

REPORT TO FACULTY SENATE

FROM: The Faculty Officers <http://facultygovernance.arizona.edu/>

DATE: December 7, 2015

ACCOMPLISHMENTS:

1. The Faculty Breakfast with the Regents at the ABOR meeting on Nov. 20 was focused on the stories of 12 exceptional students. The Regents were inspired.
2. The two Quality Brainstorming groups have each met twice, and are moving towards a 'working document' that will be brought to Senate in due course, likely early in the Spring Semester.
3. We participated in a Heads-Up discussion of salary issues
4. The Research Policy Committee will be re-starting, with a new Chair (Erica Corral), and one or more new members.
5. A Faculty Listening Tour will unfold over the next two weeks, during which groups of 5-8 faculty will visit each of the cultural centers to listen to students talk about their experiences at the UA. The focus is on gaining knowledge about the lived experience of our diverse student body, but also to find out if faculty are in any way contributing to making that experience less than it ought to be.

WHAT'S NEXT:

1. Training for Grievance Clearinghouse Committee on policies and procedure with Office of General Counsel
2. Constitution and Bylaws Committee review of proposed changes for Faculty Senate consideration
3. Review of UHAP in concert with Constitution and Bylaws proposed changes
4. Review of policy concerning non-enrolled minors on campus with Colleges and/or departments

REPORT TO FACULTY SENATE

FROM: Sarah Netherton, GPSC <http://www.gpsc.arizona.edu/>

DATE: December 7, 2015

ACCOMPLISHMENTS:

- Sarah is meeting with AZ legislators in preparation for the legislative session
- 3 nominees were selected and sent to the Governor's office for the Student Regent position
- Co-hosted with ASUA student government leaders from ASU & NAU during ABOR to facilitate collaboration between all 3 state universities
- Sarah signed onto a letter with the other AZ student body presidents in support of the ABOR AZ Resident Funding model

GOALS:

- Get magnets with Campus Health After Hours line and Crisis Line produced (in partnership with Campus Health Promotion Marketing)
- GPSC's 25th Anniversary Celebration in Spring 2016
- Establish Navigator program to help students access resources

12. REPORT TO FACULTY SENATE

FROM: Linda Breci, APAC <http://apac.arizona.edu/>

DATE: December 7, 2015

ACCOMPLISHMENTS:

- APAC's Professional Development Scholarships call for funding proposals ended October 30. Five Appointed Professionals were awarded funds to help them attend conferences and workshops in their fields.
- A seasonal celebration will be held on December 14th at Gentle Bens. APAC's *Appointed* newsletter was used to extend the invitation to all Appointed Professionals.

GOALS:

- Utilize the outcomes of the AP Compensation study to elevate the soundest practices from Appointed and Classified employment domains, both for the fullest realization of our institutional priorities and for the professional wellness of our employees.
- Better define the current needs and status of Appointed Professionals' career progress at the University of Arizona.
- Continue to work toward previously defined goals that include:
 - Achieve quorum of APAC Bylaws revision.
 - Streamline and expand professional development funding process.
 - Expand networking opportunities.

REPORT TO FACULTY SENATE

FROM: Provost Andrew Comrie <http://provost.arizona.edu/>

DATE: December 7, 2015

ACCOMPLISHMENTS:

- Appointed Karen Williams as Interim CIO. The search committee for the permanent position is being formed and will be announced soon.
- Update on other leadership searches: Job ads are out for UA Foundation President, and also the Chief Diversity Officer position; the Eller College dean search is all but completed and the new dean will be announced very soon.
- New system and university metrics and goals to achieve by 2025 were adopted at the recent ABOR meeting. These are a simplified set of about a dozen compared to the previous set of over 30, and these new goals include achievable (although still aggressive) goals for enrollment, retention, research, etc. See page 105 and subsequent pages in the following link for details: <https://public.azregents.edu/Shared%20Documents/2015-11-Final-Board-Book.pdf#page=105>

GOALS:

- I have several upcoming college and department visits scheduled. These are sessions for the Provost and a unit to talk about local and UA issues, based on a Q&A format. I put out the call to deans and department heads at the beginning of the semester, and have done several already. I'm happy to do more in the Spring.
- The induction ceremony for new Regents' Professors, Distinguished Professors and Distinguished Outreach Professors will be on Wednesday December 9, 2:00 p.m. in Crowder Hall (Music Bldg.). Please turn out to support our outstanding colleagues who are being honored this year.

REPORT TO FACULTY SENATE

FROM: President Ann Weaver Hart <http://president.arizona.edu/>

DATE: December 7, 2015

ACCOMPLISHMENTS:

1. In response to inquiries from concerned students and other constituents about events at the University of Missouri, and what it may mean for the University of Arizona, Lynn Nadel, Chair of the Faculty, Sarah Netherton, President, Graduate and Professional Student Association and Manuel Felix, President, ASUA and I sent a memo reaffirming our joint commitment against discrimination of any kind. I also met with approximately 50 students from the Black Student Union who conducted a demonstration at Old Main and discussed their experiences at the UA and their empathy for the Missouri students. It was an extended, highly civil conversation that concluded with a mutual agreement to continue the discussion.
2. The chairman of ABOR and presidents of the universities and ABOR met with the governor to discuss the advancement of a new way to better fund Arizona's public universities.
3. The University of Arizona hosted the last Arizona Board of Regents (ABOR) meeting and presented the UA's operational and financial review. The UA focused on the successes, challenges and opportunities for the UA Health Sciences and the transaction with Banner.
4. ABOR adopted a comprehensive set of new goals for the UA through 2025. They are realistic stretch goals aligned with the UA Never Settle Strategic Plan.
5. The Chairman of ABOR and presidents of the universities and ABOR met with the governor to discuss the advancement of a new way to better fund Arizona's public universities.

GOALS:

1. In conjunction with Lynn Nadel, Chair of the Faculty, Sarah Netherton, President, Graduate and Professional Student Association and Manuel Felix, President, ASUA and other campus leaders, we will continue the discussion about student, faculty and community experiences at the UA. In particular, we will be reaching out to leaders of diversity clubs and organizations.
2. The UA will continue to advocate strongly for a funding plan for Arizona's public universities that supports more students and is embraced by more legislators.
3. The UA recognizes a growth of internet based threats of violence on campuses throughout the country, and appropriate UA units will be addressing how to assess and respond to this growing problem.

Non-Consent Agenda Item:

Approval to change General Education Writing Guidelines to Policy

Effective Date:

Spring 2016 for all Tier One/Two courses.

Proposed General Education Writing Policy, (see current Guidelines, <http://gened.arizona.edu/content/writing-component>)

The University recognizes that writing is a basic way of learning as well as a means of ordering and communicating knowledge. In General Education courses, writing engages students actively with the body of facts, ideas, and theories they interact with in the disciplines. It helps students develop a critical appreciation of the ways in which knowledge is acquired and applied. To this end, writing assignments should be relevant to the discipline and the course.

Tier Two course instructors may assume that students have taken First-year Composition, but Tier One course instructors should assume that most students have not completed this requirement.

The following policies for integrating writing assignments are applied during approval and re-approval evaluations of Tier One and Tier Two courses. The University-wide General Education Committee will look for specifics when evaluating course proposals; sample assignments are helpful during course evaluation.

- *Writing assignments, both formal and informal, are integrated into the course requirements through more than one means. Some examples are written papers, laboratory reports, abstracts, quizzes, examinations, journals, ungraded writing assignments, writing during the class session, and writing in small groups. Examinations and quizzes alone are not enough, even though they may include essay questions.*
- *Writing assignments emphasize critical inquiry – including skills of gathering, interpreting, and evaluating information appropriate to the area of study – through attention to the process of writing. Practice of various strategies, such as focusing ideas, drafting, revising, critical reading, and research using outside sources, support the writing process.*
- *Writing assignments are evaluated for format, organization, style, grammar, and punctuation, as well as content and participation in the scholarly conversation.*
- *At least one writing assignment involves a revision process in which students receive instructor and/or peer feedback on a first draft and make substantive revisions before submitting a subsequent draft for grading.*
- *Writing assignments may vary in number and length, but must add up to a minimum of 10 pages or 2500 words over the term. One or more writing assignments of at least 750 words must be done outside of the class session.*

Rationale for the Change:

- A recent assessment of student writing at the UA revealed that no difference existed in the quality of writing between freshmen and seniors.
- Writing should be prioritized in the General Education Curriculum to ensure that students' writing skills improve.
- In practice, the UWGEC has long required new General Education courses to satisfy all "writing intensive guidelines" for approval.
- Consolidation and clarification of the writing guidelines includes examples of how writing assignments can be integrated into General Education coursework.
- Revisions support the mission of The Writing Program's First-Year Writing (Composition) courses and General Education Writing Across the Curriculum.

Approvals:

University-wide General Education Committee	5/13/15
Undergraduate Council:	10/13/15
Graduate Council:	N/A
Academic Deans:	10/20/15
Administrative Review:	10/26/15
FS:	

Campus Climate

Faculty Poll (245 responses)

1. The effect of the high cost of education on students
2. Campus Climate for students
3. Assisting and/or Managing Students of Concern

What do students think of in terms of campus/classroom climate and other concerns?

Listening Tours

Campus Cultural Centers

LGBTQ

APASA

NASA

BSU

WRC

What is our role as faculty?

Round One

What is the faculty responsibility for creating a supportive and inclusive classroom and campus environment?

Some sub questions to spark conversation:

- Is this faculty responsibility articulated as a core value at the department and/or College level?
- What does inclusivity look like in your classroom, your department faculty, your Colleges?
- How do faculty learn to create supportive and inclusive classrooms?

Round Two

What is the responsibility of the institution for creating a supportive and inclusive classroom and campus environment?

Some sub questions to spark conversation:

- Does the one course diversity requirement for students achieve its intended goal?
- In what ways has the institution supported individual faculty to develop supportive and inclusive classrooms?
- In what ways has the institution supported Colleges and departments in the recruitment, retention, and climate for diverse faculty?