

THE UNIVERSITY OF ARIZONA
TUCSON ARIZONA

**FACULTY SENATE
MEETING SCHEDULE**

**FACULTY SENATE
Meeting Schedule 2005-2006**

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

Monday September 12, 2005
Monday October 3, 2005 **GUEST: Regent Boice**
Monday November 7, 2005
Monday December 5, 2005
Monday January 23, 2006
Monday February 6, 2006
Monday March 6, 2006
Monday April 3, 2006
Monday May 1, 2006

First day of Fall classes: Monday, August 22, 2005
First day of Spring classes: Wednesday, January 11, 2006
MLK Day: Monday: January 16, 2006
Spring Break: March 11-19, 2006

BACK

This site maintained by The University of Arizona Faculty Center
1400 E. Mabel Street PO Box 210473
Tucson, AZ 85721-0473
VOICE 520-621-1342 FAX 520-621-8844
facsen@u.arizona.edu
last updated 08/24/05

FACULTY SENATE STANDING COMMITTEES, 2005-2006

Academic Personnel Policy Committee

- Lawrence M. Aleamoni, Chair, SERSP (5/04-4/06)
Laura Bender, University Library (5/05-4/06)
Breanne Bushu, ASUA (8/05-4/06)
*Sandra Cromwell, Nursing (5/04-4/06)
*Roger Dahlgran, Agriculture/ResEconomics (5/05-4/06)
Luna Iris, GPSC (8/05-4/06)
*Beth Mitchneck, SBS (5/04-4/06)
*Roy Spece, Law (5/03-4/06)
Kelly G. Thomas, Music (5/04-4/06)

Instruction and Curriculum Policy Committee

- *J Pat Willerton, Chair, Political Science, (8/02-4/06)
Sarah Birnbaum, ASUA (8/05-4/06)
*William Conway, Mathematics (5/03-4/06)
Brian Ebie, Music (5/04-4/06)
Sarah Grace, GPSC (8/05-4/06)
Diane Horgan, Ex-Officio, Graduate Council Liaison
Lisa Lauxman, Ag Extension Admin (5/04-4/06)
Homer Pettey, Media Arts, (5/05-4/06)
*Chestalene Pintozzi (8/05-4/06)
*J. Glenn Songer, Vet Sci/Microbiology (5/05-4/06)

Research Policy Committee

- *Michael A. Cusanovich, Chair, ARL/Biochemistry & Molecular Biophysics (5/03-4/06)
*David Baca, Science-Engineering Library (5/05-4/06)
Stuart Cohen, Public Health Administration (5/04-4/06)
Megan Hazelton, ASUA (8/05-4/06)
Stanley Pau, Optical Sciences (8/05-4/06)
*Paul St. John, Cell Biology and Anatomy (5/04-4/06)
*Charles Sterling, Veterinary Sci/Microbio (5/04-4/06)
Cynthia Thomson, Nutritional Sciences (10/03-4/06)
Peitro Valsecchi, GPSC (8/05-4/06)

Student Affairs Policy Committee

- John C. Ulreich, Chair, English (5/05-4/06)
*Don Davis, Hydrology (5/04-4/06)
Marni Glick, GPSC (8/05-4/06)
Lori Goldman, Ex-Officio, Enrollment Services (11/04-4/06)
Alexis Hernandez, Ex-Officio, Assoc. Dean of Students (5/94-4/06)
Susan Knight, Journalism (8/04-4/06)
Andrew Record, ASUA (9/05-4/06)
Stephen Russell, Family/Consumer Sciences (5/05-4/06)
*Ignacio San Martin, Architecture (5/04-4/06)
*S. Mae Smith, SERSP (5/04-4/06)
Leslie Sult, Library (5/04-4/06)
*Neil Tatman, Music (8/02-4/06)

Faculty Senate Executive Committee

- *Robert P. Mitchell, Chair, (Vice Chair of the Faculty), University Library
Lawrence M. Aleamoni, Chair of APPC, SERSP
Edith Auslander, Office of the President, *non-voting*
*Andrew Record, ASUA
*Michael Cusanovich, Chair of RPC and C11, ARL/Biochem/Molecular Biophysics
*George Davis, Provost
*J.D. Garcia, Vice Chair of C11, Physics
*Wanda H Howell, Chair of the Faculty, Nutritional Sciences
*Jennifer Jenkins, Secretary of the Faculty, Media Arts
*Douglas Jones, Elected Senate Representative, Science-Engineering Library (5/02-4/06)
Robert Sankey, Parliamentarian
*Andy Silverman, Elected Senate Representative, (5/03-4/07)
*John C. Ulreich, Chair of SAPC, English
*Elaine Ulrich, GPSC President
*J. Pat Willerton, Chair of ICPC, Political Science

GENERAL FACULTY STANDING COMMITTEES, 2005-2006

Committee of Eleven

*Michael Cusanovich, CHAIR, ARL/Biochem/Molecular BioPhysics
*J.D. Garcia, VICE CHAIR, Physics
Heddwyn L. Brooks, Physiology
Christopher Dang, ASUA
Jennifer deWinter, GPSC
Michael J. Drake, Planetary Sciences
*Raphael Gruener, Physiology
*John Hildebrand, Arizona Research Laboratories
*Wanda H. Howell, Nutritional Sciences
Patricia B. Hoyer, Physiology
Kimberly L. Ogden, Chemical and Environmental Engineering
*J. Glenn Songer, Vet Sci/Microbiology
*Peter Strittmatter, Astronomy

Committee on Academic Freedom and Tenure

Jean Braucher, CHAIR, Law
Owen K. Davis, VICE CHAIR, Geosciences
Judith Brown, Plant Sciences
Albrecht Classen, German Studies
*Antonio Estrada, Mexican American Studies
Caryl Flinn, Women's Studies
Roberto Guzman, Chemical & Environmental Engineering
Patricia B. Hoyer, Physiology
K. Tsianina Lomawaima, American Indian Studies
Carrie J. Merkle, Nursing Instruction
Shitala P. Mishra, SERSP
Susan Wilson-Sanders, University Animal Care

Committee on Committees

Thomas R. Ervin, Music
*Ralph C. Hammann, Architecture
*Beth Mitchneck, Academic Affairs
Barnet Pavao-Zuckerman, Arizona State Museum
*S. Mae Smith, SERSP
*Ron Wheeland, Dermatology
Chair to be elected, September 2005

Committee on Conciliation

Esther Fuchs, CHAIR, Near Eastern/Judaic Studies
Victoria Mills, VICE CHAIR, University Library
Lawrence M. Aleamoni, SERSP
Lane Beck, Bioarchaeology
Stephen Coons, Pharmacy Practice and Science
*Frederick P. Kiefer, Jr., English

University Committee on Ethics and Commitment

Mary Bielski Berg, Pathology
Todd Camenisch, Pharmacology
Saumya K. Debray, Computer Science
Patricia F. First, Educational Leadership
Shannon L. Jenkins, COM (7/05 no longer at UA)
Norman Levine, Dermatology
Stuart Marsh, Geography
Deborah R. Mathieu, Political Science
David Ortiz, History
Kelly S. Potter, ECE
Mark Riley, Agriculture and Biosystems Engr
Xubin Zeng, Atmospheric Sciences
Chair to be elected, Fall 2005

Committee on Faculty Membership

*Jennifer L. Jenkins, CHAIR, Media Arts
Carol Feingold, Nursing
Juan Garcia, Ex Officio, Vice Provost for Academic Affairs
*Wanda Howell, Nutritional Sciences
*Frederick P. Kiefer, Jr., English
*Robert P. Mitchell, University Library
Ad hoc member: Mal Zwolinski, School of Natural Resources

OTHER UNIVERSITY COMMITTEES, 2005-2006

University Committee on Corporate Relations

*J.D. Garcia, CHAIR, Physics

*Andrew Silverman, VICE CHAIR, Law

Nick Amatuzzi, GPSC

Sarah Birnbaum, ASUA

Suzanne Griset, Arizona State Museum

Sandra Hallenbeck, Corporate Relations

*Douglas E. Jones, University Library

Scott MacKenzie, Trademark Licensing

Richard Roberts, Budget

Bruce Wright, Economic Development

Steven Adamczyk, University Attorneys' Office

To be appointed: 2 Faculty Members, 1 SAS Rep, 1 UA Alumni Assoc Rep

Naming Advisory Committee

*Robert Mitchell, CHAIR, University Library

Janet Bingham, University Advancement

Jim Collins, GPSC

*Roger Dahlgran, Agricultural Resource Economics

Michael Franklin, ASUA

Dick Imwalle, UA Foundation

Anne Lopez, SAC

Jacqueline Mok, Academic Affairs

Sandy Ruhl, Alumni Association

Eugene G. Sander, Agriculture and Life Sciences

Richard Wiedhopf, Pharmacy Administration

Senate Task Force for Monitoring Labor and Human Rights Issues

Dereka Rushbrook, CO-CHAIR, Graduate Student, Geography

Amanda Sapir, CO-CHAIR, Community Member

Karen Anderson, History

Elizabeth Oglesby, Latin American Studies/Geography

*Andrew Silverman, Law

Laura Tabili, History

Carolyn Trowbridge, Community member

Lane Van Ham, Comparative Culture & Literary Studies

To be appointed: 3 Presidential appointees, 2 SAS appointees

Committee on UHAP, Constitution, and Bylaws Changes

*Jennifer L. Jenkins, CHAIR, Media Arts

*J. D. Garcia, Physics

Juan Garcia, Vice Provost for Academic Affairs

*Doug Jones, Sci-Engr Library

*Robert Mitchell, University Library

*Andrew Silverman, Law

Shared Governance Review Committee

*Robert Mitchell, CHAIR, University Library

*Gail Burd, Molecular/Cellular Biology

Christopher Dang, ASUA

*George Davis, Academic Affairs

*Antonio Estrada (SPBAC Chair), Mexican American Studies

*J.D. Garcia, Physics

Juan Garcia, Academic Affairs

Eva Gonzales, SAC

Anne Murdaugh, GPSC

*Chestalene Pintozzi, Science-Engineering Library

*Andrew Silverman, Law

To be appointed: APOC rep

Process For Senate Review Of Honorary Degrees

Beginning in the Fall Semester, 2005, the Faculty Senate will handle nominations for honorary degrees in the following fashion:

1. When the Senate Executive Committee (SEC) learns that nominations for honorary degrees are ready for Senate consideration, the SEC will place the issue on the agenda of the appropriate Senate meeting.
2. The SEC will schedule 10 minutes of meeting time per honorary degree candidate.
3. Senate consideration of honorary degree nominations will begin precisely at the time scheduled by the SEC, at which point the Senate will go into Executive Session and guests will be asked to leave the room.
4. Depending on the number of nominees, consideration of nominations may begin as early as 4:00, or as late as 4:30.
5. If the Senate finishes dealing with honorary degrees before 5:00 p.m., and if there is unfinished business remaining on its agenda, the Senate may choose to adjourn its Executive Session and return to its public agenda. Guests and the press will be notified of this possibility, and have the option of waiting nearby. If the Senate resumes normal business, guests and the press are welcome to return to the meeting.
6. Representatives of colleges which have nominated candidates for honorary degrees will be informed in advance as to the time at which consideration of honorary degree nominations will begin.
7. Representatives from nominating colleges will not automatically be expected to introduce their nominees. Their role will be to respond to any questions or concerns Senators might have with particular nominations, and if no issues are raised, there will be no need for the college representatives to speak.
8. The honorary degree nominations will be distributed to Senators at the meeting, and will be considered one at a time, in alphabetical order.
9. After Senators have had two minutes to read a nomination, the Presiding Officer of the Senate (or his/her designee) will ask if any Senators have questions or concerns about this nomination. If there are no questions or concerns, a vote will be taken, and the Senate will move on to the next nomination.
10. In the event that a nomination sparks questions or concerns from one or more Senators, representatives of the nominating college(s) will be allowed to speak to those issues, after which other Senators will be free to offer comments. A vote will be taken after the discussion is ended, but the discussion will be limited to seven minutes maximum (in order to give due consideration to all nominations).

FY 2007 Decision Package Opportunities, Preliminary Draft for Cabinet Presentation

	Initiative Name	Description	Dollar Amt	Team Leader	Decision Package Team Writers/ Consultants	SPBAC Institutional Commitments	SPBAC Core Values	SPBAC Strategic Priorities	Ties to Key University Reports/Initiatives
1	Enriching Arizona's Schools	Early Childhood Education; Teacher Professional Development; Adolescent Development and Learning, Community Education, New Learning Technologies; K-12 Policy Leadership	\$2 m	R. Marx	partner college deans w/ ed programs: CALS, FA, SBS, HUMS, SCI	All, especially B and C	All, especially A, C, and E	I, III, V	TRIF: Workforce Development; Academic Leadership Theme: Workforce Development and Professional School Education
2	Enhancing University Access	Expanding UA South Regionally and Meeting Student Needs in Tucson	\$2 m	R. Groth, J. Hogle	partner campus leaders in relevant organizational disciplinary areas: Hogle, Tatum, Marx, Donnerstein, Portney	All, especially B and C	All, especially A, C, and E	I, II, III, IV, V	Academic Leadership Theme: Workforce Development
3	Keeping Arizona Healthy	Investing in College of Pharmacy	\$3 m	L. Bootman	Pharmacy leadership team	All, especially A and C		I, III, IV, V	Cross-disciplinary opportunities related to BIO5; Biosciences/Technology; Pharmacy/Management
4	Cultivating Arizona's Future	CALS Cooperative Extension	\$1.5 m	G. Sander	as appropriate, liaise with other academic units engaged in outreach (Health Sciences Academic Council and AHEC?)	All, especially B and C	All, especially C and E	III, V	Battelle-Flinn: Agro-biotechnology; Academic Themes: Workforce Development; Water Related Engineering, Science, Agriculture Technology, and Policy; Environmental Quality and Sustainability
5	Arizona at the Crossroads	Comparative Borders (reference work of the CEGA Focused Excellence Study Team)	\$4 m	E. Donnerstein and C. Tatum, co-chairs	CEGA Leadership; Sevigny; Albanese; Swanson	All, especially B and C	All, especially A, B, and D	I, II, III, V	Academic Theme: Comparative Borders; Creative Expression through Arts and Humanities; CEGA Focused Excellence Study Team
6	Building Arizona's Economic Engines	Management and Technology	\$10 m	P. Portney	Ruiz; Peterson; Wyant; Joiner; Tolbert; Sander	All, especially A and C	All, especially B, C, and E	I, III, IV, V	TRIF: Information Science and Technology; Battelle-Flinn: Agro-biotechnology; Cross-college/disciplinary collaborations in science, technology, and management; Optical Sciences; Workforce Development
7	Arizona's Native American Communities	Focused Excellence in Indian policy, law, economic development, tribal leadership training; advancing academic programs and outreach on American Indian scholarship	\$3 m	L. Tolbert	Massaro; Donnerstein; T. Lomawaima; J. Stauss; Rob Williams; Stephen Cornell; Beth Mitchneck	All, especially B and C	All, especially A, C, and E	I, III, V	Academic Theme: Indigenous Peoples: Culture, Policy, Economic Development, and Law
8	Arizona's Environmental Resources	Focused Excellence on Earth/Environment.	\$4 m	L. Tolbert	Sander; Donnerstein; Ruiz; Peterson; Portney; ESEP Leadership headed by Overpeck.	All, especially A and C	All, especially B, C, and E	I, III, IV, V	TRIP: Water; Battelle-Flinn: Agro-biotechnology; ESEP Focused Excellence Study Team; Academic Leadership Themes: Astrophysics, Earth and Space Sciences; Environmental Quality and Sustainability; Water Related Engineering, Science, Agriculture Technology, and Policy
		TOTAL REQUESTED	\$29.5 m						

DRAFT, 7/25/2005

SPBAC REFERENCES:

Institutional Commitments To:

- (A) Extend the frontiers of knowledge, discovery, and creativity;
- (B) Prepare and inspire students for their future roles in the world as thinkers, learners, leaders, and responsible citizens;
- (C) Serve as a model for linking scholarship and creative expression to our land-grant mandate to serve our communities.

Institutional Values:

- (A) A diverse and inclusive community
- (B) Excellence
- (C) Innovation and Entrepreneurial Action
- (D) Integrity
- (E) Partnerships

Strategic Priorities

- (I) Build a world-class and diverse academic community at the forefront of discovery.
- (II) Increase student engagement, achievement, retention, and graduation rates.
- (III) Extend the concept of a land-grant university to position the University of Arizona, across all colleges, as a model for linking scholarship and creativity to societal and community needs.
- (IV) Achieve a strong financial foundation.
- (V) Increase recognition as a research university committed to an outstanding educational experience and connected to its community and the world.

CONSENT AGENDA
Faculty Senate Meeting
12 September 2005

Instruction and Curriculum Policy Committee

CONSENT AGENDA ITEMS

Item 1

Approval of the 7/20/05 proposal to delete Academic Warning Status from the Catalog.

Effective semester:

All freshmen enrolled in Fall 2005 would need a 2.000 to continue in good standing.

Proposed amendment to the General Catalog statement on Minimum Grade-Point-Average (GPA) Required for Continued Enrollment:

(add "2.000" to first paragraph, as shown in bold; delete table, section on Academic Warning Status and all references to this in subsequent paragraphs)

One of the requirements for students to be eligible to continue at the University is that they earn a minimum cumulative grade point average (GPA) of **2.000**.

Total Units completed at UA and accepted for transfer	Minimum GPA based upon University Credit at the UA
Fewer than 14 units	1.750
From 14 through 26 units	1.840
27 or more units	2.000

Academic Warning Status:

Freshmen who have completed fewer than 14 units at the University with a University of Arizona cumulative grade-point-average (GPA) between 1.750 and 2.000, or who have completed from 14 through 26 units at the University with a University of Arizona cumulative grade-point average of between 1.840 and 2.000 will be on academic warning status. Academic warning status invokes no academic penalties and will not be indicated on the student's permanent record. This status serves as a warning to students beginning their college careers that their performance is below the level required for successful completion of an academic program. Students in this status are strongly urged to seek academic counseling. Direct questions to your academic advisor.

Justification:

- For over a decade, most college deans have not recognized Academic Warning Status.
- Freshmen with less than a 2.000 GPA have been notified that they are on Probation.
- Catalog is inconsistent with the current practice of requiring a 2.000 for good standing.
- Catalog is incorrect in stating, "Academic warning status invokes no academic penalties . . ." since colleges disqualify students with 2 consecutive semesters in Academic Warning Status.

Approvals:

Undergraduate Council: 4/26/05
 Graduate Council: N/A
 Administrative Review: 6/21/05
 ICPC: 8/24/05 5-0 (3 absent)

**PROMOTION AND TENURE/CONTINUING STATUS
SUMMARY
2004-2005 ACADEMIC YEAR**

P&T DECISIONS

	approve	deny	total
AGRICULTURE	1	1	2
ARCHITECTURE	0	0	0
EDUCATION	1	1	2
ELLER	6	2	8
ENGINEERING	8	3	11
FINE ARTS	8	1	9
HUMANITIES	9	1	10
LAW	1	0	1
MEDICINE	10	0	10
NURSING	0	0	0
OPTICAL SCI	1	0	1
PHARMACY	1	0	1
PUBLIC HEALTH	1	0	1
SBS	9	3	12
SCIENCE	11	2	13
UA SOUTH	0	0	0
VP RESEARCH	2	0	2

P&T SUMMARY	approve	%	deny*	%	total
ALL	69	83%	14	17%	83
minorities	11	100%	0	0%	11
nonminorities	58	81%	14	19%	72
males	50	83%	10	17%	60
females	19	83%	4	17%	23

*5 appeals pending

CS&P DECISIONS

	approve	deny	total
AGRICULTURE	5	0	5
LIBRARY	3	1	4
MEDICINE	2	0	2
SBS	2	0	2
SCIENCE	1	0	1
VP RESEARCH	0	1	1

CS&P SUMMARY	approve	%	deny*	%	total
ALL	13	87%	2	13%	15
minorities	2	100%	0	0%	2
nonminorities	11	85%	2	15%	13
males	9	100%	0	0%	9
females	4	67%	2	33%	6

*0 appeals pending

PROMOTION AND TENURE DECISIONS
5-YEAR SUMMARY
2000-2001 THROUGH 2004-2005

ALL COLLEGES	5-YEAR SUMMARY				
	approve	%	deny*	%	total
TOTALS	388	91%	40	9%	428
minorities	69	90%	8	10%	77
nonminorities	319	91%	32	9%	351
males	258	89%	31	11%	289
females	130	94%	9	6%	139
*5 appeals pending					
	approve	%	deny	%	total
AGRICULTURE	30	86%	5	14%	35
minorities	1	50%	1	50%	2
nonminorities	29	88%	4	12%	33
males	21	81%	5	19%	26
females	9	100%	0	0%	9
ARCHITECTURE	4	100%	0	0%	4
minorities	0	0%	0	0%	0
nonminorities	4	100%	0	0%	4
males	1	100%	0	0%	1
females	3	100%	0	0%	3
ELLER	18	75%	6	25%	24
minorities	8	89%	1	11%	9
nonminorities	10	67%	5	33%	15
males	15	75%	5	25%	20
females	3	75%	1	25%	4
EDUCATION	9	90%	1	10%	10
minorities	0	0%	0	0%	0
nonminorities	9	90%	1	10%	10
males	3	75%	1	25%	4
females	6	100%	0	0%	6
ENGINEERING	27	77%	8	23%	35
minorities	7	78%	2	22%	9
nonminorities	20	77%	6	23%	26
males	21	72%	8	28%	29
females	6	100%	0	0%	6
FINE ARTS	34	89%	4	11%	38
minorities	3	75%	1	25%	4
nonminorities	31	91%	3	9%	34
males	15	88%	2	12%	17
females	19	90%	2	10%	21
HUMANITIES	33	92%	3	8%	36
minorities	8	80%	2	20%	10
nonminorities	25	96%	1	4%	26
males	18	90%	2	10%	20
females	15	94%	1	6%	16

PROMOTION AND TENURE DECISIONS
5-YEAR SUMMARY
2000-2001 THROUGH 2004-2005

		5-YEAR SUMMARY				
		approve	%	deny	%	total
LAW		7	100%	0	0%	7
	minorities	2	100%	0	0%	2
	nonminorities	5	100%	0	0%	5
	males	2	100%	0	0%	2
	females	5	100%	0	0%	5
<hr/>						
MEDICINE		62	98%	1	2%	63
	minorities	12	100%	0	0%	12
	nonminorities	50	98%	1	2%	51
	males	50	98%	1	2%	51
	females	12	100%	0	0%	12
<hr/>						
NURSING		6	100%	0	0%	6
	minorities	0	0%	0	0%	0
	nonminorities	6	100%	0	0%	6
	males	0	0%	0	0%	0
	females	6	100%	0	0%	6
<hr/>						
OPTICAL SCI		7	100%	0	0%	7
	minorities	0	0%	0	0%	0
	nonminorities	7	100%	0	0%	7
	males	6	100%	0	0%	6
	females	1	100%	0	0%	1
<hr/>						
PHARMACY		8	100%	0	0%	8
	minorities	0	0%	0	0%	0
	nonminorities	8	100%	0	0%	8
	males	8	100%	0	0%	8
	females	0	0%	0	0%	0
<hr/>						
PUBLIC HEALTH		5	100%	0	0%	5
	minorities	0	0%	0	0%	0
	nonminorities	5	100%	0	0%	5
	males	3	100%	0	0%	3
	females	2	100%	0	0%	2
<hr/>						
SBS		54	92%	5	8%	59
	minorities	8	89%	1	11%	9
	nonminorities	46	92%	4	8%	50
	males	30	94%	2	6%	32
	females	24	89%	3	11%	27
<hr/>						
SCIENCE		66	92%	6	8%	72
	minorities	18	100%	0	0%	18
	nonminorities	48	89%	6	11%	54
	males	54	92%	5	8%	59
	females	12	92%	1	8%	13

PROMOTION AND TENURE DECISIONS
5-YEAR SUMMARY
2000-2001 THROUGH 2004-2005

	5-YEAR SUMMARY				
	approve	%	deny	%	total
UA SOUTH	8	100%	0	0%	8
minorities	1	100%	0	0%	1
nonminorities	7	100%	0	0%	7
males	4	100%	0	0%	4
females	4	100%	0	0%	4
VP RESEARCH	5	100%	0	0%	5
minorities	1	100%	0	0%	1
nonminorities	4	100%	0	0%	4
males	3	100%	0	0%	3
females	2	100%	0	0%	2
VP UNDERGRAD ED	5	83%	1	17%	6
minorities	0	0%	0	0%	0
nonminorities	5	83%	1	17%	6
males	4	100%	0	0%	4
females	1	50%	1	50%	2

CONTINUING STATUS AND PROMOTION DECISIONS
5-YEAR SUMMARY
2000-2001 THROUGH 2004-2005

ALL COLLEGES	5-YEAR SUMMARY				
	approve	%	deny	%	total
TOTALS	63	86%	10	14%	73
minorities	9	82%	2	18%	11
nonminorities	54	87%	8	13%	62
males	37	86%	6	14%	43
females	26	87%	4	13%	30
	approve	%	deny	%	total
AGRICULTURE	26	81%	6	19%	32
minorities	1	33%	2	67%	3
nonminorities	25	86%	4	14%	29
males	20	80%	5	20%	25
females	6	86%	1	14%	7
HUMANITIES	4	100%	0	0%	4
minorities	0	0%	0	0%	0
nonminorities	4	100%	0	0%	4
males	0	0%	0	0%	0
females	4	100%	0	0%	4
LAW	6	100%	0	0%	6
minorities	2	100%	0	0%	2
nonminorities	4	100%	0	0%	4
males	2	100%	0	0%	2
females	4	100%	0	0%	4
LIBRARY	8	73%	3	27%	11
minorities	5	100%	0	0%	5
nonminorities	3	50%	3	50%	6
males	3	75%	1	25%	4
females	5	71%	2	29%	7
MEDICINE	6	100%	0	0%	6
minorities	0	0%	0	0%	0
nonminorities	6	100%	0	0%	6
males	3	0%	0	0%	3
females	3	100%	0	0%	3
SBS	7	100%	0	0%	7
minorities	1	100%	0	0%	1
nonminorities	6	100%	0	0%	6
males	5	100%	0	0%	5
females	2	100%	0	0%	2
SCIENCE	2	100%	0	0%	2
minorities	0	0%	0	0%	0
nonminorities	2	100%	0	0%	2
males	2	100%	0	0%	2
females	0	0%	0	0%	0
VP RESEARCH	4	80%	1	20%	5
minorities	0	0%	0	0%	0
nonminorities	4	80%	1	20%	5
males	2	100%	0	0%	2
females	2	67%	1	33%	3

PROMOTION AND TENURE/CONTINUING STATUS
5-YEAR SUMMARY
2000-2001 THROUGH 2004-2005

P&T CASES REVIEWED

	approve	%	deny	%	total	% of total
Tenure	36	90%	4	10%	40	9%
P&T Assoc Prof	175	89%	22	11%	197	46%
P&T Full Prof	8	89%	1	11%	9	2%
Promotion Assoc Professor	1	100%	0	0%	1	0%
Promotion Full Professor	168	94%	10	6%	178	42%
Retention	0	0%	3	100%	3	1%
Totals	388	91%	40	9%	428	

CS&P CASES REVIEWED

	approve	%	deny	%	total	% of total
Continuing Status	14	88%	2	13%	16	22%
CS&P Assoc Rank	24	89%	3	11%	27	37%
CS&P Full Rank	2	100%	0	0%	2	3%
Promotion Full Rank	23	88%	3	12%	26	36%
Retention	0	0%	2	100%	2	3%
Totals	63	86%	10	14%	73	

Library Excellence in an Era of Declining Budgets

Faculty Senate Presentation Sept. 12, 2005

Carla J. Stoffle

The University of Arizona faculty and administration have a long history of pride in and support for the University Libraries. I speak for all of the Libraries' faculty and staff when I say that we greatly appreciate this support, and we are working hard every day to repay you by providing outstanding collections and services in support of the learning and research goals of the University.

Today, I am here to briefly describe the status of the University Libraries in the current environment, and to touch base on some issues that we need to address in order to maintain the excellence of which we are all so proud and which was built over time through great effort. The Libraries are a strong and vibrant presence on the UA campus, but we are facing bumpy roads ahead. I want you to understand our situation so that we will all be prepared face our future together.

GOOD NEWS

Collections

- The University Libraries own 4,794,126 print volumes, subscribe to 23,135 serials, and provide access to over 28,000 full-text electronic journals and 167,833 electronic books.
- From 2002-2004, the Libraries achieved a cost avoidance of \$6,253,127 through leveraged buying of electronic journals.
- In the past two years, the Libraries purchased nearly \$1 million in electronic journal backfiles and electronic books using ARU and TRIF funds (see Appendix A).

Center for Creative Photography

- The CCP has acquired several new collections:
 - a. The papers and literary rights of James J. Rochlis (1916-2003), a businessman, photographer, and art collector.
 - b. Paul Strand files that photographic historian Mike Weaver (of Linacre College, Oxford) obtained through the Freedom of Information Act.
 - c. Four hundred vintage prints valued at several million dollars due to the resolution of the Harry Callahan donation issues in 2004.
 - d. The Wayne Miller archive, chronicling the career in photography of an artist whose work was featured in *Life*, *Ebony* and *Look* magazines in their heyday, and who published three photography books of his own.
- CCP has \$1.5 million in grant applications for funding to expand online access to collections and create a new print conservation lab.
- CCP received no cuts in 2004 and 2005.

- Six new positions have been filled at the CCP, including a research assistant and teaching assistant. The first visiting scholar to the Center is on campus this semester.

Services

- Last year, librarians taught 450 instruction sessions for students, with a total of 10,640 participants.
- The Libraries have added express checkout to allow customers to avoid a wait in line. We will institute express check-in in 2005. In addition, the Main Library now offers open reserves to allow customers to serve themselves.
- We have improved Document Delivery and increased the efficiency of Interlibrary Loan delivery to the desktop. Interlibrary Loan requests are processed within 24 hours or less 7 days per week.
- We have instituted 24-hour chat reference, in addition to e-mail and in-person reference services, as well as e-mail reminder notices for overdue books and audio streaming for reserves.
- The Libraries' web pages were visited a total of 5,622,312 times in 04/05. Of the databases made available to users, the most frequently accessed were Academic Search Premier, PsychInfo, Academic Universe, Web of Science, JSTOR, Science Citation Index, EBSCOhost, Encyclopedia Britannica, ERIC. The total number of visits for all databases was 1,454,380.
- The Libraries are pursuing new digitization projects, including the Western Waters Digital Library project with libraries in 6 states, and the more local Arizona-Sonora Desert Museum Digital Library. We also are continuing to expand AgNIC.
- Library staff have spent a year and a half developing the "beta search" to facilitate cross-database searching for students and faculty.
- The UA Libraries are the "first" electronic depository library.

Learning Environments

- The Information Commons remains one of the most highly respected learning environments among libraries in the nation. The Libraries have maintained computers at the highest level of cutting-edge technology and software. Customer sampling indicates that at any one point in time during peak use hours (between 10:00 a.m. and 10:00 p.m.), the Commons is home to 300-500 individuals.
- The Libraries are following a phased approach to expansion in the Science-Engineering Library Information Commons, where more group study rooms, computers, multimedia workstations, and a group presentation room are being added in 2005. This project is moving forward thanks to gift money from the Friends of the Libraries and the Parents Association.
- The Music and Architecture Libraries were combined to create the Fine Arts Library, which has seen the addition of additional group study rooms and computer workstations.
- We are pursuing the creation of a North Campus Library to combine collections for Architecture, Music, Art, Art History, Photography, and elements of Business, Social Sciences, and Information Technology. The facility will include an

information commons, community green space, and digital and physical collections. We envision this library as a new focal point and gathering place on campus that will encourage interdisciplinary collaboration (see Appendix B).

- Library gate counts reflect a total of 2,195,267 visits to the Libraries.

Responsiveness

- The Libraries conduct an annual survey called LibQUAL+, sponsored by the Association for Research Libraries, to gather feedback from customers and keep in touch with our campus. We have used these responses to continuously improve our services and collections (e.g., adding digital resources, virtual reference, express check-out and check-in, Science IC expansion, web redesign) (see Appendix C).

Rank and Reputation

- The UA Libraries are ranked 30th in the nation by the Association for Research Libraries.
- We are highly respected and viewed as a leader in innovation among research libraries. The UA Libraries were awarded the Association of College and Research Libraries' Excellence in Academic Libraries Award in 2001.
- In 2004, University of Arizona Library faculty and staff boasted 34 publications, 65 presentations at national meetings, 106 service commitments at the national level, and 5 awards/honors. In 2003, Women's Studies librarian Ruth Dickstein received the career Achievement Award in Women's Studies Librarianship from the Association for College and Research Libraries' Women's Studies Section. In 2005, Government Documents librarian Atifa Rawan was named recipient of the American Library Association (ALA) Elizabeth Futas Catalyst for Change Award.

Fundraising and Entrepreneurship

- During the fiscal year ending June 20, 2005, the total funds raised by the UA Libraries and CCP was over \$2 million in gifts in-kind and cash, with roughly \$1.4 million being gifts in-kind.
- Since 2000, the Libraries and CCP have been awarded \$1.8 million in grants.
- The Libraries have been pursuing new sources of revenue and have hired a new Grants and Revenue Coordinator to help us be more efficient and aggressive in pursuing funding.
- The Friends of the University of Arizona Library now features the Alexandrian Circle, our exclusive contribution level at \$1,000.

INDICATIONS OF ENDANGERED EXCELLENCE

Budget

- There have been no base increases to the Libraries' information access budget for the past three years. While we are lucky that this budget hasn't been subjected to

cuts, inflation in the cost of information resources averaged eight percent per year nationally and this will likely be true for 2006.

- During FY 04/05, campus budget reductions in personnel and operations for the Library totaled \$174,566, resulting in the loss of 4 staff/faculty positions. FY 05/06 saw a cut of \$162,100, resulting in the loss of 6 additional positions.
- The current demands on the campus budget are straining its ability to use the traditional all-funds budgeting process for yearly increases of the kind necessary to sustain the required excellence in services and collections and to maintain the rank and reputation of the University Libraries for innovation and leadership among research libraries. Regularized sources of increased base budget funding is a necessity.
- Library expenditures as a percent of university expenditures are continuing to fall (see Appendix D).

Collections

- In 04/05 print book purchases fell 26% and serials subscriptions were reduced by 11% (value of \$490,000) in the University Libraries.
- In 05/06 there will likely be an additional reduction in purchases of approximately \$446,000, resulting in 4,000 fewer books and 1,000 fewer serial subscriptions.
- In 06/07 we project an additional \$500,000 in cuts to books and serials if no new funding is made available.

Services

- The Libraries have been moving to more self-service options, including self check-in, self check-out, and open reserves, due to staff shortages.
- There are no librarians on the service desks at night or on weekends, and during day hours librarians are only available at the Information Commons service desk.
- With current reductions, librarians will be working on ways to deliver instruction electronically to make up for reduced availability and several disciplines will receive a smaller portion of librarians' time.

Learning Environments

- The UA Libraries are struggling with space constraints and a lack of sufficient shelf space for new resources. We borrowed \$450,000 this year to install compact shelving.
- Maintenance has been deferred on library buildings and is reaching a crucial point where renovations and improvements must be made. SEL deferred maintenance alone totals \$1.5 million, and this does not include technology upgrades.

Rank and Reputation

- Reflecting a lack of investment, the UA Libraries dropped three positions in the latest Association of Research Libraries Index to 30 and will likely fall another three to four places during each coming year. The aggregate rankings are based on operating expenditures, number of holdings, and number of staff.
- The Libraries have been forced to give up innovative new projects that serve the academic community, such as the digital *Journal of Insect Science*.

Information Policy

- The UA Libraries have prepared a resolution that is now before the Faculty Senate on Open Access, and the Libraries continue to monitor threats to access.
- We have been watching with concern the effects of the USA PATRIOT Act, which allows government officials to seize patron records without a warrant or other formality, and we have been paying close attention to the erosion of privacy rights.
- Though we share concerns about piracy and copyright infringement, we continue to support peer-to-peer networks as a legitimate and viable method of sharing information despite challenges from corporations and individuals within academia. We will work to support fair use and information policies that enhance scholarship instead of restricting it.

NEXT STEPS

I have had a series of discussions with the Provost on this topic, and have come to the conclusion that our primary goal at this point is to locate alternative funding sources and strategies for the Libraries. With help from supporters across campus I intend to find more sustainable, recurring, alternative sources of funding to increase the Libraries' base budget. This will support information resources acquisitions and library operations that provide access and delivery of information and enhanced learning opportunities at the level of excellence expected by the campus community.

We are facing difficult times right now, but we are all in it together. Our goals are the same—to improve learning and research—and we must continue to support each other and work together to maintain the standards of excellence at the University of Arizona. I greatly hope that you will stand with the Libraries as we move toward new budgeting models that will allow us to improve our resources for all disciplines, students, and faculty on campus. I also hope that you will be patient if we face new reductions in collections and services.

We hope in addition that departments and colleges will consider including the Libraries in their fundraising, decision packages, and grant proposals as an additional way to sustain excellence.

APPENDIX A

**TRIF funds
\$500,000**

Package and Description	# of Titles	Cost
<i>Electronic Collections</i>		
Alexander Street Press: Early Encounters in North America		\$32,500
Alexander Street Press: Black Thought and Culture		\$32,500
NewsBank: Evans Digital Archive		\$75,750
ProQuest: The Gerritsen Collection		\$69,460
Alexander Street Press: British and Irish Women's Letters		\$32,500
Alexander Street Press: American Film Scripts Collection	1,000 film	\$32,500
<i>Science Backfiles</i>		
Elsevier Backfiles: Chemistry	87 titles (399,000)	\$72,080
Elsevier Backfiles: Economics	67 titles (29,000)	\$5,270
Elsevier Backfiles: Business Management	59 titles (36,000)	\$6,545
Elsevier Backfiles: Mathematics	38 titles (56,000)	\$10,540
Elsevier Backfiles: Psychology	42 titles (39,000)	\$7,140
Elsevier Backfiles: Social Science	96 titles (62,000)	\$11,560
Elsevier Backfiles: Physics & Astronomy	90 titles (465,000)	\$79,200
Wiley Polymer Journals Backfiles		\$16,000
Annual Review Backfiles		\$6,525
Total		\$518,000

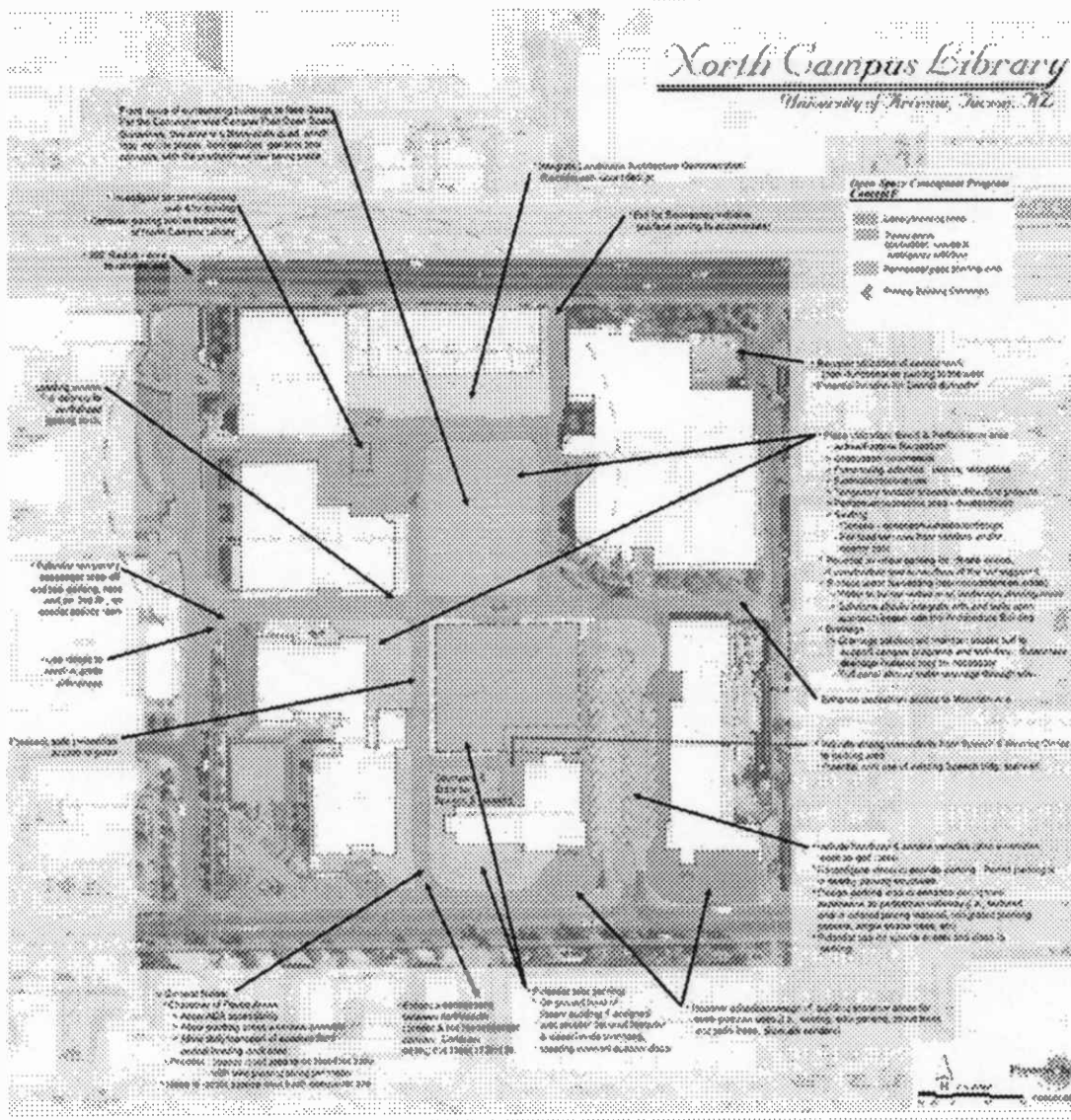
**ARU funds
Electronic Books
\$66,400**

ARU Electronic Book Collection	# of Books	Total Book Price
Business, Economics, and Management	400	\$21,414.47
Choice's Outstanding Academic Titles	1212	\$60,065.35
Computers	247	\$15,212.19
Engineering	578	\$45,822.02
K-12 Teacher Preparation	188	\$7,749.97
Nursing	64	\$2,720.83
Reference	169	\$13,655.70
Total	2858	\$166,640.53

**ARU funds
Elsevier Backfiles
\$453,600**

Elsevier Science Direct Backfiles Collection	# of Titles
Lancet (56,000 articles)	1
Medicine (235,000 articles)	96
Agriculture/Biological Science	99
Biochemistry-Genetics	108
Business	59
Chemistry	87
Computer Science	109
Decision Science	35
Earth and Planetary Science	92
Energy Power	64
Engineering and Technology	164
Environment Science	77
High Energy Physics	20
Immunology and Microbiology	55
Material Science	108
Mathematics	38
Neuroscience	70
Pharmacology, Toxicology, Pharmaceutical	50
Physical/Ana. Chemistry	70
Psychology	42
Social Sciences	96

APPENDIX B



APPENDIX C

Advertisement from *Arizona Daily Wildcat*, spring 2005.

You asked...

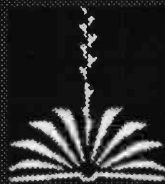
- More full-text digital journals and books
- Live links on library website to online sources
- More digital materials available to your desktop
- More self-serve services and materials
- A more user-friendly website
- More computers in Science-Engineering Library

We answered...

- 26,580 journals and 167,833 electronic books in full text online, increased from 16,050 and 19,224 in 2002
- Online chat added for research and library help
- Online tutorials and research guides added to library website
- Express checkout stations installed
- Redesigned library website to be launched in 2005
- New Info Commons in Science-Engineering Library

Your opinion counts!

The Libraries' annual survey is sent to a cross-section of people on campus every spring. The 2005 survey will come out next week. To make your voice heard, just fill it out!

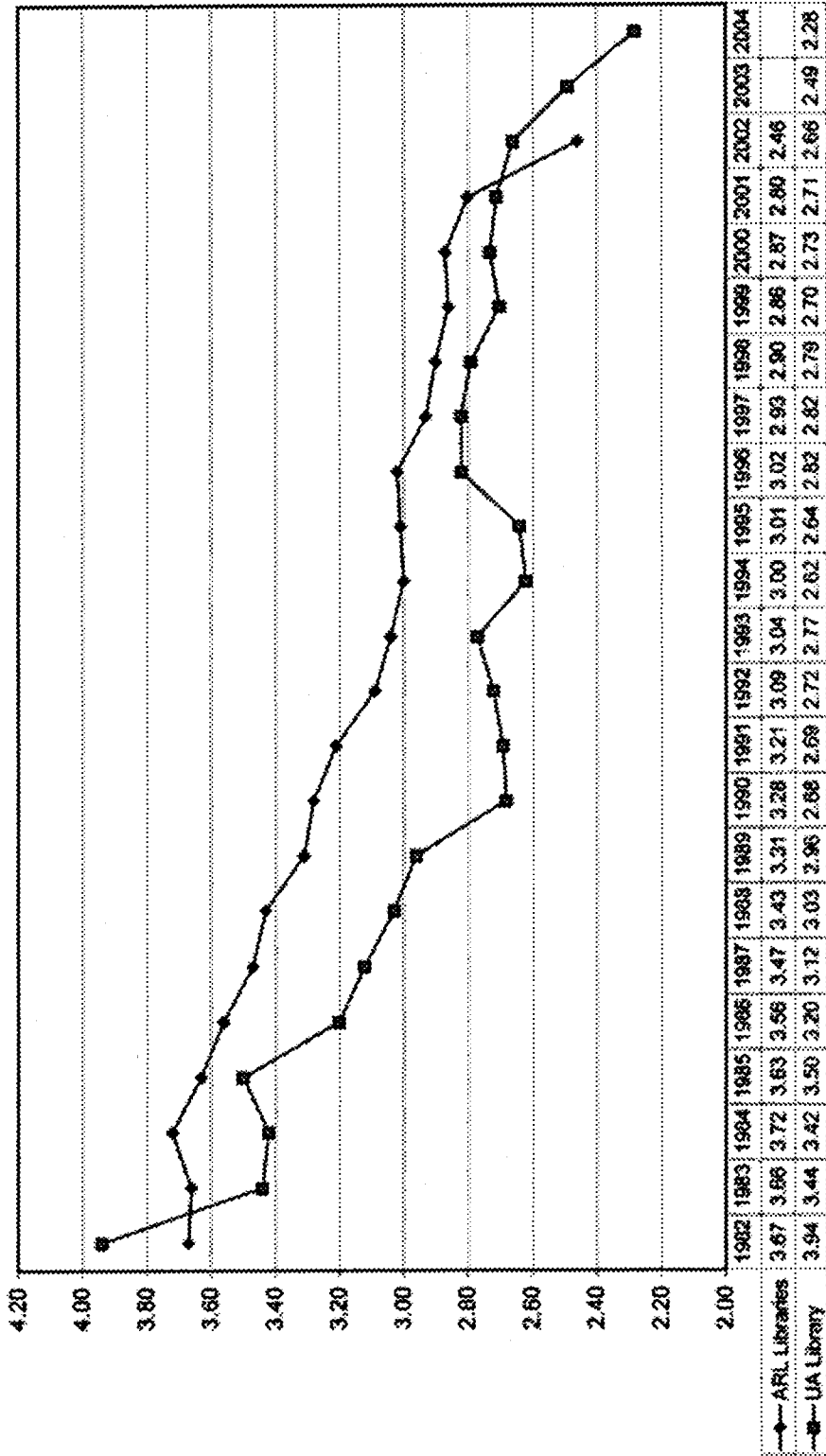


UA Libraries

Where You Come First!

APPENDIX D

Library Expenditures as a Percent of University Expenditures
 University of Arizona Library & 40 ARL Libraries



EXECUTIVE SUMMARY

Agencies of Change: Faculty Leadership in Initiating and Sustaining Diversity at the University of Arizona¹

Jeni Hart (Assistant Professor, Education, University of Missouri),
 Lindy Brigham (Research Assistant Professor, Plant Pathology, UA),
 Mary Good (Graduate Research Assistant, Anthropology and SIROW, UA),
 Barbara Mills (Professor, Anthropology, UA), and
 Janice Monk (Research Social Scientist Emerita,
 SIROW/Women's Studies and Professor of Geography and Regional Development)

Project Goals: To examine the impact of the 2001 Millennium Project Report on the university and how faculty have used it to foster change. Through focus groups and other research methods, the researchers sought to find out how the recommendations were implemented at UA. The project was seen as a preliminary step to a five-year review of the impact of the Millennium Project Report next year. The project was initiated by faculty leaders in three campus groups: The Millennium Report Oversight Committee (MROC), the Association of Women Faculty (AWF), and the Southwest Institute for Research on Women (SIROW).

Funding: The Agencies of Change report was completed under a grant from the Institute for Women's Leadership at Rutgers University, as part of its project, "Re-affirming Action: Designs for Diversity in Higher Education," funded by the Ford Foundation. The University of Arizona was one of five universities selected for the project. Matching funds were provided by Provost George Davis.

Background: In the late 1990s, a study of the science faculty at MIT found disparities that favored male academics in salary, office and laboratory space, awards, resources, committee assignments, named chairs, teaching obligations, and institutional responses to outside job offers to retain faculty. At the UA, a comprehensive study that became known as The Millennium Project took up similar concerns, including women and members of other underrepresented groups. The Project was initiated by faculty leaders representing a collaboration between the Association for Women Faculty (AWF) and the Commission on the Status of Women (CSW). President Peter Likins provided funding for the Project, which resulted in *The Millennium Project Report, Phase I: Faculty*².

The goals of the Millennium Project were to measure the campus climate for faculty women and faculty of color. The findings identified multiple aspects of the campus climate that must change in order to enhance academic excellence. Moreover, the *Report* suggested that unless climate issues were addressed, the university's goal of achieving an academic environment that will allow all faculty, staff, and students to be productive and unimpeded by considerations of gender, race/ethnicity, disability, or sexual orientation could not be realized.

¹ The full report is available at: <http://sirow.web.arizona.edu/publications/agenciesofchange.pdf>

² Cress, C. (2001). *The Millennium Project: Report in detail*. Tucson, AZ: University of Arizona, Office of the President. Cress, C., Dinnerstein, M., Miller, N. J., Hart, J. (2001). *The Millennium Project: Summary Report*. Tucson, AZ: University of Arizona, Office of the President. Available online at: <http://www.u.arizona.edu/~millen/phase1/index.htm> (also includes a parallel report for UA staff).

One of the first recommendations carried out by President Likins was the establishment of a university-wide Millennium Report Oversight Committee (MROC) in 2002 to provide broad oversight over the goals outlined in the *Millennium Report*. Currently, the university level MROC has 24 regular and 5 *ex officio* members, led by a chair and two co-chairs. Members in MROC are divided into three task forces, which parallel the areas of emphasis in the *Millennium Report* itself: (a) Diverse, which focuses on issues of diversity in recruitment and retention; (b) Fair, which focuses on fair and equitable hiring, compensation, and workloads; and (c) Hospitable, which addresses issues of campus climate. Each of these MROC task forces is co-chaired by two or more faculty. The task force chairs and the overall MROC chair and co-chairs form the MROC Executive Committee.

Objectives of the Study: The Agencies of Change Project that we report upon here is an exploratory case study that specifically looked at:

- (1) How *faculty* leadership at the UA engage with the difficult tasks of implementing, fostering, and sustaining diversity initiatives; and
- (2) What some of the important changes have been for women and faculty of color since the Millennium Project Report was published in 2001.

Methods: The report used both qualitative and quantitative data, following many of the same interview protocols as used in the original Millennium Project Report. Qualitative data included group and individual interviews with members of the AWF, CSW, MROC, and the Diversity Coalition. Faculty in several colleges, including Education, Social and Behavioral Sciences, Science, and Agriculture were also interviewed. Annual reports submitted by each college were analyzed, as were reports by college-level MROCs. The qualitative/interview data are from a relatively small sample of faculty, and in some cases are self-selected by their choice to attend the focus groups/interviews. Quantitative data, provided by the Office of Institutional Research and Evaluation, focused on faculty statistics for the number and percent of women and minority faculty across the university and by college, women and minority faculty new hires, women and minority retention, and salary data by rank and gender (the latter three university wide only and not disaggregated by college). Data were collected for the last 10 years and the effects of the 2001 Millennium Project assessed.

Results:

1. How have *faculty* leadership at the UA engaged with the difficult tasks of implementing, fostering, and sustaining diversity initiatives?

- Organizations that grew out of the *Millennium Project Report* – like the Millennium Report Oversight Committee (MROC), a reconfigured Diversity Coalition, and college-level MROCs – represent structural change at the university and multiple opportunities for faculty to engage in improving the climate for underrepresented groups.
- Most of the faculty who were involved in the change initiatives were faculty with tenure and most were women – a finding that supports other research in which women and faculty of color are often drawn to academic "institutional housekeeping," which far too often has been undervalued by the academy. Thirty percent of those who participated in change initiative focus groups for this study identified themselves as people of color on a campus where less than 20% of faculty members identify as people of color.

- Faculty thought that some of the most effective ways of implementing, fostering, and sustaining change was through building committee membership to include faculty (including department heads), staff, and administrators. We found that this applied to at least one of the college-level MROCs (SBS), the university-level MROC, and the Diversity Coalition.
- The support of the central administration, especially the President and the Provost has also been a key factor in the initial Millennium Project Report and subsequent efforts.

2. What are some of the important changes for women and faculty of color since the Millennium Project Report was issued four years ago?

- At the university level, MROC has engaged in a number of activities to promote the action items outlined in the *Millennium Project Report*. These include co-sponsorship of widely attended UA workshops on cluster hiring and subtle discrimination, as well as helping to keep faculty diversity, climate, and equity issues in the forefront at a variety campus meetings.
- College-level MROCs have been formed and are beginning to make important changes, such as those in the Colleges of Social and Behavioral Sciences, Science, and Agriculture and Life Sciences. These new organizations are able to effect change directly at a local level compared to university-wide organizations and tailor their work to college needs. For example, the College of Science has initiated a series of studies within five of its departments that aim to collect data to improve the recruitment and retention of women and minorities. The College of Agriculture and Life Sciences has developed an annualized salary equity procedure and the College of Social and Behavioral Sciences established a consistent performance review process. But not all colleges are equally engaged with MROC objectives and as of spring 2005, a few colleges still did not have their own MROCs. Thus, the implementation of recommendations from the *Millennium Project Report* is highly variable across campus.
- Many of the faculty in the focus groups who were interviewed felt that very little had changed in the overall climate towards women and faculty of color since the *Millennium Project Report*. This ambivalence and uneven sense of success was a consistent feature among the faculty leaders of AWF, MROC, and the Diversity Coalition. Yet, despite this degree of self-criticism and challenge, a modicum of influence and an unmitigated commitment toward diversity for those involved was noted.
- We also looked at quantitative measures of change in the faculty. During AY 2004-05 28% of the tenure-track faculty were women and 15% were minority. There has been a consistent trend toward improvement in women and minority, but the rate of increase is relatively low. Between AY 2001-2002 and 2004-2005, total minority tenure-track faculty increased by 7.4% while female faculty increased 4.4 percent (Figures 1a-c). Total tenure-track faculty remained the same over this period (1564 in 2001-2002 and 1565 in 2004-2005).
- Despite overall gains, there are important differences among the colleges in the percentages of female and minority faculty and in their rates of improvement (Figures 2a-b; Appendix). Two colleges still have fewer than 10% female faculty: Engineering and Optical Sciences; while Agriculture, Architecture, Business, Medicine, Pharmacy, and Science are between 10 and 22%. Minority faculty percentages are also variable across colleges, ranging from 0 (Public Health) to 25% (Law) AY2004-05. Education shows the greatest improvement since the *Report* was issued (from 9 to 17%). The data suggest that gains in women and minority faculty are being driven by improvements in a few colleges (and not always for both subgroups in the same college).

- Between AY 2001-2002 and 2004-2005, tenure-track new hires increased from 9.1% to 17.3% for minority faculty and from 34.8% to 46.2% for women faculty (Figures 3a and 3b). The overall pattern suggests more fluctuation, however, and the absence of an identifiable long-term trend.
- Between AY 2001-2002 and 2004-2005, differences in salary for men and women full time faculty improved with women's salaries increasing from 83.7% of men's salaries to 86%. But the improvement in women's salaries relative to men's was only at the associate professor and lecturer levels, there was a decline at the professor and assistant professor levels. These aggregate data are highly problematic and salary studies at the college levels that take into account performance, years in service, and other important variables need to be conducted on an annual basis.
- Retention rates have shown great improvement over the past several years (Figure 4). The retention of tenure and tenure-track faculty has increased across the university. In addition, subgroups generally track each other – so that women and minority faculty are now being retained at rates that are similar to the rest of the faculty.
- Most data are collected for tenure-track faculty only, but continuing status faculty need to be equally addressed in all data collection and reports, particularly given the larger number of women in these positions at UA and nation-wide.

Conclusions:

- According to the Agencies of Change report, "The stories told in this study were often discouraging. There was an overall impression among the faculty that while there were moments where aspects of campus climate had the potential to improve and sustain themselves, there were as many moments (if not more) where efforts were stagnated and even regressed. The underlying lesson learned was that change is slow."
- New organizations have emerged with the Millennium Project, including the university-wide and college-specific MROCs. A significant finding of the report is that some college committees are coming up with creative plans for improving diversity, but activity in other colleges is at a relatively low level.
- Diversity is an important issue on campus under the leadership of President Likins and the visibility of diversity efforts has been enhanced by the Millennium Project.

Postscript:

- The university MROC continues to monitor action items in the *Millennium Project Report*. To enhance this activity, a new group has been formed, PAMROC (Provost's Action on MROC), to help MROC work with the Provost's Office on developing data bases on faculty recruitment, retention, and promotion.
- AWF, CSW, and MROC, share information through the Diversity Coalition. The Diversity Coalition serves as a clearinghouse for information about all campus diversity efforts (students, staff, and faculty). The Diversity Coalition recently released a Diversity Action Plan Progress Report that includes a list of priorities to enhance diversity in faculty recruitment and retention at the UA.

Figure 1a. *Male/Female Tenure-track Faculty, AY 1994-95 to 2004-05*

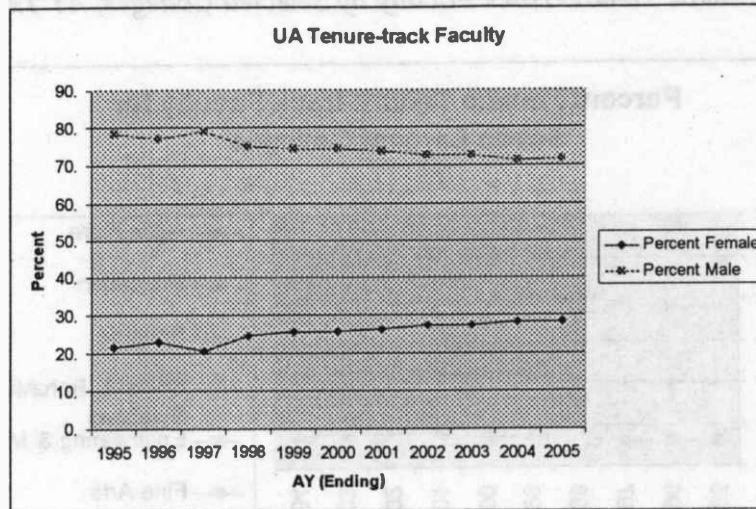


Figure 1b. *Minority/Non-minority Tenure-track Faculty, AY 1994-95 to 2004-05*

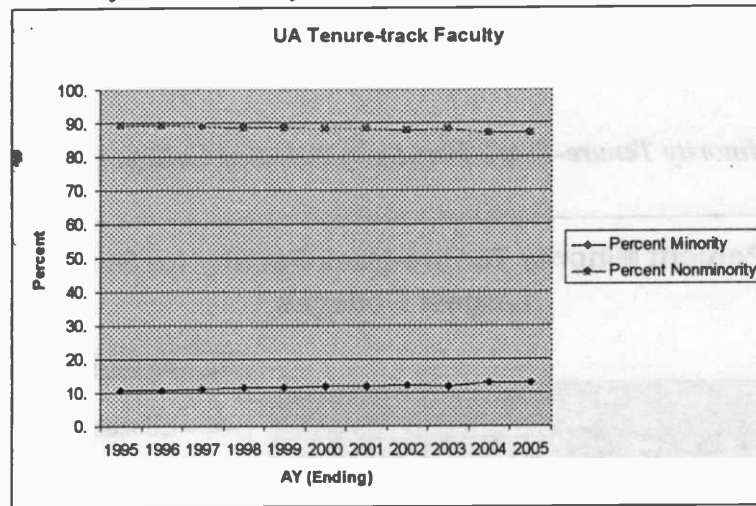


Figure 1c. *Tenure-track Faculty by Gender and Minority, AY 1994-95 to 2004-05*

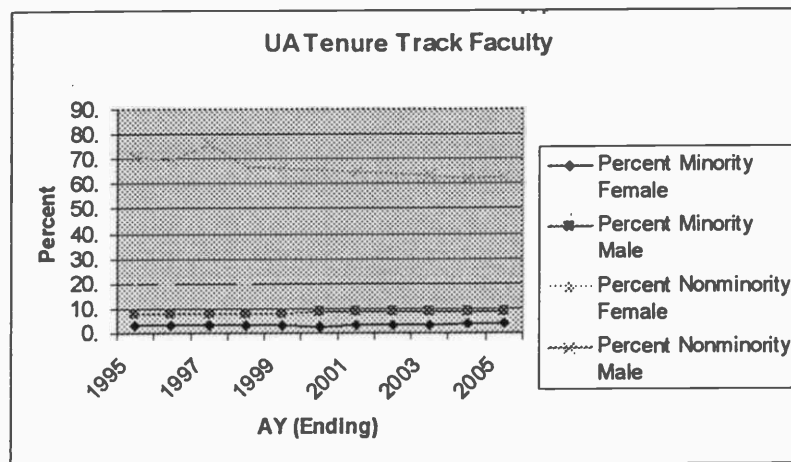


Figure 2a. *Percent Female Tenure-Track Faculty by Selected Colleges, AY 1994-95 to 2004-05*

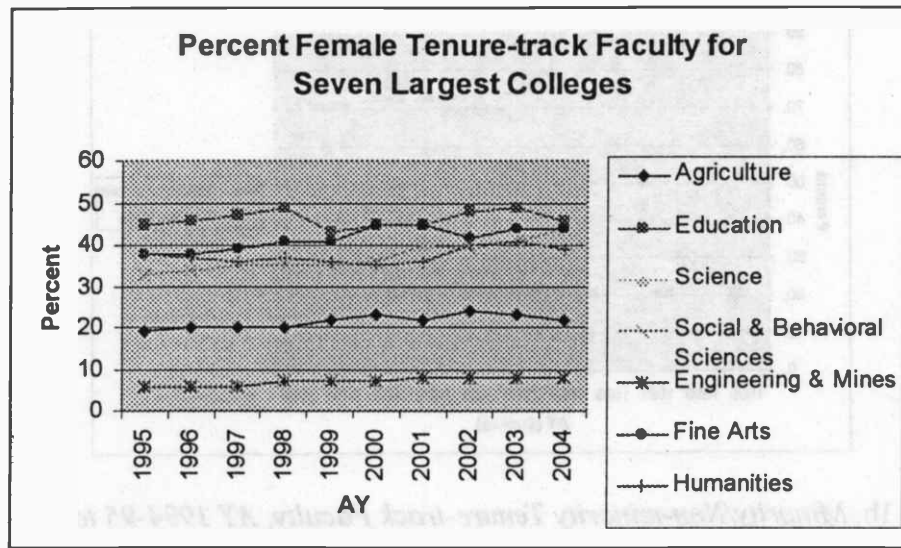


Figure 2b. *Percent Minority Tenure-Track Faculty by Selected Colleges, AY 1994-95 to 2004-05*

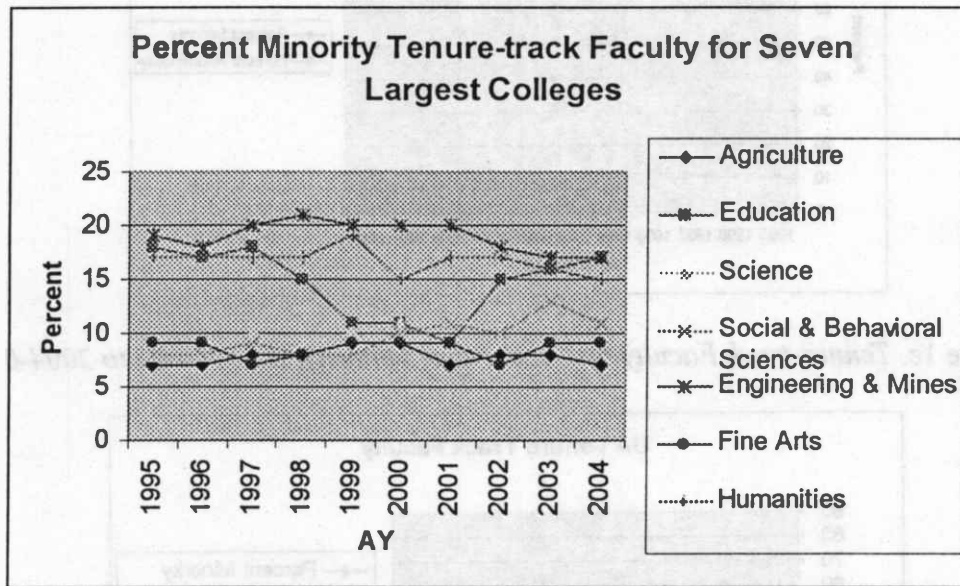


Figure 3a. *Tenure-track Faculty New Hires by Gender, AY 1994-95 to 2004-05*

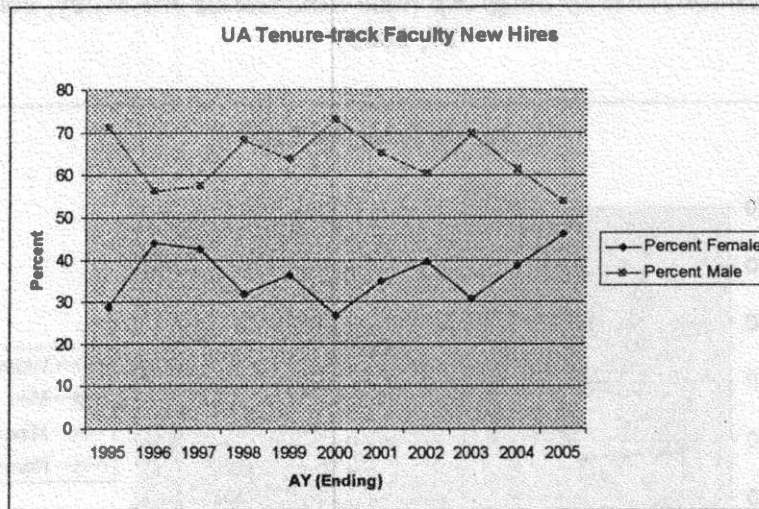


Figure 3b. *Tenure-track Faculty New Hires by Minority Status, AY 1994-95 to 2004-05*

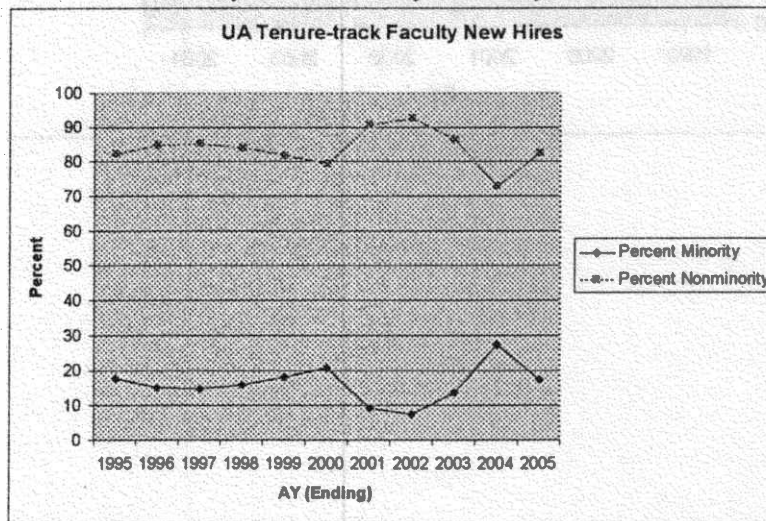


Figure 3c. *Tenure-track Faculty New Hires by Gender and Minority Status, AY 1994-95 to 2004-05*

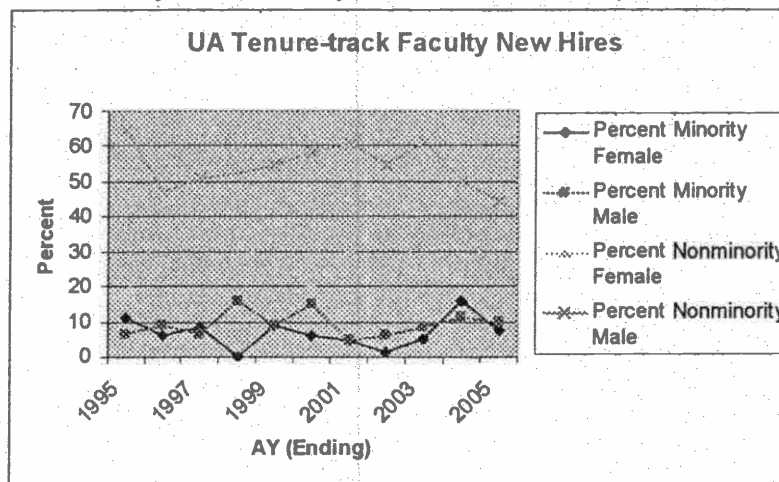
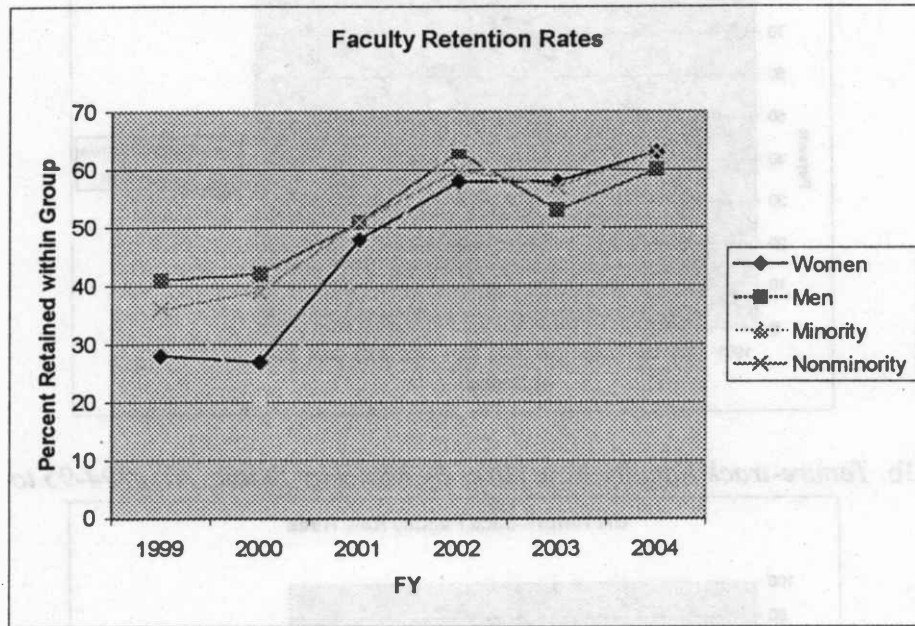


Figure 4. *Faculty Retention Rates by Subgroup* (data from Garcia and Miley, 2005 and OIRE, May 27, 2005)



Appendix: Minority and Women Tenure-track Faculty by College, AY 1995-96 to 2004-05

Percent of Female Tenure-track Faculty by College, AY 1995-96 to 2004-2005

College	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Agriculture	19	20	20	20	22	23	22	24	23	22
Architecture	7	20	30	27	32	40	38	33	10	22
Business & PA	17	19	21	23	25	23	27	22	17	22
Education	45	46	47	49	43	45	45	48	49	46
Engineering	6	6	6	7	7	7	8	8	8	8
Fine Arts	38	38	39	41	41	45	45	42	44	44
Humanities	38	37	36	37	36	35	36	40	41	39
Law	22	22	29	36	29	33	31	31	31	29
Medicine	17	16	17	18	18	18	18	20	22	22
Nursing	100	100	100	100	100	100	100	100	100	100
Pharmacy	20	23	24	28	21	17	21	16	19	19
Public Health	n/a	n/a	n/a	n/a	n/a	33	40	14	29	38
Science	13	14	14	15	17	16	15	16	16	16
Social & Behavioral Sciences	33	34	35	35	35	36	40	39	41	44
Non-College Departments	16	27	26	24	24	25	45	45	25	28
Optical Sciences	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9
UA South	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45	47	53
University Total	23	24	25	26	26	26	27	28	28	28

Percent of Minority Tenure-track Faculty by College, AY 1995-96 to 2004-2005

College	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Agriculture	7	7	8	8	9	9	7	8	8	7
Architecture	0	7	9	9	11	10	8	13	14	11
Business & PA	20	14	16	13	15	15	16	14	15	18
Education	18	17	18	15	11	11	9	15	16	17
Engineering	19	18	20	21	20	20	20	18	17	17
Fine Arts	9	9	7	8	9	9	9	7	9	9
Humanities	17	17	17	17	19	15	17	17	16	15
Law	11	9	8	16	17	21	21	21	24	25
Medicine	11	12	12	12	12	13	12	13	15	17
Nursing	0	0	0	0	0	0	4	4	8	9
Pharmacy	3	3	3	3	0	0	4	6	13	13
Public Health	n/a	n/a	n/a	n/a	n/a	11	10	0	0	0
Science	8	8	10	9	10	11	11	11	11	12
Social & Behavioral Sciences	8	8	9	8	8	10	11	10	13	11
Non-College Departments	13	16	12	13	12	13	13	12	15	21
Optical Sciences	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3
UA South	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	7	6
University Total	11	11	12	11	12	12	12	12	13	15

Figure 1a. *Male/Female Temure-track Faculty, AY 1994-95 to 2004-05*

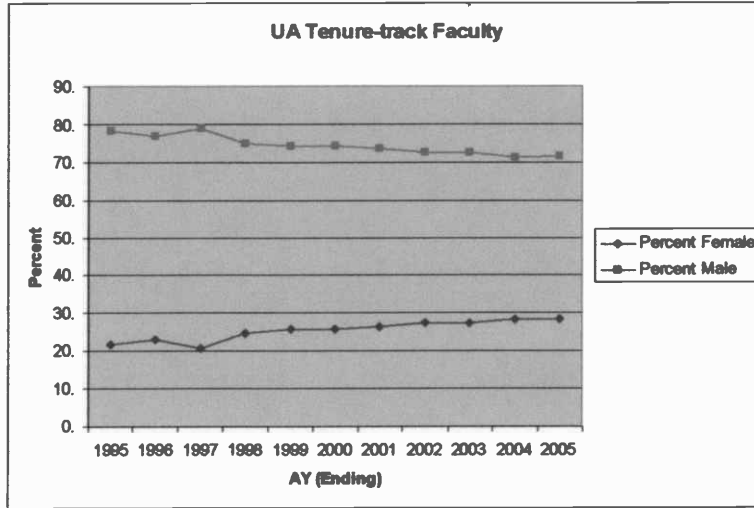


Figure 1b. *Minority/Non-minority Temure-track Faculty, AY 1994-95 to 2004-05*

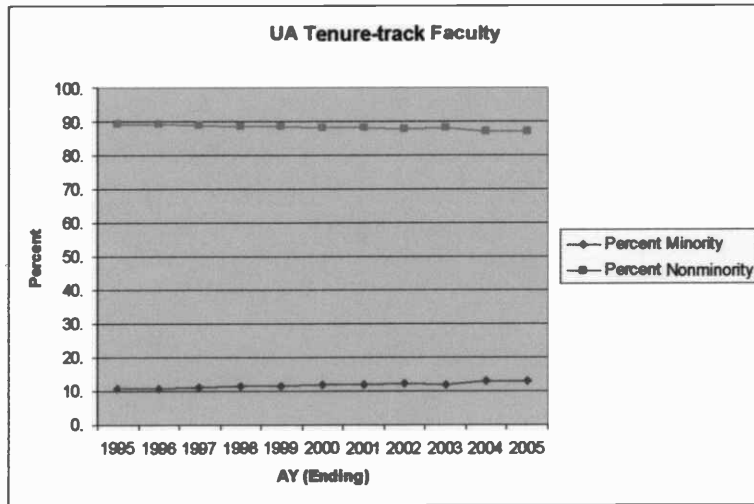


Figure 1c. *Temure-track Faculty by Gender and Minority, AY 1994-95 to 2004-05*

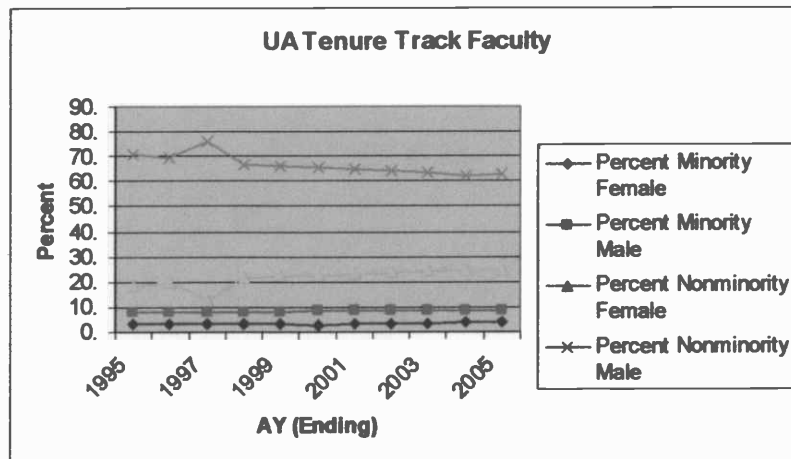


Figure 2a. *Percent Female Tenure-Track Faculty by Selected Colleges, AY 1994-95 to 2004-05*

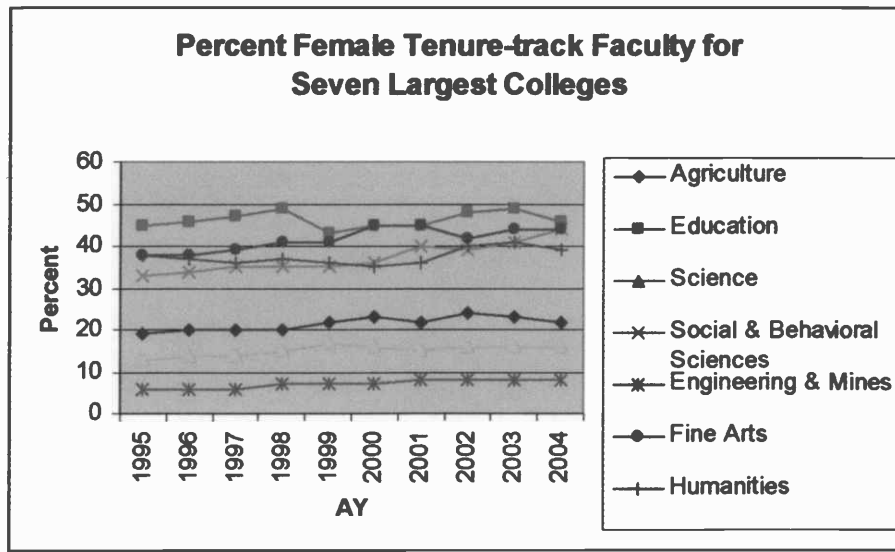


Figure 2b. *Percent Minority Tenure-Track Faculty by Selected Colleges, AY 1994-95 to 2004-05*

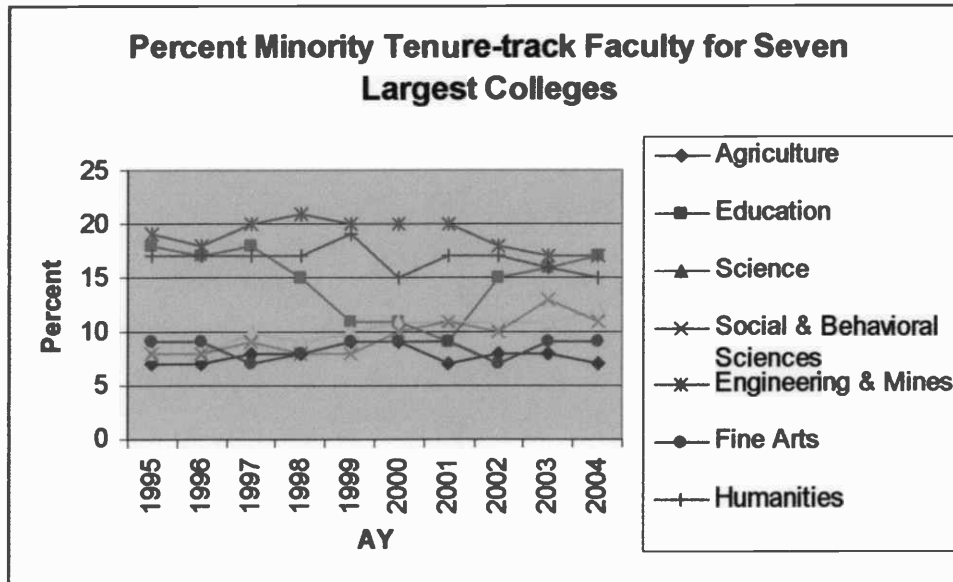


Figure 3a. *Temure-track Faculty New Hires by Gender, AY 1994-95 to 2004-05*

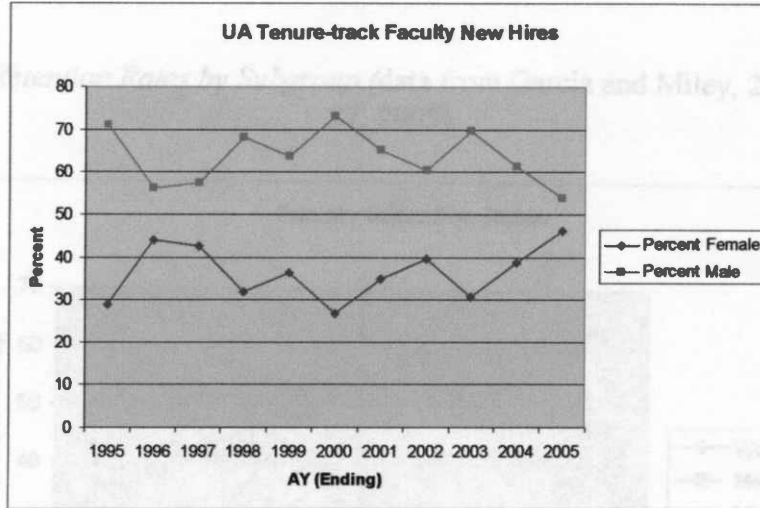


Figure 3b. *Temure-track Faculty New Hires by Minority Status, AY 1994-95 to 2004-05*

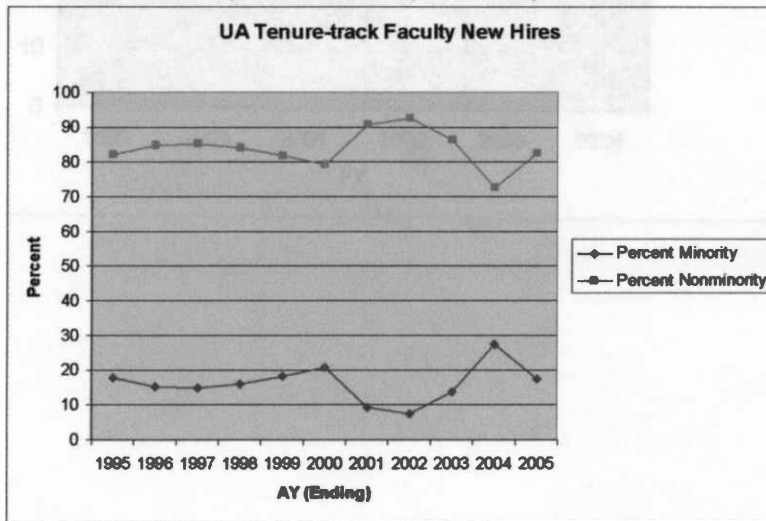


Figure 3c. *Temure-track Faculty New Hires by Gender and Minority Status, AY 1994-95 to 2004-05*

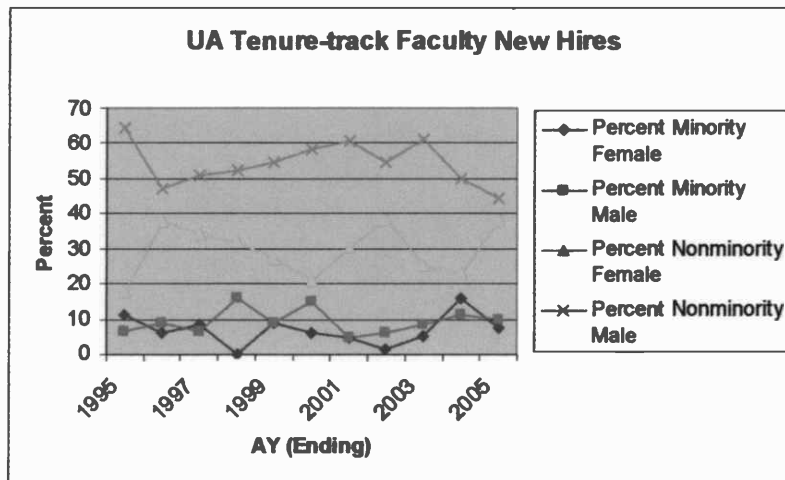


Figure 4. *Faculty Retention Rates by Subgroup* (data from Garcia and Miley, 2005 and OIRE, May 27, 2005)

