

SENATE REPORT: FOR SENATE MEETING JANUARY 26, 2015
FROM: CHAIR OF THE FACULTY

HIGHLIGHTS:

Adding an APAC Representative to Senate Executive Committee: an APAC representative will be added to the Senate Executive Committee membership with the upcoming bylaws revisions. Faculty Senate will approve the revisions before they are voted on in the General Election.

Adding an internet technology liaison to Senate Executive Committee: Jeremy Frumkin has been added as a monthly guest to the Senate Executive Committee, and will keep Senators apprised of campus technology issues and concerns. His first report is available as a link on the Senate Agenda.

Adding an Athletics liaison to Senate Executive Committee: Senator Ralph Fregosi, our representative to the UA's Intercollegiate Athletics Committee, will be invited to attend future Senate Executive Committee meetings to keep faculty officers apprised of Athletics issues.

Breakfast with the Regents February 5, 2015 – An interactive presentation has been devised by working group members to include UA's faculty and staff. Working group members include Kendal Washington White, A.P. Durand, Karen Seat, and Michael Brewer.

Academic Freedom Working Group – Forums on Academic Freedom were held last week, using input gathered in a survey that had been distributed to the faculty to determine topics of faculty concern. The results of this process will guide today's Discussion.

New Faculty Governance Website – The launch of the new Faculty Governance was last Thursday evening. Some of the kinks are still being worked out, but we welcome your input.

SENATE REPORT: FOR SENATE MEETING JANUARY 26, 2015
FROM: PROVOST

HIGHLIGHTS:

Eller Dean Search

The process to undertake the search for the new dean of the Eller College of Management is underway. A search advisory committee has been appointed, chaired by Dean Marc Miller of our James E. Rogers College of Law. Committee members were nominated via the college and include faculty members as well as staff, students, and alumni/national advisory board members. The goal is to move swiftly this semester and try to have a new dean selected by summer, if possible.

RCM

RCM planning and preparation continues at a brisk pace. The Provost presented an overview of RCM for department heads and directors in late December (see link) and several workshops were held for deans and their senior financial and academic leadership in early January. The major focus for the RCM steering committee this Spring will be developing recommendations for integration of RCM budgeting into governance and decision-making.

Cluster Hiring

A mid-process update: the review committees for the cluster hiring initiative were charged in December by the Provost and VPR. The review process is winding up and committees are currently providing review comments and feedback for next steps.

SUPPLEMENTAL NOTES/LINKS – SENATE MEETING JANUARY 26, 2015
FROM: PROVOST

RCM video (approx. 1 hour) of Provost's presentation to department heads and directors, currently linked on the main RCM web page at <http://rcm.arizona.edu/>.

SENATE REPORT: FOR SENATE MEETING JANUARY 26, 2015

FROM: PRESIDENT

HIGHLIGHTS:

Governor's Budget Recommendation

- The Governor's budget proposes a General Fund reduction of \$75 million (about 10%) to the University system, allocated to each campus by student enrollment.
- This results in a proposed reduction of \$21 million for the University of Arizona, \$43 million for Arizona State University and \$13 million for Northern Arizona University and no reduction for the Arizona Board of Regents.
- On Friday, the Arizona Board of Regents held a Legislative Affairs Committee meeting to share the Regents and University President's response to the proposed reductions.
- I noted Governor Ducey has a difficult job and emphasized the University of Arizona is a part of the solution. We are educating our students for the next generation of jobs, some of which do not exist today, and our research is building a varied and vital economy for Arizona.
- As we consider how we would meet the governor's budget if ultimately passed, we will focus on decisions that advance the University of Arizona's core mission and qualities to maximize benefit to the state of Arizona.
- We will protect our core mission and pay particular attention to academic quality and student services.
- We will move with even greater energy to develop partnerships like the pending Banner relationship, more activities under the auspices of Tech Launch Arizona, and more business and industry partnerships and increased philanthropy.

SUPPLEMENTAL NOTES/LINKS – SENATE MEETING JANUARY 26, 2015
FROM: PRESIDENT

Link to Summary of the State of Arizona Executive Budget:

http://azgovernor.gov/governor/news/governor-doug-ducey-unveils-executive-budget?_ga=1.151250108.486119661.1420585859

Non-Consent Agenda Item #1:

Approval to amend the **Class Attendance, Participation, and Administrative Drop Policy**

Effective Term:

Summer/Fall 2015 for all enrolled undergraduate and graduate students

Proposed Amendments to “Class Attendance, Participation, and Administrative Drop Policy”
(changes in bold red font to the 2014-15 General Catalog):

*Students are expected to be regular and punctual in class attendance **and to fully participate in the course**. The University believes that students themselves are primarily responsible for attendance **and class participation**.*

In-Person Courses. *Instructors will provide students with written statements of their policies with respect to absences **and class participation**. Excessive or extended absence from class is sufficient reason for the instructor to recommend that the student be administratively dropped from the course. For **accelerated courses and** for those courses in which enrollment is limited, missing the first class session may be interpreted as excessive absence. The date the administrative drop is posted on the class roster in the UAccess Instructor Center determines how it affects the student's academic record. If this action is filed with the Office of the Registrar by the first drop deadline, it will result in cancellation of registration in the course. **The first and second drop deadlines are defined below.***

Fully-Online Course Delivery. *Instructors will provide students with written statements of their policies with respect to what constitutes student participation and how participation will be evaluated in courses delivered fully or primarily online. The instructor will determine whether the duration or extent of non-compliance with the written policy is sufficient justification for requesting an administrative drop from the course. For **accelerated courses or for courses with limited enrollment, missing the first required interaction may be interpreted as a failure to adequately participate**. The date the administrative drop is posted on the class roster in the UAccess Instructor Center will determine how it affects the student's academic record. If this action is filed with the Office of the Registrar by the first drop deadline, it will result in cancellation of registration in the course. **The first and second drop deadlines are defined below.***

Hybrid Courses. *Instructors of hybrid courses will determine whether to apply the attendance policies for In-Person or for Fully-Online Delivery. This will be clarified in the instructor's written policy statement.*

Undergraduate Drop Deadlines *apply to all undergraduate courses, regardless of delivery mode:*

- **First Drop Deadline:** *Prior to the end of the 2nd week of classes in Fall/Spring (see [Dates & Deadlines](#) for a shorter term), the course will be deleted from the student's permanent record.*
- **Second Drop Deadline:** *An administrative drop in weeks three through ten of Fall/Spring (see [Dates & Deadlines](#) for shorter terms) will result in the grade of W, regardless of whether the student is passing at the time.*
- **Courses taken for Audit:** *The grade of XO is awarded for students who are administratively dropped for courses taken for audit after the first drop deadline.*
- **After the Second Drop Deadline**—*the end of the 10th week of classes in Fall/Spring (see [Dates & Deadlines](#) for a shorter term)—administrative drops will not be processed.*

Graduate Drop Deadlines apply to all graduate/professional courses, regardless of delivery mode:

- **First Drop Deadline: Prior to the end of the 4th week of classes in Fall/Spring (see Dates & Deadlines for a shorter term), the course will be deleted from the student's permanent record.**
- **Second Drop Deadline: An administrative drop in weeks five through ten of Fall/Spring (see Dates & Deadlines for shorter terms) will result in the grade of W, regardless of whether the student is passing at the time.**
- **Courses taken for Audit: The grade of XO is awarded for students who are administratively dropped for courses taken for audit after the first drop deadline.**
- **After the Second Drop Deadline—the end of the 10th week of classes in Fall/Spring (see Dates & Deadlines for a shorter term)—administrative drops will not be processed.**

Rationale for the Amendments:

- The current policy was intended for in-person courses and does not address fully-online or hybrid courses.
- Online instructors and students do not know how to interpret the current policy, and as a result, there is inconsistent application by online and hybrid users.
- The title change recommended by CAAC reflects the addition of class participation to the policy.
- As more courses are delivered online, the need to adapt course policies for online delivery has intensified. The format proposed here will serve as a guide for other course policy modifications.

Approvals:

Undergraduate Council:	10/7/14
Graduate Council:	11/5/14
Academic Deans:	11/18/14
Administrative Review:	12/15/14
FS:	

Non-Consent Agenda Item #2:

Approval to accept **Cambridge International Examinations** as a Credit-by-Exam Option

Effective Term:

Fall 2015 for incoming freshmen (students in the 2015-16 Catalog)—after department faculty members have evaluated the subject exams, determined minimum scores for credit, and assigned UA course equivalencies.

Proposed Catalog Policy for the Cambridge International Examination (CIE) Program:
(addition to the 2015-16 General Catalog):

*The University of Arizona accepts **Cambridge International Examinations (CIE) Advanced—AS- and A-level—scores** (as well as [International Baccalaureate](#) and [Advanced Placement exam scores](#)) as a basis for awarding credit toward a degree. Students who complete CIE classes in their high school may take CIE exams prior to coming to the University. Exams are administered through Cambridge International at high schools each May.*

CIE credit is considered [credit by examination](#) at the UA. Credit is determined from the CIE credit table (TBD) that applies to the date when the exam was taken. Credits earned based on the exam score may be counted toward the student's major or minor fields of study or General Education requirements. See the CIE credit table (TBD), and contact a UA [academic advisor](#) to confirm course credit towards specific programs.

For more information about the Cambridge International Examination Programs visit the [CIE site](#).

Rationale:

- The Cambridge Examination Program is an internationally benchmarked system of core and elective academic courses and curriculum-based exams that is used in 25 countries.
- Cambridge AS-level courses are usually offered in the first 2 years of high school, followed by A-level courses in the last 2 years. The courses have proven to be sound preparation for university studies.
- Cambridge AS- and A-level courses require students to demonstrate in-depth content knowledge in a subject, as well as independent logical thinking, application of knowledge in new situations, evaluation of various information sources, and reasoned decision-making.
- More and more Arizona high schools, including two in Tucson, have implemented Cambridge AS- and A-level courses as their primary advanced program of study. High school juniors and seniors are currently taking A-level courses in preparation for the appropriate Cambridge examinations offered in May 2015.
- Many U.S. universities, including ASU and NAU, recognize Cambridge AS- and A-level exams as a basis for awarding credit toward a degree.

Approvals:

Undergraduate Council:	12/9/14
Graduate Council:	N/A
Academic Deans:	12/16/14
Administrative Review:	1/12/15
FS:	

ACADEMIC FREEDOM

Faculty Senate
January 2015



ACADEMIC FREEDOM

Survey Results

Forum Overview

Open Discussion

Academic Freedom Survey Results

Presented at faculty forums
January 21 and 22, 2015

Working Group on Academic Freedom: Matthew Abraham, Linda Breci, Michael Brewer, Amy Fountain, Miranda Joseph, Lynn Nadel (chair), Amy Newhall, Gary Rhoades, Richard Ruiz, Roy Spece

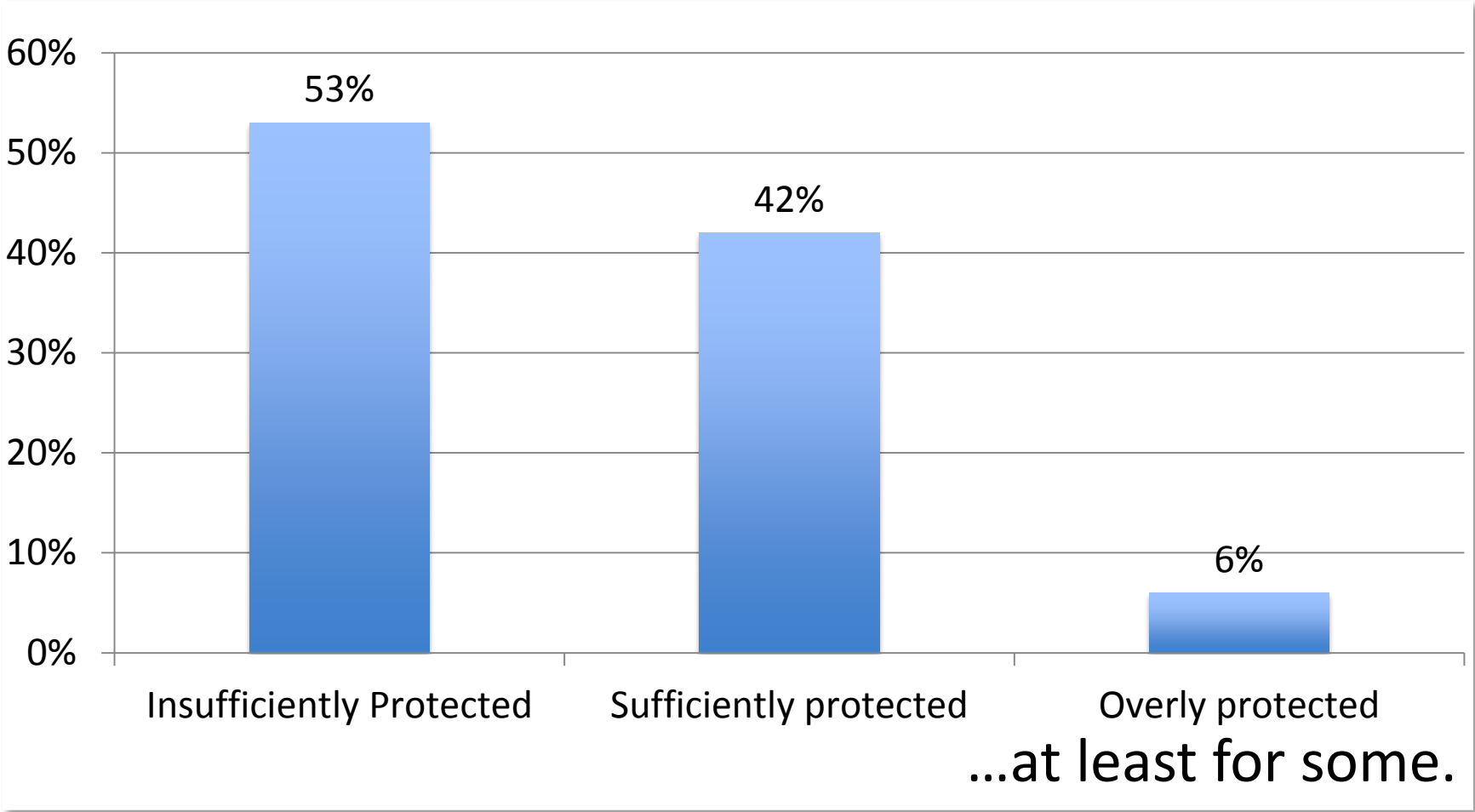
Respondents (N=778)**

Category	#	%
Faculty – tenured or tenure track	359	49
Service Professional	94	13
Academic Professional – continuing or continuing-eligible	82	11
Academic Professional – not continuing, year-to-year	76	10
Faculty – non-tenure, year-to-year	63	9
Faculty – non-tenure, multi-year	27	4
Graduate Student	22	4
Postdoctoral Scholar	19	3
Other*	32	5

*i.e. Emeritus, Dean, Department Head, Staff Scientist, Undergraduate student.

**Since all survey items were optional, total responses per item will differ.

Academic Freedom at the UA is...*



* N = 606.

Levels of Concern*

	Very	Somewhat	Not	Total
Speech critical of institutional policy	362 (54%)	220	93	675
Speech critical of university personnel	312 (46%)	255	109	676
Controversial research	308 (46%)	266	104	678
Controversial teaching	313 (47%)	252	114	679
Extramural speech	249 (37%)	286	138	673

* Ranked by ratio of concerned/not concerned

Speech Critical of the Institution

- Concerns about **retaliation** for speech critical of
 - higher administration and institution-wide policy; and
 - deans and department heads and college or department policy.
 - (critique of personnel vs. policies *not* separated in most comments).
- Concerns about retaliation for speech critical of groups of faculty **within academic units**, or of other campus units.
- **Self-censorship** driven by fear of reprisals widely reported.
- **Non-tenure track** and pre-tenure faculty, and other academic professionals are particularly vulnerable in this regard – though **concern was not limited** to them.

Controversial Teaching

- Many expressed concern about teaching controversial subjects:
 - about objections being lodged by **external groups**, including the state legislature, political advocacy groups, and the like
 - about student and faculty reactions to contentious in-class discussion
- Concerns expressed in **roughly equal numbers by respondents concerned about ‘censorship’ from the political left and the right.**
- A **‘chilling effect’** on the discussion of controversial or sensitive issues was identified by some respondents.
 - **GTAs form a particularly vulnerable population** in this regard.
- Several respondents expressed concern about perceived interference in teaching modes and methods, curricular matters, and classroom policies.

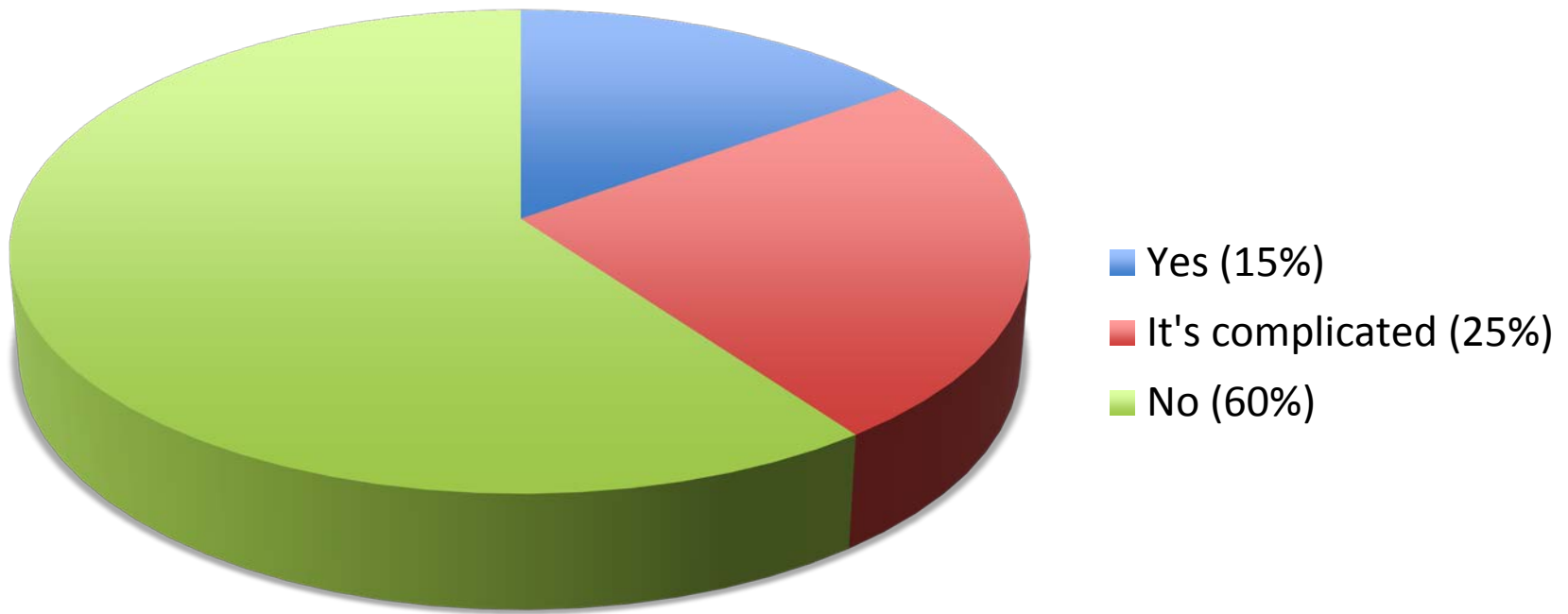
Controversial Research

- Possible ‘chilling effects’ posed by external constituencies, state government, external funders were a concern.
 - Here several local cases were identified by respondents.
- Lack of support from colleagues and other internal constituencies when research programs were under threat.
- Concerns about research ‘outside the mainstream’ of a particular academic unit were expressed.
- Concerns about interference in research by university-internal offices (such as the IRB) were voiced by a number of respondents.

Extramural Speech

- What is the role of speech via **social media** in policies and discussions about Academic Freedom?
- Several identified cases in which an employee's or a job candidate's social media presence may have been a source of reprisals, decisions to not hire or not promote, etc.
- A number of respondents noted **reluctance to discuss potentially controversial topics** outside of the university, and/or **instructions from deans, department heads, or others** to avoid discussing controversial topics outside (sometimes also inside) of the UA community.

Do you believe that you have experienced or observed violations of Academic Freedom at the UA?



N = 673.

MAIN THEMES

- what **is** academic freedom?
- who is protected by academic freedom?
- What protections are in place at the UA
 - and can they be trusted?
- The fear of retribution
- The special problems faced by NTT and other vulnerable populations

My Personal View: A Challenge

Instilling confidence in “protections” either in place now, or to be put in place, so that people at the UA will not fear retaliation and retribution.

Doing something about the “two academic cultures” problem – there is a general lack of understanding of, and sympathy for, the pursuits of our brethren across the STEM-Humanities divide. Given all the challenges we face in the academy, internecine warfare is a serious waste of our time.