

## 2024 GENERAL FACULTY RUNOFF ELECTION CAFT CANDIDATE STATEMENTS

**3-YEAR TERM: 2024-2027**

**SEATS AVAILABLE: 4**

**BAILEY, FIONA E.** Professor. Department of Physiology, College of Medicine – Tucson. Over the past decade, I have run a clinical and basic science laboratory, in which I mentor and train students and postdocs to work with human subject participants in performance of gold standard clinical techniques and to do so within the framework of a clinical trial. The success of my biomedical research is due in large part to robust collaborations. As lead PI on Phase I (2015-2018) and Phase II Clinical trials (2020-26), I partner with Banner Health and UArizona’s Clinical and Translational Sciences Research Center and with COM faculty (Medicine, Neurology, Pulmonary, Allergy, Critical Care and Sleep Medicine, and Pediatrics, UArizona Center for Disparities in Diabetes, Obesity and Metabolism and UArizona Center for Aging) and departments campus wide (Psychology, Speech, Language, and Hearing Sciences, Neuroscience, Biomedical Engineering). Equally important, in the past 5 years, my clinical trial work has yielded industry partnerships that will see ideas for biomedical devices and therapies move from bench to bedside out into our community. Through these experiences I have gained considerable knowledge in institutional (UArizona, Banner Health, Office for Responsible Outside Interests, Institutional Review Board) and governmental (FDA, NIH Clinical Research Operations and Management Systems) requirements for continued regulatory reporting, compliance and approval. Much of my career has been spent identifying and making available the necessary resources (people, financial support, appropriate space, and equipment) and devising practical solutions. As Chair of the Program Committee (2017-2022) for the Physiological Sciences Interdisciplinary Program (PSGIPD), I engaged with faculty from ~20 UArizona departments across 6 different colleges to implement advising strategies designed to review, facilitate retention, and ensure the progression of MS and PhD students through the degree program each year. As Program Chair I served as guide and support to students *and* faculty mentors as they navigate diverse workplace challenges including budgetary and equipment issues, interpersonal conflict, and remote work agreements. In all instances, my objective is to avoid “throwing the baby out with the bathwater” and to broker agreements that recognize the contributions of both parties. I have academic leadership experience through my participation in the Department of Physiology Academic Program Review (2022), the Department of Physiology Advisory Committee (2021-22), The University of Arizona Health Sciences Center for Sleep, Circadian, and Neuroscience research (UAHS-CSCN) Executive Committee (present) and as the College of Medicine Representative on the Research, Innovation & Impact Faculty Foresight Council (2021-23). I have first-hand knowledge of institutional challenges to progress and know how to identify *feasible* solutions to problems. I communicate clearly and I value consensus in arriving at solutions.

**DYKE-COMPTON, TAMARA.** Associate Professor and Associate Director. School of Dance, College of Fine Arts. Holds an MFA in Dance and Choreography from the University of Arizona School of Dance and a BFA in Dance from The Juilliard School. A published choreographer with national and international collaborations, including notable partnerships with José Limón (Dante Puleio), YYDC (Yin Yue), Soulescapse (Justin Giles), Chuthis (Peter Chu), The Jacob Jonas Company (Jacob Jonas), and Still Motion (Stacey Tookey), my creative research has been showcased at prestigious venues such as the Bell House Choreography Exchange in Tulsa, Oklahoma, and the Dumbo Dance Festival in New York City. Serving as the co-director of dance at Perry Mansfield Performing Arts Camp in Steamboat Springs, Colorado, I focus on The Mindful Dancer, exploring the implementation of mindfulness, healthy rhythms, and habits in the technique class to foster success and longevity, emphasizing the development of community, empathy, and support among students.

With extensive experience chairing national faculty search committees, co-chairing the Sr. Coordinator Inclusive Learning position search committee for the Office of Diversity and Inclusion, and serving twice on the Promotion and Tenure Committee for the College of Fine Arts and the Annual Review Committee for the School of Dance for the past 7 years, I possess a deep understanding of faculty excellence and evaluation criteria. As the School of Dance Associate Director, I am enthusiastic about expressing my commitment to serving on the Academic Freedom and Tenure Committee for Fall 2023, recognizing the significance of administrative leadership support within our academic community. Motivated to contribute to shared governance, I aim to actively participate in shaping decisions that positively impact our institution, fostering collaboration and enhancing our academic environment.

**FALCO, LIA D.** Associate Professor. Department of Psychoeducational Studies, College of Education. Chair of the Faculty for Counseling. I have been a faculty member of the University of Arizona since 2008. I was employed as an adjunct Assistant Professor (2008-2009) before becoming an Assistant Professor of Practice (2009-2014). I was promoted to Associate Professor of Practice and held that position for one year (2014-2015) before becoming tenure-eligible in 2015. I earned tenure in 2021. My career trajectory, albeit circuitous, has given me unique insight and awareness of the faculty experience at the University. Because of my personal experience, I am deeply familiar with the various processes and expectations for faculty promotion and tenure at this institution. My professional background and training are in Counseling (M.Ed.) and Educational Psychology (Ph.D.). My research examines motivation for career decision-making in early adolescence, with a particular focus on gender and STEM. I use quantitative and mixed methods to identify and evaluate K-12 programs and practices that are effective at supporting student STEM learning and engagement – especially students who have been historically excluded and underrepresented in STEM education and occupations. I have also been actively involved with the CALS Frances McClelland Institute through a research collaborative. I have served on college council for COE, served on or chaired several faculty search committees, served on the academic programs committee (APC) committee, and I am currently serving on our department promotion and tenure committee. Additionally, I

began my third term on the University Hearing Board this fall. I am also engaged in leadership for several national organizations within the field of counseling, including serving as chair of research for the National Career Development Association. My professional background and faculty experience enable me to understand and articulate a wide range of faculty contributions to research, teaching, and service. I am committed to an inclusive view of faculty excellence and would represent CAFT from that perspective.

**LANZA, FABIO.** Professor. Department of Asian Studies and History, College of Humanities and College of Social & Behavioral Sciences. I have been at the University of Arizona since 2005, holding a joint appointment in two departments and two colleges (SBS and COH). I have served in a variety of committees at all levels, including the Committee for Academic Freedom and Tenure (2014-16) and the University Hearing Board (2009-12). I am currently vice-chair of the University Committee on Ethics and Commitment and the History representative in the SBS DEI Council. As somebody who teaches a subject that can easily be construed and is often construed as controversial (my focus is the history of the People's Republic of China and the Chinese Communist Party), I have always cherished the protection provided to us by academic freedom, which allows us to teach and discuss even the most contentious topics. As we have recently witnessed, this protection is both far from ironclad and open to potential abuse. I believe we need to defend academic freedom as a guiding principle in the functioning of a public university while making sure that fairness, equal representation, and diversity are also respected. If elected, I would bring that commitment to CAFT.

**LAPIERRE, MATTHEW.** Associate Professor, Department of Communication, College of Social and Behavioral Sciences. My research examines how media effects the health and well-being of children, teens, and families, with a specific focus on the role that advertising and consumer socialization plays in child/adolescent development. I have engaged in various university/departmental service projects in my time as a faculty member- faculty senate, undergraduate committee, graduate committee, department head review, etc. I am particularly interested in serving on this committee as I fear that outside cultural/political influences and administrative overreach are eroding faculty freedoms and I would serve as a strong voice in protecting these freedoms.

**LIEBERMAN, STEVE.** Professor. Department of Internal Medicine, College of Medicine–Phoenix. My career in academic medicine has focused primarily on leadership and scholarship in medical student education and faculty-related issues. I received a BS in Biology from Stanford University, MD from UT Southwestern Medical School in Dallas, training in internal medicine at Santa Clara Valley Medical Center (San Jose, CA), and clinical and research fellowship in endocrinology at Stanford. Research interests initially focused on physiology/pathophysiology related to human growth hormone. In recent years my scholarly work has emphasized medical education and faculty-related efforts. I served for 21 years in deans offices in a variety of positions, most recently as Senior Associate Dean for Academic Affairs at the College of Medicine–Phoenix (from which I stepped down of my own accord in 2022). Faculty-related roles at my previous institution in the University of Texas system—which holds many similarities with U of A—included expansion of faculty development opportunities,

administrative oversight and *ex officio* representation on the promotion and tenure committee, administrative oversight of the post-tenure review process to assure due process and adequate faculty support, and informal advising and conflict resolution related to faculty grievances. I have strong beliefs in the value of tenure, academic freedom, and diversity, while emphasizing adherence to due process and the essential role of the institution in supporting faculty success. I would be happy and honored to bring these values as well as my experience with faculty-related issues and administrative know-how to the work of CAFT.

**TORRES, ROBERT.** Professor, and Endowed Professor, Neely Family. Department of Agricultural Education, Technology, and Innovation (AETI), College of Agriculture, Life & Environmental Sciences. My prior experience as the head of this department for 13 years has equipped me with a diverse skill set. I managed various aspects such as academics, finance, budgeting, human resources, procurement and contracting, research administration, communication, and branding, fostering entrepreneurship in higher education, as well as development and donor relations and more, always aiming to align with the University's mission. This role also involved significant mentorship responsibilities, guiding faculty and staff through their career trajectories.

Upon stepping away from my role as department head, I sought broader avenues to serve faculty. I currently serve on the elected CALES Faculty Council representing AETI faculty, and I was most recently elected as one of three college faculty senate members. Recognized for my excellence in teaching, I have received numerous awards, including the prestigious USDA Excellence in College and University Teaching Award and the William T. Kemper Fellow for Excellence in Teaching at the University of Missouri. I teach various undergraduate and graduate courses in methodologies, organizational leadership, research, program evaluation, and data analysis, highlighting my broad expertise in academia.

As a researcher, I have contributed significantly to my field with over 120 refereed publications and have successfully generated over \$7 million in funding through grants and contracts. This not only showcases my research acumen but also my ability to secure essential resources for academic advancement.

Leadership development is also a key part of my career. I have actively pursued leadership development to enhance my skills and impact. I have participated in several prestigious leadership development events and programs, such as the Food Systems Leadership Institute – Cohort 15 by American Public and Land-Grant Universities (APLU) in 2021, the Alan Alda Center for Communicating Science in 2019, the Gettysburg Battlefield Leadership Program in 2014, the Hispanic Leadership Institute in 2013, the LEAD21 program in 2005, and Leadership Las Cruces in 1995. Each of these experiences has honed my abilities to lead and communicate effectively within the academic community and beyond.

Beyond academia, I have served in leadership roles at both state and national levels. This includes consulting for national boards and serving on the Arizona Career and Technical Education Quality Skills Commission. My tenure as president of the American

Association for Agricultural Education (AAAE) and my current role with the Association for Career and Technical Education (ACTE) underscore my dedication to shaping educational futures.

I believe my extensive experience in academia, leadership, and policy influence makes me a strong candidate for the Committee on Academic Freedom and Tenure. I look forward to the possibility of contributing to the committee's important work.

**ZWINGER, LYND A.** Professor. Department of English, College of Social & Behavioral Sciences. Editor, *Arizona Quarterly: A Journal of American Literature, Culture, & Theory* (a peer-reviewed academic journal published by Johns Hopkins University Press and Project Muse); Affiliated Faculty, Gender and Women's Studies, Affiliated Faculty, Social, Cultural and Critical Theory; Ambassador, Kyoto Haiku Project.

I have been a member of the UA Faculty since 1984. My research and teaching center on American and English literature, which I teach regularly on both the undergraduate and graduate levels. My publications include four books: *Telling in Henry James: The Web of Experience and the Forms of Reality*, Bloomsbury, 2015, *The Story of an American Family: The Lunt Family from 1633 to the Present*, Kindle, 2016p09, *Approaches to Teaching Faulkner's "As I Lay Dying"* (*Approaches to Teaching World Literature series*) co-edited with Patrick O'Donnell; MLA, 2011, and *Daughters, Fathers, and the Novel: The Sentimental Romance of Heterosexuality*, Wisconsin, 1991). Essay venues include *The Henry James Review*, *Nineteenth Century Literature*, *Raritan*, *Modern Fiction Studies*, *Hypatia*.

I have served my department and the university in various capacities--as Director of Undergraduate Studies; Director of Graduate Studies; Member, SBSRI Advisory Board; Member, CAFT; member Committee on Conciliation; member and chair of SBS Promotion and Tenure committee, annual review and promotion and tenure committees on the departmental level; member of the Dean's Advisory Committee; member of the Dean's Annual Review Committee; Faculty Senator; member of the University of Arizona Commission on the Status of Women; faculty mentor for junior faculty and for individual graduate students; and numerous hiring and curricular committees.

Guarding and nurturing fair, objective, and consistently applied standards is crucial to our enterprise, and I would consider it an honor to contribute to that process as a member of CAFT.

## 2024 GENERAL FACULTY RUNOFF ELECTION SPBAC CANDIDATE STATEMENTS

**3-YEAR TERM: 2024-2027**

**SEATS AVAILABLE: 2**

**BOURGET, CARINE.** Professor. Department of French and Italian, College of Humanities. I am a professor of French and Francophone Studies, who started her career here over two decades ago as an adjunct faculty at UA-South. I have held administrative appointments as acting director of SILLC, interim head of Spanish & Portuguese, and head of French & Italian. I am deeply invested in the success of the UA, as a teacher/scholar who flourished in its environment, and as a proud parent of past and maybe future Wildcats. I strongly believe in shared governance as key to the UA's future. I have served as Faculty Senator-at-Large, on C11, SPBAC, and ad-hoc shared governance committees following the Ashford acquisition (GCSAC) and implementation of AIB (GFFRC). In these capacities, I have, among other issues, advocated with others for sustainability and rectitude in Athletics, a floor and reductions to the furloughs, transparency, accountability, and against the assimilation of UAGC into the UA. Because I have learned much about the UA finances while serving on SPBAC and on the committee to recalibrate AIB, I am seeking a second term on SPBAC to ensure that input from faculty be heard in the unprecedented situation we find ourselves in. It is crucial that the faculty, who carry out the fundamental teaching and research missions of our R1 university, be involved in the decision-making process that affects the future of our institution and our students, and have an influential voice. I would like to continue being an outspoken advocate for our core missions. That includes pressing for investing in the faculty and staff that make the university run (including competitive compensation, and increase in Tenure-Track hires), the need for self-sustainability for Athletics, the primacy of UA/UA Online and phasing out redundant UAGC programs, decreasing VP administrative bloat, and maintaining a level of IT, HR, and marketing support in the colleges.

**BREWER, MICHAEL M.** Librarian/Senior Information Resources Officer, University Libraries. I would appreciate your vote to serve as representative to SPBAC. I am passionate and knowledgeable about the University and have the experience to serve the General Faculty well. In my day job, I oversee the Libraries' vast array of print & electronic content, including subscriptions to all journals, ebooks, and other databases. I am responsible for the \$15M information access budget, for negotiating licenses for library resources, and for safeguarding 24/7 campus access to that content. This prepares me well for the range of topics brought to SPBAC. I am no stranger to complex budgets or difficult decisions, as the need for information resources always outpaces the dollars allocated to acquire them. In service to the University, I've worked methodically across three different administrations to expand and improve faculty shared governance. It seems nearly unimaginable that a short time ago most faculty were represented by the UA Staff Council (yes, really!) and, by policy, many of them could be nonrenewed without notice, had no right to annual reviews or to seek promotion, and none of them had voting rights. I was instrumental in changing all that. First as Chair of APPC and then as Vice Chair, I led the work to define, establish, and implement the career-track faculty designation, markedly improving working conditions and expanding opportunity for over a thousand faculty. Because of this, all faculty are now served by Faculty Senate and a majority of career-track faculty are members of the General Faculty, with all the rights and

protections afforded by the Faculty Constitution and Bylaws. While I can't promise results of this scale as a representative to SPBAC, as its role is advisory, I can commit to being an informed, engaged, and active representative, one who has demonstrated the ability to serve the General Faculty and the University well.

**HINGLE, MELANIE D.** Professor, Department of Nutritional Sciences and Wellness, College of Agriculture, Life, and Environmental Sciences. Interest: Without appropriate context, decision-makers risk misinterpreting data and arriving at incorrect conclusions. As a member of SPBAC, I pledge to work with my colleagues to ensure adequate discussion and consideration of the context surrounding our institutional financial, planning, and strategy data. Through faculty advocacy, expertise, and lived experiences, we can provide critical context to decisions related to budget, operations, and institutional priorities that affect the delivery of our teaching, research, and outreach. Faculty participation on the Strategic Planning and Budget Advisory Committee is one important mechanism by which we can offer direct input to executive leadership and the decision-makers at the University of Arizona and help them to understand how their decisions impact the mission as well as the bottom line. I would like to continue to advocate on your behalf as an elected member of SPBAC. Qualifications: I have participated in SPBAC since 2019 as an elected member (2019-22), appointed member (2023-24), and an invited guest (2022-23); my years of service have helped me to understand how the business side of the university operates and provided me with the opportunity to lend faculty perspective to discussions and decisions and help shape the direction of the institution. I have also had the opportunity to serve on several related University-level strategy, budget, and planning-focused working groups including the UArizona Financial Sustainability Task Force Students Working Group (2020-21), and the UArizona-University of Arizona Global Campus Coordination Project (2022-23). I would like to represent the faculty at SPBAC as an elected member once again. Willingness to Hold the Office: If elected, I am willing to serve for the full 3-year term.

**MICHLER, JEFFREY DAVID.** Associate Professor. Agricultural and Resource Economics, College of Agriculture, Life, and Environmental Sciences. UArizona faculty since 2018. I'm running for SPBAC to amplify faculty concerns about budget and strategy and to provide transparency on the planning and allocation process to the faculty. Over this last year, my department and college have suffered more than most because of the financial mismanagement by university leadership. As many of you read in the Arizona Daily Star, our department was forced to rescind a tenure track job offer to a candidate and cancel another tenure track search while candidates were on campus for interviews. University leadership rarely bears the burden of their poor decision-making. Rather it is the faculty, staff, and students who lose out on opportunities and suffer the consequences. SPBAC is our only avenue to exert influence and oversight in regards to budgetary matters. With the demise of the AIB budgeting process, financial experience and strong voices on SPBAC will be extremely important as a new budget model is

developed and adopted. My work as an economist gives me the financial experience to understand and dissect the budget numbers. This fall I worked with other faculty members to put together a widely shared document interpreting and analyzing the often complicated budget numbers from RCM and AIB so as to shed light on why colleges and units were in such financial distress. On SPBAC I will continue to scrutinize the numbers that are shared with us. And I will use my voice on the committee to translate those numbers and share them widely to ensure everyone at the university has a solid understanding of how the resources we generate with our hard work are used by leadership.



**CANDIDATE STATEMENT  
FACULTY SENATE COLLEGE REPRESENTATIVE  
COLLEGE OF PUBLIC HEALTH**

**Seats available: 1**

**Two-year Term: 2024-2026**

**GARCIA, DAVID O.** Associate Professor, Health Promotion Sciences, College of Public Health. In a time of uncertainty, it is important that ALL individuals who are part of the University of Arizona ecosystem are "seen and heard." My interest in pursuing Faculty Senator representative for the College of Public Health is to ensure that I can be an active voice for my colleagues, staff, and students who are affected by the uncertainty that surrounds our university. If now is the time for change, I would like to be present in discussions to part of the solution. I am well qualified to serve in this role given my experience with leadership positions for national organizations, the College, and the UA. I am committed to holding this position to be an agent of change for our UA community. Thank you for considering my candidacy.

**CANDIDATE STATEMENT  
FACULTY SENATOR COLLEGE REPRESENTATIVE  
COLLEGE OF SCIENCE**

**Seats available: 1**

**Two-year term: 2024-2026**

**DALY, ADAM.** Assistant Professor of Practice. Department of Chemistry and Biochemistry, College of Science. As many of us, I am very busy. The unique set of circumstances that the faculty senate faces inspires me to participate in a meaningful way. I have represented the College of Science in the University Wide General Education Committee (UWGEC) for the last 3.5 years during the transition to the new general education model and for the last ten years I have taught an average of 1000 students per year. I hope to represent the many voices in the College of Science.

**GIACOBAZZI, ROBERTO.** Professor. Department of Computer Science, College of Science. I recently joined the University of Arizona (UA) as a Professor of Computer Science (CS), marking a significant transition after spending the majority of my career in Europe. My research field is programming languages and theory of computation. Following my PhD in CS from the University of Pisa in 1993, I was a PostDoc at the École Polytechnique in France until 1995. Returning to Pisa as Assistant Professor in 1995, I moved to the University of Verona in 1998. During my tenure as Full Professor in Verona from 2000 to 2023, I served for many years in the Academic Senate and I have been Head of the CS Department, Dean of the College of Science & Technology (2006–2012), Vice Provost for Education (2001–2004), and Vice Provost for Research (2004–2006 and 2022). I also had the privilege of visiting many academic institutions in Europe, US, and Australia. Although I'm relatively new to the UA, I recognize the key role of all representative institutions within a university community. Universities are fundamentally communities where diversity is embraced as the true wealth. While the Academic Senate in a European university may wield different powers compared to its counterpart in the US, certain aspects remain universally shared, and cannot change. Primarily, the Senate serves as the representative body for the faculty, thereby playing an indispensable role in shaping university life and decisions. The more centralized and top-down the university's governance system is (or wants to be), the more important is the role of its representative institutions. This is particularly important nowadays in UA, where Senate is called to play a crucial role of counterbalance, ensuring that our academic endeavors, both in research and teaching, uphold the highest standards possible, now and in the future.

**MAGGERT, KEITH.** Associate Professor, Department of Molecular and Cellular Biology, College of Science. Keith A. Maggert, Ph.D. is an Associate Professor of Molecular and Cellular Biology in the College of Science. I study the genetics of how mutations lead to cancer and other complex diseases (such as neurological developmental disorders). I teach undergraduate students from freshmen to seniors, and both masters and Ph.D. graduate students. I host undergraduate and graduate trainees in my laboratory. The topics of my classes include advanced genetics, ethics, molecular biology, and models of

human disease; I am honored to have received a teaching award for my work. I have been at the University of Arizona for 10 years, and am passionate about issues of academic freedom, fairness, and openness. I have served on the Committee of Academic Freedom and Tenure, and am currently the chair of the Committee on Conciliation and the Academic Personnel Policy Committee. A University is a complex entity, made strong by relationships between students, staff, faculty, and administrators. Our role in society is unique, and can only effectively serve the public through dedication, openness, honesty, and adherence to law, policy, and norms. It would be my honor to serve the community of the University of Arizona by representing the faculty of the College of Science by participating in shared governance, policy creation and compliance, and – most important – our fundamental academic, research, and service missions.

**XI, BAIKE.** Research Professor. Department of Hydrology and Atmospheric Sciences, College of Science. Dear Faculty Senator Chair, I am writing to express my sincere interest in the Faculty Senator position at College of Sciences. Having been an active member of the academic community for seven years, I am deeply committed to fostering a collaborative and inclusive environment that supports the diverse needs and aspirations of both faculty and students. Throughout my academic career, I have dedicated myself to excellence in teaching, research, and service. My experiences have allowed me to engage with colleagues across disciplines, gaining a comprehensive understanding of the challenges and opportunities facing our institution. I believe that serving as a Faculty Senator will provide me with a unique platform to contribute to the university's governance and advocate for positive change. I am particularly drawn to the Faculty Senator role because of its potential to influence policies that impact our academic community. I am passionate about advancing initiatives that enhance faculty development, promote research opportunities, and ensure an equitable and supportive environment for all. Moreover, I am eager to collaborate with fellow senators to address pressing issues such as curriculum development, resource allocation, and faculty well-being. I am a dedicated listener, capable of understanding diverse perspectives and working towards solutions that benefit the entire university community. Additionally, my experience in serving as career promotion and track committee for the past four years has equipped me with the leadership qualities necessary to effectively represent the interests of my colleagues. I am excited about the prospect of contributing to the shared governance of our institution and am confident in my ability to make meaningful contributions as a Faculty Senator. Thank you for considering my application. I look forward to the opportunity to discuss how my skills and experiences align with the goals of the Faculty Senate. Sincerely, Baike Xi  
Research Professor, Hydrology and Atmospheric Sciences

**CANDIDATE STATEMENT**  
**FACULTY SENATE COLLEGE REPRESENTATIVE**  
**COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES**

**Seats available: 1**

**Two-year term: 2024-2026**

**DURAN, JAVIER D.** Professor, Department of Latin American Studies, College of Social and Behavioral Sciences. I am a three-time UA alumnus committed to shared governance and to serve and represent a variety of campus constituents. Since coming to UArizona in 2002, I have served in several college and university level committees such as Committee of Eleven (Chair and Vice Chair), Diversity Task Force (Co-Chair), SPBAC, Senate Executive Committee, Constitution and By-laws Committee, Shared Governance Review Committee (among others) as well as in state, national and international professional associations. I wish to be elected to the Faculty Senate due to two main reasons: First, the recent attacks on shared governance demand our immediate attention. As a faculty member conducting interdisciplinary research and teaching in the borders of humanistic and social interest disciplines, I believe our presence and voice in shared governance is vital in order to assure meaningful representation in an ample range of current debates and issues faced by students, faculty and staff in our campus. Second, I believe that our institution faces a moment of change where, regardless of the outcomes that the current challenges to higher education may bring, issues such as administrative and fiscal accountability, fair and structured faculty rewards and incentives, empowerment of a new generation of scholars, and maintaining and enhancing a diverse campus must remain in the administration's agenda. I am committed and prepared, if elected to the Faculty Senate, to represent and bring to this particular group any concerns and issues that my colleagues from the College deem of importance.

**MILLER-COCHRAN, SUSAN.** Professor, Department of English, College of Social and Behavioral Sciences. I would be honored to serve as a Faculty Senator representing the College of Social and Behavioral Sciences. I am deeply committed to improving the working conditions of faculty, especially our career-track teaching faculty who directly contribute so much to students' experiences at UA. I am also firmly focused on the impact our decisions have on students (both undergraduate and graduate) and on our surrounding community. Our students are the reason we are here. And as a land-grant university with an extensive reach across the state through our cooperative extension programs and work with communities, it is essential that we weigh the broad impact of decisions at all levels at the university and find paths forward that honor those communities and prioritize reciprocity.

**O'LEARY, ANNA M.** Professor, Department of Mexican American Studies, College of Social and Behavioral Sciences. Qualifications: I've been at The University of Arizona as an undergraduate, graduate, and graduate teaching assistant, as a 3-time alumnus, and for nearly a decade, as a contingent employee as an adjunct lecturer and professor of practice, and finally as a tenure-track and tenured professor, and currently unit

administrator (Department head of Mexican American Studies) of nearly 9 years). Statement of interest and willingness to hold office: If re-elected, I will continue to work to create a culture of accountability and respect for shared governance. I've seen the dramatic changes of the last decade resulting from reduced state funding to public education, having moved through the ranks at the university as someone from an underrepresented working-class minority background and as a working mother. My first term as a faculty senator has demonstrated to me that shared governance is indeed an essential cornerstone of our American higher education system. The principles of shared governance is key to ensuring faculty who are working hard to help make our university great have voice in university policies that impact us all. Shared governance should thus help us out of our financial crisis through the many voices it engages and I would like to represent these voices for SBS faculty. I know firsthand how such crises impact academic units. I've also seen that the many challenges faced by faculty, unit leaders, staff and students affected by the absence of shared governance have been surmountable only by keeping a laser focus on our core academic mission, practiced daily by faculty and done well and in good faith. As a representative of SBS, I pledge to remain attentive to difficult deliberations with senior academic leaders about the impact of budget cuts and curriculum reforms on teaching, operations, and campus safety. I am also committed to ensuring that the work of shared governance is protected and to respond to concerns raised by faculty colleagues that I serve who I consider to be at the center of what makes our university one of the best by providing the spaces and pathways for including diverse perspectives.

**CANDIDATE STATEMENTS**  
**FACULTY SENATE COLLEGE REPRESENTATIVE**  
**RESEARCH, INNOVATION, AND IMPACT**

**Seats Available: 1**

**Two-Year Term: 2024-2026**

**BAILEY, KEIRON D.** Associate Professor, Research, Innovation, and Impact. Hello, I'm Bailey and I'm a well-known civil rights complainant as well as Associate Professor in Research, Innovation and Impact and expert in participatory GIS and geovisual systems. I have worked at UA for more than twenty years. I've taught seventy-seven classes and I am also the innovator of the Structured Public Involvement protocol that has been used in the design of some of the largest civil infrastructure in the US, including the Abraham Lincoln Bridge. I was a colleague and friend of the late Dr. Thomas Meixner and as some on campus know, I have a demonstrated commitment to campus safety and compliance. I want all of us to be able to work in a safe environment where our rights are respected. My goal is to ensure that policies and Board Rules are followed and that compliance is delivered. Unfortunately my experiences have not met this rather basic standard and beyond the original issues about which I complained, I know what it means to experience targeting and retaliation against protected activity, including a dismissal from my tenured post enacted without any violation of Board Rule or UA policy cited to me, without cause being provided to me, and using a previous address as well as a UA PD callout on me performed without cause under State law. I have for years proposed mechanisms to address such concerns, including e.g. an independent ombud to communicate regularly with employees, to flag concerning patterns of policy and safeguarding failures and abuse of power as well as safety concerns before they immiserate students and staff as well as nontenured faculty and heighten institutional risk. President Robbins himself agreed this was a good idea when I re-proposed it at the Staff Safety Forum in May 2023, ironically as UA PD was called on me by HR because I was "not welcome" at this forum (official UA PD report). Mrs. Meixner stated "I am both shocked at what you have experienced and unsurprised given our own experience. It is all so very sad. The courage with which you continue to advocate is inspiring." We can and should do better. I believe that Faculty Senate can work for a safer campus.

**ECKERT, SUZANNE LORRAINE.** Head of Collections, Arizona State Museum, Research, Innovation, and Impact. I believe in shared governance and academic freedom. University faculty cannot operate without certain protections, granted to them by expectations common to all academic professionals, and enumerated by university policy. These protections include the right to challenge students in the classroom. Active faculty, assistant professors prior to tenure, adjunct or emeritus, lecturers, student learning to be professors, guests who share new ideas, all must be granted the same protection or both teaching and learning suffer. A university that does not protect the classroom has failed in its charge to disseminate knowledge. These protections also include the right to pursue new knowledge, to synthesize the work of other giants upon whose shoulders we all stand, to see things differently, to make new connections, to do

science, to make music, to examine and understand ourselves. All those who do research and produce scholarly works must be granted the same protection to do so, or the University has failed in its charge to create knowledge. Finally, these protections include the right to speak, to be heard, and to self-govern within the community of academics. An academic who is controlled by the dictates of others, without having a voice to contribute or to object, without the opportunity to help make the decisions, is being denied a key element of her or his role. A University who refuses to listen and consider, or to allow the governed to help govern, has failed its duty to justice.

**CANDIDATE STATEMENT  
FACULTY SENATE COLLEGE REPRESENTATIVE  
COLLEGE OF VETERINARY MEDICINE**

**Seats available: 1**

**Two-year term: 2024-2026**

**GOETZ, NELLIE.** Associate Professor of Practice, College of Veterinary Medicine. Drawing from my rich educational background and extensive professional experience, I am excited to express my interest in serving as a Faculty Senator and College Representative at the University of Arizona. My previous roles, including Executive Director at Altered Tails, where I successfully transformed significant financial losses into profit, and multiple committee and council positions both academically and in my community, have honed my strategic planning, financial management, and policy development skills. I am committed to leveraging my expertise to the University's governance. My dedication to academic excellence, combined with my proven track record in leadership and strategic management, positions me well to serve the interests of the faculty and the broader university community effectively.