



NEW ACADEMIC UNIT – IMPLEMENTATION REQUEST

See Guidelines for Requesting Academic Unit Changes for Renaming, Mergers, Transferring or Disestablishment of an Existing Academic Unit

I. Description of the Proposed Academic Unit

We propose a *Department of Public and Applied Humanities (PAH)* in the College of Humanities. The purpose of the department will be to educate students and train a new generation of scholars in the work of the humanities writ large, undertaking research-informed and publicly-facing projects that involve applications focused on improving the human condition. The department will advance in a strategic and mission-driven way the College's longstanding history of humanities-oriented language, literature, and cultural studies research into public and digital spheres. Examples of such work include health humanities; digital humanities-driven research and pedagogy focused around the languages, literatures, and cultures that are focal areas in COH; multilingualism, translation, and interpretation studies; education in less commonly taught languages for UA students, government agencies, and community partners; and other areas where the intersection of disparate cultures and languages creates opportunities for scholars, teachers, and students to reflect and act on the question of what it means to be human.

Drawing on the College's established record in cutting-edge humanities inquiry (e.g., Learning Games Initiative; Virtual Harlem, Virtual Cibola, iSpace) and community outreach (e.g., UA Humanities Seminars; Poetry Center; National Center for Interpretation; Center for Educational Resources in Culture, Language, and Literacy), the Department of Public and Applied Humanities will develop destination undergraduate and graduate programs to provide students with a set of skills that have been identified by numerous internal and international external analysts as key for the success of 21st Century citizens of the world. Within PAH, each of the following skills will be specifically framed in multilingual, multicultural, and collaborative action contexts:

- Synchronous and asynchronous collaboration, including physical, virtual, and hybrid modes of presence;
- Finding multilingual, multicultural, and multidisciplinary solutions to world-wide challenges;
- Creative leadership for a multicultural and multilingual world;
- Discovery, creation, expansion, and dissemination of knowledge and humanities approaches for present and future applications.

PAH will build on these skills in all aspects of the unit, from its mission and vision statements, to its undergraduate and graduate curriculum, to its promotion and tenure guidelines.

II. Purpose and Activities of the Unit

A. Identify the basic goals and objectives of the new unit.

The Department of Public and Applied Humanities will enable COH to extend its strategic focus such that the impact of humanities research, education, and community engagement will be made more visible locally, nationally, and internationally. Achieving this expanded goal will advance the College's and the University's mission to promote the public good by supporting research and preparing students for careers in such areas such as nonprofit advocacy, community-based organizational communication in intercultural or multilingual contexts, public-private institutional collaboration, international business and cultural practices, transnational continuing education, interdisciplinary translation, and multilingual innovation studies.

The unit will bring together scholars who specialize in extending the varieties of disciplinary expertise represented in COH's faculty—literary studies, linguistics, area studies, and religious studies, to name a few. The unit will thus be a home for research and teaching endeavors that both intersect with existing COH departments and forge connections with other units across campus. At the center of all of the unit's programs will be an emphasis on the interplay among language, culture, community, and technology, particularly as these fundamental human activities shape how we make meaning with one another.

The Department will also serve as a research and teaching unit that complements the work of COH's non-academic units, such as:

- Center for English as Second Language
- Poetry Center
- Writing Skills Improvement Program
- National Center for Interpretation
- Center for Educational Resources in Culture, Language and Literacy

In short, the Department of Public and Applied Humanities will promote a program of inquiry centered on the collaborative negotiation of human meaning-making in multilingual, multicultural, and technologically mediated contexts.

B. Describe the activities, projects, and programs that will be conducted by the new unit.

The following initiatives are either already present or are under development in the College of Humanities and have been internally approved for (re)location in the Department of Public and Applied Humanities:

- MA in Second Language Learning and Educational Technology (currently housed in COH at the college level);
- Graduate Certificate in Language Program Administration (currently housed at the college level);

- Undergraduate BA in World Literatures (currently housed at the college level);
- Undergraduate Certificate in Second/Foreign Language Teaching (currently pending approval).

Future Initiatives:

Undergraduate and graduate certificates in intercultural competence; Learning Games Initiative (LGI) and its associated LGI research archive; health humanities initiatives (courses and certificate in early stages of development); degree programs in multilingualism, translation and interpretation (under development).

C. Describe demonstrable partnerships and partnership support that arise from the creation of the unit.

The Department of Public and Applied Humanities will provide a home for activities and programs developed in partnership with:

- Interdisciplinary Graduate Program in Second Language Acquisition and Teaching (SLAT);
- Title VI Center for Educational Resources in Culture, Language, and Literacy (CERCLL);
- Critical Languages Program (including partnerships with Davis-Monthan Air Force Base and Fort Huachuca Army Base);
- Learning Games Initiative (LGI) and the LGI Research Archive;
- Health Humanities collaborations with the Colleges of Nursing, Medicine (Medical Humanities), and Public Health;
- Faculty/Professional Learning Community on Contemplative Pedagogy in collaboration with the UA Confloucenter for Creative Inquiry and the UA Office of Instruction and Assessment;
- UA iSpace (including its partnership with the UA Libraries and Innovate UA);
- The multitude of scholarly projects with significant applied and community engagement components already underway in other units within COH, all of which expand the potential for internships, experiential and service learning, and mentor-driven research for the unit's undergraduate and graduate students.

As new programs are developed, we will work with other units across campus that do related work to avoid duplicating or competing with existing programs, but rather, add to existing strengths and take advantage of existing courses.

D. How does formal creation of this unit directly promote the fostering of collaborative and synergistic research and outreach beyond what is already happening on campus with existing entities?

There are a number of recently organized units on campus that are intentionally designed in part to integrate research, teaching, technology, and outreach under a

relatively broad, yet disciplinarily distinctive umbrella. For example, the College of Social and Behavioral Science's new School of Information integrates SBS' expertise in archival and library science, information science, and social media studies. Similarly, the College of Education's new Department of Teaching, Learning, and Sociocultural Studies blends areas such as literacy acquisition, heritage-language revitalization, energizing both within their respective colleges, and across campus.

The Department of Public and Applied Humanities will function similarly. Internally, it will provide COH with a hub of expertise and activity around humanities-based community engagement and digitally mediated applications combining theory and solutions to real-world challenges. Externally, it will provide the University of Arizona with an institutional fund of knowledge that spans and connects topics as diverse as language teacher training, courtroom and hospital translation, digital game-based learning, educational virtual reality modeling, place-based storytelling, intercultural retelling of myths or legends, new media preservation, and contemplative pedagogy. Such areas of expertise are increasingly common in the humanities; all are present in COH, but at present they lack an institutional home. The Department of Public and Applied Humanities provides that home, and by extension will make these areas of expertise more accessible to the campus, the community, and the world.

Notably, all of these areas will both strengthen and be strengthened by at least two—and probably more—of the hiring clusters currently being pursued: the Technology Enhanced Language Learning (TELL) Cluster and the Computational Media Cluster. Multiple faculty from both of these clusters will find energetic colleagues, synergistic research agendas, and motivated students in the Department of Public and Applied Humanities, as will a number of other independently hired faculty in units ranging from Government and Public Policy and the School of Art to Psychology, English, and Pharmacy. Thus, faculty throughout COH and the UA will find many direct possibilities for collaborative and synergistic humanities research and outreach when the new unit is able to promote and foster these focal areas directly as a core aspect of its mission.

E. Alignment of the proposed unit's purpose to the reporting unit and the University's strategic goals.

In both the UA *Never Settle* Strategic Plan and the College of Humanities Strategic Priorities, the following pertain directly to the new unit's purpose in relation to the College of Humanities:

Engaging

Public and Applied Humanities will support the outreach efforts of the various College of Humanities Centers and will also increase service learning and internship options, resulting in enhanced connections between faculty, students, and partner organizations and individuals in the community.

- Multilingualism Studies and Translations Studies grow in the form of certificates and degree programs, some already established and others currently under development.

- We continue to advance global cultural literacy and a sense of the multiplicities of languages (multilingualism), all critical to successful participation in a diverse and international workforce, for all students of Humanities. Accomplishments include participation of two of our faculty members (Dupuy and Warner) as co-directors of the Title VI multiyear grant in the Center for Education and Research in Culture, Language, and Literacy (CERCLL and participation in a multi-million €/ \$ grant on multilingualism by Gramling and Warner).

Innovating and Partnering

- Fuelling new aspects of humanities research advances multilingual approaches and interfaces with our increase of funding development with grants and foundation support. Successful funding endeavors include the aforementioned grant on multilingualism and the Joint/Dual Ph.D. program in Transcultural German Studies with the University of Leipzig. This Arts and Humanities Research Council large-grant project is ***Researching Multilingually at the Borders of Language, the Body, Law and the State***, led by Prof. Alison Phipps at Glasgow University.
- Concomitant initiatives in Multilingualism and Translation Studies interface with this grant in essential ways.
- The same grant has support for segments of our Humanities, Health, and Wellness initiatives.
- We continue to assure success in one of the University's and College's most important priorities by a multi-layered approach to Border Studies including:
 - o CESL and CONAHEC in Mexico, in collaboration with UA Global Initiatives, drives an initiative now underway for a total of 10,000 Mexican high school and college students and teachers to study English for 4-6 weeks in the US starting in July 2014-present, with more engagement each quarter.
 - o An additional set of major initiatives under the leadership of the Director of CESL, Dr. Suzanne Panferov, to facilitate education of ca. 200 Mexican educators in post-secondary education institutions there.
- We continue to assure that the premier multicultural and multilingual M.A. and doctoral programs at the University of Arizona attract and graduate top quality candidates by enhancing funding for graduate students whenever possible, including for SLAT students, by investing in graduate student funding.
- We assure that the inter- and transdisciplinary interests of all recent hires and candidates for new positions include teaching and research, both theoretical and applied, that contribute to College initiatives in one or more of these areas:
 - o Border Studies in many contexts;
 - o Language Mediation, Multilingualism, Translation and Interpretation: We are continuing to develop courses and certificates that expand enrollments in these areas, including an online degree in related topics under development, an online certificate under development, and a new graduate certificate in Language Program Leadership.
 - o A developing track of several courses for Health Humanities for undergraduates pursuing careers in the health professions; transdisciplinary projects with a focus on Health Humanities, and Wellness, in conjunction with the Confluentcenter and the OIA initiatives connected to Contemplative Pedagogies and Contemplative Traditions.

These are initiatives already established with events, funding, and projects, as well as work on a proposed edited volume on these topics;

- o Expanding applied humanities projects in visual culture, world literatures, immigration issues, and other transdisciplinary projects;
- o Advancing funded research opportunities by opening participation in transdisciplinary global research initiatives, such as the *AHRC Translating Cultures* project, directly involving faculty in COH and in partnership with others.
- Continued growth of the self-supporting Humanities Seminars Program and its important endowment.

Synergies

- Discussions and events for the *Humanities, Health, and Wellness* initiative have sparked great interest and collaborations, and potential further collaborations are under discussion with the College of Public Health, College of Nursing, and College of Medicine.
- Key hires in all of the COH academic units are very promising and have been accomplished by engaging intellectual synergies with many different units across campus.
- Relationships with existing global research initiatives and funded grants, and with our Title VI Center (CERCLL), in whose funding the College has played an integral part to assure that they are funded in next Title VI competition.
- Collaboration and leadership for the new initiatives and myriad contributions to a wide set of projects include Digital Humanities; Humanities, Health, and Wellness; Language Mediation, Multilingualism, and Interpretation; various initiatives and events related to Public and Applied Humanities.

F. Documented support from affiliated faculty, department heads, and deans. At the college level, alignment of the proposed unit's goals and objectives to the college's recruitment plan and programmatic priorities.

Please see attached statements of support.

Recent key hires in all of the COH academic units connect with the goals of Public and Applied Humanities, and also connect with scholars from many different units across campus. College of Humanities faculty who are part of the Technology Education and Language Learning (TELL) and Computational Media Cluster Hire initiatives in particular will find fertile collaborations in connection with Public and Applied Humanities. Collaborative and synergistic research and outreach between the many faculty members in COH with research and educational expertise in Public and Applied Humanities will be enhanced when the Public and Applied Humanities promotes and fosters them directly as a core aspect of its mission.

G. Clear statement of the evaluative criteria to be used in the comprehensive review. How will the proposed unit demonstrate success?

The evaluative criteria to be used in a comprehensive review are the same as those used in any Academic Program Review of an academic unit at the UA. In more detail for this new unit, the following principles and criteria will pertain:

1. Meet or exceed ABOR metrics concerning enrollments and graduates from degree programs as those programs are developed within the department. Similar metrics for completion of certificates will be used. The start-up time frame to reach these ABOR metrics will be taken into consideration as new degrees or certificates are approved.
2. Address *Never Settle* and College strategic priorities under the constraints of available funds.
3. Develop an appropriate number of new courses, certificates, and/or degree majors or minors (graduate and undergraduate) to address student interests and workplace skills related to the overall mission of the unit concerning Public and Applied Humanities.
4. Document the post-graduation placement of students who have completed programs in the new department to insure that we are preparing students for the workplace in many different applied and public contexts. Students educated in ways of knowing and applied skills garnered through their studies of the humanities will gravitate to diverse careers, including some that we cannot yet even imagine.
5. Enhance and expand the efficacy and vitality of instructional programs and advising in collaboration with the COH structures already in place. As programs grow, an increased student-to-instructor ratio will be one measure of success.

III. Resources

A. Faculty and Staff

1. List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty and professional staff who will participate in the new unit. Also, indicate the position each person will hold in the new unit.
 - Dupuy, Beatrice; Professor; Ph.D.; French & Italian; will be .49 FTE in PAH
 - Ferdinandt, Nicholas; Associate Professor; Ed.D.; Center for English as a Second Language; will be .25 FTE in PAH
 - Granger, Sumayya; Assistant Professor; Ph.D.; Center for English as a Second Language; will be .25 FTE in PAH
 - Panferov, Suzanne; Professor; Ph.D.; Center for English as a Second Language; will be .25 FTE in PAH
 - Ruggill, Judd; Associate Professor; Ph.D.; will be 1.0 FTE in PAH
 - White, Edmund; Associate Professor; Ph.D.; Center for English as a Second Language; will be .25 FTE in PAH

- Wildner-Bassett, Mary; Professor; Ph.D.; German Studies; will be .49 FTE in PAH.
2. List the clerical and support staff positions that will be included in the new unit.
The unit will be supported by one administrative associate, aided by a graduate student assistant. Additionally, as with all COH units, business and personnel functions, IT, and external relations will be supported by the college.
 3. Project the number and type of new faculty and staff positions that will be needed by the unit during each of the next three years.
Currently, there are no plans to hire more faculty for Public and Applied Humanities. As the unit's programs grow, it may become necessary to add additional faculty and staff. Any additional positions needed would be funded via RCM proceeds and also by funds earned from the MA in Second Language Learning and Educational Technology, a program offered through UA Online.

B. Physical Facilities and Equipment

1. Identify the physical facilities that will be required for the new unit and indicate whether those facilities are currently available.
Space already available to COH will be used or re-purposed for the needs of the faculty members with partial (or perhaps later, full) appointments or affiliations with PAH.
2. List all additional equipment that will be needed during the next five years and the estimated cost.
Existing policies and funding for computer and other technology acquisition or refresh for faculty will continue to support the needs of the faculty members with appointments or affiliations with the PAH. Existing policies and funding for computer and other technology acquisition or refresh for business staff will also be maintained.

C. Library Resources, Materials, and Supplies

1. Identify any additional library acquisitions that will be needed during the next three years and the estimated cost.
Current holdings and subscriptions are adequate for the unit's initiatives.
2. List any special materials or supplies, other than normal office supplies, that will be required by the new unit.
No special materials or supplies are needed.

D. Other Information

1. Identify any implications of the proposed change for regional or programmatic accreditation.
NA
2. Provide any relevant information, not requested above, that will assist reviewers in evaluating this proposed addition.

The following HUMS courses will be converted to PAH courses if this proposal is approved:

350	Health Humanities: Intercultural Perspectives
371	Intercultural Competence - Culture and Identity*
372	Intercultural Competence - Culture, Identity, Adaptation, and Intercultural Relations”
378	Playing Doctor: Images of Medicine and Health
410	Writing the Community: Teaching Poetry in the Schools
456	Humanities and the Global Creative Economy
479	Second/Foreign Language Teaching and Learning
482	Advanced Methods in Teaching a Second/Foreign Language
485	Grammar for Second/Foreign Language Teachers
487	Assessment in Second/Foreign Language Learning
488	Intensive Medical Interpreter Training*
489	Intensive Court Interpreter Training*
510	Writing the Community: Teaching Poetry in the Schools
516	Introduction to Digital Humanities
570	Leadership for Program Administration: Institutional Contexts
571	Language Program Administration
572	Language Program Evaluation: Policies, Standards and Practice
574	Conceptualizing, Designing, and Directing Foreign Language Programs
579	Second/Foreign Language Teaching and Learning
582	Advanced Methods in Teaching a Second/Foreign Language
584	Online Environments for Foreign Language Teaching*
585	Grammar for Second/Foreign Language Teachers
587	Assessment in Second/Foreign Language Learning

* Pending approval

E. Financing

1. Explain the university’s plan for providing adequate financing for the unit.

The unit will be valued and supported by COH as the RCU, with funds accruing to the unit to enable further growth. While some taxation of RCM-based unit revenues for COH reserves is necessary, the new unit will also need start-up support of various kinds until it can be self-supporting with RCM model distributions. The new department and COH will collaborate to develop a mechanism to begin building a reserve that meets RCM requirements to flourish. When metrics are used for decision making regarding allocation of funds within the College, multi-year rolling averages will be employed, and this new unit may require start-up subvention until its programs are well-established. COH will hire a new administrative associate for the department. Additionally, as with all COH units, the department will be supported by the COH Business Team in dealing with grants, accounting, business transactions, and human resource management. The new department and COH will collaborate to develop a mechanism to begin building a reserve that meets RCM requirements to flourish. COH decision-making process regarding the allocation of new faculty lines to COH departments and programs should include the new department as appropriate, and be conveyed explicitly to the other department Heads and Directors on an ongoing basis through meetings where criteria and rationale for decisions are articulated.

2. Identify potential sources for external funding for the unit.

Grant funding sources include the National Endowment for the Humanities Digital Humanities Initiatives such as the following:

- Digital Humanities Implementation Grants; Digital Humanities Start-up Grants; Digital Projects for the Public.
 - Health Humanities initiatives: The National Endowment for the Humanities (NEH) and the Arts and Humanities Research Council of the United Kingdom (AHRC) are cooperating to advance research in the humanities that focuses on the humanities and health and well-being. Applications are invited for support of collaborative research projects that use humanities disciplines to better understand health, well-being, disability, medical science and technology, or other aspects of the health sciences.
3. If state funds will be used, indicate whether new appropriations will be requested or existing appropriations will be reallocated. If reallocating existing appropriations, indicate where these will be drawn from.
RCM is the model that will fund the new unit, as explained in section E above.
4. Complete the Budget Projection Form, projecting the operating budget for the proposed unit for the next three years.
See Attached.
5. Estimate the amount of external funds that may be received by the unit during each of the first three years.

There are many sources of funding for the many projects involved and under development for PAH. As just one example, NEH supports projects with outright funds, matching funds, or a combination of the two. It is within reason that a grant for total expenditures of approximately \$100,000 can be secured in years two and/or three of the existence of the unit. Several projects are already in development which include a combination of public and private funding sources or private sources, as well as fee-for-service possibilities.

Addendum Academic Strategic Plan AY 2016-2017
NEW ACADEMIC UNITS – Planning Request

(All academic unit changes will be effective July 1, 2017)

Proposed New Academic Units:

Name of Proposed Unit	Level (College, School, Department, Division, etc.)	The name of the existing College/School under which the proposed unit will be established (if applicable)	Brief Description (max 50 words)	Justification (max 50 words)	New Resources, if any, and Source <i>Savings/ Efficiencies Gained</i>
Department of Public and Applied Humanities	Department	College of Humanities	The unit will be a home for research and teaching endeavors that both intersect with existing College departments and forge connections with other campus units. The degree programs will emphasize the interplay among language, culture, community, and technology, as these activities shape how we make meaning with one another.	<p>The Department of Public and Applied Humanities will enable the College to extend its strategic focus such that the impact of humanities research, education, and community engagement will be made more visible locally, nationally, and internationally. Achieving this expanded goal will advance the College's and the University's mission to promote the public good by supporting research and preparing students for careers in such areas such as nonprofit advocacy, community-based organizational communication in intercultural or multilingual contexts, public-private institutional collaboration, international business and cultural practices, transnational continuing education, interdisciplinary translation, and multilingual innovation studies.</p> <p>The Department will provide a home for activities and programs developed in partnership with:</p> <ul style="list-style-type: none"> • Interdisciplinary Graduate Program in Second Language Acquisition and Teaching; • Title VI Center for Educational Resources in Culture, Language, and Literacy; • Critical Languages Program (partnerships with the military); 	<p>Potential grant funding sources include National Endowment for the Humanities Digital Humanities Initiatives such as the following:</p> <ul style="list-style-type: none"> • Digital Humanities Implementation Grants; Digital Humanities Start-up Grants; Digital Projects for the Public. • Health Humanities initiatives: The National Endowment for the Humanities (NEH) and the Arts and Humanities Research Council of the United Kingdom (AHRC) are cooperating to advance research in the humanities that focuses on the humanities and health and well-being. Applications are invited for support of collaborative research projects that use humanities disciplines to better understand health, well-being, disability, medical science and technology, or other aspects of the health sciences.

				<ul style="list-style-type: none">• Health Humanities collaborations with the Colleges of Nursing, Medicine, and Public Health;• Faculty/Professional Learning Community on Contemplative Pedagogy in collaboration with the Confluentcenter for Creative Inquiry and the Office of Instruction and Assessment;• Scholarly projects with significant applied and community engagement components that expand the potential for internships, experiential and service learning, and research for students.	
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30 September 2016

MEMORANDUM OF UNDERSTANDING

The College of Humanities and the College of Social and Behavioral Sciences have discussed the proposed creation of a new Department of Public and Applied Humanities in COH. SBS supports the proposal, with the understanding that, as was agreed in Spring 2016, the College of Humanities will not develop any for-credit undergraduate or graduate programs in the areas of Teaching English as a Second/Foreign Language or ESL/EFL. For-credit TESL/TEFL and ESL/EFL programs are the domain of the Department of English. Similarly, the Department of English will not develop non-credit TESL/TEFL and ESL/EFL courses and certificate programs, which are the domain of CESL in the College of Humanities. CESL will continue to offer non-credit programs in ESL and TESL, programs that are accredited by the Commission on English Language Program Accreditation. This agreement does not preclude faculty in English from engaging in outreach or service projects and partnerships that concern TESL/TEFL.



Alain-Philippe Durand
Dean, College of Humanities



JP Jones
Dean, College of Social and Behavioral Sciences

EXECUTIVE SUMMARY

REQUEST TO ESTABLISH NEW ACADEMIC UNIT OR REORGANIZE AN EXISTING UNIT

Academic Unit Name – Department of Public and Applied Humanities (PAH)

Requested by – College of Humanities (COH)

Description of Proposed New Unit – The department will educate students and train a new generation of scholars in the work of the humanities writ large, undertaking research-informed and publicly-facing projects that involve applications focused on improving the human condition. The department will advance in a strategic and mission-driven way the College's longstanding history of humanities-oriented language, literature, and cultural studies research into public and digital spheres. Examples of such work include health humanities; digital humanities-driven research and pedagogy focused around the languages, literatures, and cultures that are focal areas in COH; multilingualism, translation, and interpretation studies; education in less commonly taught languages for UA students, government agencies, and community partners; and other areas where the intersection of disparate cultures and languages creates opportunities for scholars, teachers, and students to reflect and act on the question of what it means to be human.

Drawing on the College's established record in cutting-edge humanities inquiry and community outreach, the Department of Public and Applied Humanities will develop destination undergraduate and graduate programs to provide students with a set of skills that have been identified by numerous internal and international external analysts as key for the success of 21st Century citizens of the world.

Purpose and Activities of Unit – The Department of Public and Applied Humanities will enable the College to extend its strategic focus such that the impact of humanities research, education, and community engagement will be made more visible locally, nationally, and internationally. Achieving this expanded goal will advance the College's and the University's mission to promote the public good by supporting research and preparing students for careers in such areas such as nonprofit advocacy, community-based organizational communication in intercultural or multilingual contexts, public-private institutional collaboration, international business and cultural practices, transnational continuing education, interdisciplinary translation, and multilingual innovation studies.

The unit will bring together scholars who specialize in extending the varieties of disciplinary expertise represented in COH's faculty—literary studies, linguistics, area studies, and religious studies, to name a few. The unit will thus be a home for research and teaching endeavors that both intersect with existing COH departments and forge connections with other units across campus. At the center of all of the unit's programs will be an emphasis on the interplay among language, culture, community, and technology, particularly as these fundamental human activities shape how we make meaning with one another.

The Department will provide an academic home for the following degrees:

MA in Second Language Learning and Educational Technology (currently housed in COH);
Graduate Certificate in Language Program Administration (currently housed in COH);
Undergraduate BA in World Literatures (will open in Spring 2017).

Future initiatives might include: Undergraduate and graduate certificates in intercultural competence; health humanities initiatives (courses and certificate in early stages of development); degree programs in multilingualism, translation and interpretation (under development).

Resources Available for the Unit

Faculty and Staff -1 faculty @1.0 FTE, 2 faculty at .49 FTE, 4 faculty at .25 FTE = 2.98 FTE faculty. One 1.0FTE administrative associated aided by a graduate student assistant. As with all COH units, business and personnel functions, IT, and external relations will be supported by the college.

Physical Facilities and Equipment – No additional requirements.

Library Resources, materials, Supplies – No additional requirements.

Other Information – Memorandum of Understanding signed by the College of Humanities and the College of Social and Behavioral Sciences regarding non-credit and for-credit teaching of English.

Sources of Funding

RCM

Approvals:

CAAC	October 25, 2016
Provost Council	November 7, 2016
Arizona Board of Regents	November 17, 2016

REPORT TO FACULTY SENATE

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

DATE: December 5, 2016

ACCOMPLISHMENTS:

1. Breakfast with faculty and Regents at recent ABOR meeting in Tucson went very well.
2. Chair Nadel attended second meeting of Presidential Search Committee.
3. A change in how we stream Senate Meetings will dramatically improve their audio quality, but will also require Bluetooth microphones for all speakers from now on.
4. Working with UAiR to finalize a report in UAccess Analytics that will provide an accurate census of the General Faculty using the revised criteria. Once the President approves the changes to the Constitution, we'll make the report publicly available.
5. Delegated to the Academic Personnel Policy Committee [APPC], working with HR, Faculty Affairs, the OGC, and other stakeholders, to review and provide recommended changes to Chapter 7 of UHAP, especially the portion dealing with professional conduct.

GOALS:

1. Bring policy recommendations relevant to the Diversity Task Force effort to Senate at the December meeting.
2. Continue working with COM Tucson and COM Phoenix to better understand the corpus of NTE faculty titled and assessed by the UA and working at the direction of UA Department Heads, but paid by external entities (like Banner).

REPORT TO FACULTY SENATE

FROM: Michael Finnegan, President ASUA asua@web.asua.arizona.edu

DATE: December 5, 2016

ACCOMPLISHMENTS:

- Met with Arizona Secretary of State
- 1500+ Students participating in Early Voting
- Worked with other Arizona universities to create Student Policy Agenda
- ABOR

GOALS:

- Run a successful:
 - Mental health awareness day
 - Student Advocacy Day
 - Election
- Work with state relations for Cats at the Capital
- Work on Spring Agenda

REPORT TO FACULTY SENATE

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

DATE: December 5, 2016

ACCOMPLISHMENTS:

- New partnership with College of Engineering to disburse travel grant funds from the college to engineering students using GPSC's evaluation process.
- We hosted ABOR's President Klein and the Board Chair, Regent Patterson.
- Raised \$38,500 for GPSC travel grant program.
- Extended outreach to College of Medicine, Phoenix and created a seat in the general council for them.
- Elected and sworn in a new Executive VP for GPSC, Danielle Blalock.

GOALS:

- Organize the student research showcase early spring semester.
- Work with campus pantry and other organizations to address food insecurity amongst UA student.
- Continue to explore collaboration opportunities with the Faculty senate. We hosted Senate chair, Prof Nadel at our most recent meeting to discuss this.
- Participate in the Cats at the Capitol in January 2017 and plan a special legislative session for graduate and professional students at the Capitol in February 2017.
- Review, revise and update GPSC's strategic plan, and clearly define the organization's goals, role and priorities.

REPORT TO FACULTY SENATE

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

DATE: December 5, 2016

ACCOMPLISHMENTS:

The Professional Development committee received 81 applications and offered 13 awards for reimbursement for a total of \$8,700. Stories of professional development reimbursement awardees will be posted on the APAC website.

GOALS:

Educate membership on university facilities and planning processes and opportunities for AP input by inviting Robert Smith *Vice President, University Planning / Design and Operations*, to the January APAC meeting

REPORT TO FACULTY SENATE

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

DATE: December 5, 2016

ACCOMPLISHMENTS:

- Dr. Melissa Vito and Dr. Neal Armstrong have agreed to co-chair the search for the permanent dean of the Honors College. The full committee will be announced as soon as all invitees have responded.
- The search process for dean of the College of Education is well underway with candidates currently doing campus visits/interviews.
- The College feedback session for the five-year administrator review of Jeff Goldberg, Engineering dean, took place on Friday, December 2.

GOALS:

- Mark your calendars for the Regents' and Distinguished Professors induction ceremony on Thursday, January 12, 2:00 p.m. in Crowder Hall, when we recognize some of our highest achieving colleagues with the leading academic honor at the UA.
- The transition in the annual promotion and tenure process from college to university-wide committees begins in January. Dossiers are due to deans offices by December 14, and from deans to my office by January 15.

REPORT TO FACULTY SENATE

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

DATE: December 5, 2016

ACCOMPLISHMENTS

- The University of Arizona presented its strategic plan update to the regents at the Operational and Financial Review section of the ABOR meeting just over two weeks ago.
 - On Thursday, I gave a brief overview of the UA's new micro-campus initiative. A micro-campus is a branded UA space at a partner university where students take courses co-taught by UA professors and their partners to earn a UA degree and one from their home institution. This model lowers geographic and economic barriers to higher education faced by millions of people around the world
 - On Friday, the OFR meeting featured four robust discussion sessions led by members of the UA's Senior Leadership Team. Many of you and other members of the UA community have put great creativity and effort into preparing for these discussions, and I am grateful for their hard work and proud of the remarkable achievements and potential they shared
 - The regents appreciated the presentations and the discussions they initiated, and their questions reflected both the UA's unique potential and the need to understand and address the challenges we face. More information on the presentations is available at neversettle.arizona.edu.
- Though there has been no change to the law, the University of Arizona recognizes and empathizes with concerns in the community about the future status of DACA (Deferred Action for Childhood Arrivals) students. The UA issued a public statement and a statement to the UA community reaffirming our support for these students, noting that support is unequivocal and noting the UA will provide all the support it can within its authority.

GOALS:

- The UA is continuing to have meetings with regents to explain our differentiated mission and to promote support for the UA with the governor and state legislature.
- The UA is continuing to work with the Arizona Board of Regents to provide clarity for the status of DACA students.

Executive Summary

Request for Authorization to Implement a New Degree Program

Program Name & Degree	Arabic BA				
Requested by	School of Middle Eastern and North African Studies (MENAS), College of Social and Behavioral Sciences				
CIP Code	16.1101: Arabic Language and Literature				
Purpose of Program	The B.A. in Arabic will graduate students with communicative proficiency in the Arabic language, informed knowledge of Arab cultures, and skills that are critical to the pursuit of professional success or graduate education. The degree offers student-centered instruction throughout a well-articulated course series that includes outcomes-based assessment aligned with national standards for language learning.				
	5-year projected annual enrollment				
	1 st year	2 nd year	3 rd year	4 th year	5 th year
	15	25	35	44	55
Source(s) of Funding	\$500,000 annually from Project GO (NSEP/DoD) \$410,000 annually from Arabic Flagship (NSEP/DoD)				

Approvals:

ABOR	June 3, 2015
Undergraduate Council	October 11, 2016
Graduate Council	N/A
CAAC	August 22, 2016
Provost's Council	November 7, 2016
Faculty Senate	

Non-Consent Agenda Item:

Approval to amend the Academic Probation Policy with a statement on the Academic Recovery Program

Effective Term: Spring 2017 for all undergraduates

Proposal:

<http://catalog.arizona.edu/policy/undergraduate-academic-standing-progress-probation-and-disqualification#prob> (amendment in red)

*Undergraduate students not meeting academic progress will be placed on academic probation. Academic probation status occurs following any term (i.e., fall, winter, spring, summer) when the student's cumulative grade-point-average (GPA) drops below a 2.000. **The first time that students are placed on academic probation, they should meet with their [academic advisor](#) to discuss the consequences, such as enrollment in a mandatory [Academic Recovery Program](#) during the following fall or spring semester.** Students on academic probation are subject to **restrictions or requirements, such as certain courses, that are determined** by the academic dean of the college in which the student is enrolled. **Students should contact** the [college dean's office](#) for college-specific probation policies. Students are removed from academic probation upon earning the minimum 2.000 cumulative GPA as required by the University.*

Justification:

- Many students struggle academically with the transition from high school to college, and some are placed on academic probation at the end of their first semester. On average, ~20% of freshmen, ~10% of sophomores, and ~7% of juniors enter academic probation status every term. Freshmen on academic probation after their first term have a first-year retention rate below 50%.
- The Academic Recovery Program, which was initiated as a pilot in FY2015, supports first-time probation students in regaining good academic standing by meeting with peer mentors and learning specialists, developing goals, and implementing action plans that address academic skills, time-management, motivation, etc.
- Serving these at-risk students is labor and time-intensive. The mandatory academic recovery fee (\$100) provides modest support to colleges that provide additional academic recovery services, such as workshops and success courses, in collaboration with centralized services to increase student retention.
- The academic standing of Program participants in Spring 2015 was compared to that of eligible non-participants. The outcomes for that semester are as follows: 1,308 students were invited to participate, 780 (60%) accepted, 281 (36%) of those attained good standing, 507 (65%) persisted from spring to Fall 2016, and 125 (16%) were disqualified; 528 (40%) declined to participate, 111 (21%) of those attained good standing, but only 253 (48%) persisted to Fall 2016, and 169 (32%) were disqualified.

Approvals:

Undergraduate Council: 10/11/16
Graduate Council: N/A
Academic Deans: 10/25/16
Administrative Review: 10/31/16
FS:

TO THE SENATE:

The Diversity Task Force seeks to address student concerns in a number of areas, and one that particularly involves faculty is the classroom experience. A subcommittee set up to deal with the classroom experience has been considering the issues of pronoun usage and content advisories. We have suggestions for how to approach each of these, but need input on a fundamental question: should our solutions involve the issuance of new “guidelines” for faculty (and other instructors) behavior, which Senate could do within its own authority, or should they involve the creation of policies that put in place new mandates. In this latter case, whatever Senate proposes would have to move through a set of procedures to gain final approval, including the President’s signature.

There are two parts to the pronoun usage issue: first, the idea that all instructors address the issue of pronoun usage on the first day of class. Second, the provision of a statement that could be used as a default, and that captures what needs to be said.

The solution to the content advisory issue was informed by the results of a survey done this semester. About 65% of the 550+ respondents indicated that they either used or would consider using content advisories. Of the 35% who felt otherwise, concerns about academic freedom and blinkered students were most prominent. Our proposed solution is cast in a way that should allay these fears. It says nothing about altering course content, nor is that a desired outcome. Instead, it alerts concerned students about what they can expect in class, and is largely limited to cases of sexual violence or other intensely violent content.

Senate should be part of deciding whether we should create guidelines or policy change, in each domain. Whatever the decision, we will need Senate support after input from relevant governance committees (UGC, UWGEC, SAPC, APPC), before looking to implement changes in the classroom.

Gender Pronoun Proposal

It is recommended/mandated that all instructors address, in one way or another, pronoun usage in their classroom. It is strongly recommended that this be done the first day of class. It can be done in the fashion each instructor prefers, but for many, the following statement could work:

“It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first names, the pronoun of their choice, or by default, the pronoun “they”.

The application of this guideline in all instructional settings involving group interactions is strongly encouraged, but the means of carrying it out are left to each faculty member.

Content Advisory Proposal

It is recommended/mandated that instructors use “content advisories” when assigning certain kinds of course materials. The purpose of these advisories is to alert students to the possibility of unexpected exposure to content evocative of prior traumatic experiences. So alerted, students can talk with the instructor about alternate materials, if such is possible. The policy is not meant to restrict course content in any way, but to provide ample information about course content up front, so students with legitimate concerns can plan better.

Instructors may adopt the University of Arizona General Education existing policy recommendation (referred to as the “Notification of Objectionable Materials) dated August 2016 that states:

Notification of Objectionable Materials (recommended, not required):

“This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. <http://gened.arizona.edu/content/course-syllabus-guidelines>”.

Executive Summary

The strength of the Honors College is its connections to the amazing opportunities offered by the entire UA campus. We have the ability to create unique interdisciplinary experiences for the extraordinary students in the Honors College. By fostering innovation throughout the Honors experience, we will be able to attract and retain the best students at the UA.

Recruiting and Connections to High School Programs

We aim to attract the best students to UA, including in-state, nationally and internationally. These students will not only be the high-achieving students traditionally associated with an Honors College, but those students who have the potential to excel at a place like the University of Arizona. As such, our recruitment of Honors College students should identify those students early in the process through a more holistic recruiting effort. To achieve this goal, we will bolster the existing recruiting process through the following:

- Developing a clear Honors College brand
- Expanding and clarifying the marketing of the Honors College
- Increasing Honors College scholarships
- Revising the Honors College application process
- Reaching out to a wider audience
- Leveraging UA high school programs to increase visibility
- Further engaging faculty and current UA students in recruitment

The Honors Pathway

The strength of our current Honors experience is its ability to connect our students to the world-class research and creative enterprise at the UA. Our re-envisioned academic program will expand upon the existing opportunities and create well-defined pathways for students. The following plan provides a coherent experience that enriches the offerings of the academic colleges, while creating an academic environment that fosters the creative spirit within our Honors students. To build upon the new academic programming, we will expand our current co-curricular offerings. The current Honors Program offers a robust first-year experience. The proposed programmatic changes will enhance the Honors experience by leveraging the existing opportunities at the UA, and by integrating the current offerings into a more holistic program. Our plan for Honors students will include the following:

- Integrated interdisciplinary pathways
 - First year
 - 1st year seminars taught by top faculty
 - Integrated and expanded 1st year Common Reading program
 - Transition experience
 - Integrated Honors Gen Ed program
 - Peer mentoring
 - Honors College community-building events
 - Honors Study Abroad
 - Second year
 - Second year seminar
 - Integrated Honors Gen Ed program
 - Expanded opportunities for engagement and service learning
 - Honors Alternative Spring Break

- Third year
 - Innovation workshop
 - Practicum in problem solving
 - Research, internship and community-based opportunities that dovetail with each student's academic pathway
 - Honors Alternative Spring Break
- Fourth year
 - Capstone project
 - End-of-year symposium/showcase/competition
- Other characteristics of the Honors Experience
 - The Honors College as the Innovation Hub
 - Expanded minors exclusive to Honors Students
 - Signature speakers series
 - Customized third-year experiences tailored to students' disciplines

The Honors Community

The Honors College would greatly benefit from a centralized location which includes administrative offices, dining facilities, teaching and study spaces, and residence hall rooms. We have identified some crucial components of such a space and list them below:

- A single, integrated complex
- Office space to house the whole, anticipated Honors College staff
- Classrooms to accommodate the latest learning pedagogies
- Event space to provide opportunities for recruiting and special events and a
- Large gathering space for bigger-scale events
- Student maker space/stress reduction area
- Dining
- Residence hall rooms to house the anticipated freshmen class
- Computer lab and printing

The plan that we have proposed will build upon the strengths of the UA, and ensure a strong relationship between the Honors College and the academic colleges. This plan, we believe, creates an integrated approach to recruiting, academic and co-curricular programming, and the Honors community. We expect to begin implementation of this plan that will help create a flagship experience for future Honors College students. We plan to develop an implementation plan in Spring, 2017 with initial implementation occurring in Fall, 2017. The full implementation will depend upon resources and schedule constraints.