

**MINUTES
FACULTY SENATE
November 2, 2009**

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1. CALL TO ORDER

Presiding Officer Robert P Mitchell called the meeting to order at 3:08 p.m. in the College of Law, Room 168.

Present: Senators Aleamoni, Carnie, Christenson, Cuello, Cusanovich, A. Davis, O. Davis, Delic, Duran, Effken, Foley, Fregosi, Guertin, Hay, Hildebrand, Holmes, Howell, Johnson, Jones, Kovach, Marmorstein, McKean, Mitchell, Mutchler, Nadel, Nagata, Nolan, Ozkan, Pintonzzi, Plante, Renger, Sarid, Secomb, Shelton, Silverman, S.M. Smith, Spece, St. John, Sterling, Sundareshan, Talenfeld, Willerton, Wilson-Sanders, Witte, Zedeno and Ziccarelli. Dr. John Warnock substituted for Senator Ulreich. Dr. Robert Sankey served as Parliamentarian.

Absent: Senators Antin, Conway, Dahlgran, Gehrels, Goldberg, Higgins, Jull, Mitchneck, Ogden, Reynolds, Rhee, Songer, Strittmatter, Tabor, Ulreich and Vaillancourt.

2. OPEN SESSION

Professor John Warnock from the Department of English in the Colleges of Letters, Arts and Science, referred to an article, "Paying for the Research Juggernaut," which described university research as a money-losing enterprise. He called upon faculty leaders, the Senate, and Central Administration to reallocate tuition funds to articulate an educational vision for the UA and to support its educational land-grant mission.

3. REPORTS

3A. ASUA President Chris Nagata

ASUA President Chris Nagata said Homecoming week is underway with thirty clubs participating in a variety of mall events all week. The Student Regent Selection Committee is conducting interviews to determine the top three applicants to be forwarded to the governor's office. ASUA is working on the textbook cost issue, which he will address more fully during the "New Business" portion of today's Faculty Senate meeting. ASUA leaders and members had an opportunity to share a meal with Regent Calderón last week and also began tuition discussions with President Shelton and Provost Hay. Tonight ASUA is holding a variety show in the Grand Ballroom to benefit the "Make a Wish" Foundation.

3B. GPSC President David Talenfeld

GPSC President David Talenfeld reported that the Graduate Council unanimously endorsed the Student Bill of Rights and Responsibilities, and he asked Senators to endorse this document at its December meeting. Student Showcase is taking place this week during homecoming and State Representative Vic Williams will be in attendance along with the Channel 13 weatherman.

3C. Faculty Officers' Report

Presiding Officer Mitchell asked Senators to be mindful that there will be new business today. He announced that the online general faculty election to approve the multiple revisions to the Faculty Constitution and Bylaws will be conducted online beginning November 3 and ending November 16.

3D. Provost Meredith Hay

Provost Hay described how impressed she is with the students' depth of discussion during last week's tuition retreat and she thanked the student leaders and their teams. Provost Hay informed the Senate that in-depth discussions are beginning in the Budget Redesign Committee, which is the new name for the Tuition Funds Flow task force. Leslie Eldenburg of the Eller College is chairing this group and will present information later in today's meeting. Provost Hay cautioned that this process is not trivial, and may be the most complicated budget redesign in the history of the University; she urged Senators to be patient, listen and learn what Dr. Eldenburg presents today, which will be the first of many such presentations over the coming months. Provost Hay is continuing meetings with the faculty of the colleges. Today she met with the colleges of Medicine and Nursing, taking about how to engage the

faculty and how to improve faculty apathy and morale. Lastly, Provost Hay noted that in the past six months, UA faculty have submitted grant applications totaling \$300M and have been awarded \$80M in new grants. She thanked all of the faculty who have worked extra hours to bring in those new grants.

3E. President Robert Shelton

President Shelton informed Senators that the governor's office has asked all state agencies to file a report on how a 15% mid-year cut would affect their operations. Regent Calderón responded for the Regents on behalf of all three state universities, indicating the devastating effects of such a cut coming on top of the 21% cut since FY08. Some of the facts Regent Calderon's letter made a 15% cut would total \$135M which is larger than the entire state budget for NAU; it would eliminate state funding for 19K students; it would represent a reduction of 2200 positions and is equivalent to merit-based financial aid for 28K students. For UA, a tuition increase of \$2300 would be necessary to compensate for such a loss in funding on the UA campus. The federal stimulus Maintenance of Effort requirement affords some protections to prevent state funding for higher education from falling below the FY06 level. Turning to state employees' benefits, the legislature recently signed a bill redefining dependents. Attorney General Goddard has ruled that this change may not take effect until September, 2010 in order to allow time to explore options for domestic partners of same or different genders and for parents of disabled children. A. Vaillancourt of Human Resources is working on this issue.

4. QUESTION AND ANSWER PERIOD FOR AGENDA ITEM 3

There were no questions.

5. APPROVAL OF THE MINUTES OF OCTOBER 5, 2009

Presiding Officer Mitchell deferred approval of the minutes of October 5, 2009 until next month.

6. INFORMATION ITEM: REPORT FROM THE VICE PROVOST FOR ACADEMIC AFFAIRS REGARDING IMPLEMENTATION OF RECOMMENDATIONS FROM THE SENATE TASK FORCE FOR UNDERGRADUATE RETENTION AND ADVANCEMENT

Vice Provost Gail Burd referred to the December 22, 2008 report of the Senate's Task Force on Retention and Advancement of Undergraduate Students (STFRA), and informed the Senate that many of the recommendations in the report are already being implemented. The comprehensive report deals with different types of degrees, different ways of delivering instruction, and different ways of thinking about students on this campus. Developing multiple degree paths and multi-disciplinary degrees are suggested to address underprepared students' needs. Dr. Burd said she is unclear about what that means, but noted that UA currently has an interdisciplinary degree which Mike Proctor is using as a vehicle for the Outreach College to offer varying degree tracks, such as global studies, social services, and leadership to non-traditional and online students throughout the state. The UA eliminated the liberal arts degree several years ago, and initiated a general studies degree, which has been approved for planning by the Board of Regents. This degree is intended to prepare students for the workforce; Tucson employers have indicated that the skill sets they are most interested in are critical thinking, writing and oral communication. A faculty committee drawn from within CLAS is charged with determining which courses or menu of courses will be included for this degree. The degree may also include a civic engagement component. Another recommendation is to offer "honors degrees," which is not the same as a "degree with honors." Dr. Burd said she isn't clear about the meaning of this recommendation, but if the Senate wants to discuss it further, she is willing, particularly since it may need to be funded separately. Many students who are able to move quickly through their baccalaureate requirements in three years are currently choosing to do double majors and still stay four years. Dr. Burd believes that better advising may help inform and direct them to accelerated Master's degrees programs, which she hopes will increase. The report proposed offering higher level general education selections for honors students; this suggestion has been successfully piloted and Dr. Burd expects the higher level offerings for honor students to become permanent. Honors students are offered an inverted general education program, taking three courses in Tier I and six in Tier II.

In the report's section on teaching logistics, Dr. Burd referred Senators to a multi-faceted system redesign project under Mike Proctor's direction, which seeks to strategically develop programs of study for non-traditional or place-bound students throughout the state. For other teaching logistics issues, Dr. Burd asked for faculty volunteers with an interest in serving on a task force looking at Clickers, Smart phones, and Response Ware. Another task force will be examining the best online course management systems, such as D2L or Blackboard. The STFRA Task Force also recommended a tuition cost recovery system to fund instructional programs; the University is moving in that direction with the budget redesign project that Leslie Eldenburg will report on later today. UA is also strategically increasing distance learning. Last summer, Dr. Burd organized a Task Force on Undergraduate Education, which produced a Report and Recommendations, posted on the web at http://provost.arizona.edu/files/Report%20Taskforce%20Undergrad%20Education_0.pdf. This report examines what faculty need to be successful in instruction and assessment. The Task Force began with the 2008 Synergy Team Report which examined the synergies between the Learning Technologies Center, The University Teaching Center, Room and Course Scheduling, and groups affiliated with the Integrated Learning Center (ILC). Following the Task Force's recommendation, Dr. Burd has pulled

these units together along with the director of Assessment into a new Office of Instruction and Assessment. She introduced Dr. Debra Tomanek, a professor of molecular and cellular biology, who will serve as a new Assistant Vice Provost for Instruction to head this office. Dr. Tomanek is also a scholar in education, pedagogy and assessment. The Center for Exploratory Studies for undeclared students will be housed in Old Main to be closer to the Admissions Office, the Tutoring Center, the Career Center and the deans in CLAS. Dr. Tomanek expressed excitement at helping faculty think more about the scholarship of teaching and assessment. Chair of the Faculty Howell said the Senate often asks faculty members to put forth a great deal of effort serving on task forces to study problems, produce reports and make recommendations. The Senate thanks Dr. Burd for her efforts which represent a true follow-up to the STFRA's labor-intensive report and recommendations, and for bringing about a complete turnabout in the way the University looks at undergraduate education, assessment and student retention.

7. **INFORMATION ITEM: REPORT FOR THE DEAN OF LIBRARIES AND THE CENTER FOR CREATIVE PHOTOGRAPHY (attachments)**

Dean of the Libraries Carla Stoffle reported that UA is ranked #17 among the 68 public university research libraries. Data shows the UA libraries are heavily used, and show a greater emphasis occurring with e-materials. This year the library had 5.3M downloads, 335K uses of digitized items, and over 2M visitors to the building. A more user-friendly website has helped, along with cataloged items from Media Arts and the Poetry Center. The numbers of electronic materials is increasing every year, as well as interlibrary loans, World Cat Local, document delivery, streaming DVDs and videos for classes and publishing e-journals. The Center for Creative photographer has a new partnership with the Phoenix Museum of Art. Speed of access is the new standard for libraries. University of Michigan and Google have digitized over 1.5M pages of federal technical reports and these are available through the Western Library Alliance. In 2007 through 2009, the library has sustained budget cuts of 21%, totaling over \$2M, which eliminated 32 (16%) staff positions and some support services, and increased efficiency. The lack of increase in the acquisitions budget amounts to a cut, because of 6-8% inflation. Some libraries pressured publishers to hold back price increases or even reduce prices and negotiate consortium pricing. Grants, gifts and endowments increased in 2009 but the library is asking for an increase in the students' library fee. The UA library receives 82% of its budget from state and local funds, and 18% from grants, gifts, endowments, auxiliaries and student fees. Dean Stoffle advised the Senate that the University needs to be aware of three legislative issues critical to the academy: the Net Neutrality Act, the Federal Research Public Access Act, and the Patriot Act. Senators' questions and comments included: Is the trend moving away from using tuition support for libraries? Dean Stoffle said, like everything else in the academy, libraries are expected to bring in support from other sources, as the trend is away from institutional support. Provost Hay added that a number of institutions have very large student fees imbedded in their tuitions, which are being used to support the libraries. ASUA Nagata said some students prefer separate fees so they can see what the money goes for, insofar as the library meets several times a year with ASUA to show where the money goes. Others prefer to have higher tuition rather than separate library fees, because tuition waivers or employer-paid tuition programs don't generally cover fees. 2) What about the role of books in the 21st century? Will electronic means such as Kindle or PDFs be available? Dean Stoffle said that after copyright issues are dealt with, and more and more books are digitized, she expects to see more books in e-format and for the library to offer the ability to borrow Kindles and download whole books. The UA BookStore may also begin to offer "print-on-demand" books. 3) Does the library have a regular program for attracting gifts and endowments? Dean Stoffle said the library has a development officer and holds regular events, does telephone outreach and maintains contacts with donors. 4) If the Patriot Act isn't renewed, won't the Records Use Act be a non-issue? Dean Stoffle acknowledged that if certain sections of the Patriot Act aren't renewed, the system will return to requiring forced subpoenas, which is preferable.

7. **INFORMATION ITEM: UPDATE ON THE UA STRATEGIC PLAN (attachment)**

Strategic Planning and Budget Advisory Committee Chair Lynn Nadel referred Senators to the attachment, "Strategic Plan Scorecard" with accompanying text. SPBAC is obligated to update the University's Strategic Plan annually. SPBAC made only minor changes to the complete strategic plan including adding language about academic freedom into the document. The scorecard represents some of the metrics that are most easily benchmarked to the Plan's four specific mission goals relative to our peers. The accompanying text contains comments and explanations. This new scorecard offers a way of using the strategic plan to measure how the UA is doing with regard to our goals. He invited Senators to email comments or questions. Senator Nadel noted that the UA is doing well in student diversity and invention/outreach community issues, but less well in faculty salaries and areas that require more resources than are available. The UA is close to its peers in percent of increase in endowments, but of course the institution is starting from much farther behind? The Arizona Board of Regents targets for 2020 are, in some cases, aspirational goals that are mandated and yet unreachable given the current levels of funding, which makes absolutely no sense. The text of this document stipulates that the goals are unreachable without more resources. Provost Hay reminded everyone that the SPBAC 2010-2015 Strategic Plan is in the middle of the largest budget gyration in the history of the UA. She believes it is not productive to spend time adjusting unrealistic and unsustainable targets at this time; it is better to wait until 2014 or 2015 when more is known about the levels of funding.

8. **INFORMATION ITEM: BUDGET REDESIGN PRESENTATION (attachments)**

Secretary of the Faculty J.C. Mutchler introduced Eller College Vice Dean Leslie Eldenburg, who is heading the Budget Redesign Committee, to which he and Dr. J. P. Jones have been appointed. Senator Mutchler emphasized that no permanent decisions have been made about responsibility-centered management (RCM) of the budget yet, that the process is going to take a considerable amount of time and that the Budget Redesign Committee is very receptive to input. Dr. Eldenburg is at the Senate today to present a very early, brief overview which she has already presented to SPBAC, the 2012 Committee, and the Committee of Eleven. Dr. Eldenburg said that a main problem with the current budget process is that it doesn't incentivize increase in service, regardless of what the unit's budget is. Responsibility-centered management is being used by a number of peer institutions to map the use and generation of resources (tuition) more closely to those units that are generating the Student Credit Hours (SCH) and that are using the University services. The remapping also helps to develop some incentives to increase service. Each unit's budget for the first year of the budget redesign will be based on the prior year's budget, but after that, as teaching increases, those units will realize more tuition funds. A cost allocation system must also be applied for teaching units. Dr. Eldenburg's committee has conducted research with several institutions that have already gone through this process, holding a videoconference with Michigan and Iowa State and hosting a visitor from Minnesota. All of these institutions' faculty report that they are happy with the outcome of the RCM budgeting. Dr. Eldenburg reassured Senators with concerns about RCM creating larger classes simply to generate more SCH. Minnesota, Iowa and Michigan did not experience a "race to the bottom," so the UA's quality does not need to change. Her committee, with representatives from every college and administrative unit, has looked in more detail at tuition distribution and now is considering various cost allocation pools and models for distribution, e.g. allocating the libraries' direct costs based on a simple faculty and student head count, which is mapping the cost of using a resource to the users of that resource. What other institutions have found, however, is that this system works well in some units, but not very well for others, so the Provost had to redirect some funds to those units. Dr. Eldenburg's team is trying to develop a cost allocation system to minimize the likelihood of this occurrence. The end result should be a predictable budget system with incentives for teaching and service, and more autonomy for the colleges.

Senators' questions and comments included: 1) Why must the budget redesign be anchored to the current budget, which will import the weaknesses and only provide for marginal changes? 2) Why couldn't the anchor point be more directly linked to the current SCH? Dr. Eldenburg responded that, with the exception of Ohio State, every university her committee studied started this program with a budget-neutral position of a "hold harmless" first year and are fairly happy with the results. Ohio State has taken a five-year period to re-base its budget and has not been very successful and there have been a lot of faculty complaints. Dr. Eldenburg believes that, were the data available, a regression analysis over time would show the UA's budget is linked to SCH; nevertheless her committee has recommended making permanent and grandfathering in the temporary funding dollars that currently go to those colleges that typically teach more general education courses. 3) Were the other institutions as egregiously disproportionate and disparate as are some units here at the UA? 4) What redress will there be for a unit that is teaching the maximum possible SCH, to ever garner more tuition funds? Ed Frisch, Associate Vice President for Academic Resources, Planning and Management, said there is a vast difference ranging from 20% to 100% in terms of the amount of current base budget generated from tuition versus general funds which adds to the complexity of re-establishing base budgets. 4) What is the best model for distributing the instruction versus enrollment tuition pools? Dr. Eldenburg said that the tuition dollars are divided into two pools, one for SCH and one for majors. Other institutions have been experimenting with a variety of splits from 0-100, to 50-50, 60-40, and 75-25. Michigan is currently using a 50-50. The best model for gen ed and majors appears to be 75% SCH and 25% majors. Units will actually be receiving 100% of SCH for the last two years of undergraduate students majoring in those units. 5) Some universities have re-based their budgets broadly. Is UA restricted to just instruction/tuition? Dr. Eldenburg noted that many universities handle indirect costs as before. UA is leaving indirect costs, outreach and summer session revenues alone to provide some predictability for the first few years. 6) Where does graduate tuition fit into the redesign? Dr. Eldenburg noted that every other institution puts 100% of graduate tuition toward the unit, but noted that some colleges or the GIDPs may require some pooled funds to support graduate instruction if graduate tuition doesn't generate enough funds. 7) What are some of the unintended consequences? Dr. Eldenburg mentioned that most faculty are worried about "poaching" classes, such as departments/colleges teaching their own math courses, but she said that hasn't happened at other universities. The campus can use shared governance structures already in place to monitor this activity. Chair of the Faculty Howell asked Dr. Eldenburg to return to the Senate at a later date.

9. **DISCUSSION AND POSSIBLE ACTION: COMPREHENSIVE FACULTY EVALUATION (attachment)**

Chair of the Faculty Wanda Howell introduced the Comprehensive Faculty Evaluation System, which the Appointed Personnel Policy Committee (APPC) approved to go to the Faculty Senate two years ago. She explained that up until now the timing for presenting this item to the Senate has never been quite right. Now is the time, however, to define faculty roles and percentages of effort and to look at how those roles are evaluated, as in the instructional accountability documents, which the Senate has been discussing for about eighteen months. UA's future will have fewer faculty doing more; faculty roles may be changing from the time-honored system, depending on the needs of the unit and across different disciplines and career paths. Senator Howell introduced Senator and APPC Chair Larry Aleamoni, noting that his area of scholarship is this very thing, the development of a comprehensive faculty evaluation system.

Dr. Aleamoni said the idea of a comprehensive faculty evaluation system is predicated on the idea that it begins at the disciplinary or unit level rather than being built from the top down. Out of the unit levels' descriptions comes the institutional format. Defining faculty roles, the components of those roles, weighting the components and determining how to evaluate them requires full faculty effort at all levels. Dr. Aleamoni's early research revealed that quite a number of universities, colleges and departments did not have clearly-defined or consistently-applied criteria for faculty evaluation. Rather than providing a prescription for this evaluation plan, Dr. Aleamoni described the process to 1) build consensus around shared values; 2) set up a system to give an accurate measure of faculty performance in teaching, scholarship or creative endeavor, and service; 3) build reliable and valid measurement tools; and 4) provide data for promotion, tenure, and merit. Dr. Aleamoni explained that two types of processes are involved; a technical process to build the measurement tools, and the political process of building a consensus around shared values concerning those measurement tools. Measurement is a process of systematically assigning numbers to objects with certain characteristics. The result of measurement is a quantifiable number, such as a grade; evaluation is the process of interpreting the measurement. Some common measurement tools include tests, observational checklists, and questionnaires. A shared value will be used to interpret the measurement compared to a desirable condition. The result of the evaluation is a judgment of how that measurement conforms either positively or negatively to the desired, expected condition. Judgments have to be based on contextual criteria conditions and values. Dr. Aleamoni stated that a comprehensive faculty evaluation process involves the systematic observation (e.g. measurement) of relevant faculty performance determining the degree to which it is consonant with the academic department, college and institution. There are two purposes for any faculty evaluation system; to provide feedback to faculty, and to provide data for personnel decision-making. A comprehensive faculty evaluation can both serve those purposes if the detailed diagnostic information produced by the system is provided in confidence to the faculty member for self-improvement purposes, and only summary data is forwarded for decision-making purposes. Details should not be used in an inappropriate way against faculty members. Senators' questions and comments included: 1) Evaluation measurements always include a subjective factor. Dr. Aleamoni acknowledged that he can't help develop anything that is purely objective, but he can make it less subjective. 2) A way around this conundrum is for the faculty to agree and vote on the weights for the subjective components and to assign point values for every type of publication, service and so forth. Discussion ended as time ran out.

10. **NEW BUSINESS**

ASUA President Nagata asked the Faculty Senate to endorse a textbook letter of commitment, which is designed to hold down textbook costs, if a faculty member feels that he or she is in a position to be able to adopt a textbook for two years or more. Senator Howell moved [Motion 2009/10-15] that the UA Faculty Senate endorse, in concept, a textbook letter of commitment. Motion passed with one abstention.

11. **ADJOURNMENT**

There being no further business, the meeting was adjourned at 5:05 p.m.

J.C. Mutchler, Secretary of the Faculty
Pamela S. Bridgmon, Recording Secretary

Appendix*

1. PowerPoint slides for the Library presentation to the Faculty Senate, dated November 2, 2009
2. "Library-related Legislation"
3. "The University of Arizona Strategic Plan Scorecard"
4. "Expanding our Vision, Deepening our Roots"
5. "Budget redesign glossary"
6. "Developing a Comprehensive Faculty Evaluation System"
7. PowerPoint slides for Budget Redesign
8. "Student Rights and Responsibilities"
9. Textbook letter of Commitment dated October 28, 2009

**Copies of material listed in the Appendix are attached to the original minutes and are on file in the Faculty Center.*

Motions of the Meeting of November 2, 2009

Motion 2009/10-15 Seconded motion to endorse in concept, a textbook letter of commitment. Motion carried.

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