

REPORT TO FACULTY SENATE

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

DATE: January 25, 2016

ACCOMPLISHMENTS:

- Governor's proposed budget adopts a new funding model for universities—investing in Arizona residents.
- Governor's budget proposes a modest *increase* in university funding.
- Legislators have expressed initial interest in the regulatory reform initiatives proposed by Arizona Board of Regents and the universities.

GOALS:

- Inspire business leaders, alumni and University of Arizona supporters to advocate for the new funding model and more state investment.
- Gain support for the new funding model in the Appropriations and Government and Higher Education Committees.
- Convince the governor and the legislature to increase their investment in Arizona students through the new funding model.

REPORT TO FACULTY SENATE

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

DATE: January 25, 2016

ACCOMPLISHMENTS:

- Appointed Paulo Goes as the new Eller College dean, effective March 2016.
- Received approval to proceed with development strategic plan from UA Foundation Board of Trustees.
- Initiated tuition discussions with student body leadership.
- Launched Honors re-envisioning task force.

GOALS:

- Continue tuition discussions with student leadership.
- Continue discussions with SPBAC and other leadership groups to gather feedback and counsel on budget issues, including salary plans.
- Participate in creating a successful upcoming Veterinary Medicine accreditation visit.
- Develop and refine fundraising implementation plans for the University Development Program.

REPORT TO FACULTY SENATE

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

DATE: January 25, 2016

ACCOMPLISHMENTS:

1. Faculty officer continue to work on the “Listening Tour”, which will continue with today’s Senate Discussion.
2. Quality Brainstorming work groups looking at Instruction and Scholarship continue to meet, and should have proposals to bring to Senate soon.
3. Progress is being made on Open Access policies and on revising the conditions of employment for non-tenure track faculty.
4. Planning continues for the upcoming PAC12 Leadership Coalition meeting, to be held in Tucson in late February.

GOALS:

1. Continue work towards improving campus climate re inclusiveness
2. Continue to work towards development of a compensation plan that begins to rectify the salary issues at the UA for all its employees.

REPORT TO FACULTY SENATE

FROM: Manny Felix, ASUA President <asuapres.arizona.edu>

DATE: January 25, 2015

ACCOMPLISHMENTS:

ASUA is focusing on Policy initiatives

- Cats at the Capital
 - Inviting Student Leaders around the University to advocate for U of A
- Pan-institution Lobbying day
 - Late February ASU, NAU, & U of A are attending to advocate for student issues.
- ASGPS
 - ASGPS (Arizona Student Government Policy Summit)
 - A collaboration of Arizona Student Governments

Elections

- Last Thursday Marked the beginning of ASUA Elections
- Note that Senators will be coming from the 17 Colleges and 3 Senators at Large
- Please encourage any students to run for Senate.

GOALS:

- Effectively continue to launch our senate restructuring process.
 - We would like to hear from faculty on how ASUA can approach departments and seek greater student voice for students from each college
- Continue to engage in tuition setting discussions and meetings
- Continue to civically engage the students

REPORT TO FACULTY SENATE

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

DATE: January 25, 2016

ACCOMPLISHMENTS:

- Launched the Graduate Prescription (Rx) Medication Scholarship Program in partnership with Student Affairs, Campus Health, Scholarship Universe and our Finance Offices. The program will provide students showing excessive prescription medication expenses an award of \$250 per semester.
- Promoted the UA Campus Pantry and in partnership with Student Affairs and the Union, UA Campus Pantry will be moving to the 4th floor of the SUMC in order to improve accessibility.
- Collected over 400 responses to a survey regarding an athletics fee as of 1/13/16.

GOALS:

- Raise \$25,000 during the GPSC 25th Anniversary celebration to establish permanent, ongoing funding through the UA Foundation for GPSC.
- Collect 3,000 responses to the athletics fee survey.

REPORT TO FACULTY SENATE

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

DATE: January 25, 2016

ACCOMPLISHMENTS:

- A call for nominations was sent to all Appointed Professionals for the 2016 Eugene G. Sanders Award for Shared Governance. Initially awarded in 2012, the Sanders Award provides recognition to UA leaders who embrace and embody the ideals of shared governance and recognize the importance of appointed professionals and their contributions on campus.
- An introduction to the University Club was shared last week by Mark Napier with all Appointed Professionals. AP were forwarded Lynn Nadel's invitation to attend the interim events.

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.

Recommendations for an Open Access Policy for the University of Arizona

Prepared at the request of the UA Faculty Senate by the Ad-Hoc Committee on Open Access, and respectfully submitted on (date).

Charge

The task force will review how we as a faculty might act in order to expand access to our scholarly and research outputs. This would involve reviewing what other faculties and universities have done in this area, summarizing the options/approaches, and then bringing back recommendations on next steps or options to the Faculty Senate for further discussion and/or action. The faculty officers propose we charge the Task Force to submit its report no later than March, 2015.

Introduction

The principle of Open Access is that any member of the public should be able to read and, ideally, re-use the published results of research without payment of a fee. Under the traditional subscription model, most research articles produced are not publicly available unless the reader is affiliated with a university, college, teaching hospital, or government laboratory. The libraries of these institutions pay subscription fees to publishers of academic journals on behalf of their users, and are thereby empowered to provide access to the content of these journals for their accredited faculty, staff, and students. This system inherently limits access to the professional literature for the general public as well as researchers across the globe since very few institutions can afford access to all subscription-based journals. This state of affairs has a negative impact on the ability of the global research community, small businesses, and, often, our alumni as they leave the umbrella of university-provided access, to fully incorporate and build upon the findings of current scholarship.

Why Open Access

Some proponents of Open Access base their arguments simply upon the ethical principle that the public, having indirectly funded research through Federal research grants or researchers' salaries at public institutions, should not have to pay again to read the results. Given that research is cumulative and access to the latest results is a requirement for building on those results, others argue it is "the best path for accelerating multi-disciplinary breakthroughs in research."¹ In terms of author benefits, some studies have demonstrated an increase in citations for Open Access publications. Other studies fail to show such an increase; however, nearly all of these studies conclude that Open Access leads to increased readership².

Approaches Towards Open Access

Two forms of Open Access have emerged as alternatives to the subscription model: "Gold" and "Green" Open Access. Gold Open Access involves journals that have shifted away from charging readers/libraries for access to their content. Instead, they employ other budgetary mechanisms, such as charging authors "article processing charges" (APCs) or using subsidies from parent institutions or other partners to fund the cost of publication with neither author nor reader being charged. In either case, scholarly publishing of the quality researchers expect has costs and these costs need to be accounted for in some manner.

Gold Open Access has been most successful in the medical and life sciences with several Open Access journals among the highest ranked in the field (e.g. PLoS Medicine, PLoS

¹ "An Open Letter to the U.S. Congress Signed by 25 Nobel Prize Winners (August 2004)" <http://www.taxpayeraccess.org/supporters/scientists/birds-of-a-feather-working-for-taxpayer-acce.shtml>

² For example, Davis, Phillip M. "Open Access, Readership, Citations: a randomized controlled trial of scientific journal publishing." The FASEB Journal (2011) vol. 25 no. 7 2129-2134. <http://www.fasebj.org/content/25/7/2129.full>

Biology, BMC Medicine, BMC Biology, eLife, and Environmental Health Perspectives). However, there has been recent growth in Open Access in Humanities and Social Sciences with the launch of Open Humanities Press in the UK, as well as the Collabra journal and Luminos monograph publishing program from the University of California Press.

In the Green Open Access model, authors typically publish in subscription-based journals, but also deposit the final accepted manuscripts of their articles into an Open Access repository through which that version is made freely available to the public. These repositories are often managed by universities as institutional repositories (e.g. At UA, <http://arizona.openrepository.com/arizona/>) that focus on capturing the research outputs of their scholars, or by research funding agencies that focus on capturing the outputs of the research they fund (i.e., NIH's PubMed Central), or by scholars themselves via disciplinary repositories such as ArXiv (Physics, Mathematics, Computer Science and related fields) or the Social Science Research Network (SSRN).

Publishers' response to Green Open Access varies, but is mostly accommodating. Most publishers allow their authors to post the final-peer reviewed manuscript in such repositories, though sometimes the publisher requests that access is restricted through an embargo period that can generally vary from six to twenty-four months. The University of Nottingham has created a searchable resource, called SHERPA/RoMEO,³ which tracks journal and publisher policies on authors' sharing articles they have published.

Public access to final accepted article manuscripts has been required by NIH for its funded research since 2008, and this will soon to be required by all other major Federal

³ <http://www.sherpa.ac.uk/romeo/index.php>

research funders. Increasingly, private research foundations such as the Gates Foundation are mandating Open Access to the research they fund as well.

What Other Universities are Doing

The faculties of many universities and colleges are also passing Open Access policies to facilitate broader public access to their research articles. MIT has documented 58 such policies at U.S. colleges and universities as of December 2015.⁴ Some of those policies were passed by departments or colleges within a university, but most are campus wide. In all cases, these policies were passed by a faculty body. AAU members who have passed campus wide policies include Boston University, Cal Tech, Duke, Emory, Georgia Tech, MIT, Penn State, Princeton, Rutgers, Kansas, Colorado, Illinois, North Carolina – Chapel Hill, as well as the University of California system. Through these policies, each of the faculties at these institutions have committed to grant their university a nonexclusive, irrevocable right to distribute the final accepted manuscripts of their scholarly articles for non-commercial purposes through a campus repository.

Plans for Implementing Similar Policies

Based on models and best practices employed by peer universities with Open Access policies, such an Open Access policy would likely be implemented through the University Libraries and the Campus Repository it manages. The general process involves Library faculty and staff engaging in the following steps:

- Track the publication of new articles by faculty.
- When a new article is detected, send an email to the faculty author(s) requesting that they submit the final accepted manuscript version of the article to the Campus Repository in association with the Open Access Policy. The manuscript

⁴ <https://libraries.mit.edu/scholarly/mit-open-access/open-access-at-mit/mit-open-access-policy/mit-faculty-open-access-policy-faq/other-university-policies/>

can be submitted as a PDF via email attachment or through an easy-to-use web form.

- If the author does not want to submit the requested manuscript, he or she may simply request a waiver to the deposit requirement that is automatically granted. The waiver request can occur via email or an easy-to-use web form.
- Once the manuscript is deposited into the repository, it will be made freely accessible on the web in ways that optimize its discoverability by web search engines such as Google. If the publisher of the article requires an embargo period before the manuscript is made accessible, the library will observe that embargo unless otherwise instructed by the author. (The library monitors publisher embargo policies and will act accordingly.)

Although it is hoped that UA faculty will embrace the benefits of greater access to their articles through deposit in the repository, there is no coercive mechanism that will be applied to those who do not submit their article manuscripts, or request waivers. Nonetheless, these Open Access policies “shift the default” from lack of explicit permission for Open Access dissemination of faculty articles to explicit permission for Open Access dissemination of faculty articles.

Recommendation

The UA Faculty Senate Task Force on Open Access advances for Faculty Senate consideration an Open Access policy similar to those at the University of Illinois, Urbana-Champaign and the University of California system, both of which utilized standard policy language first established by the Harvard Faculty of Arts and Sciences in 2008. Such an approach is in alignment with the existing ABOR and UA Intellectual Property Policy, which indicates that covered individuals (including faculty members) grant the

University a right to use scholarly works for “teaching, research, and other noncommercial University purposes.” (Sections B.1 and C.6)⁵

What This Is

- A faculty-driven proposal calling on the faculty and university to distribute faculty-authored scholarly articles to the widest possible audience through the UA Campus Repository.

What This Isn't

- A copyright or intellectual property grab by the university. This proposal comes from the faculty calling for university support in reaching the widest possible audience for faculty research. It also limits what the university can do with faculty-authored articles to non-commercial purposes in alignment with the existing ABOR and UA Intellectual Property Policy.
- A limitation on where faculty authors can publish. This is not a call for publishing in Open Access journals. Rather, it calls for archiving the final accepted manuscripts of faculty authored articles, wherever they are published, in the UA Campus Repository to enable free public access to the manuscripts.
- A substitute for, or waiver of, research funder requirements for deposit in an Open Access repository designated by the funder.

Proposed University of Arizona Open Access Policy

Preamble

The Faculty of the University of Arizona is committed to disseminating its research and scholarship as widely as possible. As part of a public, land grant university, the Faculty is dedicated to making its scholarship available to the people of Arizona and the world to maximize its impact. Furthermore, the Faculty recognizes the benefits that accrue to themselves as individual scholars and the scholarly enterprise from such wide dissemination, including greater recognition, more thorough consideration and critique, and a general increase in the exchange and creation of knowledge. In keeping with

⁵ <http://policy.arizona.edu/research/intellectual-property-policy>

these considerations, and for the primary purpose of making our scholarly articles widely and freely accessible, the Faculty adopts the following policy:

Grant of Permission and Limitations

Each faculty member grants the University of Arizona permission to make their articles freely available in an Open Access repository. Such permission and the associated deposit of articles in a repository are consistent with the existing University of Arizona Intellectual Property Policy. This provision does not transfer copyright ownership of faculty articles, which remains with Faculty authors under the existing University of Arizona Intellectual Property Policy.

Scope and Waivers

The policy applies to all scholarly articles authored or co-authored while the person is a member of the University of Arizona Faculty except for articles published before the adoption of this policy. Upon request by a faculty member, the University of Arizona will waive the deposit requirement for a particular article by that faculty member or delay access to the article for a specified period of time unless the waiver or delay is prohibited by applicable law, regulation, grant, or contract associated with the creation of the article in question.

Deposit of Articles

To assist the University of Arizona in archiving and disseminating scholarly articles, the Faculty commit to helping the University obtain copies of its articles. Specifically, each Faculty member who does not obtain a waiver to deposit in the university's Open Access repository will provide an electronic copy of the final accepted (post-peer review) manuscripts of his or her articles to the University of Arizona, by the date of publication, for inclusion in an Open Access repository. When appropriate, a Faculty member may instead notify the University of Arizona if the article will be freely available as an Open Access publication. Faculty members who have waived the deposit requirement may nonetheless choose to submit a copy with the University of Arizona for preservation purposes.

This policy does not in any way prescribe or limit the venue of publication for faculty members, who retain the right to publish articles in the journals or other venues of their choice. This policy neither requires nor prohibits the payment of fees or publication costs by authors.

Oversight of Policy

The Faculty Senate and the Office of the Provost will be jointly responsible for implementing this policy, resolving disputes concerning its interpretation and application, and recommending any changes to the Faculty. Any changes to the text of

the policy will require approval by the Faculty Senate and the Office of the Provost. The Faculty Senate and University of Arizona will review the policy within three years and a report will be presented to the Faculty Senate.

The Faculty Senate calls upon university units to develop and monitor mechanisms that would render implementation and compliance with the policy as convenient as possible for the Faculty.

Open Access Task Force Members

Parker Antin, Cellular and Molecular Medicine, Molecular and Cellular Biology, CALS (2015-16)

David Cuillier, Journalism

Nicholas Giovinco, Surgery

Elena Gold, ASUA (2014-15)

Hoshin Gupta, Hydrology and Water Resources (2015-16)

Barbara Hutchinson, SNRE (2014-15)

Dave Killick, Anthropology (co-chair)

Dan Lee, University Libraries (co-chair)

Joceline Lega, Mathematics (2014-15)

Ronald Lynch, Physiology

Sarah Ann Meggison, GPSC

Shane Snyder, Chemical Engineering

Shan Sutton, University Libraries (2015-16)

Jeremy Vetter, History

Andreas Zai, ASUA (2015-16)

Quality Scholarship at the University of Arizona

DRAFT

January 26, 2016

Defining Quality Scholarship

High quality scholarship is original, creative, and makes an impact. It changes how we think and act, and how we view the world. It creates new knowledge and often prompts us to reconsider what we think we know. It provides critical building blocks for shaping our relationship with the environment around us, forging connections with the people around us, and making this world a better place. It pushes our boundaries, challenges our ideas, and encourages us to look to the future by helping us understand the past.

High quality scholarship takes many forms, including theoretical and applied research, and creative expression in various modalities, including public performances and original design.

Faculty have an obligation to pursue high quality scholarship, to provide opportunities for students to engage in this scholarship and to teach students how to do engage in research in a fair and ethical manner. The University has an obligation to support and encourage high quality scholarship and to assess it reliably.

By virtue of the its land grant mission, the University, and its members, have an obligation to engage in scholarship that provides positive benefits to both the local and global community.

Assessing Quality Scholarship

Assessing high quality scholarship requires that we use a combination of quantitative and qualitative indicators.

Qualitative Indicators

- Investigator impact: Stories regarding one's scholarship written in a standardized format that describes the impact of the research and how it is being used and reused by others.
- Composite Score: A “basket” of indicators including level of recognition, productivity, reputation, effects upon scholarly work outside the immediate discipline, and effects on quality of life that better represent quality than any single measure.
- Network Impact: scholars' collaborative projects with colleagues at other universities, institutions, and corporations that may have significant impact on quality at the UA.
- Student Impact: undergraduate access to, and involvement in, research is a UA priority. The placement and subsequent productivity of PhD graduates can also be an indicator.

Quantitative Indicators

- Number of citations/h-index
- Awards, Prizes and Honors
- R&D expenditures per TTE faculty
- participation on NSF/NIH/NEA-type panels
- editorships of major journals
- service as peer reviewers
- Individual Google immediacy ratings
- Altmetrics – comprehensive measure of digital access to articles, blogs, etc. including storage, links, bookmarks and conversations.

Supporting Quality Scholarship

Some of the things the UA is already doing, or should be doing, to enhance quality scholarship amongst its faculty and students.

- shared facilities and infrastructure support
- research office support
- coaching and mentoring
- recognition via awards, P&T
- recognition within the reward structure of the variation in quality measurement across disciplines and along the career arc
- using our PR office to generate greater coverage of UA scholarship
- facilitation of translational scholarship, including patents and tech launch
- facilitation of academic and corporate partnerships

Quality Teaching and Learning at the UA

DRAFT

January 26, 2016

Defining Quality Teaching and Learning

High quality teaching inspires. It changes students' intellectual perspectives and their belief in their ability to effect change in the world.

Quality teaching leads to effective learning, and effective learning requires commitments by both faculty and students. This includes creating and sustaining inclusive learning environments.

The learning process starts with students, without whom there is neither teaching nor learning. Students have the responsibility to:

- understand that at its core a university education *is about the process of learning rather than a specific outcome*
- take ownership of their own learning experience/process.
- participate fully in the shared obligations of the teaching/learning process

For their part, teachers contribute to quality in the classroom, in mentorships, and in the construction of the curriculum. It is incumbent on teachers to:

- engage students in establishing a common understanding of and shared responsibility for learning and for creating an inclusive learning environment
- articulate learning objectives and communicate learning progress to students
- provide multiple opportunities for students to demonstrate learning,
- provide active learning opportunities for students whenever appropriate.
- be knowledgeable and up to date in the subject and its pedagogy
- facilitate learning appropriate to the subject taught
- match instructional method to expected outcomes
- furnish students with knowledge and skills usable for navigating future problems and opportunities
- participate in a programmatic approach to curriculum

Assessing Quality Teaching and Learning

There are four general modalities of assessment, which, when combined, give a comprehensive view of quality:

- Peer review – Relevance of materials, quality of course design, quality delivery of content, and course content reflects faculty continuous learning in the field
- Teacher Course Evaluations (included only as one source of developmental information)
- Student surveys across the trajectory of their university experience asking about their role in the learning process
- Measuring Classroom Activity - Classroom Observation Protocol for Undergraduate (COPUS)

Supporting Quality Teaching and Learning

The institution also makes crucial contributions to an environment of high quality teaching and learning:

- Developing methods of teacher course evaluation that allow student participation but are not discriminatory on the basis of gender or other grounds
- Developing pre- and post-course evaluations
- Providing incentives via recognition, tenure and salary processes
- Providing continuing education in teaching methods
- Funding teaching innovation initiatives
- Tracking student progress through the curriculum (Data Mining)
- Deploying student surveys across the trajectory of their university experience asking about their role in the learning process
- Maintaining accreditation