

Instruction and Curriculum Policy Committee

CONSENT AGENDA ITEM

Item 1

Approval of the Graduate Certificate in Hydraulics and Water Resources Engineering

Projected effective date: Summer 2008

Description: The Department of Civil Engineering and Engineering Mechanics, in cooperation with the Departments of Hydrology and Water Resources and Agricultural and Biosystems Engineering, is proposing a Graduate Certificate in Hydraulics and Water Resources Engineering. The certificate will require 12 units of coursework and students who complete the program will have a working knowledge of detailed hydraulic and hydrologic design, planning and operation of water resources systems, and will be prepared to apply these concepts and practices.

Justification: The certificate will fill a demand for advanced knowledge that is critical to engineering practice, will provide the community with education credit hours needed for maintaining professional certification as well as serving as an intermediate step for current University of Arizona Graduate students.

Approvals:

Undergraduate Council:	NA
Graduate Council:	11/26/07
CAAC:	3/4/08
Team Provost Review:	3/4/08
ICPC:	3/5/08 5-0-0 with 4 absent

Instruction and Curriculum Policy Committee

NON-CONSENT AGENDA ITEM

Item 1

Approval of the proposal to clarify the undergraduate Leave of Absence Policy (LOA)

Effective semester:

Fall 2008: The policy would take effect for all incoming freshmen and transfer students.

Proposed amendment to the Leave of Absence Policy: *(addition in bold print)*

(see 2007Catalog, <http://catalog.arizona.edu/2007-08/policies/leavingu.htm#LeaveofAbsence>)

The Undergraduate Student Leave of Absence assists and encourages students to return and graduate after a one or two semester absence from campus. Students with this status need not apply for or pay readmission fees, and may register for classes during their priority registration period. Leave of Absence applications are available through Registration and Transcripts website (<http://www.registrar.arizona.edu/RegistrarForms.asp>). For assistance with the form, contact your college dean's office. See contact information below. . . .

The deadline for a completed Leave of Absence application to be received (not mailed) in the Administration Building, Room 210, from the college dean's office, is by 4:00 p.m. on the last regular business day before school starts. Final decisions regarding approval or disapproval of Leave of Absence requests will not be available until the posting of grades for the semester immediately preceding the term for which the leave is requested. Students should note that the timing of the final decision depends on the timing of the application. Therefore, students may not receive a decision on the request for Leave of Absence before the first day of class if their application is received just before the opening of classes. Incomplete applications will be sent back to the colleges. If the deadline is missed by this action, the student will not be eligible for the leave.

To qualify, students must satisfy the following criteria:

- a. be registered during the semester immediately prior to the beginning of the leave;*
- b. have a cumulative GPA of at least 2.0 -- both at the time of application for leave and following the posting of grades for the semester immediately preceding the term of the requested leave of absence;*
- c. have their University accounts paid in full, both at the time of leave application and following the posting of grades for the semester immediately preceding the term of the requested leave of absence; and*
- d. have no pending disciplinary action.*

*After processing the application, the *Office of Registration and Transcripts will e-mail the student confirmation and send the college their copy.*

First semester freshmen and transfer students, due to personal or family emergencies, may need to drop their courses or withdraw from the University during their first semester; those students should consult with a supervisor in the Office of Registration and Transcripts on their leave options.

Students, when they do not return at the end of the approved leave, must apply for readmission and comply with readmission rules.

Justification:

This is not a proposal to change the LOA policy but simply to clarify that an occasional exception might be made. The Office of Registration & Transcripts has considered LOA requests from first-semester freshmen and transfer students on a case-by-case basis when they withdraw early in their first semester. Faculty are supportive of giving LOA benefits to first-semester students who drop their courses due to personal or family emergencies. The LOA is a good retention strategy, as it simplifies a student's return to the UA. By adding a note stating that first-semester students should inquire about an LOA, advisors and other UA personnel will refer students who need to drop their courses to the Office of Registration & Transcripts for assistance. New students who were admissible to the UA and who are in good standing (unless/until they prove otherwise by completing one or more courses) should not be excluded from the LOA, assuming that they meet other criteria.

Management of the Policy:

The Office of Registration and Transcripts oversees implementation of a student's LOA, which is dependent upon approval by the college dean. The following guidelines apply to first-semester students who are granted the LOA:

1. The LOA for a first-semester student should be limited to one semester; any exceptions to this time period will be made by the Senior Associate Registrar.
2. First-semester students who drop all classes during the first 4 weeks of the regular semester take the LOA for the current semester; students who withdraw after the first 4 weeks take the LOA for the following regular semester, if it is needed, since their withdrawal status allows them to pre-register for the next regular semester without a LOA.
3. At the time the LOA is approved, students are informed that, should their student status change during their leave (e.g., they complete courses elsewhere or take CLEP exams), they are responsible for submitting official transcripts to update their UA records.
4. First-semester freshmen who take a LOA will follow the General Catalog in effect upon their return; first-semester transfer students who take a LOA are held to the University's Choice of Catalog policy, <http://catalog.arizona.edu/2007-08/policies/catchoice.htm>.
5. A report of continuing and first-semester students on LOA is available to college advising coordinators each semester; college advisors are strongly encouraged to contact all first semester LOA students prior to their return, inviting them to see their academic advisor prior to registering for classes.

Approvals:

Undergraduate Council:	1/28/08
Graduate Council:	N/A
Administrative Review:	3/4/08
Academic Deans:	3/4/08
ICPC:	3/5/08 5-0-0 with 4 absent

GUIDELINES FOR REORGANIZATION PROPOSALS AT THE UNIVERSITY OF ARIZONA

Approved by Faculty Senate September 9, 2002

REVISED 3-27-08

The University of Arizona strives to achieve the highest quality programs in a highly dynamic environment. The institution must be able to move expeditiously to take advantage of new opportunities and maximize efficiency. In this context, it may be useful for academic units within the University to re-examine their organizational structure and consider whether changes may be appropriate.

The following procedure pertains to reorganizations that would include the transfer of members of the general faculty, as defined in the Faculty Constitution, from one academic unit to another. They do *not* pertain to reorganizations that would involve the release of general faculty prior to the end of an appointment period. The procedure for reorganizations that involve the release of general faculty prior to the end of an appointment period is governed by ABOR policy 6-201K, "Release of Faculty for Reorganization Caused by Budgetary Reasons or Programmatic Changes," and ABOR Policy 6-301J, "Release of Professional Employees and Continuing Eligible Professionals."

The following assumptions and clarifications are an integral part of this procedure for construction of reorganization proposals:

- This procedure does not pertain to reorganizations within a department.
- When faculty members are to be transferred from one unit to another, the designation "affected faculty" will include those in the receiving unit(s) and those in the sending unit(s), as well as those to be transferred. The proposal will provide for an optimal degree of mutual agreement among the sending and receiving groups in order to facilitate transfers in an amicable manner. Unilateral decisions to move faculty members from one group to another will be avoided.
- This procedure shall not affect negative decisions made by mandated unit reviews.
- This procedure does not preclude access to any applicable grievance mechanism in ABOR policy, UHAP, or the Faculty Constitution and Bylaws.

A proposal for academic reorganization can originate from diverse levels; however the faculty and academic administrators (such as Deans, Heads and Directors) in the units to be affected must be involved in the development of a proposal. The proposer(s) will submit a proposal to the President with copies to the Provost and Chair of the Faculty. The proposal will include:

1. A background statement establishing the basis for the proposal, including a description of the preliminary discussions and significant consultations held thus far, and an assessment of possible alternatives;
2. The requested action, including:
 - a. a timetable for the action, including an implementation date;
 - b. an assessment of the impact of the proposed change on affected research, instructional and outreach programs;
 - c. a list of the potentially affected faculty members and an assessment of the impact on affected faculty members, staff, and appointed professionals;

- d. a review of the types of course and curriculum changes that might be necessary; and
- e. a preliminary analysis of the costs and of the benefits of the proposed reorganization.

If the President believes the proposed reorganization is of value and the majority (50%+1) of the affected general faculty agree, then implementation can proceed in accordance with University processes and ABOR policies, as appropriate. If a majority of the affected general faculty oppose the proposed reorganization, then the following steps are required:

The President (or his designee) and the Chair of the Faculty will immediately:

- I. Constitute an advisory committee charged to evaluate the proposal with a special emphasis on enhancing the mission-related activities of the affected units. The Chair of the Faculty (or designee) will chair the committee. The committee will be comprised as follows:
 - a. Three faculty members, to include one member elected by the faculty in the sending unit(s), one member elected by the faculty in the receiving unit(s), and one member elected by those whose transfer is proposed. The Chair of the Faculty will conduct nomination meetings with each of the three groupings and will arrange for mail ballots to select the three members.
 - b. Three members of the Faculty Senate appointed by agreement of the Provost and Faculty Senate Executive Committee.
 - c. One faculty member of the Strategic Planning and Budget Advisory Committee (SPBAC), selected by members of SPBAC.
 - d. The President of ASUA or a designee selected by ASUA.
 - e. The President of GPSC or a designee selected by GPSC.
 - f. The President of the Staff Advisory Council or a designee selected by SAC.
 - g. The President of APAC or a designee selected by APAC.
- II. Forty-five (45) days will be allocated to completing this review. The report of this advisory committee will be widely distributed to the University community and presented to the Faculty Senate for comment within thirty (30) days of receipt of the report. The report may support, oppose, or suggest modification of the proposal.
- III. Following appropriate consultation the President (or his designee) will reach a decision on the proposal and if appropriate forward to ABOR's appropriate committee for recommendation and ABOR action.

These modifications in the reorganizational procedures should allow decisions to be reached in seventy-five (75) days within the Academic Year, thus allowing the University to respond to opportunities and challenges in a reasonable period.

Reorg/2008/draft revision 3-25-08 Guidelines for reorg proposals

In 1983 the Senate adopted a set of procedures for considering and implementing such reorganizations; the procedures were revised by the Senate in April 1992, March 1993, May 1993, and September 2002. This revision is intended to streamline those procedures.

DRAFT Protocol for Transferring General Faculty Members Between Academic Units

1. General faculty members submit to head/director prioritized list of potential/desired receiving unit(s) along with a current CV.
2. Head/director submits all lists and CVs directly to Dean/VP to which the unit reports within two weeks of receipt.
3. Dean/VP contacts the deans to which units on the lists report in order to initiate the conversation about potential transfer of faculty. The first contact should occur within two weeks of receipt of the request. The Dean/VP maintains detailed records of units contacted on behalf of particular faculty and of the initial response as well as subsequent responses. It is expected that the potential receiving Dean/VP will contact potential receiving unit heads/directors and engage in a conversation about the possibility of moving forward with interviews.
4. Interested receiving unit heads/directors will contact the faculty member to set up a formal interview process within a month of receiving the request. The process will include some form of research and teaching presentations and interaction with the faculty and staff (and possibly students) in the potential receiving unit. The receiving unit head/director should maintain contact with appropriate Dean/VP.
5. Potential receiving unit head/director will inform the appropriate deans/VPs of the outcome of the interview process. The head/director of the unit of origin will also be informed at this time.
6. The Dean/VP to which the faculty member reports will inform the faculty member of the outcome of the interview process within two weeks of the interview. The potential receiving unit head/director should also contact the interviewee at this time.
7. If appropriate, negotiations concerning the actual transfer of the faculty member will begin. All appropriate deans/VPs should be kept informed of the negotiation process and will approve the transfer. The Provost retains the authority for final approval of the transfer.
8. If the transfer is desired solely by the faculty member and a placement of the candidate's choice cannot be found through this process, the Provost retains the authority to decline making a transfer.
9. If the transfer is necessitated by a program elimination and a placement of the candidate's choice cannot be found through this process, the Provost retains the authority to transfer the tenured faculty member to another unit with the approval of the receiving unit and receiving dean.

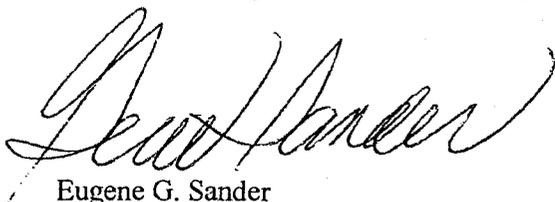
***Provided by Beth Mitchneck
March 5, 2008***

MEMORANDUM

DATE: February 21, 2008
TO: College Deans
SUBJECT: Instructional Accountability

Thank you for fulfilling step one in the instructional accountability process by establishing the teaching load of a faculty member whose workload assignment is 100% instruction. I now ask that you move forward with next steps. First, if you have not already done so, please require each department to determine the types and amounts of teaching that are equivalent for fulfilling teaching assignments at various workloads. You may provide college-wide guidelines. It is strongly recommended that working with department heads, the faculty of each department determine a department-level policy. Second, require each department head to establish and document the normal teaching load of each faculty member as part of the annual performance evaluation. Third, work with each department head to establish the total teaching responsibility of that department. Fourth, work with the Vice President for Instruction to establish the total teaching responsibility of your college.

These next steps of the teaching accountability process are important to the overall teaching performance of the university. May we have your college and departmental responses no later than April 15, 2008?



Eugene G. Sander
Executive Vice President and Provost

College Instructional Workload

College	Description at 100%	Additional Notes
CALA		60-70% teaching load per semester = 1 studio (approx 12 students); 1 lecture; thesis+capstone. Required of all FT, T-TE faculty
CALS	100% teaching = 6-8 courses per year	
COPH	100% = 5 courses per year	
EDUC	100% = 12 credits per semester	typical distribution of T-TE: 40%-40-20, where 40% = 4 courses/year
ELLER	100% = 8 courses per year	typical distribution of T-TE: 40%-40-20, where 40% = 3 courses/year; FT lecturers = 80-20; where 80%=6 courses/yr
ENGR	100% = 8 courses per year	typical distribution for T-TE: 6 courses/year; vigorous research program 4 courses/year
F A		variable by discipline = for FT, T-TE faculty, approx 4 to 5 courses per year or 15-18 studio units/distribution of T-TE varies widely from 20% teaching to 40%
GRAD	100% teaching = 5 courses per semester	
HONORS		administrators teach one course per year
HUMS		typical distribution of T-TE: 40%-40-20, where 40% = 4 courses/year
LAW		Load for regular T-TE faculty varies between 9-12 units per year, w/ avg load as 10-11 units. Nationally, average load is 9-10 units/full-time faculty
MED		Highly variable because of med school curriculum. Teaching metrics equivalents to main campus reference points: Basic science faculty members average a teaching load approximately equivalent to 1.5 one-semester 3-unit courses each year. Clinical faculty one-semester 3-unit course
NURS		Variable according to # of credits, delivery format and class size. Typical distribution of research-active T-TE faculty: teaching = 40-45%
OP S		Typical T-TE load = 3 courses across 4 semesters calculated on the basis of clock hrs
PHAR		
SBS		Typical load for regular T-TE faculty= 4 courses per year, where typical distribution of T-TE: 40%-40-20, where 40% = 4 courses/year
SCI	For Research Inactive/Full-time Lecturers: variable by discipline but approximately 2-3 courses per semester	
UA S	100% = 5 courses per semester	

ASUA Faculty Mentorship Program

OBJECTIVE

The Faculty Mentorship Program is a program that consists of current, emeritus, and retired professors. Faculty will aid as an extra resource to current advisors as well as demonstrate to students the real world implications of choosing a particular class or major. The faculty will graciously volunteer their time to aid students in mentoring, real world experience, and the knowledge of years of experience in that field.

SCOPE OF SERVICES

1. Procedures
 - a. Assist as an additional resource to current advisors.
 - b. Employ knowledge base and real world implications to students who are interested or currently choosing classes and/or major
 - c. One-on-one mentoring for students
2. Requirements For Participation
 - a. Current, emeritus, or retired University Faculty.
 - b. Any time donation

RECRUITMENT PLAN

- a. Generate possible faculty list
 1. Current/Emeritus/Retired
 2. Possible Kick-Off Event
 - a. Grand Ballroom
 - b. Special Event Speaker
 - c. Professional Advisors and Mentors

COMMITTEE OF ELEVEN REPORT ON ISSUES OF FACULTY CONCERN
AT THE COLLEGE OF MEDICINE

Introduction

During the spring and summer of 2007 the Faculty Officers and other members of faculty governance were made aware of faculty concerns regarding the College of Medicine. In response to these concerns, in September of 2007 the Committee of Eleven voted to initiate a fact-finding study to ascertain and understand these concerns and the depth of the issues. Committee members from the College of Medicine were recused from participation in the study. In order to be totally transparent, the Committee of Eleven wrote to all department heads at the College of Medicine, indicating the rationale for the study, the focus of the study, and the Committee's authority under the faculty constitution. Meetings were requested with departments, groups or individuals to obtain a diversity of view points. The Committee of Eleven did not approach any individuals directly and thus only met with those groups or individuals that requested a meeting. It has been reported to us that "Inquiries sent to Department Heads last Fall seeking comment did not reach many of the faculty." This is unfortunate, and may reflect a communication issue within the College of Medicine. The letter to department heads read:

"The success of the College of Medicine is critical to the future of the University of Arizona and a key component in the President's goal of achieving top ten public University status in research and creative endeavor. In this context, a number of College of Medicine faculty have approached the Committee of Eleven and faculty governance officers expressing several concerns. Consistent with its mandate to "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 the University," the Committee of Eleven has initiated a fact-finding study. Based on issues brought to our attention, four areas are of interest: faculty governance, academic freedom, progress towards research excellence and the impact of the Phoenix campus. Two Representatives of the Committee of Eleven would like to meet with you and/or your faculty (individually or in groups) to develop an understanding of the four issues noted above. Please share this email with your faculty and contact me to make arrangements to meet."

As indicated in the letter to the department heads, the Committee of Eleven strongly believes that a hugely successful College of Medicine is critical to the future of the University of Arizona. Indeed, a common theme of all the individuals with whom the Committee communicated was the need for change, and in particular greatly strengthening research and the education of medical students.

During the fall and winter of 2007, members of the Committee of Eleven attended 17 meetings with individuals and/or groups of faculty, and/or department administrators who had requested meetings and received correspondence from additional faculty (four letters, with 2, 22, 31, and 3 signatures, respectively). In aggregate, the Committee received input from over 130 faculty, including 10 department heads, 4 former department heads, and section heads. The majority of individuals participating were from basic science departments, but a significant



number of faculty from clinical departments also participated. It is important to note that almost all the faculty with whom the Committee communicated were senior faculty with outstanding credentials and many with a long history with the University.

As indicated in the letter to the department heads the Committee focused on four areas of interest: the impact of the College of Medicine in Phoenix, faculty governance in the College, academic freedom, and research excellence. One of these topics, the impact of the College of Medicine in Phoenix, was not found to be of great concern to those faculty with whom we met and is addressed here only briefly. Moreover, for purposes of discussion the faculty governance and academic freedom issues will be combined because the boundaries between these two areas are not sharp. It became clear very quickly that the College of Medicine – University Physicians Healthcare – University Medical Center (COM-UPH-UMC) relationship is a major issue of concern with a highly negative impact on workload, teaching, research and faculty morale.

The following analysis summarizes the general sense of the concerns expressed by a large number of faculty. In addition, the Dean was encouraged to provide materials relevant to the concerns, and provided a number of useful documents. Multiple views were presented, different individuals/groups had different areas of concern, and some faculty felt that the College was moving forward positively and expressed no concerns. For example, a letter of support of Dean Joiner's efforts received on January 16, 2008 signed by 22 individuals from two clinical and three basic science departments, including research track, junior and senior tenure track/tenured faculty, theme directors, a clinical section chief, and department heads. The letter states "We fully support Dean Joiner and feel that he has been an outstanding and transformative Dean of the College of Medicine." They conclude that, "Dean Joiner has made the necessary and often difficult changes that are moving the University of Arizona toward becoming a top-tier biomedical research institution...and [we] support moving forward with his vision."

COM-UPH-UMC. Although the details of the relationships between the College of Medicine, UPH and UMC are beyond the scope of this study, the ramifications are not. It is a widely-held belief among clinical faculty that the current structure makes it essentially impossible for them to engage effectively in academic medicine. To paraphrase one group of faculty – after investing 10 hours a day in clinical duties, they did not understand how they could provide high-quality teaching and build a competitive research program. Moreover, some critical issues arise out of the current relationship. For example, if a faculty member is tenured at the University of Arizona, can he/she be terminated if UPH wishes? If so what does tenure at the University of Arizona mean? This issue needs to be addressed and clarified. Similarly, if UPH wishes for a faculty member to practice at Kino instead of the Health Sciences Center, can such a faculty member refuse such a reassignment? More generically, there are apparently a variety of issues related to salary (most faculty are well below the mean of peers), release time for research, and other similar issues. Concerns were also raised about the impact of UPH requirements on recruitment of clinical faculty. It is difficult to imagine that the clinical faculty can substantially increase funded research (supported by NIH or other sources) until the situation is addressed. Because these issues impact the ability of faculty members to carry out their University responsibilities (clinical care, teaching of residents and students, carrying out research), the Committee urges the Administration to focus on these problems and their solutions in a timely manner.

College of Medicine in Phoenix. This is, generally, not of major concern for many of the faculty with whom we met. However, there is a general belief that the Phoenix campus is draining

human and financial resources from Tucson thus negatively affecting the ability of the Tucson campus to acquire resources from the legislature and from Phoenix-based funding sources (Piper, Flinn, donors). The political realities in Arizona suggest that there is truth to these concerns. To the extent possible the Dean and Central Administration should vet these issues on a regular basis with the faculty, and do everything in their power to assure that an appropriate balance is achieved.

Faculty Governance/Academic Freedom. A multiplicity of complex changes have been instituted recently or are in the process of being implemented. At the College of Medicine these changes involve fundamental revision of the medical curriculum, a complex new policy for assigning research space based on grant income, reapportionment of faculty salaries based on a complicated formula that incorporates teaching loads, and grant income, and a re-organization of the CoM research enterprise along focused themes that entail space reassignments. These contemporaneous changes are causing considerable discomfort. It is noteworthy that most faculty do not object in principle to having mechanisms that address space and funding, but there is considerable angst and dissatisfaction related to the details of the models and importantly to the strong perception that these changes have been implemented without substantive vetting and dialogue. A list of concerns provided to the Committee of Eleven includes:

- Faculty hires made with little or no Departmental participation (sometimes even excluding the department head)
- Theme directors appointed without an internal search process
- Space allocation on a “one-size-fits-all approach” with no consideration for discipline-specific factors
- Substantial space, lines, and start-up funds allocated to themes in a way that is believed to jeopardize the needs and plans of departments
- A lack of clarity as to the path for tenure decisions for the faculty assigned to theme space (e.g. could a department promote someone against the wishes of a theme director or vice versa)
- Departments having no direct role in searches for their own heads
- Severe loss of indirect cost return to departments that have faculty in theme space
- No credit for training students from departments where faculty have joint appointments outside of Medicine
- No instructional credit for participating in the Undergraduate Biology Research Program
- Large amounts of research space currently vacant
- The new COM curriculum imposed without thoroughly vetting it with the faculty (in disregard of the clear province of the faculty)
- A salary-funding model that does not value research excellence (a strange approach for a Research I University); it could be argued that grant support is the metric used for excellence, although this would have to be discipline dependent
- Administrative tactics that favor those who support the initiatives and punish those who question them resulting in an overall lowering of morale
- A wide-spread view that there are “consequences” if faculty and/or department heads question policies
- A view by many that the perceived winners regard anyone objecting to any element of the changes as someone opposed to change, or as undeserving (thus, undermining collegiality)
- A very pervasive sense of loss of collegiality, which generates low morale and distrust

Taken in aggregate, the bulleted issues above have resulted in considerable unrest, demoralization and loss of focus on mission among many faculty and department heads. Moreover, the situation is greatly magnified by a widely-held view that faculty input is not valued and that individuals or departments who question or challenge policies are punished. Several senior faculty members said that in their view morale is the lowest that they have seen in the last 30 or so years. What is most distressing is that, at a time when the College and University are under threat of State budget cuts, experiencing low NIH paylines, and the impact of the Phoenix campus on resources, there has been a loss of engagement and buy-in to the vision as well as a dramatic loss of collegiality.

Research. This area is difficult to assess because there are few data to measure quantitatively. It is true that relative to our peers the College has underperformed (especially in federally-funded clinical research), and this may be in large part due to the UPH-UMC issues discussed above. It may be that the theme model, when refined and fully implemented, will provide a means to move up significantly in the research area from our current position. Using the 10 ABOR approved peers with medical schools as comparators, the College of Medicine ranks last in medical school NIH funding for both FY05 and FY06 (FY07 data are not available), and is approximately \$10,000,000 below the lowest ranked peer (University of Utah). It is of concern that between FY05 and 06, College funding decreased 14.3% as compared to an average decrease of 4.8% for our peer group. Clearly, we have an opportunity to move in the rankings, but it will require a major increase in NIH funding.

Conclusions and Recommendations:

- The UMC-UPH issues need to be resolved with academic medicine becoming a major focus.
- A large number of changes have been made with minimal faculty input and buy-in, resulting in considerable unrest and unhappiness. Faculty governance is minimal at best. Effective and appropriate faculty participation in decision making related to policies and curriculum must be implemented.
- The new models have created winners and losers without apparent regard to the quality of the faculty or programs/departments impacted, nor with significant faculty involvement. As a consequence collegiality has seriously suffered, and valuable programs and individuals are in jeopardy. This situation, if not addressed, could destroy the fabric of the college.
- It is critically important that the College of Medicine significantly enhances its research effort and external funding especially in the areas of clinical research and in collaborations between clinical and basic science researchers.
- Overall, climate issues in the COM including collegiality, perceived vindictiveness/fear/intimidation, and a lack of effective mechanisms to engage the faculty in addressing issues, urgently require attention.

UA Committee of Eleven (roster attached)
February 8, 2008

University of Arizona
General Faculty Standing Committee
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Committee of Eleven

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