

Frank Romer:

I would like to draw attention to two things, advising and the generosity of faculty advisors. Faculty advisors have been asked to be on campus twelve times this summer to facilitate advising for new students. These twelve dates fall between 16 May and 14 August, exactly the three months that faculty on nine-month contracts are not paid. Nevertheless, many faculty advisors will again make themselves available during that period. They certainly deserve public thanks, and I do thank them. But, in my opinion, if this service is to become a regular demand on their time, they should also be paid for it. Especially in the subject areas related to their majors and minors, faculty advisors offer quantitatively and qualitatively better advice than other official advising venues, and the advice the faculty give is also more personal because tailored to the students' own academic needs, their strongest hopes, and their long-range ambitions. In my department, for example, we await those new students who are told almost annually by non-faculty advising sources on this campus that Latin does not fill the modern language requirement. Of course, there is no modern language requirement, nor any foreign language requirement for that matter, only a second language requirement. And my favorite from last summer: another student was advised on campus by a non-faculty advisor that "we don't call it Latin here, we call it Spanish." While intellectually curious, this idea is completely wrongheaded as a piece of academic advice. Faculty advisors are very much needed as a part of our general advising process, and their effort ought to be compensated.

Finally, from the point of view of the faculty advisors I spoke with, the University-Wide Task Force on Advising has been unduly quiet and unseen this semester, and we also hope that next year it will make more visible and more inclusive efforts to improve the general advising situation on this campus. I suspect that the question of faculty advisors will only become more significant in our on-going campus-wide reflection on our advising p

Instruction and Curriculum Policy Committee

1. Approval of a new concurrent degree program that will allow a student to earn a M.A. in Woman's Studies and a J.D. in Law.

Justification:

The program would offer an opportunity for students to develop professional expertise through the J.D. degree while simultaneously expanding their understanding of the importance of gender in legal issues, including public policy and social movements as they earn a M.A. in Woman's Studies.

Approvals:

Graduate Council, 2 February 2001
Completed administrative review, 1 March 2001
ICPC, 3 April 2001

2. Approval of a new degree program in the College of Science, B.S. in Science Education with a major in Science Education. The office of the Vice President for Undergraduate Education will be responsible for facilitating cooperation and collaboration among all academic units of the University involved in science education.

Justification:

Improved and expanded preparation of science teachers has been identified by the Board of Regents as an important mission of the University. This program addresses the University of Arizona's specific charge by the Board of Regents to engage the subject-area colleges directly in teacher preparation.

Approvals:

Undergraduate Council, 6 February 2001
Completed administrative review, 9 April 2001
ICPC, 3 April 2001

Spring 2001 Election Results, 1st and 2nd elections
Total ballots cast: 495

Chair of the Faculty

Jory L. Hancock **371**

Vice Chair of the Faculty

***Wanda H. Howell** **---**

Committee on Academic Freedom and Tenure (4 positions)

Betty Atwater **280**
Ann Weeks **220**
Darrell Goll **184**
Julie Anne Plax **176**
Elaine G. Jones 157
Janick F. Artiola 120
Samuel H. Yalkowsky 115
Paulette Kurzer 90

Committee of Eleven (5 positions)

J. D. Garcia **262**
Andy Silverman **253**
Adela I. DeLeTorre **233**
Tom Holm **217**
Peter E. Medine **215**
Shitala P. Mishra 195
Martin E. Weinand 191

Committee on Committees (3 positions)

Shitala Mishra **318**

SPBAC (2 positions for three-year term, 1 position for special one-year term)

John Schwarz **314**
Victor R. Baker **282**
Peter Wierenga **269** **(special one-year term)**

FACULTY SENATOR-AT-LARGE (20 positions)

Roger L. Caldwell	305
O'Brien, Shirley J.	274
J. D. Garcia	264
Malcolm J. Zwolinski	240
Marlys H. Witte	225
Shitala P. Mishra	220
J. Glenn Songer	220
Warnock, John P.	215
Maliaca G. Strom	191
Miklos N. Szilagy	188
*Juan C. Heinrich	---
*Roy G Spece, Jr.	---
*Neil E. Tatman	---
*J. Edward Wright	---

*submitted unopposed petition for second election

**May 7, 2001 ELECTION RESULTS FOR COMMITTEE ON CONCILIATION,
UNIVERSITY COMMITTEE ON ETHICS AND COMMITMENT, UNIVERSITY HEARING
BOARD, AND FACULTY SENATE REPRESENTATIVE TO THE FACULTY SENATE
EXECUTIVE COMMITTEE**

Votes were cast using written ballots. Secretary Mitchell and Parliamentarian Volgy served as tellers. Within the General Faculty Bylaws, those elected were:

Committee on Conciliation

Thomas Ervin
Dennis Ray
Joyce Verran

University Committee on Ethics and Commitment

Gabriel Gonzales-Portillo
Juan Heinrich
Eileen Luna
David Ortiz

University Hearing Board

Patricia Anders
James Farrell
Gale Manke
Michael Mulcahey
Steve Smith
Dianne Winslow

Faculty Senate Executive Committee Representative

Malcolm J. Zwolinski

Academic Program and Unit Changes, 2000-2001

May 7, 2001

New Degree Programs Approved by ABOR

- 1) B.S. in Agricultural Economics and Management and B.S. in Environmental and Water Resource Economics in the Department of Agricultural and Resource Economics (Jan 2001)
- 2) Master of Laws in International Indigenous People's Law and Policy in the College of Law (Jan 2001)

New Degree Program Planning Authorized by ABOR

- 1) B.S. in Engineering Management (April 2001)

Academic Unit Approvals

- 1) Establishment of the Center on Impacts of Urban Development in Southern Arizona's Desert Environment (Sept 2000)
- 2) Establishment of the Arizona Center for Integrative Modeling and Simulation (Jan 2001)
- 3) Establishment of the Center for Sustainability of Semi-Arid Hydrology and Riparian Areas (SAHRA; Jan 2001)
- 4) Establishment of the Native Nations Institute for Leadership, Management, and Policy (Jan 2001)
- 5) Establishment of the Department of Emergency Medicine (Jan 2001)
- 6) Renaming of the Department of Theatre Arts as School of Theatre Arts (Jan 2001)

Proposals Currently in the Approval Process

- 1) Implementation of the B.S. in Science Education (to ABOR in June 2001, pending Faculty Senate approval)
- 2) Planning authorization for the Doctor of Audiology (to ABOR in June 2001)
- 3) Concurrent degree program: M.A. in Women's Studies & J.D. (Senate review today)
- 4) Planning authorization for M.S./M.A. and Ph.D. in Learning, Technology, & Assessment (to Academic Council 5/21)

2001-2002 Faculty Senate Meeting Schedule

All meetings are tentatively scheduled for 3:00-5:00 p.m. in the College of Law, Room 146.

Monday, September 10, 2001
Monday, October 1, 2001
Monday, November 5, 2001
Monday, December 3, 2001
Monday, January 14, 2002*
Monday, February 4, 2002
Monday, March 4, 2002
Monday, April 1, 2002
Monday, May 6, 2002

*January 9, first day of classes, and January 21, MLK Day

2001-2002 Faculty Senate Executive Committee Meeting Schedule

All meetings are scheduled for 3:00-5:00 p.m. in the Faculty Center, 1400 E. Mabel St.

Monday, August 27, 2001*
Monday, September 17, 2001
Monday, October 22, 2001
Monday, November 19, 2001
Monday, December 10, 2001
Monday, January 7, 2002**
Monday, February 18, 2002
Monday, March 18, 2002***
Monday, April 22, 2002

*August 20, first day of classes

**January 9, first day of classes, and January 21, MLK Day

***March 9-17, spring break

pb

4-5-01

winword\sencalls\2000-2001\2001-2002 schedule.doc

University of Arizona
Faculty Senate
Instruction and Curriculum Policy Committee
2000-2001 Annual Report

Committee Members: Sarah Becker, Paul Ivey, Sally Jackson, Lynn Joens, Ted Laetsch, David Meader, Peter Medine, Steven Smith, Kali Tal, Gretchen Urkov

Programmatic Actions Approved by Faculty Senate, 2000-2001

4 December 2000

Establishment of a degree program that will lead to a Master of Laws (LL.M.) with a major in Indigenous Peoples' Law and Policy.

Reorganization of the Section of Emergency Medicine as an independent Department of Emergency Medicine within the College of Medicine.

Reorganization of the Department of Theatre Arts within the College of Fine Arts as the School of Theatre Arts, with three internal divisions of Acting and Directing, Design and Technology, and Theatre Studies and Education.

5 March 2001

Establishment of two house-numbered courses, numbered 392 and 492, titled Directed Research, 1-6U, repeatable for a total of 12U, course description: individual or small group research under the guidance of faculty, courses will carry the regular grade type (A, B, C, D, E).

Policy Actions Approved by the Faculty Senate, 2000-2001

4 December 2000

Relaxation of residency requirements for undergraduates seeking the Bachelor of Science in Agricultural Systems Management within the College of Agriculture and Life Sciences to allow program requirements from either the University of Arizona or Northern Arizona University to count towards these requirements.

Master's and Education Specialist Continuous Enrollment Policy which states specific registration requirements in Spring and Fall Semesters and summer.

Doctoral Continuous Enrollment Policy which states specific registration requirements in Spring and Fall Semesters and summer.

Leave of Absence Policy for Graduate Students that differentiates Academic Leaves and Personal Leaves and establishes policy for assigning each.

Pending Action Items, 7 May 2001

Approval of a new concurrent degree program that will allow a student to earn an M.A. in Woman's Studies and a J.D. in Law.

Approval of a new degree program in the College of Science, B.S. in Science Education with a major in Science Education. The office of the Vice President for Undergraduate Education will be responsible for facilitating cooperation and collaboration among all academic units of the University involved in science education.

Submitted by Steven Smith, 23 April 2001

**Annual Report to the Faculty Senate
Student Affairs Policy Committee
23 April 2001**

Members:

Sarah Becker, ASUA
Lucy Colbert, Nursing,
Alexis Hernandez, Office of the Dean of Students)
Jennifer Jenkins, Humanities Program
Paulette Kurzer, Political Science
Kenneth Marcum, Plant Sciences)
Shitala Mishra, Special Education, Rehabilitation and School Psychology
Jani Radebaugh, GPSC
Frank Romer, Classics (chair)

The Committee began its year's work on 6 September 2000 in a meeting with Jerry Hogle as Chair of the Faculty. Steve Smith chaired the committee at this meeting. After formal introductions, Steve explained the committee's charge and its history over the past two years. In addition, it was agreed that many of our discussions would take place over email.

At that time Jerry Hogle discussed two possible agenda items and a third point of business:

1. Copies of **the Code of Conduct**, then recently approved by the Board of Regents for all three State Universities, were distributed. The Committee agreed to review this Code, and the relevant disciplinary procedures that accompany it, to determine whether a supplement to the Code needs to be developed specifically for the U of A. If so, this would be the responsibility of the SAPC. [SAPC found the Code of Conduct generally adequate, but that instructors need to look also at the Code of Academic Integrity to get a full listing of prohibited behaviors.]
2. At least some policies developed by the Graduate Council should be evaluated by SAPC. The University Attorney's office was considering the appropriate chain through which policies should flow. [In the end, SAPC never received any proposals from the University Attorney's Office.]
3. Jerry proposed appointing Steve as Chair of the Instruction and Curriculum Policy Committee, and, pending the approval of the Senate Executive Committee, he also proposed appointing Frank Romer as Chair of SAPC for 2000-01. [These arrangements were formalized at the 6 November meeting of the Faculty Senate.]

In September, Steve met with the ASUA Senate to explain SAPC's mission and to elicit from that body and, through it, from undergraduates at large any student affairs issues that were of concern. Our committee member Sarah Becker serves as liaison.

Shitala Mishra graciously volunteered to represent the SAPC on the University-Wide Task Force on Advising. [At present, this Task Force appears to be relatively inactive.]

In Spring Term, committee members revisited the **Code of Conduct** and the **procedures for treating infractions**. In addition, we looked at the procedures of other institutions. Again, the committee felt that our Code and the relevant procedures were generally adequate.

1. One important area of concern was the potentially insufficient definition of **plagiarism and cheating**. TAs, in particular, raised the question of whether the **Code of Conduct** is explicit enough about cheating. The Code does not use the term "cheating," and many forms of cheating seem to be included under plagiarism, which the Code defines "plagiarism" simply as "representing the words or ideas of another as one's own." However, the **Code of Academic Integrity** has a much more detailed inventory

of prohibited behavior. In addition, the University-Wide General Education Committee (UWGEC) plans to put a link on its web site to a suitable discussion of plagiarism issues, and the Interim Vice-President of Undergraduate Education, Randy Richardson, reported to UWGEC that the University will soon be subscribing to a service like www.plagiarism.com, which facilitates the detection of plagiarism from web sites. The committee deferred further consideration of this question until UWGEC adds this link to its web site or until the beginning of Fall term at the latest. There is additional need for increased community discussion of cheating and plagiarism, and that matter continues to concern the committee, so further consideration is warranted.

In February, Frank attended the GPSC (thanks to Jani Radebaugh's invitation) to explain SAPC's mission, to elicit through that body and its constituency any additional issues of concern, and to inform them of the status of issues raised by Jani (cheating and plagiarism), as well as other issues then on the horizon (the proposed use of "video capture" in all classes meeting in the new ILC).

2. The Integrated Learning Center (ILC) has the capacity for "video capture." At one time it was proposed that all classes meeting in the ILC be videotaped. It has since been objected that this infringes on student rights. For example, the videotape becomes a record of the class, and student records are confidential. Also, as one graduate student pointed out, there is the possibility that a name and address might accidentally be recorded on tape if a wallet is open, etc. And who exactly will have access to these tapes, and why? The ILC has not yet finalized its practices in this regard, but "video capture" of classes is an issue that the Faculty Senate Executive Committee expressed concern over, and the SAPC has registered its concerns with the ILC Coordinating Team. Committee members have an open mind about the use of "video capture," but there is strong agreement that clear and precisely defined policies need to be in place. SAPC will continue to monitor ILC policy as it develops, with the help of both Peter Medine who represents the Faculty Senate on the ILC Coordinating Team and Frank who represents the interests of Tier II on that team.

3. Some colleagues who teach big lecture courses (200+) and others who teach moderately big ones (50-75) have perceived an increase in **problematic classroom behaviors** like excessive absences, extremely early departures from class, very late arrivals, loud talking in class, conspicuous reading of newspapers during class, and, of course, disruptive cell phones. In general, and to the extent that these behaviors disrupt the classroom, they can be handled through the existing codes and procedures. Others, like personal filth, foul-smelling clothing, video games, or even less disruptive reading of other materials during class, can be handled in sub-code ways, e.g., by giving written notice to the student in question and contacting the office of the Dean of Students.

The committee is somewhat divided about how much consideration is needed here, but a majority of SAPC members do feel that some kind of community attention is required. Faculty may need to be encouraged to outline their policies, as well as appropriate student behavior, on their syllabi. Faculty are also encouraged to engage in straightforward and open discussions with their classes about these behaviors, as also about cheating and plagiarism. One committee member writes on her syllabus, "Respect for the material, other students, and the professor is integral to a productive college classroom; behavioral infractions will not be tolerated."

In the light of the recent basketball riots, and of all the issues raised in this report, next year's SAPC might consider exploring these and related issues in the context of a campus-wide discussion and reconsideration of good citizenship, community and neighborliness. These issues affect all of us.

In conclusion, the SAPC has a preliminary agenda for next year:

- (a) pressing the University Attorney's Office for its suggestions about the flow of policies that originate from the GPSU;
- (b) following up on the cheating and plagiarism issues;
- (c) monitoring the ILC's "video capture" policy as it emerges; and
- (d) encouraging good citizenship, and the discussion of good citizenship on a campus-wide agenda.

ANNUAL REPORT TO THE FACULTY SENATE
COMMITTEE ON ACADEMIC FREEDOM AND TENURE

2000-2001 Academic Year

Elizabeth L. Glisky, Chair

CAFT Members:

Term ending 4/01

Ms. Victoria Mills, University Library

Dr. Marek Rychlik, Mathematics

Dr. Edward Williams, Political Science (resigned 2/01)

Dr. Amy Williamsen, Spanish and Portuguese

Term ending 4/02

Dr. Muniram Budhu, Civil Engineering and Engineering Mechanics (11/00 – 4/02)

Dr. Adela de la Torre, Mexican American Studies

Dr. Elizabeth Glisky, Psychology

Dr. John Maré, Veterinary Science and Microbiology, Vice Chair (retired, 11/00)

Dr. Joseph (Jay) Stauss, American Indian Studies

Term ending 4/03

Dr. Don Bourque, Biochemistry

Dr. Ralph Fregosi, Physiology (7/00 - 4/03)

Dr. Dana Fox, Language, Reading and Culture (resigned from the University, 6/00)

Dr. Mark Isaac, Economics (resigning from the University, 6/01)

Dr. James Ratner, Law Instruction

Term ending 4/04

Dr. Anne E. (Betty) Atwater, Physiology

Dr. Darrel Goll, Nutritional Sciences

Dr. Julie Plax, Art

Dr. Ann Weekes, Humanities

Temporary CAFT Members:

Dr. Richard Friedman, Microbiology & Immunology

Dr. David Galbraith, Plant Sciences

Dr. Darrel Goll, Nutritional Sciences

Dr. Josef Knott, Music

Dr. Ki Moore, Nursing

Experts/Non-CAFT Members:

Dr. Charles Nugent, Endocrinology

Dr. Gary Wenk, Psychology

Charge:

According to the Constitution of the General Faculty of The University of Arizona, Article V, Section 9b:

The Committee on Academic Freedom and Tenure shall have jurisdiction to make inquiry and to conduct hearings in two general areas, namely: in regard to those matters contained in the Conditions of Service dealing with the contractual employment relationship between the General Faculty member and the University/Board of Regents; and in regard to any internal matters relating to grievances against or by any member of the General Faculty. The Committee shall consider the protection of academic freedom and tenure as a principal obligation.

Further, according to the University Handbook for Appointed Personnel, second edition, 1995, section 2.13.09, entitled *Misconduct in Research, Scholarship or Creative Endeavor*:

For purposes of this policy "misconduct" means (1) fabrication, falsification, plagiarism, or other serious deviations from accepted practice in proposing, conducting or disseminating the results of research, scholarship or creative endeavor, (2) material failure to comply with federal and other requirements for protecting researchers, human subjects and the public or for

ensuring the welfare for laboratory animals; and (3) failure to meet other material legal requirements governing research, scholarship and creative endeavors...and ... When an inquiry has found cause to think that misconduct has occurred, the Vice President for Research must ask the Committee on Academic Freedom and Tenure (C.A.F.T.) to conduct a formal investigation.

Cases:

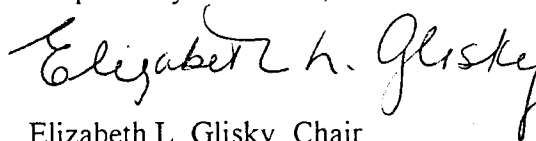
Four cases came to CAFT this year.

1. In March, 2000, a complaint was accepted by CAFT from a faculty member alleging improper administrative procedures and violation of academic freedom and constitutional rights. The complainant named the program director, the dean and two other members of his college as respondents to the complaint. A five-member panel, consisting of three permanent CAFT members and two temporary CAFT members from the University community, conducted a formal investigation and hearing. The hearing took place in August, 2000 and a final report and recommendation were sent to the President in September, 2000.
2. In May, 2000, CAFT received an appeal of dismissal of a faculty member. Because of the court ruling that the hearing on which the dismissal was based was invalid, a new hearing of the previous allegations of scientific misconduct was scheduled. An eight-member panel was formed, that ultimately consisted of two permanent CAFT members (of the CAFT members initially appointed, one resigned from the University, two resigned from the panel because of other commitments, and one resigned for medical reasons), three temporary CAFT members, one who has since been elected to CAFT, two faculty members serving as experts, and one faculty member serving as both a CAFT member and an expert. The hearing began in February, 2001 and is ongoing.
3. In January, 2001, CAFT accepted a complaint from a faculty member alleging denial of academic freedom by a department head. A formal hearing by a five-member CAFT panel is scheduled to take place in May, 2001.
4. In January, 2001, a complaint was forwarded to CAFT from the Committee on Conciliation. The complaint involves an allegation of improper procedures by a dean. Discussions are ongoing between the complainant and members of CAFT. The formation of a three-member hearing panel is anticipated.

Other Business:

CAFT contributed to the revision of the Grievance Policies, currently being re-written by APPC. CAFT was strongly opposed to the proposal to reduce CAFT to six members. A number of other issues were also raised by CAFT members and forwarded to the APPC for consideration.

Respectfully submitted,



Elizabeth L. Glisky, Chair
April 23, 2001

COMMITTEE ON CONCILIATION
Annual Report
2000-2001

Committee Members	Department	Term
John Biegung (chair)	Astronomy	5/99-4/01
Albrecht Classen	German Studies	5/00-4/02
Robert Glock	Vet. Sci./Microbiol.	5/00-4/02
Cecile McKee	Linguistics	5/99-1/01
Joyce Verran	Nursing	5/99-4/01
Dianne Winslow	Theater Arts	5/00-4/02

(Dr. Verran served as interim chair from May - Sept. 2000. Dr. McKee left the committee in January 2001 on a leave of absence to serve as a program officer at the National Science Foundation.)

Three formal written grievances were received by the Committee during the year. Two of these cases were not resolved by conciliation. Both were subsequently submitted to CAFT by the complainants. The third case was still unresolved at the time this report was written.

1. A case involved a dispute between the head of an Interdisciplinary Studies Program and a College dean regarding a faculty hire and related matters. The complaint alleged that the dean had acted without appropriate consultation with faculty in the IDP and had ignored the wishes and concerns of the affected faculty. The dean maintained that appropriate measures had been taken to consult with and inform both the program director and the associated faculty. The dean declined to rescind the disputed decisions, and no conciliation was possible. The grievance was then brought to CAFT by the original complainant.
2. A case was brought by a professor regarding alleged inappropriate actions by, and difficulties in communication with, his department head. This grievance was originally sent to CAFT by the professor, but was referred back to the Conciliation Committee by CAFT for initial action. Members of the Committee met or spoke with both parties separately, but were unable to arrange a meeting between the parties for lack of a mutually agreeable agenda. At that point the Committee members felt that the conciliation process was at a dead end and the aggrieved party was referred to CAFT.
3. A case was brought by a professor regarding alleged inappropriate and prejudicial actions by the department co-chairs. Issues included compensation, use of grant or contract monies, work load, and resource allocations. Members of the Committee met or spoke separately with the parties involved, and sought to arrange a face to face meeting. This meeting was scheduled to occur after this report was to be submitted, so the case remained unresolved at time of writing.

General concerns raised by the Committee:

(1) In one of these cases, the Committee members responsible felt that the use of an external mediator could be helpful in improving communications between the two parties, and might therefore lead to a conciliated resolution of the dispute. This approach was dropped, however, after concerns were raised by University legal counsel that such use of external mediators would be inadvisable. In the end, no external mediator was called on, and the issue was handled entirely by the Committee members. A conciliation was not achieved. The Committee feels that clearer guidelines from the Senate would be helpful on two related issues: (a) the involvement of trained external mediators for future cases that might come for conciliation; and (b) the role and influence which UA attorneys may or should play in affecting the actions of the Committee.

(2) A second issue relates to the setting of time limits for dealing with conciliation cases. Only in cases involving dismissal or suspension of a faculty member do ABOR guidelines state a deadline of 30 days, with one 30-day extension if deemed necessary, for conciliation. In other cases, there is no set time limit for either resolving a case or referring to CAFT or other action. Experiences this year showed that though flexibility is desirable, in some cases one or both parties in a dispute may have taken advantage of the open-ended time frame to drag out the proceedings to unacceptable lengths. A firmly stated deadline for completing cases (other than those involving dismissal), on the order of 90 days after a formal complaint is brought to the Committee chair, could encourage parties to move expeditiously toward a resolution. We suggest that some formal time limit be included in the definition of the Committee's operating rules.

(3) The Committee reiterates a concern raised in last year's annual report, that some formal training in mediation be provided for committee members, and that this be separate from training for the Ombuds Committee.

Submitted on behalf of the Committee on Conciliation.

John H. Biegging
Chair, Committee on Conciliation

Date: April 23, 2001



Mailing Address:
Faculty Center
The University of Arizona
PO Box 210473
Tucson, AZ 85721-0473

email: facsen@u.arizona.edu

University Committee on Ethics and Commitment

Location:
Faculty Center
1400 E. Mabel St.
Tucson, AZ 85721-0473

Phone: (520) 621-1342
FAX: (520) 621-8844

UNIVERSITY OF ARIZONA
COMMITTEE ON ETHICS AND COMMITMENT

2000 –2001 Annual Report

Susan E. Wilson-Sanders (Chair), University Animal Care ((5/99-4/02)
Carol A. Barnes, Psychology (5/98-4/01)
John Bradley, LRC, Education (5/95-4/01)
Jennifer L Croissant, Materials Science and Engineering (5/99-4/02)
Paul R. Fish, Archaeology (5/99-4/01)
George N. Frantziskonis, Civil Engineering (Ad Hoc Member added 1-98)
Richard Friedman, Microbiology and Immunology (5/00-4/03)
Mary L. Holcomb, Arizona Health Sciences Library (5/99-4/01)
Elaine G. Jones, Nursing (5/99-4/01)
Carol F. Larson, Education (5/99-4/02)
Mary A. Peterson, Cognitive Science (5/99-4/02)
John Prince, Electrical and Computer Engineering (5/00-4/03)
J. Glenn Songer, Veterinary Science (5/00-4/03)

The Research Integrity Officer submitted one allegation to the University Committee on Ethics and Commitment (U.C.E.C.) in 2000-2001. An Inquiry Report was submitted back to the Research Integrity Officer. Dr. Thomas Davis provided a training session for members regarding the conduct of an U.C.E.C. inquiry.

For 2000-2002, Dr. Susan Wilson-Sanders was elected Chair and Dr. Richard Friedman Vice Chair.

Respectfully submitted on behalf of the Committee on Ethics and Commitment.

Susan E. Wilson-Sanders, Chair
April 23, 2001

Committee of Eleven
The University of Arizona

Annual Report
2000-2001

Members:

Roger Caldwell (Chair), Soil, Water and Environmental Science
Andy Silverman, (Vice-Chair), Law
Larry Aleamoni, Special Education, Rehabilitation and School Psychology
Sarah Becker, Undergraduate Student, ASUA
Michael Cusanovich, Biochemistry
Raphael Gruener, Physiology
Jerry Hogle, English, Chair of Faculty
Tom Holm, American Indian Studies Program
John Hildebrand, Neurobiology
Kameha Kidd, Graduate Student (Graduate and Professional Student Council), Physiological Sciences (IDP)
Peter Medine, English
Martin Weinand, Surgery
Marlys Witte, Surgery

Overview and Purpose of Committee of Eleven

The Committee of Eleven held 15 meetings this year, generally on a two-week cycle; attendance is high and meetings are generally restricted to 1.5 hours. There are 10 elected faculty, one undergraduate, one graduate student, and the chair of the Faculty is ex-officio; 5 faculty are elected by the general faculty each year, with the undergraduate student appointed by the ASUA President and the Graduate Student appointed by the Graduate and Professional Student Council. The function of the Committee of Eleven, from the Faculty Constitution, is to:

- a. *Initiate, promote, and stimulate study and action dealing with and looking toward solution of situations and problems of interest and concern to the faculty and to the University.*
- b. *Make reports to the General Faculty or the Faculty Senate.*
- c. *Speak for the General Faculty as and when authorized by the General faculty.*

The Committee of Eleven web site (<http://w3.arizona.edu/~c11>) contains meeting minutes (posted following approval of the minutes), committee history and operating guidelines, faculty governance links, University of Arizona co-governance documents, and specific Committee of Eleven activities.

The Committee holds an annual retreat in May to identify primary discussion topics for the next year and to elect the chair/vice chair. The committee is represented on the Senate Executive Committee and the President's Advisory Committee.

Major Activities for Academic Year 2000-2001

Committee guests included: George Davis (Provost), Ben Graff (ASUA President), Sally Jackson (Vice Provost for Faculty Development and Educational Technology), Jack Jewett (Regent), Rick Kroc (Director, Curricular and Enrollment Research), Peter Likins (President), Richard Powell (Vice

President, Research and Graduate Studies), and John Swartz (Senior Faculty Associate to the President).

Topic 1: Making a Large University Appear Small

The committee discussed this topic repeatedly and from a variety of perspectives. A three page summary of was developed with the following sections: introduction – why we should be concerned, the role of learner-centered education, advantages of a large university, limitations of a large university, advantages of a small university/residential campus, having the best of both - being big and appearing small, some barriers, we are already doing some things, best practices or learning principles already exist, possible issues for further discussion, conclusions, and references

Topic 2: Distributed Learning

Distributed learning (technology assisted learning for both on campus students and those at a distance) was discussed from the perspectives of: quality, intellectual property, rewards and incentives, curriculum (program vs course) effects, and time and expertise to develop. We noted that a variety of teaching approaches is good and that there are no realistic answers to “which is better – distance or classroom” – they are just different and both have their place. We discussed the Arizona Regent’s University. It currently is a catalog of course offerings at the three Arizona universities but is rapidly moving to a phase where students can register at one campus and take courses from the other universities.

Topic 3. Grievance Policies

The C11 began addressing changes to the faculty grievance process in 1998-1999, and last year turned the process over to the Academic Personnel Policy Committee. This year we worked with the APPC and the Senate Executive Committee to continue making revisions and bring them before the Faculty Senate for review. The procedures came to a vote before the senate but will be reviewed again after consultation with the President in fall 2001 and then go to a vote by the faculty.

Other Discussion Topics

- Discussed faculty salaries, intellectual property, research integrity.
- Reviewed student enrollment data and trends, including how to deliver a quality education when student characteristics are so diverse.
- Discussed faculty (tenure- and continuing-track), 2-4 year reviews vs 3 year reviews, and taking the “pulse of the faculty” to find what issues should be addressed in the future.
- We had planned a “Faculty Guide” to contain FAQ listings and other key information for new faculty. A table of contents was developed but the guide was not completed.

Documents Prepared:

- Strategic Plan – commented as a committee to the chair of the Strategic Planning and Budget Advisory Committee concerning the spring 2001 draft plan and associated environmental scan.
- Principles for Emerging Systems of Scholarly Publishing. These are the “Tempe” principles developed in May 2000 by the Association of Research Librarians. The C11 endorsed the principles and forwarded this information to the Research Policy Committee and the Senate Executive Committee.
- Making a Large University Appear Small – distributed to the Faculty Senate with this annual report.
- Revised committee operating guidelines and committee web page.

April 2001

Making a Large University Appear Small

University of Arizona – Committee of Eleven

April 20, 2001

Introduction – why we should be concerned

Major research universities lost some of their student centeredness over the last couple of decades, causing an increased interest in learner-centered education. This thrust is coming from both within the institutions and from society and funding bodies. It is further supported by foundation studies that indicate an imbalance among teaching and research and an increase in diverse opportunities in the way we teach and learn. The increased focus on learner-centered education provides the framework for making a big institution appear smaller to students. Whether based on fact or perception, viewpoints exist that large institutions are impersonal. Some students can be confused or become in large institutions due to too little or too much information in the wrong form. Student's expectations are becoming higher for personal attention by institutions as they are finding that in the commercial sector and in some public institutions. The conclusion we reach is that times are changing and we as an institution need to be proactive in deciding which of the new opportunities and the old traditions should be revised or accepted.

The role of "Learner-Centered Education"

Learner-centered education places the student at the center of education. It begins with understanding the educational contexts from which a student comes. It continues with the instructor evaluating the student's progress towards learning objectives. By helping the student acquire the basic skills to learn, it ultimately provides a basis for learning throughout life. It therefore places the responsibility for learning on the student, while the instructor assumes responsibility for facilitating the student's education. This approach strives to be individualistic, flexible, competency-based, varied in methodology and not always constrained by time or place (from Arizona Faculties Council, 1999).

Advantages of a large university

- Diversity of available academic programs and student interest clubs
- Available resources and distribution options
- Diverse groups of faculty interests, with lots of ideas/approaches
- Greater opportunity for interdisciplinary approaches

Advantages of a small university/residential campus

- Smaller classes, more community, increased peer interaction
- Increased communication between students and faculty
- Greater ease at learning the peculiarities of the institution and its resources
- Greater breadth of education (e.g., "liberal arts")

Limitations of a large university

- Difficulty in communication and publication about events where students/faculty might interact
- Reduced ability of students to form connections with mentors (faculty)
- Fewer opportunities for students and faculty to "think" more than "socialize"
- Increased student's feelings of inferiority/intimidation, and loneliness
- Increased practical need for both professional and academic advisors
- Increased diversity of students (including hours work vs hours in school)
- Reduced availability of faculty member's time due to excessive workload
- Fragmented advising (professional vs faculty, major vs general education)
- Practical difficulty in providing full orientation information for new students
- Physical size of campus and large campus population makes personal contact more difficult
- Short answer tests instead of essay exams or portfolio materials provide less complete communication
- Fewer minority faculty mentors for minority and disadvantaged students as role models and mentors
- Greater loss of high achieving students who transfer out due to "dumbed down classes"
- Insufficient weight given to mentoring in faculty performance reviews

Having the best of both – being big and appearing small vs being small

- Improve campus tours to emphasize a sense of academic community, tradition, and history
- Offer special tours in mid fall semester, provide personalized internet portals
- Such diversity of student types makes it difficult to have certain programs but increases the opportunities to focus on the different types, as each becomes a critical mass that can be formed.
- Taking advantage of our diversity -- but it requires more flexibility toward the rules
- Develop administrative structure to foster small university feeling (e.g., interdisciplinary studies)
- Increase “critical thinking” opportunities (in and out of class)
- Personalize the institution to the individual (e.g., 800 number for help, personal web portal page, tailored courses/information for groups of students by academic or other interests)
- Encourage “family like” situations (e.g., classes in common, small class size, opportunities for joining organizations or discussion groups, treat students with respect).
- Provide “a colloquium for undecided freshmen” where small groups of students are addressed by a professor/advisor from a different discipline each week
- Develop a “student guide” to serve as reference for information with links to more detail (like you get from a new bank or museum tour guide). The result is a short guide on how to navigate the university.
- Focusing on a hybrid university rather one of a single model. That is, courses can be taken in many modes (classroom, independent study, electronic, field trip) and minors could be developed on an ad hoc basis from across the entire university (while still retaining traditional majors for easy identification by those external to the university).
- Provide opportunities for feedback for continual identification and improvement on what works well

A few barriers exist

- Old budgeting formulas, traditional reward structures, classroom scheduling/time constraints
- Lack of publicity targeted to intended audiences about relevant events
- Everyone is already busy – faculty, staff, students, administrators
- Too much information provided by too many units in an uncoordinated manner, rather than concise and organized information (it comes in different formats and describes the same activity in different terms).

We are already doing some things

- Freshman year experience, classes in common, student research experiences, fresh colloquium; faculty fellows program, modernized Student Union, residential campus (more on-campus/near-campus housing, selected on-line student services) and student services directed at specific audiences (e.g., minority status, disability)
- The University is studying issues related to bigness -- advising/mentoring, student participation via web (voting, discussion groups). Early feedback suggests several existing processes could be changed to become more “student-friendly” (e.g., the initial orientation) and some procedural steps could be eliminated (e.g., approval signatures from offices above the advisor’s office).

Best practices or learning principles already exist

- Foster innovation and respect diversity in talents and approaches
- Allow community (family), among students and within university
- Provide student-faculty contact and interaction
- Balance structure and flexibility
- Personalize structure and choices so students have some control
- Provide outcome measures and feedback opportunities
- Structure support services to be quality and effective

Near-term action items

- Categorize what can be done that does not require significant budget investments and may have a high impact vs what requires a larger budget and greater time expenditure
- Build on Task Force on Mentoring and Advising results (expected Fall 2001) to integrate with many items in this report.
- Identify existing offices that relate to items listed in this report and share the information.

Possible issues for further discussion

- Changing faculty roles, rewards structures and expectations
- Changing student roles, incentives, and expectations
- What is the best way to communicate with students?
- Identify distinguishing features of small colleges and large universities from national assessment groups such as U.S. News and World Report
- Competing opportunities --how receptive are students to change? How receptive are the faculty?
- Strategic change vs incremental drift
- Developing more principles of good learning behavior (institution, faculty, staff, students)
- Using Arizona International Campus as a case history for developing a new university within a university

Conclusions

- Rewards structures: more flexible and to include student interaction out of class, for the group as whole, but recognize all faculty are different.
- Boyer's principles: as beginning discussion point
- Increased community involvement (define community broadly); information technology can help
- Reduce red tape and become flexible in bureaucratic processes and requirements definitions
- Increased faculty/student interactions,

References

- UA University Teaching Center -- <http://www.utc.arizona.edu/index.html>
- ASU Center for Learning and Teaching Excellence -- <http://www.asu.edu/upfd/>
- NAU Office of Teaching and Learning Effectiveness -- <http://jan.ucc.nau.edu/~facdev-p/>
- UA North Central Accreditation Report for 2000 -- <http://dizzy.library.arizona.edu/nca/>
- AAHE, Seven Principles for Good Practice in Undergraduate Education -- <http://www.aahe.org/Pubs/7Principles/index.htm>
- The Collegiate Way: Residential Colleges and Higher Education Reform - <http://www.collegiateway.org/>
- Pew Charitable Trusts. Higher Education Reform -- <http://www.pewtrusts.com/pubs/publications.cfm>
- The Boyer Center (publications/papers of Ernest Boyer) -- <http://www.boyercenter.org>
- Kellogg Commission. Future of State and Land Grant Universities -- <http://www.nasulgc.org/Kellogg/kellogg.htm>
- WICHE, Accrediting agencies best practices for distance learning programs and courses and managing on-line student services -- <http://www.wiche.edu/Telecom/index.htm>
- Web Based Education Commission. 2000. The Power of the Internet for Learning -- <http://interact.hpcnet.org/webcommission/index.htm>
- University of Michigan. Making a large university small -- http://www.admissions.umich.edu/large_univers_small.html
- U.S. Department of Education. Best Practices in Higher Education -- <http://www.ed.gov/offices/OPE/HEP/best-practices.html>
- Committee of Eleven Millennium Forums, Spring 2000

April 2001

The University of Arizona
Academic Personnel Policy Committee
A Standing Committee of the Faculty Senate

ANNUAL REPORT 2000-2001

Committee Members:

Sarah Becker, ASUA Student Representative
Joyce Henderson, Art
Barbara Kosta, German Studies
Dennis Larson, Agricultural & Biosystems Engineering
Robert Mitchell, Chair, University Library
Gerald Monsman, English
Shirley O'Brien, Cooperative Extension
Elizabeth Smith-Incer, GPSC
Douglas Taren, Public Health

Sexual Harassment Policy:

Prior to this year, the Senate had last considered a draft Sexual Harassment Policy in November, 1998, at which time it was returned to APPC and the University of Arizona Equal Opportunity/Affirmative Action Office for further work. APPC worked with EO/AA and the University Attorney's Office in September and October on redrafting the policy, which was passed by the Senate on November 6, 2000.

Grievance Policy:

APPC began its second year of work on a revised Faculty Grievance Policy in the fall of 2000. Working with the University Attorney's Office, and with input from the Senate, the Committee of Eleven, the Ombuds Office, and the Committee on Academic Freedom and Tenure, APPC drafted and redrafted the policy. It was passed by the Senate with amendments from the floor on March 5, 2001. As of this writing, there remain some issues to be resolved between the Senate and President Likins regarding two of the floor amendments that were added to the policy on March 5. Those issues will be carried over into the next academic year. Additionally, suggestions from CAFT, which arrived too late to be considered prior to the March 5 Senate vote, may be taken up by next year's APPC and Senate. The revised policy would constitute a change in the Bylaws, and as such must be ratified by a vote of the General Faculty.

Policy for the Management of Personal Conflicts:

APPC received a copy of the proposed "Policy for the Management of Personal Conflicts" (popularly known as the "romance policy") from Vice President for Campus Life Sandra L. Taylor, in late March. The press of Senate business has precluded the consideration of the policy this academic year. It will be on the APPC's agenda for the 2001-2002 academic year.

REPORT OF THE RESEARCH POLICY COMMITTEE

2000-2001

The major focus of the Research Policy Committee was the drafting of a Scientific Integrity policy. This was a continuation of the work of the previous Research Policy Committee that gave this year's committee significant guidance and direction.

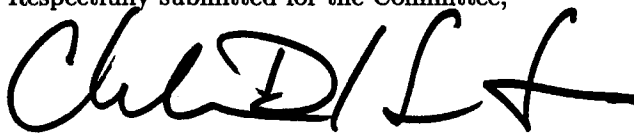
The committee began its work by examining the policies and procedures of other universities and the policy and requirements of the federal government. The committee sought advice from the University Attorneys' Office and from Senator Roy Spece.

The outcome from the committee was what we judged to be an excellent document that balance the federal rules and requirements with rights of faculty members and the rights of the institution. the document has worked through a second reading before Senate. Regrettably, not enough time remains in this academic year to successfully move the policy through the full process.

Any blame for not moving the policy through should reside with the chair of the committee. In all aspects, the members of the committee went far beyond what the chair would have normally asked in drafting and redrafting a complex policy.

It is the hope of the chair that even better groundwork has been laid for next year's committee and that the Faculty Senate will quickly, but judiciously, approve a policy early in the Senate's fall term.

Respectfully submitted for the Committee,

A handwritten signature in black ink, appearing to read "Charles D. Hurt". The signature is stylized and cursive, with a long horizontal stroke at the end.

Charles D. Hurt, Chair

THE UNIVERSITY OF
ARIZONA[®]
TUCSON ARIZONA

Mailing Address:
Faculty Center
The University of Arizona
Box 210473
Tucson, AZ 85721-0473

email: facsen@u.arizona.edu

Location:
Faculty Center
1400 E. Mabel St.
Tucson, AZ 85721-0473

Phone: (520) 621-1342
FAX: (520) 621-8844

May 7, 2001

TO: The Faculty Senate

FR: Jerry Hogle, Chair, 
University Committee on Corporate Relations (UCCR; member list attached)

RE: Annual Report of the UCCR for 2000-2001

This General Faculty *ad hoc* Committee was appointed by myself, then as Chair of the Faculty, in 1998. Its purpose is as explained in the attached "Mission and Bylaws" just recently finalized by the UCCR. Since its inception, this group has met regularly -- at least once a month during the academic year -- to evaluate proposals for renewed or possible relationships between parts of the University and corporations. It has also examined ongoing issues (such as mall policy and University signage) that have at least raised questions about relationships with corporations, all under the University Policy on Corporate Relations, which the UCCR sent to the Senate and the Senate passed and the President approved in 1998.

Until March of the current academic year, this Committee has been chaired by Professor and former Faculty Senator Tom Davis of Pharmacology and very ably supported by Ruth Daniels, Administrative Assistant to Dr. Davis. With an increase in his duties as Director of Research Integrity Education University-wide, Dr. Davis had to resign his chairmanship over two months ago, and I accepted that resignation with regret, noting Dr. Davis' extraordinary service in this and many areas to the General Faculty and the University. Since then, I have chaired the Committee myself, and we have continued to make progress. Part of that has been the clearer codification of the UCCR's purposes and procedures, here attached as the official Mission and Bylaws of the Committee. Now that this document has been unanimously agreed to by the UCCR itself and approved by President Likins, I am pleased to present it to the Senate for your information. Attached to it is the UA Policy on Corporate Relations as the Senate passed it and the President approved it. Under these documents, the UCCR will soon elect its own chair out of the General Faculty members reappointed or added by the new Chair of the Faculty, Professor Jory Hancock.

This last year, however, has taken the UCCR into questions and policy issues well beyond its own mission and organization. We have done research, had discussions, and given advice to the President (where necessary) on the following matters in 2000-2001:

1. A possible policy on student choice about the wearing of logos on athletic uniforms (still being discussed by the Committee);

2. The use of student or employee likenesses in photographs used commercially (on which there are already University policies, it turns out, including the News Service Photography Guidelines examined by the Committee);
3. The process and policies on University signage and corporate representation managed by Campus and Facilities Planning (which has extensive policies and rules on this matter);
4. The change of a hot dog vendor contract from Dawg Daze to Nathan's (less costly);
5. Policies and procedures on the use of corporate identities on the University mall (including look at Guidelines for Sponsored Commercial Activity on University Property);
6. The highlighting of the EES Copy Center by Xerox in a "Great Ideas" paper;
7. The issue of profits being made in any way from students (to be passed on to the Student Affairs Policy Committee to see if any action is necessary); and
8. Ongoing monitoring of compliance with the UA-Nike contract, as reported to us by President Likins and the Senate Task Force for Monitoring Labor and Human Rights Issues (focussed on wording in the current contract that was recommended by the UCCR).

The Committee has been pleased throughout all this to have the support of the Faculty Center and its Program Coordinator, Pam Bridgmon. The new Faculty Chair has promised to ensure that the UCCR remains fully constituted and supported under the terms of its Mission and Bylaws, now presented to you. Our thanks to the Senate for its support.

The University Committee on Corporate Relations (UCCR)

MISSION AND BYLAWS

**Adopted by the UCCR on May 3, 2001
at the University of Arizona**

Mission

The purpose of this General Faculty committee is to make recommendations to the President of the University (or his/her designee, upon request) about potential or changeable relationships between any part of the University of Arizona and one or more businesses or corporations. These recommendations will always consider how much any proposed new or altered relationship accords with -- or violates -- The University of Arizona Policy on Corporate Relations as approved by President Likins in his memo to the Chair of the Faculty of January 29, 1999 (see attachment). This Policy mandates that the Committee consider proposals in three areas:

- Use of the University's name or symbols by an external entity;
- Implied University endorsement of a particular service, product, company, or individual; or
- Public display of advertisements or other corporate symbols.

The Committee is also charged with recommending modifications to this Policy or proposing additional policies, so long as its policy-change proposals are approved by the Faculty Senate before they become recommendations to the President.

To this end, it is the aim of this Committee to bring together nearly all of the parties that are particularly concerned about corporate relationships. This aim means that, in some cases, those attending Committee meetings may exceed the Committee membership when the Committee invites additional parties who have an interest in a particular proposal for a relationship. The goal in each recommendation is to reach as much of an agreement among those interested as possible so that differences are worked through as much as they can be before a recommendation comes to the President. The meetings of the UCCR are therefore closed to those outside its membership, advisors, and staff support -- except by invitation -- to promote an atmosphere in which agreements are considerately worked out by the members of the Committee endeavoring to reach principled and thoughtful agreements.

Within these general aims, the Director of Corporate Relations of the UA will endeavor to see that proposed new or altered relationships between the UA and corporations that come under the Corporate Relations Policy are brought to the UCCR for discussion and possible

recommendations. At the same time, members and advisors of the UCCR may bring corporate relationship issues to the Committee with advance notice to the Committee Chair so that such items can be placed on meeting agendas and information can be circulated in advance to the Committee.

Membership

The UCCR is a General Faculty Committee appointed by the Chair of the Faculty under the powers granted that officer in the UA Constitution and Bylaws of the General Faculty, Article V, section 6 (which does not require that all General Faculty committees include only members of the General Faculty). The Committee will elect a Chair annually who shall be a committee member and a member of the General Faculty. All appointments should include considerations of field balance, gender and ethnic diversity, knowledge of corporate relations practices, and the wishes of groups who seek representation on the UCCR. The regular voting membership of the Committee shall consist of:

- Five members of the General Faculty
- One undergraduate representative of the student body selected by the ASUA
- One graduate student selected by the GPSC
- One representative of Students against Sweatshops (SAS) selected by SAS
- The Director of the UA Budget Office (or designee)
- The UA Associate Vice President for Economic Development (or designee)
- The UA Director of Corporate Relations
- The Director of UA Trademark Licensing
- A representative from the Arizona Alumni Association appointed by its President
- A representative from Intercollegiate Athletics appointed by the IA Director
- A faculty member from the Senate Task Force for Monitoring Labor and Human Rights Issues selected by the Task Force

A representative of the University Attorney's office, appointed by the UA General Counsel, and a representative of the UA Foundation, appointed by its President, will attend all meetings of the Committee as advisors. If the Chair of the Faculty chooses to attend meetings and is not the Committee Chair, he or she shall attend as an advisor as well. General Faculty members are appointed for two-year renewable terms. The other members serve for one-year renewable terms as decided by the organizations they represent. If other groups wish representation, they may request it through the Chair of the Faculty, and the Committee Chair will discuss the matter with the Committee, which will make a recommendation.

Bylaws

1. Meetings of the UCCR should occur at least monthly during the academic year and shall be called by the Committee Chair, after all members for a given semester have submitted schedule forms for that term. The Chair sets the Committee agenda for each meeting after calling for items from all members.

2. Minutes shall be taken at each meeting and posted on the UA "Faculty Governance" web site.
3. A majority of the Committee will constitute a quorum, and votes may be taken only if a quorum is present.
4. Confidentiality will be maintained by all members about any item that a majority of the Committee present at a meeting votes to keep confidential until the Committee votes otherwise. Details about such items will not be referred to in the meeting minutes until such time as confidentiality has been lifted by a Committee vote of those present at a meeting.
5. Recommendations to the President or to the Faculty Senate (policies only in that case) must have the support of a *majority* of those present before they can be forwarded. In general, however, the aim of the Committee should be to reach a consensus among its entire membership before a recommendation is made.
6. In the absence of the Committee Chair, the UCCR will be chaired by one of its General Faculty members elected by the Committee as Vice-Chair for a one year by a majority of those voting at a Committee meeting. In the absence of the Chair and Vice-Chair, the Chair will designate a chair for a particular meeting from among the remaining General Faculty members.

STATE HEALTH-CARE CONTRACT OBJECTIVES

- o Provide ALL State Employees, Spouses & Dependents
- o With QUALITY Health Care
- o At a REASONABLE COST

EVALUATION CRITERIA FOR OFFERS

- o Accessibility of In-Network Physicians**
- o Performance on Current State Contract**
- o Track Record and Reputation**
- o Ability to Enhance Employee Choice**
- o Plan Design and Funding**
- o Financial Stability**
- o Cost**

INITIAL OFFERS

<u>REGION I</u>	<u>REGION II</u>	<u>REGION III</u>
<u>Maricopa County</u>	<u>Pima County</u>	<u>"Rural" Counties</u>
Cigna	X	X
Health Net	X	X
PacifiCare	X	
United Healthcare	X	X (Self-funded)

PROBLEMS WITH REGION III OFFERS FROM HEALTH NET AND UNITED

Health Net

- o Cost for rural coverage was millions of dollars above state estimates
- o Did not meet provider-access standards in 7 rural counties

United

- o Self-funded proposal for rural areas was not within state-contract parameters

**OFFERS TO BE SOLE STATEWIDE
PROVIDER**

REGION I	REGION II	REGION III
<u>Maricopa County</u>	<u>Pima County</u>	<u>"Rural" Counties</u>
X	X	X
Health Net	X	X
United Healthcare	X	X (Self-funded)

**FOR MORE INFORMATION ABOUT
HEALTH-CARE CONTRACT ISSUES**

**Ted Evers, Benefits Manager for the
Arizona Department of Administration
Employee Benefits Office - (602) 542-4788
Ted.Evers@ad.state.az.us**

**Dave Weller, Dennis Morgan, Barbara Macomber
ADOA Benefits senior staff - (602) 542-5008**

THE UNIVERSITY OF ARIZONA
FACULTY SENATE ROSTER
2001-2002

<u>NAME</u>	<u>FACULTY SENATE STATUS</u>	<u>TITLE AND DEPARTMENT</u>
Armstrong, Neal R.	College Rep., Science (2002)	Professor, Chemistry
Benson III, Lehman	College Rep., BPA (2002)	Asst. Professor, Mngmt/Policy
Bickel, William S.	College Rep., Science (2002)	Professor, Physics
Caldwell, Roger L.	Senator-at-Large (2003)	Professor, Soil, Water & Envir. Sci.
Dahlgran, Roger A.	College Rep., Agriculture (2002)	Assoc. Prof., Ag./Resource Economics
Davis, Donald R.	College Rep., Engr. & Mines (2002)	Professor, Hydrology & Water Res.
Davis, George	Ex-Officio: Provost	Provost
Eribes, Richard A.	Ex-Officio: Elected by Deans	Dean, Architecture
Garcia, J. D.	Senator-at-Large (2003)	Professor, Physics
Grant, Don	College Rep., SBS (2002)	Assoc. Professor, Sociology
Hancock, Jory	Chair of the Faculty (2003)	Professor, Dance, School of Music
Heinrich, Juan C.	Senator-at-Large (2003)	Professor, AME
Howell, Wanda H.	Vice Chair of the Faculty (2002)	Assoc. Professor, Nutritional Sciences
Hurt, Charlie D.	College Rep., SBS (2002)	Assoc. Dean, Academic Affairs, SBS
Impey, Christopher D.	College Rep., Science (2002)	Professor, Astronomy
Jenkins, Jennifer L.	College Rep., Non-College (2002)	Asst. Professor, Humanities Program
Joens, Lynn A.	College Rep., Agriculture (2002)	Professor, Vet. Sci. & Microbiology
Kurzer, Paulette	College Rep., Social Sciences (2002)	Assoc. Professor, Political Science
Larson, Dennis L.	College Rep., Agriculture (2002)	Assoc. Professor, Ag/Biosys. Engr.
Likins, Peter W.	Ex-Officio: President	President
Marchalonis, John J.	College Rep., Medicine (2002)	Dept. Head, Microbiology & Immun.
Medine, Peter E.	College Rep., English (2002)	Professor, English

<u>NAME</u>	<u>FACULTY SENATE STATUS</u>	<u>TITLE AND DEPARTMENT</u>
Merkle, Carrie J.	College Rep., Nursing (2002)	Asst. Professor, Nursing
Mishra, Shitala P.	Senator-at-Large (2003)	Professor, SpecEd/Rehab/Sch Psych
Mitchell, Robert P.	Secretary of the Faculty (2002)	Librarian, University Library
O'Brien, Shirley J.	Senator-at-Large (2003)	Assoc. Dir., Cooperative Extension
Quinn, David. M.	College Rep., Education (2002)	Asst. Professor, Educational Ldrshp
Quintero, Ray	ASUA Student Rep. (2002)	President of ASUA
Regan, John W.	College Rep., Pharmacy (2002)	Professor, Pharmacology/Toxicology
Richardson, Randall	Ex-Officio: Elected by Vice Presidents	Interim Vice President, UG Education
Romer, Frank E.	College Rep., Humanities (2002)	Assoc. Professor, Classics
Schooley, Larry C.	College Rep., Engr. & Mines (2002)	Professor, Elec. & Comptr. Engr.
Silverman, Andrew	College Rep., Law (2002)	Clinical Professor, Law
Smith, Steven E.	College Rep., Agriculture (2002)	Assoc. Professor, Renewable Nat Res
Songer, J. Glenn	Senator-at-Large (2003)	Professor, Vet-Sci/Micobbiology
Spece, Roy G., Jr.	Senator-at-Large (2003)	Professor, Law
Strom, Maliaca	Senator-at-Large (2003)	Assistant Librarian, University Library
Szilagy, Miklos N.	Senator-at-Large (2003)	Professor, Elec. & Cmptr. Engr.
Tal, Kali	College Rep., AIC (2002)	Professor, Arizona Internat'l. College
Taren, Douglas L.	College Rep., Public Health (2002)	Assoc. Professor, UA Prevention Ctr.
Tatman, Neil	Senator-at-Large (2003)	Associate Professor, Music
Walsh, J. Bruce	College Rep., Science (2002)	Assoc. Professor, Ecol./Evol. Biology
Warburton, Jeffrey L.	College Rep., Fine Arts (2002)	Assoc. Professor, Theatre Arts
Warnock, John P.	Senator-at-Large (2003)	Assoc. Professor, English
Weinand, Martin E.	College Rep., Medicine (2002)	Assoc. Professor, Surgery
Witte, Marlys H.	Senator-at-Large (2003)	Professor, Surgery
Wright, Eduard J.	Senator-at-Large (2003)	Director, Judaic Studies

<u>NAME</u>	<u>FACULTY SENATE STATUS</u>	<u>TITLE AND DEPARTMENT</u>
Zwolinski, Malcolm J.	Senator-at-Large (2003)	Professor, Renewable Natural Res.

PARLIAMENTARIAN

Volgy, Thomas	Parliamentarian	Professor, Political Science
---------------	-----------------	------------------------------

APPOINTED PERSONNEL ORGANIZATION COUNCIL REPRESENTATIVE

Jull, Timothy	Research Scientist, Geosciences
---------------	---------------------------------

ALUMNI ASSOCIATION REPRESENTATIVE

Rochlin, Jay M.	Assoc. Director, Alumni Association
-----------------	-------------------------------------

STAFF ADVISORY COUNCIL REPRESENTATIVE

Jose Solorzano	Library Specialist, AHSC Library
----------------	----------------------------------

UNIVERSITY OF ARIZONA SOUTH REPRESENTATIVE

Jacobs, W. Jake	Assoc. Professor, Psychology, UA South
-----------------	----------------------------------------

Total: 48 Senators

Still to be elected:	1 College of Architecture Rep.	Still to be appointed:	3 ASUA Senators
	1 College of Medicine Rep.		3 GPSC Senators
	1 Non-college Rep.		
	6 Senators-at-Large		

**THE UNIVERSITY OF ARIZONA
FACULTY SENATE ROSTER
2001-2002**

E-MAIL ADDRESSES

<u>NAME</u>	<u>E-MAIL ADDRESS</u>	<u>TITLE AND DEPARTMENT</u>
Armstrong, Neal R.	nra@u.arizona.edu	Professor, Chemistry
Benson III, Lehman	lbenson@bpa.arizona.edu	Asst. Professor, Mngmt/Policy
Bickel, William S.	bickel@physics.arizona.edu	Professor, Physics
Caldwell, Roger L.	caldwell@ag.arizona.edu	Professor, Soil, Water & Envir Sci
Dahlgran, Roger A.	dahlgran@u.arizona.edu	Assoc. Prof., Ag/Resource Economics
Davis, Donald R.	drdavis@hwr.arizona.edu	Professor, Hydrology & Water Res
Davis, George W.	gdavis@u.arizona.edu	Provost
Eribes, Richard A.	eribes@u.arizona.edu	Dean, Architecture
Garcia, J.D.	jdg@physics.arizona.edu	Professor, Physics
Grant, Don	grantd@u.arizona.edu	Assoc. Professor, Sociology
Hancock, Jory	jory@u.arizona.edu	Professor, Dance, School of Music
Heinrich, Juan	heinrich@zeus.ame.arizona.edu	Professor, AME
Howell, Wanda H.	whhowell@ag.arizona.edu	Assoc. Professor, Nutritional Sciences
Hurt, Charlie D.	cdh@u.arizona.edu	Assoc. Dean, Academic Affairs, SBS
Impey, Christopher D.	cimpey@as.arizona.edu	Professor, Astronomy
Jenkins, Jennifer L.	jenkinsj@u.arizona.edu	Asst. Professor, Humanities Program
Joens, Lynn A.	joens@ag.arizona.edu	Professor, Vet Sci & Microbiology
Kurzer, Paulette	kurzer@u.arizona.edu	Assoc. Professor, Political Science
Larson, Dennis L.	larsond@u.arizona.edu	Assoc. Professor, Ag/Biosystems Engr
Likins, Peter W.	plikins@u.arizona.edu	President

<u>NAME</u>	<u>E-MAIL ADDRESS</u>	<u>TITLE AND DEPARTMENT</u>
Marchalonis, John J.	dianah@u.arizona.edu	Dept. Head, Microbiology & Immun
Medine, Peter E.	medine@u.arizona.edu	Professor, English
Merkle, Carrie J.	cmerkle@rnl.nursing.arizona.edu	Asst. Professor, Nursing
Mishra, Shitala P.	mishras@u.arizona.edu	Professor, SpecEd/Rehab/Sch Psych
Mitchell, Robert P.	mittchellr@u.library.arizona.edu	Librarian, University Library
O'Brien, Shirley J.	sobrien@ag.arizona.edu	Assoc. Dir., Cooperative Extension
Quinn, David M.	dmquinn@u.arizona.edu	Asst. Professor, Educational Leadership
Ray Quintero	rayq@u.arizona.edu	President of ASUA
Regan, John W.	regan@pharmacy.arizona.edu	Professor, Pharmacology/Toxicology
Richardson, Randall	rnr@u.arizona.edu	Interim Vice President, UG Education
Romer, Frank E.	feromer@u.arizona.edu	Assoc. Professor, Classics
Schooley, Larry C.	schooley@ece.arizona.edu	Professor, Elec. & Comptr. Engr
Silverman, Andrew	silverman@nt.law.arizona.edu	Clinical Professor, Law
Smith, Steven E.	azalfalf@ag.arizona.edu	Assoc. Professor, Renewable Nat Res
Songer, J. Glenn	gsonger@u.arizona.edu	Professor, Vet-Sci/Microbiology
Spece, Roy G., Jr.	spece@nt.law.arizona.edu	Professor, Law
Strom, Maliaca	maliaca@u.arizona.edu	Assistant Librarian, University Library
Szilagyi, Miklos N.	mns@ece.arizona.edu	Professor, Elec. & Cmptr Engr
Tal, Kali	kali@kalital.com	Professor, Arizona Internat'l College
Taren, Douglas L.	taren@u.arizona.edu	Assoc. Professor, UA Prevention Center
Tatman, Neil	oboenet@u.arizona.edu	Associate Professor, Music
Walsh, J. Bruce	jbwalsh@u.arizona.edu	Assoc. Professor, Ecol./Evol Biology
Warburton, Jeffrey L.	warburto@u.arizona.edu	Assoc. Professor, Theatre Arts
Warnock, John P.	johnw@u.arizona.edu	Assoc. Professor, English

<u>NAME</u>	<u>E-MAIL ADDRESS</u>	<u>TITLE AND DEPARTMENT</u>
Weinand, Martin E.	ndw@u.arizona.edu	Assoc. Professor, Surgery
Witte, Marlys H.	gracew@u.arizona.edu	Professor, Surgery
Wright, J. Edward	wright@u.arizona.edu	Director, Judaic Studies
Zwolinski, Malcolm J.	mjz@ag.arizona.edu	Professor, Renewable Natural Res

PARLIAMENTARIAN

Volgy, Thomas	volgy@arizona.edu	Professor, Political Science
---------------	-------------------	------------------------------

APPOINTED PERSONNEL ORGANIZATION COUNCIL REPRESENTATIVE

Jull, A. J. Timothy	jull@u.arizona.edu	Research Scientist, Geosciences
---------------------	--------------------	---------------------------------

ALUMNI ASSOCIATION REPRESENTATIVE

Rochlin, Jay M.	rochlin@al.arizona.edu	Assoc. Director, Alumni Association
-----------------	------------------------	-------------------------------------

STAFF ADVISORY COUNCIL REPRESENTATIVE

Jose Solorzano	jose@ahsc.arizona.edu	Library Specialist, AHSC Library
----------------	-----------------------	----------------------------------

UNIVERSITY OF ARIZONA SOUTH REPRESENTATIVE

Jacobs, W. Jake	wjj@u.arizona.edu	Assoc. Professor, Psychology, UA South
-----------------	-------------------	----------------------------------------

Still to be elected:

1 College of Architecture Rep
 1 College of Medicine Rep
 1 Non-college Rep
 6 Senators-at-Large

Still to be appointed: 3 ASUA Senators
 3 GPSC Senators

2001-2002 Faculty Senate Meeting Schedule

All meetings are tentatively scheduled for 3:00-5:00 p.m. in the College of Law, Room 146.

Monday, September 10, 2001
Monday, October 1, 2001
Monday, November 5, 2001
Monday, December 3, 2001
Monday, January 14, 2002*
Monday, February 4, 2002
Monday, March 4, 2002
Monday, April 1, 2002
Monday, May 6, 2002

*January 9, first day of classes, and January 21, MLK Day

2001-2002 Faculty Senate Executive Committee Meeting Schedule

All meetings are scheduled for 3:00-5:00 p.m. in the Faculty Center, 1400 E. Mabel St.

Monday, August 27, 2001*
Monday, September 17, 2001
Monday, October 22, 2001
Monday, November 19, 2001
Monday, December 10, 2001
Monday, January 7, 2002**
Monday, February 18, 2002
Monday, March 18, 2002***
Monday, April 22, 2002

*August 20, first day of classes

**January 9, first day of classes, and January 21, MLK Day

***March 9-17, spring break

pb

4-5-01

winword\sencalls\2000-2001\2001-2002 schedule.doc