

REPORT TO FACULTY SENATE

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

DATE: October 3, 2016

ACCOMPLISHMENTS:

1. Vote on changes to the Bylaws and Constitution goes live Monday, October 3rd through Friday, October 14th. Please Vote!
2. Chair Nadel appointed to Presidential search advisory committee.
3. 5-year review committees for Gail Burd and Tom Miller formed. Survey for nominations/self-nominations was sent out. Faculty officers submitted 8 names for each committee to Provost.
4. ABOR Breakfast in November planned – will include brief presentations by Dante Lauretta, Sallie Marston and Michelle Perfect about how their research impacts student success.

GOALS:

1. PAC12 Leadership Coalition Meeting - October 28-30 in Boulder. Chair Nadel and Vice-Chair Brewer attending.
2. Pursuing potential Faculty Senate statement/resolution on holding down student course materials cost.
3. Interactive dashboard of Census for the General Faculty being developed in UAccess.
4. Continued engagement with the Diversity Task Force – in particular the Classroom Experience Subcommittee, which is working on content advisory policy, pronoun usage policy, and classroom conduct policy, among other things.

REPORT TO FACULTY SENATE

FROM: Jude Udeozor, GPSC President <http://www.gpsc.arizona.edu/>

DATE: October 3, 2016

ACCOMPLISHMENTS:

1. GPSC swore in a new President, Jude Udeozor, on September 27th 2016
2. Completed a major website overhaul, making our website more informative and significantly streamlining our Travel grants application and judging process.

GOALS:

- Expanding and sustaining our current programs such as Travel Grants and Research and Project Grants (ReaP);
- Sexual Assault Awareness and Title IX Harassment Awareness;
- Addressing food insecurity among UofA students;
- Increased outreach to graduate programs and representation across the university

REPORT TO FACULTY SENATE

FROM: Susanna Eden, APAC <http://apac.arizona.edu/>

DATE: October 3, 2016

ACCOMPLISHMENTS:

APAC held its annual meeting for all Appointed Professionals on Monday, September 26, at which President Hart presented updates on Never Settle. The meeting was streamed live to satellite campuses and provided simultaneous captioning for the hearing impaired.

GOALS:

Expanding professional development opportunities with a twice yearly scholarship program and speakers on professional development topics at monthly meetings.

Maintaining close communications between APAC and HR on the development of a new job architecture for non-faculty UA employees.

REPORT TO FACULTY SENATE

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

DATE: October 3, 2016

ACCOMPLISHMENTS:

- The 5-year administrator review process has been launched for:
 - Gail Burd, Senior Vice Provost
 - Tom Miller, Vice Provost
 - Shane Burgess, Vice President for Agriculture, Life and Veterinary Sciences, and Cooperative Extension; Dean, College of Agriculture & Life Sciences; Director, Arizona Experiment Station
- The College of Engineering completed the site visit portion of their ABET accreditation process
- Likewise, the Planning program in CAPLA successfully completed the site visit portion by their accrediting group.

GOALS:

- An announcement of the interim Honors Dean is expected soon.
- Some last minute changes in the finalist pool for Chief Information Officer / VP for IT position led to the search being placed on hold just before on-campus interviews were to be held. Plans are under discussion regarding next steps.
- I will be doing a presentation/Q&A on the support (admin) side of our RCM budget for the HeadsUp group later this month.

REPORT TO FACULTY SENATE

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

DATE: October 3, 2016

ACCOMPLISHMENTS:

- As we approach the 75th Anniversary of the attack on Pearl Harbor, the University of Arizona is pleased to construct and dedicate the USS Arizona Mall Memorial to honor the 1,177 who died on the ship.
 - The Mall Memorial will be anchored by a red brick Memorial Plaza ringed with 1,177 brass medallions to honor each person who died. It is located within view of the many design features already built into the Memorial Student Union.
 - The Mall Memorial was entirely funded by hundreds of private donations and the proceeds of the auction of memorial football game jerseys from the recent UA-Hawaii football game.
- In the first eight months of calendar year 2016, the University of Arizona Health Sciences secured more than \$135 million in new federally sponsored research awards including the largest NIH peer reviewed award ever granted in Arizona history, the \$ 43.3 million Precision Medicine Initiative Cohort Program. In September, OSIRIS-REx successfully launched at Cape Canaveral. This mission is led by the UA, and – at \$800 million – it is the largest grant in UA history.
- ABOR approved the FY 2018 State Budget Request to advance the resident-student funding model. This sets a goal for state funding of 50 percent by 2020 (the state currently funds about 34 percent of the cost to educate a resident student). To reach a 50 percent funding commitment, the state will need to increase funding above the current base appropriation by \$233.6 million. Using a three-year “phase-in” process, ABOR requested new state appropriations of \$77.8 million system wide (\$20.5 million to UA) plus \$9 million to fund the increase of Arizona resident students among the universities. ABOR also requested a one-time capital appropriation of \$30.1 million to address critical renewal needs for high-priority improvements (\$12.2 million to UA).

GOALS:

- The University of Arizona will host the next ABOR meeting from November 16-18. On November 18, the UA will feature its accomplishments, strategies opportunities and challenges in its annual Operations and Financial Review. Regents have requested the universities to consider this an individual university board meeting with greater interactivity and a focus on the future. In contrast to a typical two-hour power point presentation to a large group, we have planned an introduction, four interactive breakout sessions for groups of two to three regents at a time and a wrap-up discussion about strategies, opportunities and challenges for the UA.
- The senior team and I will also be working with you to ensure that the UA has another outstanding faculty breakfast. Together, we left a tremendously vivid and positive picture about student success with the regents last year, and we want to achieve the same level of excellence this year.

Quality Scholarship at the UA

DRAFT September 30, 2016

Defining Quality Scholarship

High quality scholarship makes an impact. It changes how we humans think and act, and how we view our diverse world. It creates new knowledge and challenges 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 people and communities, and making this world a better place. It pushes boundaries, sharpens 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. It frequently leverages the advantages of interdisciplinarity and diversity.

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 so in a fair and ethical manner. The University must support and encourage high quality scholarship and assess it reliably.

Given its land grant mission, the University, and its members, have a responsibility to engage in scholarship that provides benefits to the local and global community.

Quality Teaching and Learning at the UA

DRAFT: September 30, 2016

Defining Quality Teaching and Learning

Quality teaching inspires student curiosity, and reinforces students' belief in their ability to make a difference in a diverse world.

Quality teaching and effective learning require commitments by faculty and students alike, creating and sustaining inquisitive and inclusive learning environments. Quality teaching happens in the classroom, in the laboratory, in the seminar room, in offices, and in many settings in the wider world.

The learning process must start with students, without whom there is neither teaching nor learning. Good students:

- take ownership of their own learning experience/process by participating fully in the shared obligations of the teaching/learning process
- understand that at its core a university education *is about acquiring skills that enable a life-time of learning, beyond any specific short-term outcomes*

Teachers contribute to quality in the classroom, in mentoring students at all levels, in constructing and delivering the curriculum, and in developing teaching innovations, including online. Good teachers:

- inspire, stimulate, encourage, challenge and teach by example
- partner with students in creating an inclusive learning environment
- articulate objectives and communicate progress
- provide opportunities for active learning
- assess learning through multiple modes
- provide adequate opportunities to demonstrate learning
- connect students with real world practices and disciplinary experiences
- are knowledgeable and up to date in their subject and its pedagogy
- furnish students with knowledge/skills fit to 21st century media-driven world
- participate in curriculum development consistent with quality goals, including diversity and inclusion

The University has an obligation to support and encourage high quality teaching and to assess it reliably.