **In cases where a student requests a retroactive medical withdrawal after the last day of classes through the petition process, provide the "Medical Withdrawal Form" and the information contained above to the student to submit with the petition form (i.e., for undergraduates, the General Petition; for graduate students, the Graduate College Petition).**
- IV. **Withdrawals filed before the first deadline, at the end of the fourth week of classes (Fall and Spring Semesters), result in cancellation of registration in all courses. After the fourth week of classes, all classes will be assigned a WP (Withdrawal/ Passing) regardless of the reason for the withdrawal. A list of students who withdraw from the University during the semester and receive an automatic WP will accompany the Official Grade Roster provided to instructors at the end of the semester. An instructor who believes that any of the students included on the list should receive a WF (Withdrawal/Failing) instead of the WP will receive instructions for making this change.** <http://www.registrar.arizona.edu/schedule084/withdraw.htm>. **WP and WF grades are not factored into a student's cumulative University of Arizona GPA.**

Requests for Medical Withdrawal after the Refund Deadline

Students who withdraw from the University on or before the Refund Deadline will receive a full refund of tuition and mandatory fees. Tuition and fees will not be recalculated or reversed after the refund deadline. Students are responsible for all tuition and fees remaining on their account. Tuition recalculation may result in a credit balance on the student's account. Consult the Bursar's website section on Requesting a Refund to receive funds from a credit balance. Financial aid or scholarship recipients should also consult the Office of Student Financial Aid regarding rules and regulations pertaining to ANY award if planning to drop units. <http://www.bursar.arizona.edu/students/payments-refunds/refunds.asp>.

**Students who withdraw for medical reasons after the refund deadline, but before classes end, must submit the proper medical documentation, as set forth in Section I above, to Campus Health.**

**Campus Health will notify the Dean of Students Office if the medical withdrawal is supported. Upon receipt of documentation from Campus Health, the Dean of Students Office will review refund requests. A refund may or may not be granted. All supplemental refunds are partial, based on the information provided to Campus Health Services and the Dean of Students Office.**

**Requests for Retroactive Medical Withdrawal after Classes End/Refunds related to the Petition Process**

**Except as set forth below, students who seek a retroactive medical withdrawal after the end of classes must petition for a retroactive medical withdrawal. Undergraduates must file a General Petition with the University General Petitions Committee. Graduate students must file a Graduate Petition with the Graduate College. If the petition for a retroactive medical withdrawal is approved, based upon the information the student provides in the petition and the "Medical Withdrawal Form" from Campus Health Services, then the student must present such approval to the Dean of Students Office, if s/he also seeks a refund of tuition. Neither the General Petitions Committee nor the Graduate College has jurisdiction to approve a refund request. The Dean of Students Office will review the refund request and may in its discretion and in conjunction with a determination from the Refund Review Committee, determine whether to approve the request, which it will forward to the Bursar's Office.**

**Exceptions for Accelerated, Professional and Special Degree Programs**

**The University offers accelerated, professional and special degree programs, sometimes supported by outside donors or organizations. Because of the nature of these programs, students may not be entitled to any refunds of tuition or fees, irrespective of the reason for the student's withdrawal. It is the students' responsibility to know the terms and conditions of such accelerated or special programs in which they are enrolled or may plan to enroll.**

**Rationale for this change:**

- To comply with HIPPA guidelines regarding the confidentiality of medical information.
- To clarify restrictions on tuition/fee refunds related to professional degree programs for which students have received funding from private sponsors.

**Approvals:**

Undergraduate Council: 11/04/08  
 Graduate Council: 11/21/08  
 Academic Deans: 4/07/09  
 Administrative Review: 4/06/09  
 ICPC: 3/11/09

## **Proposal to Reconfigure Undergraduate Council to Include Policy Aspects of the General Education Program**

*Motion approved in concept by Faculty Senate Executive Committee, 1/12/09;  
approved with revisions by FSEC, 2/16/09; revised with input by UWGEC, 3/11/09;  
revised with input from UGC, 4/7/09; revised with input from UWGEC, 4/15/09.*

### **Background:**

The University-wide General Education Committee (UWGEC) was established by the Faculty Senate in December 1995 to develop the structure, policies, and courses of the General Education Curriculum that became effective in Fall 1998. Once the curriculum was in widespread use, the UWGEC's primary functions evolved to new course review and approval, and assessment of the curriculum. UWGEC is the approving body for courses that apply to General Education requirements; however, UWGEC's recommendations to alter the General Education structure (such as the Honors Track pilot program) and to revise academic policies (such as the General Education Course Multiple-Use Policy) that impact undergraduate education are routed through Undergraduate Council (UGC) for review/approval and ultimately Faculty Senate for final approval.

### **Proposal:**

UGC will be reconfigured as follows: (1) General Education structure and policies will be folded into the Undergraduate Council's existing subcommittees (i.e., Curriculum & Policies and Academic Programs), and (2) General Education and Foundations courses will continue to be reviewed, approved, and assessed by the University-wide General Education Committee (UWGEC).

### Mission

- UWGEC will continue to review course proposals and approve courses for Foundations, Tier One and Tier Two, just as happens now.
- UGC's subcommittees will review and make recommendations on the General Education curriculum structure and policies—those that affect courses, as well as student academic progress.

### Alignment with UA Administration

- The UGC chair will be accountable to and will continue to report to the Vice Provost for Academic Affairs (VPAA). UGC will appoint a representative to UWGEC, as is the current practice, who will attend UWGEC meetings and will report on UGC initiatives.
- The UWGEC chair will be accountable to and will continue to report to the VPI. UWGEC will appoint a representative to UGC, as is the case now, who will attend UGC meetings and report on UWGEC activities.
- The VPI will continue to oversee and manage General Education funding, number of class seats, scheduling, release of class seats, communications on class availability, and the periodic course review and program assessment.

### Membership

- The VPI and UWGEC chair will determine the appropriate membership of UWGEC.
- The membership of UGC will increase by 3–4 members who are interested in and knowledgeable about General Education curriculum and policies. [Note: UGC members representing the General Education curriculum will subsequently be appointed from UWGEC to ensure adequate knowledge and understanding of this curriculum.]

### **Rationale:**

- To improve efficiency and shorten the approval process for changes to the General Education structure and policies, the UWGEC should be removed from the policy-approval routing process, since UGC reviews and approves University-wide undergraduate curriculum and policy changes.

- To eliminate duplication of effort, thorough vetting of General Education proposals should occur once—in UGC. This will not detract from the quality of decision-making.
- Streamlining the General Education policy approval process is being responsive to our resource shortage, as charged by the UA Provost and President.
- UGC would benefit from closer ties with faculty who approve and assess the General Education and Foundations courses. Consideration of the General Education curriculum has been and will continue to be a critical factor when UGC evaluates new or modified undergraduate academic programs and policies.
- The campus community would benefit from more communication on General Education curriculum and policies and how those interact with and/or impact other academic policies via publication in the UA Catalog and communications with academic advisors.

**Effective Term:** Fall 2009, in keeping with the timeline for the University Transformation.

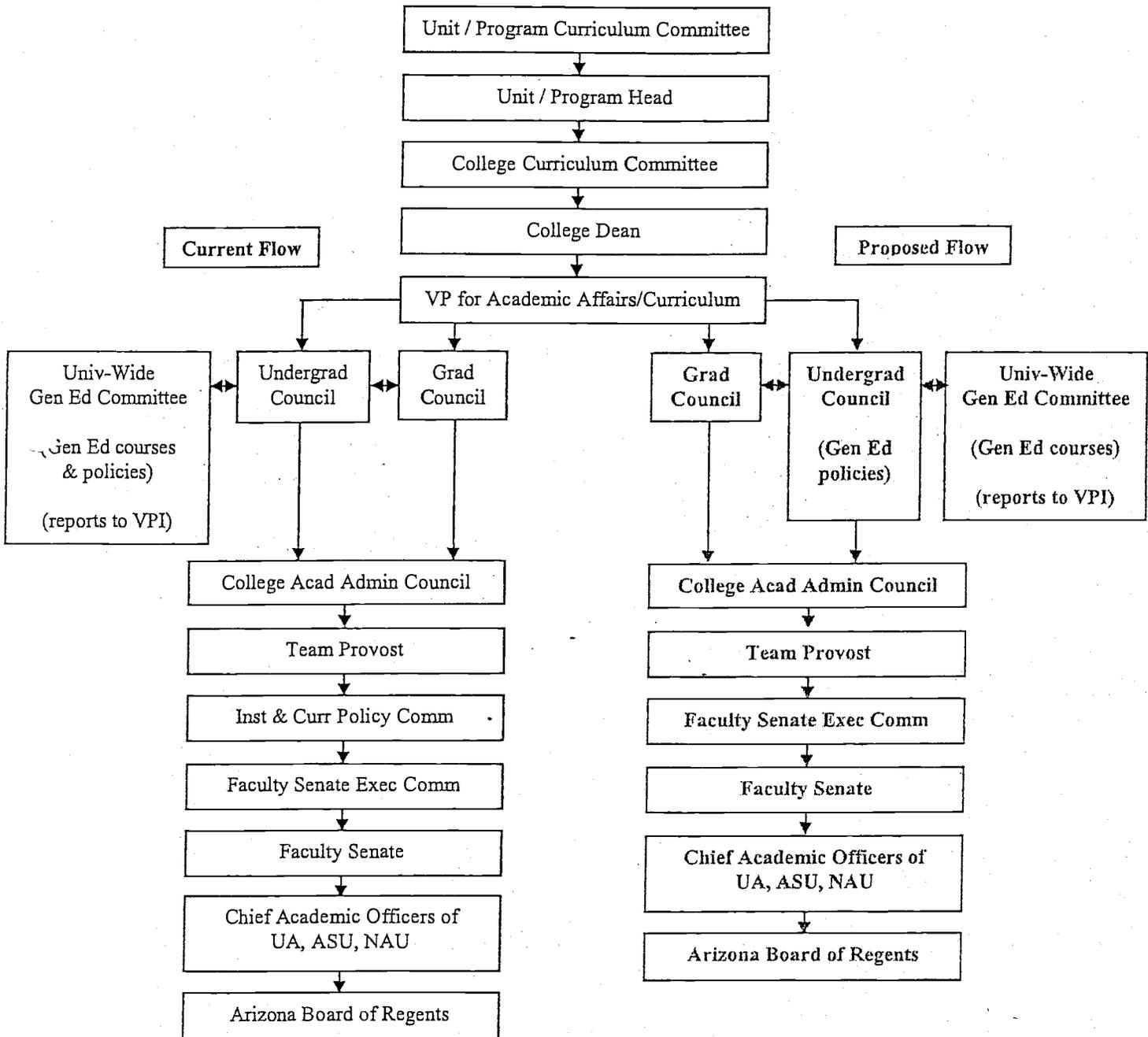
*Drafted by C. Pardee with contributions by G. Gehrels and P. King, 1/14/2009; revised with input by G. Burd, 2/6/09; revised with input from UWGEC, 3/11/09; revised with input from W. Howell, 3/31/09, revised with input from UGC, 4/7/09; revised with input from UWGEC, 4/15/09.*

## APPROVAL PROCESS FOR ACADEMIC POLICIES, PROGRAMS AND UNITS

Effective A.Y. 2008-09, academic programs and units are approved by ABOR for implementation via approval of the UA's annual academic strategic plan. Once approved by ABOR, academic programs and units included in the strategic plan are reviewed and approved by the UA's governing bodies.

Academic programs and units not included in the UA's academic strategic plan must be reviewed and approved by the UA's governing bodies, CAO's, and ABOR prior to implementation.

CAO and ABOR approval is not required for most academic policies, nor is it required for disestablishment, renaming, or merger of non-academic units.



Three proposed changes:

- UGC oversees Gen Ed policy
- Faculty member chairs Grad Council
- ICPC disestablished

THE UNIVERSITY OF ARIZONA®  
Faculty Senate  
May 4, 2009

**Faculty Senate Election  
Candidates' Biostatements**

**Nominees for Membership on the  
COMMITTEE ON CONCILIATION**

Three to be elected, two-year terms (6/1/09-5/31/11)

**ADAMS, E. CHARLES.** Curator of Archaeology, Arizona State Museum; Professor, Department of Anthropology. I joined the faculty at the University of Arizona in 1985. At the University level, I have served on the Committee on Academic Freedom and Tenure from 1992-1995, chairing it from 1994-95; on the University's Committee on Continuing Status and Promotion from 2002-2006, chairing it from 2005-06; and as a member of the Academic Personnel Policy Committee from 1991-92. As a member of CAFT I saw the essential role of faculty governance in mediating grievances between individual members of the General Faculty and their relationship to the University. As a member of the Committee on Conciliation, I see my role as listening to faculty members and using my experience with the University in many capacities to help resolve the underlying issues.

**CLASSEN, ALBRECHT** University Distinguished Professor of German Studies, works on medieval and early modern literature and has published widely on women's literature, history of mentality, comparative aspects, and socio-historical approaches. In the past, he has served several times on the Committee of Academic Freedom and Promotion (CAFT) and also on the Committee of Conciliation. He strongly believes that most conflicts among people can be solved through a constructive communicative process, particularly considering the high intellectual level of all people working here on campus. There is no need for conflict, and mutual respect and tolerance should be the basic principles of all social interaction.

**LIVINGSTON, MARGARET.** Associate Professor of Landscape Architecture, College of Architecture and Landscape Architecture. Margaret Livingston is an Associate Professor in the School of Landscape Architecture at the University of Arizona. She teaches a range of courses related to ecological and environmental issues in arid environments and has locally and internationally conducted lectures and workshops that focus on water conservation, wildlife habitat, and use of native plants in urban areas. As an urban ecologist, her work emphasizes the importance of evaluating and maintaining natural and semi-natural ecosystems within and surrounding urban areas. In her role as a designer, Margaret has focused on the use of native plants and design of urban wildlife spaces, including the Butterfly Garden and recent remodel of the Bird Garden at Tucson Botanical Gardens.

**MISHRA, SHITALA.** Professor, Special Education, Rehabilitation and School Psychology. College of Education. No biostatement received.

**TABILI, LAURA.** Associate Professor, History. College of Social and Behavioral Sciences. I have been an Associate Professor of Modern European History since 1994, after coming to the University of Arizona in 1988. In that time I have served on numerous committees in History and Women's Studies, chairing a History search committee and History's 1996-1997 Academic Program Review committee. I have also served on the Task Force on Labor and Human Rights (the sweatshop committee). At the departmental level I have been active in attempting to promote due process by formulating policies and procedures that would treat colleagues and graduate students fairly and evenhandedly. I would be honored to serve on the Committee on Conciliation.

**ZIOLKOWSKI, RICHARD (RICK).** Professor, College of Engineering, Electrical and Computer Engineering, and Professor, College of Optical Sciences. I was a technical manager at Lawrence Livermore National Laboratory before returning to academics in 1990. I have been a member of the

Faculty at the UA since then. I have been active with my Department, my Colleges, and the University in a number of service roles. I have also been the President of the IEEE Antennas and Propagation Society. Through all of these career adventures, I have had much experience with conflict resolution between highly intelligent and motivated colleagues and administrators. If elected to the Committee on Conciliation, I would be pleased to use what I know, as well as to learn new approaches, to mediate issues between well-meaning Faculty and Administrators before they can no longer be reconciled.

**Nominees for Membership on the  
UNIVERSITY COMMITTEE ON ETHICS AND COMMITMENT**

Two to be elected for three-year terms (6/1/09-5/31/12)

**BACA, DAMIAN.** Assistant Professor, College of Humanities, Program in Rhetoric, Composition, and the Teaching of English (RCTE), Department of English, and Affiliate Faculty of the Mexican American Studies and Research Center. I joined the faculty in the Fall of 2008. Since then, I have served on a number of university, department, and program committees and professional activities: the Graduate and Professional Education Teaching and Mentoring Awards Committee, English Departmental Council, and the David L. Patrick Dissertation Fellowship Award Committee, and faculty judge for the annual Graduate and Undergraduate Student Research Showcase. I have also remained active presenting at regional and national conferences including the American Studies Association, the National Council for Teachers of English Convention, and the National Hispanic Cultural Center Foundation. My first book was recently published by Palgrave Macmillan, *Mestiz@Scripts*, *Digital Migrations*, and the *Territories of Writing* (New Concepts in Latino American Cultures Series), and I am senior co-editor of a book manuscript and academic journal special edition, both to be published this year. In addition to my scholarly activities, I also serve on six graduate student doctoral committees, and already serve as director for one dissertation. As a graduate of the federally funded Ronald E. McNair Post-Baccalaureate Achievement Program, I am committed to the recruitment and mentoring of students from underrepresented populations seeking to enter the professoriate. I am honored to have been selected as a nominee. My dedication to professional development and academic leadership makes me an ideal candidate for this committee.

**BUSBEA, LARRY.** PhD in Art and Architectural History, City University of New York Graduate Center, 2003; I have been an Assistant Professor in the University of Arizona College of Fine Arts since Fall 2006. While here, I have developed 7 new courses offered to a variety of students from Freshmen to PhD candidates, and maintained a high level of scholarly production, with articles in peer reviewed journals, edited volumes, and a major monograph published by MIT Press. I have served on a range of committees, including a Foundations Curriculum Committee, as well as serving as Chair of the Bylaws Committee in the School of Art. I am eager to serve at the University level as well, and would look forward to contributing a rigorous perspective from the humanities to the University Committee on Ethics and Commitment.

**GEOFFRION, MOIRA MARTI.** Professor, Sculpture and Mixed Media, School of Art, College of Fine Arts and Faculty Fellow at Coronado Hall. I joined the University of Arizona in 1986 as the Head of the Department of Art. I have taught in the Art Department, now the School of Art, since that time. My experience in managing fiscal budgets, curriculum development and change, program and facilities management, fund raising and events planning, recruitment and retention of outstanding faculty and students and in conflict resolution on department levels and my service on university committees will enable me to serve the broader University community well as a member of the University Committee on Ethics and Commitment. I have served on the Regents Professor selection Committee, on the College level and department level Promotion and Tenure committees. My service on numerous School committees also includes the Curriculum committee, annual performance evaluation committees (Personnel Committee), Graduate committee and Sustainability committee. I have also been Sculpture Area Director. I was President of the Mid America College Art Association. I was responsible for the national news letter and development of the national conference proceedings. I have taught 100 level through graduate level courses full time at the U of AZ since 1990. I continue to be an active creative researcher who exhibits nationally and

internationally and I have received many grants-NEA, IAC ACA, TPAC, Mellon and Fulbright. Two years ago I received the College award for excellence in sustained teaching and mentoring. I look forward to the potential of serving on the University Committee on Ethics and Commitment.

**MARMORSTEIN, LIHUA Y.** Associate Professor, College of Medicine, Department of Ophthalmology & Vision Science. I joined the faculty of the University of Arizona in 2003. I've served on several committees in my department and college. Currently, I'm a member of the Medical Student Research Committee. I'd like to serve the University more by participating in University-level committees. Having conducted medical research for the past 15 years, served on numerous study sections, and as a reviewer for many scholarly journals, I fully appreciate the importance of research integrity on many levels. The existence of a committee like the University Committee on Ethics and Commitment is essential to the maintenance of research integrity at the University. I have a strong interest in joining this committee.

**YADEGARI, RAMIN.** Associate Professor, Department of Plant Sciences and the BIO5 Institute. I have been a Univ. Arizona faculty member since 2001 during which most of my efforts concentrated in three main areas of research, teaching, and service. I have built a highly competitive research program in plant developmental genetics that is currently funded by the National Science Foundation (NSF) and the Department of Energy (DOE). In collaboration with another faculty member in my department, I have devised and taught a new undergraduate and graduate course in Plant Growth & Developmental (PLS/MCB/ECOL 440/540) that has been chosen as a senior capstone course for the MCB majors. Among other departmental responsibilities, I have been a member and head of my department's Graduate Program Oversight Committee that is responsible for the recruitment and admission of prospective graduate students, and the oversight of the Plant Sciences graduate program. I have been a reviewer for many of the leading manuscripts in my field including *The Plant Cell*, *Planta*, *Genetics*, *Developmental Dynamics*, *Plant Physiology*, *Developmental Biology*, *Trends in Plant Sciences (TIPS)*, *Genetics*, and *Proceedings of the National Academy of Sciences USA (PNAS)*. I have been a member of the editorial board of *Developmental Dynamics* since 2004. In addition to serving as an *ad hoc* reviewer for many grant submissions to national and international research agencies, I have also served on three grant review panels at NSF and one for the DOE Biosciences Program. In addition to a commitment to research excellence, I consider my experience in evaluation of research and scholarship an important attribute that I can bring to UCEC as a faculty member.

**ZHANG, DONNA D.** Assistant Professor, Department of Pharmacology and Toxicology, College of Pharmacy. I received my Ph.D. from the Department of Environmental Health Sciences, Nelson Institute of Environmental Medicine at New York University Medical Center. I did my post-doctorate training at DuPont-Haskell Laboratories, Newark, DE. I worked as a research assistant professor in the Biochemistry Department at the University of Missouri for 6 years before I joined University of Arizona in 2005. In 2006, I received NIH/NIEHS Outstanding New Environmental Health Scientist Award (\$2.3M total). My research has also been funded by the American Cancer Society since 2007. The research projects in my laboratory are focused on investigating an antioxidant signaling pathway that is critical in removal of reactive oxygen species and therefore in disease prevention since reactive oxygen species are responsible for the pathogenesis of many human diseases. Major extramural services include chairing the National Society of Toxicology (SOT) annual meeting, being a member of the Career Resource and Development (CRAD) Committee of SOT, serving as a referee for many scientific journals and reviewing at least twenty manuscripts per year, and serving as an external referee for Cancer Research UK Science Funding Committee. I have published over thirty peer-reviewed articles and deeply understand the importance of research integrity. I believe my background and interests make me particularly well-suited to the committee's mission.

**Nominees for Membership on the  
UNIVERSITY HEARING BOARD**

Four to be elected, three-year terms (6/1/09-5/31/12)

**BRENNEMAN, DALE S.** Assistant Curator of Documentary History, Office of Ethnohistorical Research, Arizona State Museum. I have been at the UA since 1991, first as a graduate student, and then as a research associate until joining the faculty in 2007. Since 2004, I have directed a long-term research project at the Arizona State Museum, where, in the transcription, translation, and annotation of Spanish colonial documents, I work closely with several graduate students as project leader, teacher, and mentor; I also provide hands-on training each year to one or two undergraduate work-study students who assist with organizing project-related digital archival materials. I am committed to the University's educational mission, and would welcome the opportunity to serve on the University Hearing Board to help ensure that student issues are addressed equitably while University policy regarding conduct and academic integrity is upheld.

**KARIMI, SIMIN.** Professor and Director of the Graduate Program, Department of Linguistics, College of Social and Behavioral Sciences. I came to UA in 1990. My specialization is in theoretical linguistics, focusing on syntax and its interface with semantics and morphology. I have published articles in linguistics journals, have authored one book, and edited and co-edited four books. I was the Interim Head of our department in Spring of 2007, was the Chair of the Faculty Advisory Committee in the College of SBS, have served on P&T Committees at the department and college level, and was a member of the Executive Council of the Second Language Acquisition and Teaching (SLAT) for five years. My national and international services include evaluating grant proposals for NSF and Canada's federal SSHRC, reviewing books, articles and abstracts for various publishers, journals and conferences, and organizing international conferences. I have been the keynote and invited guest speaker in Europe, Middle East, Far East, Canada, and US. I very much value excellence in research, teaching and service. I also strongly believe in academic freedom, fair tenure process, and freedom of expression as the essential building blocks of our university system to support the utmost goal of providing academic excellence. Protecting the academic freedom becomes even more critical at this time of economic and political upheaval. As a person deeply committed to civil liberty, I will do my best to protect freedom and fairness in our community, if elected.

**LANZA, FABIO.** Assistant Professor, joint appointment: College of Social and Behavioral Sciences, Department of History, and College of Humanities, Department of East Asian Studies. I joined the UA in 2005, after gaining a Ph.D. in modern Chinese History at Columbia University. My research focuses on the cultural history of twentieth-century China, with particular attention to the relation between urban space, everyday life and political movements. Given my joint appointment, I teach and do service in both departments and both colleges. My very position—across departments, colleges and disciplinary structure – forces me to see the differences but especially the communalities that unify and connect the many parts of our University. I look forward to serving on the University Hearing Board, which has precisely the role to uphold and promote the academic standards we all share.

**MISNER, SCOTTIE.** Associate Nutrition Specialist, State Extension Food and Nutrition Education Program (EFNEP) and Food Stamp Nutrition Education Coordinator, Cooperative Extension. I joined the Nutritional Sciences faculty in 1994. I've been involved in various departmental committees, most notably as chair and co-chair of peer review/post tenure review and awards. In the spring semester I have been on the university selection committee for Senior Awards. Yearly we interview the top 16 young men and women then select the most outstanding 3 men and 3 women graduating seniors for awards. In the fall the Centennial Awards committee selects the most outstanding undergraduate and graduate minority man and woman. These experiences have helped me gain an understanding from both the faculty and student perspective about some of the problems within the university. Ethics and integrity are extremely important in our community. I am interested in serving on this hearing committee; and, I have the ability to listen and to promote conflict resolution.

**SCHON, ROBERT.** Assistant Professor, College of Humanities, Department of Classics. I received my Ph.D. (2002) from Bryn Mawr College in Classical and Near Eastern Archaeology. I joined the University of Arizona faculty in 2008 having taught previously at Wellesley College, UA (as a Visiting Assistant Professor), Stanford University, and Brooklyn College. At the University I have taught multiple gen-ed courses as well as writing intensive upper level classes about the ancient world. My primary research interests include Mycenaean Greece, the archaeology of the Mediterranean and Balkan regions, archaeological survey, and "International Relations" in the ancient world. I have published peer-reviewed articles and given conference papers on those topics. I have conducted fieldwork in Greece, Italy, Cyprus, Bulgaria, and Albania, and currently co-direct the Marsala Hinterland Survey in western Sicily. Also, I have recently been appointed the Assistant Editor of the *Journal of Ancient Egyptian Interconnections*, an on-line peer-reviewed journal based at the University of Arizona. I am eager to serve on the University Hearing Board because I am committed to upholding the University's Codes of Conduct and Academic Integrity. I serve on committees in my home department and wish to extend my service to the broader University community.

**Senate Nominees for Membership on the  
SENATE COMMITTEE ON BUDGET AND STRATEGIC PLANNING**

Two to be elected, one-year term (6/1/09-5/31/10)

**DAVIS, OWEN K.** Professor, Geosciences, College of Science. I completed my Ph.D. in Ecology in 1981, and joined the faculty of the University of Arizona in 1982. Since that time, I have served repeatedly on Promotion and Tenure Committees and Performance Evaluation Committees in the Department of Geosciences. My University and College service includes being a member of the College of Science Academic Advisor's Group, and service on the COS Dean's Audit Committee. I have served on the Strategic Planning and Budget Committee (04-07), as an elected member of the Faculty Senate (06-08), as Chair of the Committee on Academic Freedom and Tenure and as Chair of the ad hoc Student Employment Work Team. I served on the Performance Review Committee for the Dean of the Library (2000), the Site License Committee, the ISPE Executive Committee, the Executive Committee for the Anthropology IGERT, the Executive Committee for the Biodiversity RTG (99-01), Director of the Center for Climate and Surficial Processes (94-00), and the Arid Lands and Global Change GIDP's. I have served as an external reviewer for the USD Geology Department, a member of the UA Arid Lands APR, and as President of state and international professional organizations. I am active in teaching graduate, undergraduate and Tier I courses. I am committed to balanced and fair exercise of academic freedom in teaching, service and research.

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**Senate Nominees for Membership on the  
SENATE EXECUTIVE COMMITTEE**

One to be elected, two-year term (6/1/09-5/31/11)

**SILVERMAN, ANDY.** Professor, Law, College of Law. As many of you know, I have been a member of the Faculty Senate for quite some time. I regard the Senate as the centerpiece of faculty governance (aka shared governance) on this campus. I feel it is an institution where faculty can voice its opinions about many issues and proposals and take a stand concerning them. I have always tried to be an active Senator and take part in what is happening in the Senate. In that regard, I have served as the Senate representative on the Senate Executive Committee for the past few years and would like to continue to do so.

**Senate Nominees for Membership on the  
GRIEVANCE CLEARINGHOUSE COMMITTEE**

One to be elected, one-year term (6/1/09-5/31/10)

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**Senate Nominees for Membership on the  
SHARED GOVERNANCE REVIEW COMMITTEE**

One to be elected, two-year term (6/1/09-5/31/11)

SILVERMAN, ANDY. Professor, Law, College of Law. Shared governance (aka faculty governance) has been an important part of my life as a faculty member. I feel that the concept of shared governance makes universities unique and hopefully sets an example for others to follow. Also, I hope that it presents a model to our students in how institutions/corporations should be run. I am always interested in how to maintain and strengthen shared governance. As a result, I would like to continue to serve on the Shared Governance Review Committee.

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## **FACULTY SENATE**

### **2009-2010 Faculty Senate Meeting Schedule**

*All meetings are scheduled for 3:00-5:00 p.m. in LAW 168*

Monday, September 14, 2009

Monday, October 5, 2009

Monday, November 2, 2009

Monday, December 7, 2009

Monday January 25, 2010

Monday, February 1, 2010

Monday, March 1, 2010

Monday, April 5, 2010

Monday, May 3, 2010

Fall First day of classes: Monday, August 24, 2009

Spring First day of classes: Wednesday, January 13, 2010

MLK Day: Monday, January 18, 2010

**Academic Personnel Policy Committee  
ANNUAL REPORT 2008-2009**

**Committee Members:**

Lawrence M. Aleamoni, SERSP-Education, Chair  
Harris Bernstein, Cell Bio/Anatomy  
Antonio Estrada, Mex-American Studies  
Jason Johnson, GPSC  
James Mighdoll, ASUA  
Homer Pettey, Media Arts  
Hao Xin, Elec/Comp Engineering

In the fall of 2008 the Senate Executive Committee asked the Academic Personnel Policy Committee (APPC) to review: (a) Salary disparities between continuing/continuing-eligible employees and tenure/tenure-eligible employees. Salaries for continuing/continuing-eligible employees appear to be significantly lower than tenure/tenure-eligible employees' salaries and (b) Draft Plan for Comprehensive Approach to Faculty Evaluation.

**Continuing/Continuing-Eligible Employees and Tenure/Tenure-Eligible Employees Salary Disparities**

Tenure/Continuing comparisons were discussed in our November 24, 2008, January 28, February 25, March 25, and April 22, 2009 meetings. The Committee reviewed the document "Comparison of Tenured Faculty and Continuing Status Salaries" from Maria Telles in the Vice President for Instruction's Office. As a result of that review, the Committee has requested additional documentation from the Provost's Office.

**Draft Plan for Comprehensive Approach to Faculty Evaluation**

This approved plan was reviewed and discussed at each of our meetings and will be presented to the Faculty Senate for discussion, approval and implementation in the Fall of 2009.

Respectfully submitted on behalf of the Academic Personnel Policy Committee  
Lawrence M. Aleamoni, Chair, May 14, 2009.

Committee Members: Dalila Ayoun, Bridget Barker(GPSC), William Conway (Chair), Joel Cuello, Judith Effken, John Kemeny, David Ortiz, Edella Schlager, Kevin Vinson (Grad. Council), Steve Wallace (ASUA).

**Curricular Programmatic and Policy Actions Approved  
or Considered by ICPC, 2008-2009**

**September 10, 2008**

**Action Items:**

- **School of Journalism;** Proposal to change the name from Department of Journalism to the School of Journalism. Voted Approval.
- **Academic Calendars 2010-2015;** Voted Approval.
- **Policy: Class Standing;** Proposal to standardize the number of units required for class standing. Voted Approval.
- **Policy: Military Leave of Absence (MLOA);** Proposal allows additional time for the Leave of Absence to those serving the military. Voted Approval.

**Information Item:**

- **Arizona General Education Curriculum Procedural Amendment;** serves to codify the matter of holding the community colleges accountable for the curriculum's articulation. No action required.

**November 12, 2008**

**Reviewed three White Papers regarding the first stage of the transformation process.** ICPC met to offer opinions on three of the white paper proposals. Our recommendations were submitted to Provost Hay.

**March 11, 2009**

**Action Items:**

- **Revise the Grade Replacement Opportunity (GRO) Policy;** Proposal would have reduced the number of courses for GRO to 2, units to 7 and only available to students up to 60 U of A units. Committee had concerns for transfer students. Voted Approval, but CAAC denied.
- **Revise the Course Repeat Policy;** Proposal reduces number of attempts to 2, and stipulates an attempt. Voted Approval.
- **Extend WebReg Access for Adding Classes;** Proposal keeps WebReg open an additional day. Voted Approval.
- **Exception to Individual Studies Courses Grading System;** Honors preceptorships may be given regular grades. Voted Approval
- **Revise the Medical Withdrawal Policy and Procedure;** Voted Approval.
- **First-Year English Composition Requirement for Honors Students;** Reduces English requirement to 3units and requires a grade of at least a C. Voted Approval.



**Information Item:**

- **Maximum units during Priority Registration;** Proposal sets a 16 unit limit. No action required.
- **Late Drop Fee for Courses;** Withdrawal after first week has \$25 fee. No action required.

**April 1, 2009**

**Action Items:**

- **Request by the College of Science to implement an MA degree with a major in Middle School Mathematics Teaching and Leadership;** Voted Approval.
- **Request by the College of Public Health to:**
  - a) **Implement MS/PhD degrees with a major in Environmental Sciences;** Voted Approval.
  - b) **Implement a BS degree with a major in Public Health;** Voted Approval.
  - c) **Disestablish a BSHS degree with a major in Health Education;** Voted Approval.
- **Request by the College of Management to implement an undergraduate Sports Management Minor;** Voted Approval.
- **Academic Renewal for Graduate Students;** Differs from undergraduate Academic Renewal policy. Voted Approval
- **Incomplete Grade for Graduate Students;** Proposal to allow Graduate students receiving an "I" to allow the "I" to remain indefinitely on transcript. Voted Denial.

**April 8, 2009**

**Action Items:**

- **Department of Surgery to create MS & PhD degrees with a major in Medical Sciences;** Voted Approval.
- **College of Management to create a doctoral minor in Entrepreneurship;** Voted Approval.
- **Graduate College to create graduate Multidisciplinary Minor;** Voted Approval.
- **Department of Spanish and Portuguese to create a PhD degree with a major in Hispanic Linguistics;** Voted Approval.
- **Graduate College to extend the Pass/Fail grading option to graduate students;** Voted Approval.

**Pending Business:**

- **Amend the Time to Declare a Major Policy for Undergraduate Students**
- **Review and approval of proposal for General Education Multiple Use Policy**

***Submitted by William E. Conway  
April 22, 2009***

## **SENATE RESEARCH POLICY COMMITTEE: ANNUAL REPORT 2008-2009**

The committee discussed Transformation, and monitored its progress. Nevertheless, until Transformation is settled, it is currently difficult to access the impact on research or the issues that will arise, if any.

### **Conflict of Interest Policy**

The University has revised the Conflict of Interest Policy approved a year and half ago, in response to changes in Federal Policy. The committee is currently reviewing the revised policy and should complete the review by May 2008. However, the revised policy will not go to the Senate until the fall.

### **Core Services**

The Senate Research Policy Committee is vetting guidelines for University, College and Department research cores. This draft policy is administrative, addressing compliance and funding issues, so it does not appear to require formal review nor Senate action. Nevertheless, the Committee will be providing the Vice President for Research with comments and suggestions.

The membership of the Senate Research Policy Committee for FY2008-09 is listed on the back side of this page.

Respectfully submitted,

Dr. Michael Cusanovich, Chair  
Research Policy Committee



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facsen@u.arizona.edu

## Research Policy Committee

### Membership List 2008-2009

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AZ Research Labs: Biochem (5/03-5/09)  
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\*Glenn Songer (8/08-5/09)  
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Sanket Unhale (7/08-5/09)  
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*sanket@email.arizona.edu*

\*Faculty Senators

Rpc/2008-09/roster rpc 08-09  
9-30-08 db

listserv address:  
**rpc@listserv.arizona.edu**

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**STUDENT AFFAIRS POLICY COMMITTEE**  
Faculty Center  
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facsen@u.arizona.edu

DATE: April 16, 2009  
TO: Faculty Senate Executive Committee  
FROM: John C. Ulreich, Faculty Senator & Chair, SAPC  
RE: Annual Report, 2008-09

**Student Affairs Policy Committee**  
**Annual Report, 2008-09**  
**Membership**

*John C. Ulreich, Chair English (6/08-5/09) (on medical leave 8/08-12/08)	*J. C. Mutchler (8/07-5/09) University of Arizona South Acting Chair (8/08-12/08)	Emily Connally GPSC (7/07-5/09) (on leave, Spring 2009)
*Lawrence M. Aleamoni SERSP (10/07-05/09)	Michael Brewer University Library (10/07-5/09)	Kayla Patrick ASUA (9/08-5/09)
*Tom Kovach (6/08-5/09 ) German Studies	Joyce Schroeder (10/08-5/09) Molecular/Cellular Biology	
<b>Ex-Officio – Non Voting:</b>	Keith Humphrey (2/08- ) Associate Dean of Students	Lori Goldman (11/04- ) Enrollment Services

(\* indicates Faculty Senator)

The Committee met once during the Fall Semester and has met once in the Spring.

1. In November, with J. C. Mutchler acting as Chair, SAPC discussed revisions to the Code of Academic Integrity. Keith Humphrey, Associate Dean of Students explained that the four reasons to revise this local COAI are 1) to conform with the updates in the tri-university Student Code of Conduct, 2) to include the addition of explicit sanctions such as revocation of degree, 3) to clarify key procedural issues, and 4) to expand the range of possible sanctions other than punitive, such as educational workshops targeting, at this time, plagiarism. At its meeting on February 2<sup>nd</sup>, the Faculty Senate approved the Revised Code.
2. In April, Dr. Owen Davis joined SAPC to discuss certain ongoing concerns about the Student Code of Academic Integrity. SAPC also began consideration of a proposed Statement on Ethics brought forward by the University Committee on Ethics and Commitment.

Respectfully submitted,  
John C. Ulreich, Chair

## Committee of Eleven: Annual Report 2008-09

As is its practice, the Committee of Eleven met with key individuals throughout the academic year. These included:

President Robert Shelton  
Provost Meredith Hay  
Vice President for Research Leslie Tolbert  
Vice President for Health Affairs William Crist  
Executive Dean, College of Letters, Arts, and Sciences Dr. Joaquin Ruiz

The Undergraduate Retention Task Force report was approved by the Faculty Senate, completing a process initiated by the Committee of Eleven last academic year.

The major focus of the Committee of Eleven for FY09 was faculty accountability and responsibility. In the course of discussion the Committee of Eleven concluded that, a small but significant number of faculty were not fully engaged, largely due to not utilizing effectively annual evaluations, annual workload assignments, and in some cases not utilizing existing mechanisms to address unsatisfactory performance. It was determined that a number of issues were responsible for the lack of accountability in the current review process:

1. Lack of awareness of available policies and procedures
2. Weak department chairs
3. Expense associated with remediation
4. Concern that animosity could be generated.
5. Lack of teaching ability, which inhibited assigning increased teaching loads.

Following considerable discussion and review of existing policies, a report and recommendations were submitted to the Faculty Senate which endorsed the Committee's report. The report was sent to the Provost. As a consequence a team consisting of the Vice President for Instruction, several members of the Committee of Eleven and the Chair of SPBAC met with the deans and department heads from all Colleges (with the exception of Law, Pharmacy and Medicine). On the whole, these were lively and valuable meetings, which enhanced awareness and should lead to progress in dealing more effectively with accountability and responsibility.

The Committee of Eleven also engaged in extensive discussion of the Transformation process as it evolved, and although taking any formal action, provided suggestions and concerns to a number of committees and faculty groups engaged in the Transformation.

The membership of the Committee of Eleven for 2008-09 is listed on the back side of this page.

Respectfully submitted,

Dr. Michael Cusanovich, Chair  
Committee of Eleven



University of Arizona  
General Faculty Standing Committee  
Faculty Center  
1400 East Mabel  
621-1342 (Fax: 621-8844)  
facsen@u.arizona.edu  
Committee of Eleven  
Membership List, 2008-2009

\*Dr. Michael A. Cusanovich CHAIR  
(5/00-5/10)  
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\*Mr. Douglas E. Jones VICE-CHAIR  
(5/07-5/09)  
University Library  
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\*Mr. Tommy Bruce (8/06-5/09)  
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Mr. Boris Glebov (6/08-5/09)  
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Optical Sciences  
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\*Dr. John Hildebrand (5/00-5/10)  
Arizona Research Labs  
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\*Dr. Wanda H. Howell (5/05-5/09)  
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Dr. Patricia B. Hoyer (5/05-5/09)  
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\*Dr. Kimberly L. Ogden (5/05-5/09)  
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\*Glenn Songer (2/09-5/09)  
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\*Dr. Marlys Witte (6/08-5/10)  
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\*denotes Faculty Senator  
o-11/rosters/ros 08-09 3-5-09 PB

listserv address:  
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**Committee on Academic Freedom and Tenure**

**Annual Report, 2008-2009**

**April 13, 2009**

Susan Wilson-Sanders, Chair

Patricia B. Hoyer, Vice Chair

**CAFT MEMBERS**

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Judith Brown, Plant Sciences (5/08-5/11) CALS

Zhao Chen, Epidemiology and Biostatistics (5/07-5/10) MEZCOPH

Terence Connolly, Management and Organizations (5/07-5/10) ELLER

Amy H. Tsang Davis, Nursing (5/08-5/11) NUR

Marwan Krunz, Electrical & Computer Engineering (5/08-5/11) ENGR

Caryl Flinn, Women's Studies (5/03-5/09) SBS

Roberto Guzman, Chemical & Environmental Engineering (5/03-5/09) ENGR

Patricia B. Hoyer, Physiology (5/04-5/10) COM

Charles Hutchinson, Arid Lands Studies (5/06-5/09) CALS

Jennifer L. Jenkins, Media Arts (5/07-5/10) COFA

Ana Maria Merico, Law (5/08-5/11) LAW

Susan Wilson-Sanders, University Animal Care (5/06-5/09) NON



## MISSION STATEMENT

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The Committee on Academic Freedom and Tenure (CAFT) shall have jurisdiction to make inquiry in two general areas: 1) matters involving contractual agreements between members of the General Faculty and the University/Board of Regents; and 2) internal matters relating to grievances against or by any member of the General Faculty. Protection of academic freedom and tenure is a principal obligation of CAFT. CAFT shall review, investigate or hold hearings, as necessary.

## COMMITTEE ACTIONS

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1. Seven cases were heard during the year in formal hearing processes. These are summarized as follows:
  - A. *COMPLAINT*: Denial of promotion, procedural violations in the review, which led to denial of due process.  
  
*CAFT FINDINGS AND RECOMMENDATIONS*: Panel found several procedural irregularities, but these did not rise to the level of procedural violations or violation of due process. Panel recommended to uphold denial of promotion but also made multiple recommendations about the department and college's P&T criteria, guidelines and process.  
  
*PRESIDENT'S DECISION*: Pending
  - B. *COMPLAINT*: Inequitable compensation, infringement on academic freedom in that Grievant's responsibilities and term/conditions of employment were affected; the practices and procedures practiced by the Department Head were unfair and retaliatory, and reflected by unfair teaching assignments.  
  
*CAFT FINDINGS AND RECOMMENDATIONS*: The Panel found no grounds for denial or violation of academic freedom but rather an unacceptable level of disrespect and a lack of compassion for a venerable member of its department, college, and profession. Panel also found that the department did not adhere to University procedures and urged that departmental procedures be modified immediately to rectify the situation. The Panel also recommended that the College of Engineering be required to adopt processes and written bylaws that are consistent with UHAP and ABOR.  
  
*PRESIDENT'S DECISION*: President upheld CAFT's findings that Grievant's academic freedom was not violated and he was not discriminated against by the Department Head.
  - C. *COMPLAINT*: Concerned a disagreement with Director over a one-time course reduction, the Director siding with another faculty member in a dispute between Grievant and faculty member, and Director forbidding Grievant to serve on college or University committees. Grievant contended that arbitrary application

of University policy, regulation or procedure interfered with her "ability to carry out my responsibilities, and with the terms and conditions of employment."

*CAFT FINDINGS:* It was extremely difficult to conduct an orderly hearing because the Grievant exhibited highly disruptive and disrespectful behavior throughout. She was repeatedly admonished to not interrupt by speaking out, yet she persisted throughout the entire proceeding and refused to conduct herself in a mature manner that respected the hearing process. Transcripts of the hearing will support this opinion.

The Panel found no evidence that the Respondent had overstepped his administrative responsibilities in resolving issues raised by the Grievant that were related to the teaching assignments or her appointment as Graduate Studies advisor. No evidence of arbitrary application of University policy to these decisions was found. Several recommendations were made by the Panel regarding the Grievant's departmental affiliation and encouragement for her to reconcile with individuals with whom she has conflict.

*PRESIDENT'S DECISION:* The President agreed with the Panel findings and concluded that the Director had not made arbitrary or discriminatory application of University policy, regulations or procedures, which applied personally to the Grievant had infringed on her privileges, responsibilities, or terms and conditions of employment. Regarding suggestions by the Panel regarding departmental affiliation, these were "outside the scope of this CAFT complaint." He suggested that the Grievant could pursue the Panel's recommendations. The Grievant appealed the President's decision and the President did not change his stance. He provided her information necessary to pursue her case through the courts (Superior Court Administrative Review Act, A.R.S. § 12-901 et. seq.)

- D. *COMPLAINT:* Irregularities in the department head search process and procedures and inequitable compensation (paid, one-year research leave) for outgoing head.

*CAFT FINDINGS:* Panel found that there were no procedural violations and no University policy or procedure regarding searches appears to have been violated in the search for Department Head on the part of Dean or the Search Committee. Deans have the authority to grant faculty members and administrators research leave as negotiated and the Panel noted that it is standard practice to give outgoing administrators leave. Although the Panel made no recommendations for further action in this case, it urged that attention be given to addressing and reducing the tensions among the Department's subfields.

*PRESIDENT'S DECISION:* Pending

- E. *COMPLAINT:* The Grievant had concerns related to his treatment following his return to faculty status following service as Director of his program. These included salary and teaching assignments.

*CAFT FINDINGS:* The Panel has not completed its report to the President.

*PRESIDENT'S DECISION:* He has not received the report as of this date.

- F. *COMPLAINT:* Third-year non-renewal, case is pending. The case is currently at Conciliation.

*CAFT FINDINGS:* NA

*PRESIDENT'S DECISION:* NA

- G. *COMPLAINT:* The complaint was based upon concerns regarding teaching and scholarship, which fall under the By-Laws of the General Faculty Grievance Procedures.

*CAFT FINDINGS:* Hearing is beginning to commence

*PRESIDENT'S DECISION:* NA

2. CAFT received several inquiries during the year. These are summarized as follows:

Professor of Architecture: Concerns with tenure review of a junior faculty member and with the handling of several courses within his department. No case has been forthcoming.

Assistant Professor of Architecture: Regarding denial of tenure. Case went to Conciliation and there has been no further communication.

Faculty member, College of Medicine: Regarding potential age discrimination and other issues. A case was not brought forward.

Faculty member, College of Medicine: Regarding denial of promotion and a discrimination allegation. Formal grievance was not filed.

Assistant Professor, Speech, Language and Hearing Sciences: Denial of tenure. Case did not progress to CAFT.

A faculty member was concerned with a member of his P&T committee making inappropriate demands of him. No case has been presented.

College of Medicine faculty member (research professor) received non-renewal. She was advised that formal hearing process does not apply to year-to-year professionals.

A faculty member is concerned with harassment by another faculty member. Chair suggested use of UHAP 6.02

3. In addition to assisting faculty members, as listed above, the committee participated in several other projects during the year. These included:

**A. Meeting with President Shelton and Jacqueline Mok**

CAFT members were invited to meet with President Shelton on August 21, 2008 to discuss the role of CAFT in faculty governance and concerns that had arisen as a result of cases heard by CAFT. Following the meeting with the President and

the Chief of Staff, the Chair of CAFT and Ms. Bridgmon met with the Chief of Staff, the University's General Counsel and other members of the Counsel's office. The issues discussed and the results of discussion are as follows:

### **1. Attorney involvement in CAFT hearings**

CAFT had been struggling to find ways to maintain the distinction between its mandated roles as a non-judicial hearing body versus normal judicial procedures while embodying the right of grievants to have the advice of an attorney. The widespread impression among CAFT members is that the involvement of legal counsel has hugely increased the time and cost of CAFT hearings, while making them much more like the procedures of courts of law rather than the special inquiries of professional peers envisioned in both the Faculty Constitution and Bylaws, and the ABOR Policy Manual.

As a result, CAFT was advised to initiate a pre-hearing conference process. These meetings include the Grievant, the Respondent, the Hearing Panel Chair and staff of the Faculty Center. The case is reviewed and the complaint summarized. Time limits are set for the hearing (presentation of the Grievant's case and the response to it) and times for submission of materials and witness lists. In some cases, the pre-hearing conference is used to help resolve issues with the potential of eliminating the formal hearing. CAFT was encouraged to establish its own rules and procedures, with appropriate faculty and administrative approval, to counteract the very natural tendency of lawyers to revert to the procedures with which they are familiar.

Additionally, Dr. Shelton appointed Dr. Mok to serve as an administrative contact to "encourage" faculty to provide their materials or comply with grievance hearing procedures (such as appearing before CAFT).

**Action Item:** We also discussed that the Faculty Constitution, Bylaws, UHAP, and ABOR policies need to be reviewed and synchronized.

**Action Item:** We discussed the selection of attorneys for CAFT. Recently, CAFT has not been given the ability to select its attorney. Some attorneys assigned to CAFT have been excellent; others have not. The General Counsel worked with the Chair of CAFT to create a list of attorneys from which CAFT can select (based on Bylaws, Section 5. b.(6)(b)).

### **2. Definition of Academic Freedom**

The vagueness of the definitions of Academic Freedom that are in ABOR and University policy has caused problems in faculty grievance proceedings. To address concerns, a subcommittee was assigned the task of developing a draft definition of Academic Freedom for The University of Arizona. Many of our peer institutions have such definitions (several examples were provided in the meeting). The definition developed by CAFT was sent to the Faculty Senate Executive Committee to be routed to the Faculty Senate for its endorsement and inclusion in UHAP or the faculty governance handbook. However, some members of the Faculty Senate Executive Committee felt strongly that the draft

definition should be reviewed and approved by a variety of stakeholders including President Shelton, the Provost and the Office of the General Counsel before coming to the floor of the Senate.

**Action Item:** CAFT recommended that the definition of Academic Freedom be more substantial and, as a first step, brought its draft for the UA, along with other peer definitions, to the President for his review and comment. CAFT has not received further follow-up on this subject.

### 3. Standards for P&T/CS

Several years ago, CAFT had recommended to President Likins that training should be provided for all levels of P&T/CS committees and department heads to standardize the way cases are handled. This recommendation went through the Academic Personnel Policy Committee to the Senate, which passed a resolution and asked Vice Provost Garcia to implement this training. In April 2008, training for committees and department heads was initiated.

However, CAFT continues to see problems related to P&T/CS process. There are conflicting guidelines promulgated for the PT/CS process. Problems related to inconsistencies in P&T standards and the review process in departments led to cases heard by CAFT in 2007-2009. Improving consistency in standards throughout the University for PT/CS review would decrease the number of aggrieved faculty, assist administrators in providing better support to their junior faculty, and reduce the caseload of grievance committees.

**Action Items:** The President indicated that the VP for Faculty Affairs should be directed to go to Deans to see if Department Heads are being consistent in their PT/CS reviews. CAFT might be included to ensure a "reality check;" it was also recommended that the University PT and CS Standing Committees could be involved in the process. CAFT members recommended the CALS process as being consistent and clear. College of Medicine also has a strong process and could serve as another model. Once a review across campus is made, and changes made as needed, training should be provided to all stake holders. CAFT has received no follow-up on this issue.

### 4. CAFT Case Trends

CAFT members expressed concerns with trends in results of cases being upheld/not upheld by the President. In the past (more than 6-8 years ago), most times when CAFT recommended in favor of the Grievant, the President upheld the CAFT decision. During the past 5 years, when CAFT has recommended in favor of the Grievant, the majority of these cases have not been upheld. In contrast, when CAFT recommends for the Respondent, these cases are upheld. This trend has disheartened CAFT members who work diligently to find the truth and make their recommendation. There was discussion that the Kimble case has led to this reversal in trend; the fact is that many CAFT cases become less of a "peer" process and more "legal." The President indicated that he closely reads all material and respects the work of CAFT. He encouraged CAFT members to

continue their work, as he greatly appreciates the effort that CAFT makes in support of members of the University community.

**B. Meetings with Faculty Leadership**

The Chair of CAFT met with staff of the Faculty Center and with the Chair and Vice Chair of the Faculty to discuss issues related to the exclusion of year-to-year contract professionals from ability to file under the formal grievance hearing process. These academic professionals are not considered members of the General Faculty, and thus their access to the processes of Conciliation and CAFT are limited.

Members of the Committee on Academic Freedom and Tenure and staff of the Faculty Center had a very busy year. CAFT's work could not have been completed without the cooperation and support of the personnel of the Faculty Center. Their efforts are very much appreciated, particularly those of Pamela Bridgmon involving the scheduling and services-procurement needed during CAFT hearings. She works many days of long hours and is certainly a crucial resource for The University of Arizona faculty in general, and we of the Committee on Academic Freedom and Tenure thank her.

Respectfully submitted,

Susan Wilson-Sanders, Chair 2008-2009  
Committee on Academic Freedom and Tenure

THE UNIVERSITY OF ARIZONA®  
General Faculty Standing Committee  
Faculty Center  
1216 E. Mabel St. - PO Box 210456  
621-1342 (Fax: 621-8844)

**Committee on Conciliation**  
ANNUAL REPORT 2008-09

Committee Members	Department	College	Term
Edward Reid, <b>CHAIR</b>	School of Music	COFA	5/06-5/10
Julia Cole	Geosciences	COS	5/07-5/09
Marc Miller	Law	LAW	5/07-5/09
Patricia Promis	Library, Spec Collections	NON	6/08-5/10
Veronica Reyes-Escudero	Library FAHT	NON	5/07-5/09
Leslie Ritter	Nursing	NUR	6/08-5/10

The Committee on Conciliation received eight cases this year.

1. Members Marc Miller and Barbara Mills met with a grievant in the Fall regarding a dispute with the department head over personal and salary issues. After several meetings, no resolution was found and the case was referred to the Committee on Academic Freedom and Tenure.

2. Members Julia Cole and Verónica Reyes-Escudero met with a faculty member who was denied promotion. After many multiple attempts, the Members were unable to find common ground and the case was referred to the Committee on Academic Freedom and Tenure.

Members Marc Miller and Leslie Ritter began conciliating a case involving an allegation of salary inequity. Shortly after the Conciliation members began meeting, the faculty member withdrew his complaint.

4. The President's Office referred a case from a former department head alleging discrimination after he was removed from his administrative position. Chair Ed Reid and Member Pat Promis held numerous meetings but were unable to effect a resolution. The grievant requested and received a hearing before the Committee on Academic Freedom and Tenure.

5. A complaint from a clinical faculty appointee alleging unfair removal from a volunteer staffing position in another unit was received. Members Leslie Ritter and Verónica Reyes-Escudero began meetings with employees who were involved, but shortly afterward the Office of General Council insisted that Conciliation's investigation was inappropriate because the grievant was not a member of the voting faculty. The Committee immediately terminated its investigation and subsequent attempt at mediation.

6. A junior faculty member approached Conciliation about questionable Promotion and Tenure procedures after being denied tenure. Chair Ed Reid and Member Julie Cole met with the faculty member and numerous administrators. A satisfactory negotiated agreement was reached between the faculty member, the Office of the President and the Office of the Provost regarding the decisions reached and the status of the faculty member.

7. An adjunct faculty member approached Conciliation after being released from his year-to-year position due to budget cuts. Member Marc Miller and Chair Ed Reid met with various department heads and were able to place the affected faculty member into positions serving two different colleges. The original college was going through a leadership transition; the Conciliation team spoke with the new administrator and alerted her to this "bridge" to keep the faculty member on campus.

8. Members Leslie Ritter and Julie Cole met with a faculty member who was asking for an apology from her department head. After several meetings, the Conciliation team was unable to find common ground, and the faculty member requested that the case be referred to the Committee on Academic Freedom and Tenure.

Respectfully Submitted,

Edward F. Reid, Chair, Committee on Conciliation 2007-09

**2008-2009 Annual Report**

**UCCR Members:**

Doug Jones, Chair  
Andrew Silverman, Law, Vice Chair  
Bryan Baker, ASUA  
Mabel Crescioni, GPSC  
Jim Florian, Budget Office  
James Francis, Athletics, Trademarks/Licensing  
John Greivenkamp, Jr., Optical Sciences  
Yan Han, University Library  
Amy Kimme-Hea, English  
Stuart C MacKenziem Athletics External Operations  
J. C. Mutchler, UA South – History  
Nancy Smith, Corporate and Business Relations  
Marshall Worden, Economic Development  
Steven Adamczyk, University Attorney (Advisor to the Committee)

**Mission Statement:**

The UCCR is charged with the responsibility of helping the University to ensure that the Policy on Corporate Relations is reflected in the corporate agreements that the institution enters into. This policy states, in part, that:

**The primary purpose of a public university is the generation and dissemination of knowledge. The University is the repository of information and ideas, factual and esthetic, and provides an atmosphere in which students and faculty can explore new ideas and search for truth. To accomplish its mission as an objective and impartial purveyor of truth and to be a place where students can learn, mature and acquire thinking skills in an appropriate atmosphere - an atmosphere that is really present and is perceived to be present by the public - the University of Arizona should conduct its business dealings so as to model behavior which is undeniably above reproach.**

**Committee Actions:**

No significant issues were identified this year and therefore, no meetings were called.

The UCCR chair has been appointed to the recently created Corporate and Business Relations Council which is chaired by Nancy Smith, Director Corporate and Business Relations under the Vice President for Research. A report about the work of this group will be scheduled next Fall.

Respectfully submitted,

Douglas Jones, Chair  
University Committee on Corporate Relations  
April 2009



**University Committee on Ethics and Commitment**  
**2008-2009 Annual Report**  
April 18, 2009

Professor Daniel Asia, Music (5/06-5/09), Chairman  
Dr. Todd D. Camenisch, Pharmacology and Toxicology (5/05-5/11), Vice Chairman  
Dr. Saumya K. Debray, Computer Science (5/06-5/09)  
Dr. Mary E. Graham, Arizona State Museum (5/07-5/10)  
Dr. Hong Hua, Optical Sciences (06/08-05/11)  
Dr. Stuart E. Marsh, Arid Lands (5/05-5/08)  
Dr. Mark Riley, Agri/Biosys Engr (5/05-5/10)  
*Ex-Officio*: Dr. Lucinda Rankin, Research Integrity Officer (RIO)  
*Ex-Officio*: Dr. J. D. Garcia, Professor Emeritus, Physics

**Mission (from Faculty Constitution, Article V, Section 7)**

“The University Committee on Ethics and Commitment shall deal with questions of misconduct in research, scholarship, or creative endeavor; conflict of commitment; and facilities misuse; and receive reports from the Research Integrity Officer. In its deliberations it will use the current versions of the University policies on research integrity, professional commitment and proper facilities use.”

See also the inquiry function of the UCEC as described in UHAP 2.13.09: “Policy and Procedures for Investigations of Misconduct in Scholarly, Creative and Research Activities.”

**Actions**

Carrying over a project from 2007- 08, the Committee pursued instigating an “Educational Statement on Ethics” to help deal with questions of scholarship integrity on campus, issues on educational procedures and commitment, and teaching issues that fall outside of the strict federal standards. The Committee felt these concerns are central to the educational mission of the University and should be of interest to both faculty and students. The Committee also felt that there have occasionally been issues with students where no one knew where to go, because there are no equivalent committees like UCEC on the College level. Accordingly, the UCEC members have developed a proposed educational statement on ethics. This language would not necessarily go into the University Handbook for Appointed Personnel because the appointed personnel handbook doesn’t address teaching/academic issues but rather reflects research and scholarship issues. The UCEC members reached a consensus to ask the Student Affairs Policy Committee and the Faculty Senate to approve creating a pamphlet for distribution to students, or alternatively, included in the Student Handbook reflecting the following educational statement on ethics:

**To ensure the integrity of the educational process and to protect the principle of intellectual diversity, the following principles and procedures shall be observed.**

- 1. Students will be graded solely on the basis of their reasoned answers and appropriate knowledge of the subjects and disciplines they study, not on the basis of their political or ideological or religious beliefs.**
- 2. Curricula and reading lists should reflect the progressing and unsettled character of all human knowledge in these areas by providing students with dissenting sources and viewpoints where appropriate. While teachers are and should be free to pursue their own findings and perspectives in presenting their views, they should consider and make**

**their students aware of other viewpoints. Academic disciplines should welcome a diversity of approaches to unsettled questions.**

- 3. Exposing students to the spectrum of significant scholarly viewpoints on the subjects examined in their courses is a major responsibility of faculty. Faculty will not use their courses for the purpose of political, ideological, religious or anti-religious indoctrination.**

The SAPC's action on this request is pending as of the date of this report.

Respectfully submitted

On behalf of the University Committee on Ethics and Commitment 2008-09,

Daniel Asia, Chairman

Todd D. Camenisch, Vice-Chairman

**Grievance Clearinghouse Committee  
Annual Report, 2008-2009  
April 13, 2009**

Susan Wilson-Sanders, Chair

**GCC Members:**

Camenisch, Todd	Representing the University Committee on Ethics and Commitment
Davis, Owen	Representing the Faculty Senate
Hoyer, Pat	Vice Chair of CAFT
Reid, Edward	Chair, Committee on Conciliation
Tucker, Mary Beth	Representing EO/AAO
Wilson-Sanders, S.E.	Chair, CAFT

**Mission Statement:**

According to the UA Faculty Bylaws, the Grievance Clearinghouse Committee (GCC) members consist of the Chair of the Committee on Academic Freedom and Tenure, the Chair of the Committee on Conciliation, the Chair of the Committee on Ethics and Commitment, a representative of the Equal Opportunity/Affirmative Action Office, and a faculty representative elected by the Faculty Senate at its May meeting. The Vice Chair of CAFT serves as a non-voting member. The Chair of CAFT serves as the ex-officio Chair of the GCC. The committee meets to serve as the initial reviewer of most grievance cases. The GCC advises to which committee (Ombuds, CAFT, Conciliation or Ethics) or process (EO/AAO) the case should be assigned for further review.

**Committee actions:**

**1. Case Summaries:**

**Case 1: Complaint:** Allegations of disability discrimination and the potential of age discrimination by a faculty member against her Department Head.

**Recommendation:** Equal Opportunity/Affirmative Action Office, with CAFT as the second step if EO/AAO fails. The case did not come back to CAFT.

**Case 2: Complaint:** The complaint by a faculty member against her Department Head was based upon concerns regarding teaching and scholarship and fell under the Faculty Bylaws outlining the General Faculty Grievance Procedures.

**Recommendation:** GCC referred the complaint to CAFT.



**Case 3: Complaint:** A faculty member charged his Department Head with inequitable compensation, infringement on academic freedom in that his responsibilities and term/conditions of employment were affected; the practices and procedures practiced by the Department Head were unfair and retaliatory, and are reflected by unfair teaching assignments.

**Recommendation:** GCC referred Grievant to Conciliation or Ombuds. When Conciliation failed he was referred to CAFT.

**Case 4: Complaint:** A Grievant presented a case concerning disagreement with Director over a one-time course reduction, the Director siding with another faculty member in a dispute between Grievant and the other faculty member, and the Director forbidding grievant to serve on college or University committees. Grievant contended that arbitrary application of University policy, regulation or procedure interfered with her "ability to carry out my responsibilities, and with the terms and conditions of employment."

**Recommendation:** GCC first referred Grievant to confer with her Dean, as outlined in the Bylaws. She refused and continued to press for a CAFT hearing. Based upon advice from the Office of the General Counsel, she was referred to CAFT.

**Case 5: Complaint:** The same faculty member as Case 4 submitted a complaint against another faculty member: (1) that the Respondent was performing duties that are not included in ABOR policy number 2-302, which is related to the responsibilities that a Center may or may not conduct, i.e. offering degrees and course work. (2) As coordinator of the Program, the Respondent was utilizing instructors that are not credentialed. (3) the Respondent "has appropriated two courses" that the grievant had been teaching on women, "though she has scarcely published on the topic in academic venues."

**Recommendation:** The GCC reviewed ABOR and University policy related to the grievance and discussed several of the issues with the Office of the Registrar and with the Office of Technology Transfer. The GCC determined that there were policies in effect for all of the complaints and that there was no indication of the Respondent not acting within her authority regarding the issues presented by the Grievant. The GCC chair conferred with the Office of the General Counsel to determine if GCC had the authority to dismiss a case based on the information obtained. Counsel indicated that GCC had the right and responsibility to ensure that cases carried forward have merit. Thus, the GCC could not recommend that the case be referred to any grievance process.

**Case 6: Complaint:** The same faculty member as 4 and 5 filed a grievance that was concerned her Associate Dean assigning her courses that she didn't want to teach. She claimed that she wanted CAFT to "protect the principle of academic

freedom and the standard procedure that protects the faculty's right to choose, rather than be assigned courses and scheduling options."

**Recommendation:** The GCC reviewed ABOR and University policy related to the concerns and found ABOR and University policies that give the Associate Dean the right to assign courses to faculty. Based on policy, the GCC told the Grievant that the complaint did not fit in to the formal grievance process. As an alternative, the GCC referred her to the Ombuds Program for mediation.

**Case 7: Complaint:** The same faculty member as 4-6 filed another grievance against her Department Head claiming that he had violated her rights because of a White Paper she submitted for the Transformation Process. This case will be reviewed by the GCC this week or next.

**Case 8: Complaint:** A professor had concerns regarding the process of selection of a new department head. He believed there were irregularities in the process, including discrimination and other issues.

**Recommendation:** For the discrimination issues, he was referred to EA/AAO. He was referred to CAFT for the other issues.

**Case 9: Complaint:** The Grievant, a previous Department Head, had concerns related to his treatment following his return to faculty status following service as Director of his program.

**Recommendation:** He was first referred to Conciliation and then to CAFT.

**Case 10: Complaint:** A professor had concerns with salary adjustments over several years and the changes in the performance evaluation process enacted during the tenure of a previous Department Head.

**Recommendation:** Referred to Conciliation. In early 2009, the Chair learned that Conciliation had failed and made the offer to refer the Grievant to CAFT. He decided not to pursue the case.

**Case 11: Complaint:** A year-to-year professional had a grievance against several other year-to-year professionals. She claimed that her academic freedom was violated.

The GCC reviewed this complex case at length; however, it was determined that the grievant was not eligible to enter the faculty grievance process. The grievant is on a year-to-year appointment, which does not meet the UHAP 6.04, definition of members of the "General Faculty."

## 2. Other Business:

During the course of the two years that the GCC has been functioning, the members have learned a great deal about the grievance process and handling cases. Concerns with the process, as delineated in the Bylaws, became apparent as we worked through cases and the committee developed a variation on the standards set forth in the bylaws. Additionally, we met with University Counsel and with the Chair and the Vice Chair of the faculty to review the scope of the GCC's ability to review and assign cases. A new operation guideline has been established and is attached.

The principal differences are as follows:

- A. The Faculty Bylaws mention the GCC in several places. The Bylaws indicate that "The Grievance Clearinghouse Committee will inform the parties which committee (Conciliation or CAFT) or process (EO/AAO) will handle the grievance."

We have found increasingly that faculty are filing grievances for which there is established University policy and there is no indication that policies have been violated. For example, faculty members are complaining about the classes they are assigned and want to have a hearing to overturn the Department Head's assignments. Both ABOR and UHAP policies address the ability of a Department Head or other administrator to provide assignments to faculty members.

### **ABOR: 6-201 Conditions of Faculty Service G. Duties and Responsibilities**

Duties of a faculty member shall consist of those responsibilities assigned by the president of the university or an appropriate administrator, such as a vice president, dean, director or department head/chair. Teaching assignments, schedules and other instructional responsibilities shall be carried out under the direction of the president. Duties and responsibilities shall be related to the expertise and competence of the faculty members....

### **UHAP: 3.03 DUTIES AND RESPONSIBILITIES OF FACULTY MEMBERS:**

Duties of a faculty member shall consist of those responsibilities assigned by the President or an appropriate administrator, such as a vice president, dean, director or department head. Teaching assignments, schedules and other instructional responsibilities shall be performed under the direction of the President or the administrator. Duties and responsibilities shall be related to the expertise and competence of the faculty member.

Within the parameters of their assigned responsibilities, faculty members shall have the privileges and responsibilities expressed in ABOR-approved statement contained in the Notice of Appointment.

Based on these policies, GCC sought the advice of legal counsel and that of the Chair and Vice Chair of the faculty to determine the GCC's responsibility to reject grievances which have no basis. Both counsel and the faculty leaders agreed that GCC has the leeway to make decisions based on existing policy. Thus, we have adjusted our guidelines to reflect this.

2. The Bylaws indicate that when GCC first receives a case that it is immediately sent to the Respondent to obtain a response BEFORE the GCC reviews and assigns a case. Because of the concerns related to 1, we instead review the case presented by the Grievant, and if the members determine the case should move forward, an assignment is made. At that time, the Grievant, Respondent, Chair of the hearing committee and President are notified. If the grievance is not recommended to enter the grievance process, then the Grievant and President are notified. The Respondent is not notified of the case.

The members of the GCC respectfully request that the Senate review our modifications of the process and determine if the GCC should continue with these changes.

CAFT's work could not have been completed without the cooperation and support of the personnel of the Faculty Center. Their efforts are very much appreciated, particularly those of Pamela Bridgmon involving the scheduling and services-procurement needed during CAFT hearings. She works many days of long hours and is certainly a crucial resource for The University of Arizona faculty in general, and we of the Committee on Academic Freedom and Tenure thank her.

Submitted, this 13<sup>th</sup> Day of April 2009,

Sincerely,

Susan E. Wilson-Sanders  
Chair, GCC 2008-2009