

**MINUTES
FACULTY SENATE
January 25, 2016**

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1. CALL TO ORDER

The meeting was called to order by Vice Chair of the Faculty Michael Brewer at 3:03 p.m. in the Old Main Silver and Sage Room.

Present: Senators Abraham, Aleamoni, Breci, Brewer, Colina, Comrie, Conway, Cuillier, Duran, Fountain, Galilee-Belfer, Ghosh, Harris, Hart, Hazen, Hildebrand, Johnson, Jull, Labate, Leafgren, Lee, Martin, McClain, McKean, Miller, Moreno, Nadel, Netherton, Neumann, Paiewonsky, Pau, Pietz, Polakowski, Ray, Russell, Silverman, Simmons, Smith, Snyder, Spece, Story, R. Vaillancourt, Visscher, M. Witte, R. Witte and Yeager.

Absent: Senators Armstrong, Brock, Cox, Cuello, Dahlgran, Dai, Felix, Finnegan, Fregosi, Guertin, Hammer, Meixner, Najafi, O'Keeffe, Rees, Richardson, Ritter, Schwartz, Sun, A. Vaillancourt, and Valerdi.

2. APPROVAL OF THE MINUTES OF DECEMBER 7, 2015

The minutes of December 7, 2015 (with minor typographical corrections) were approved with two corrections and one abstention.

3. REPORT FROM THE FACULTY OFFICERS

Brewer announced that the Officers' report was available online as part of the agenda.

4. QUESTION AND ANSWER FOR ASUA, GPSC AND APAC REPORTS

There were no questions.

5. REPORT BY PROVOST COMRIE

Provost Comrie reported that Paulo Goes was appointed as the new dean for the Eller College of Management effective March 2016. The UA Foundation Board of Trustees has approved strategic plan development. Three meetings with student body leadership have been initiated to discuss tuition. A six to seven member Honors Re-envisioning Task Force has been launched to brainstorm the Honors concept for the 21st century. Tuition discussions will continue as will discussion with SPBAC and other leadership groups to gather feedback and counsel on budget issues, including salary plans. The American Veterinary Medical Association is currently visiting campus, and after issuance of its letter of reasonable assurance, accreditation will be underway for the UA's new Veterinary Medicine program.

6. REPORT FROM PRESIDENT HART

President Hart informed the Senate that increasing the size of the UA's endowment for its successors will need to be strategically planned with the UA Foundation. Weekly meetings are held with development officers, deans, the Chief Financial Officer, and UA Foundation staff with a goal to double external fundraising in the next ten years. The UA has full support of the UA Foundation's Board of Trustees. The Governor's proposal adopts the new funding model that focuses on the direct relationship between the State of Arizona and its basic funding with the citizens of Arizona. A nine-cell variable matrix defines performance, with internal adjustment algorithms addressing the advantages/disadvantages of any particular approach or mission the University may have, and guarantees the same funding for students attending any of the three in-state institutions. The increase of \$8M in base funding after a \$99M budget cut is not sufficient, and the simple funding formula rooted in the constitution of the State of Arizona recognizing a responsibility to fund Arizona students for a higher education is necessary. What is further needed is a partnership with the legislature to fund in-state student tuition costs at 50%. A clear, dependable relationship will be an improvement beyond measure, but the dollar amounts are not currently sufficient. Moving forward for long-range planning, the leaders of the faculty through shared governance, through SPBAC, the Provost, and the Chief Financial Officer, can prepare more dependable three-year plans to tie the UA's finances into its aspirations. Legislators have expressed an interest in the regulatory reform agenda items presented, particularly health benefits. Jointly, the Governor's office and the Board of Regents secured consulting support to assess how much money the Universities could save if they left the state healthcare system. Northern Arizona University is virtually unaffected, but the vast majority of savings will be to the UA by \$28.4M per year. The UA is trying to inspire the Legislature, the business leaders and alumni to work hard to support the new funding formula. The senior leadership team believes that a stable environment with funding on which the UA can rely and plan is a far better environment in the long run.

7. **QUESTION AND ANSWER FOR PROVOST, PRESIDENT AND FACULTY OFFICER REPORTS**

Questions and comments included: 1) Senator Silverman had two questions; one for President Hart and one for Provost Comrie. For Comrie, has the administration adopted a tuition proposal for next year, or are the discussions with students leading to making a proposal. Comrie replied the latter and the proposal is due March 4, 2016. For the President, will the new funding formula mean more dollars for the University or the same dollars distributed differently. Hart said the formula does not include new dollars, but is a clear, one-variable way delineating how the appropriated dollars are distributed. Every Arizona resident is treated equally regardless of where they attend school. Regardless of the major, the degree mix the UA offers is more expensive than the other two Arizona schools. The UA must work harder to increase the dollars. The Governor was persuaded by the UA's arguments to begin with a small \$8M commitment to increase funding after last year's devastating cuts. 2) Senator Jull asked the Provost about the research goals being scaled back, and if there are new methods of funding in place. Comrie responded that all the Universities reworked their goals and metrics forecasting to 2025. Included in the goals, alongside research goals, were student retention, enrollment, and a half-dozen others. Hart said that at the November 2015 Board of Regents meeting, the UA stressed that it has three-times the intensity of research, and as the state's Land Grant University, the external funding per student is much more intense than other places. The focus is retaining the research intensity that makes it possible for students to be actively engaged in an experience that has a research component to it. Another component is that the percentage of research expenditures on which the goals were based, the University puts in lower internal funding sources because faculty are much more successful at bringing in external monies from private partners and/or government sources, and the total number includes internal expenditures. The UA's goal is to stay on the low end percentage of internal expenditures. The total number only represents total reported research expenditures without other factors. 3) Nadel reiterated the President's message, but also went on to reassure faculty that whatever Arizona State University's (ASU) research numbers include, they are irrelevant to what the UA is achieving with its own research and mission. 4) Senator M. Witte said that it may be a time for reflecting on realities and practices, programs and policies that may be harmful. Research intensive schools have doubled extramural funding at a time when the National Institutes of Health funding fell by 50%. 5) Senator Russell said that she is worried about the headline number because the UA competes for unsophisticated consumers with Massachusetts Institute of Technology and ASU.

8. **ACTION ITEM: APPROVAL OF THE UNDERGRADUATE COURSE SYLLABUS POLICY – CHAIR OF UNDERGRADUATE COUNCIL, DENNIS RAY**

There were no questions on the Undergraduate Course Syllabus Policy. [Motion 2015/16-7] comes to Senate as a seconded motion and passed with one abstention and is detailed at the end of these minutes.

9. **ACTION ITEM: APPROVAL OF THE GRADUATE SYLLABUS POLICY – CHAIR OF GRADUATE COUNCIL, KOEN VISSCHER**

The Graduate Syllabus Policy comes to Senate as a seconded [Motion 2015/16-8]. 1) Senator Ghosh asked Visscher why the Graduate Syllabus Policy does not contain all of the same elements as the Undergraduate Course Syllabus Policy. Visscher replied that graduate students are a different audience than undergraduates, and the council feels that the nature of graduate courses are different than undergraduate courses. There were many objections by members of Graduate Council for having an overly detailed policy. 2) Senator Jull asked if 400-500 level co-convened courses would be governed by the undergraduate policy. Visscher replied that two syllabi would be required for those courses. 3) Galilee-Belfer asked why there is no reference to accommodating students with disabilities. Visscher said that there is a link provided in the policy that addresses the accommodation of students with disabilities. Graduate Council thought this link would be sufficient. 4) Senator Paiewonsky said that in University Policies, the Student Rights Responsibilities and Accommodations is listed as recommended in the graduate policy, whereas it is required in the undergraduate policy. Paiewonsky feels this issue should be a requirement instead of recommended. 5) Senator Simmons asked for clarification on why this issue is not universal to all students, both undergraduate and graduate. Visscher said that simply copying the undergraduate policy would cause some resistance within the Graduate Council, but the policy can be brought back to the Graduate Council for the link to be required in the policy. Simmons moved [Motion 2015/16-9] for a friendly amendment that a disability policy be required in graduate syllabi. Motion was seconded and passed with one opposed and four abstentions, and is detailed at the end of these minutes. [Motion 2015/16-8] was approved as amended and is detailed at the end of these minutes.

10. **OPEN SESSION**

Senator M. Witte said that in 2011, she brought to the Senate's attention the book, "The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters." There seems to be a free-fall at the UA, particularly in the Office of Research and Discovery (ORD), and Witte has been trying to point a "parallel universe" to the academic enterprise each month. There are elected faculty governance committees that are supposedly delegated to deal with certain issues on campus, but instead, it appears that other committees that are not elected committees make decisions. A few of the issues Witte has raised consistently are the offenders' list, punitive three-day window compliance practices, cluster faculty hires, new space allocation, research core/Center consolidation, research park activity, industrial ties, and lack of transparency for ORD generated revenue streams. Witte recommends that the Vice President for Research and Discovery become an *ex officio* member of Senate sit at the table with the Provost and President each month and generate a monthly report for question and answer interactions. The Research Policy Committee (RPC) has been re-activated and all the items mentioned are under the purview of the RPC, but decisions have been made without any consultation of the RPC. The Faculty Senate should consider having a forty-minute discussion on the Campus Climate of the Faculty. Senate discussions have been centered on the campus climate of everything else but faculty.

11. **A STRUCTURED DISCUSSION AMONG SENATORS ON THE CAMPUS CLIMATE FOR STUDENTS LED BY THE FACULTY OFFICERS**

Nadel informed the Senate that a group of faculty visited the cultural centers throughout the University to listen to student experiences and gauge the climate on campus. In summary, many of the stories were unpleasant, with enough consistency surrounding the stories to alert the faculty that there are issues that need attention. Without going in detail, a few things mentioned were faculty and graduate students using gross generalizations, stereotyping racial bias, and lack of acknowledgement of inherent power imbalances. Some of the positive things mentioned by students were things that faculty were already doing by making a positive difference to the students' experiences. The goal for today is to focus on the positive. Nadel introduced the structure for the day. To start the discussion, a couple of faculty will share stories about what they are doing to make those positive differences in their own classrooms. Second, we will hear from students about things that made the most difference to them. Third, we will hear from the administrative side of student life, and finally we will have a table discussion to engage faculty into generating thoughts on fostering the equation of inclusiveness on campus.

Faculty Fellow and Director of the Graduate Center, Meg Lota Brown thanked Nadel for inclusion in the listening tour. Brown's research and teaching involves power, race, gender, class and various forms of identity. Brown has not directly witnessed or experienced the intimidation described by the students on the listening tour, and was asked to share her strategies to prevent negative interactions from happening. Brown commits to communicate more directly on the first day of class her expectations for inclusiveness of the ethics that are foregrounded. Brown also asks students for their preferred use of pronouns relating to personal gender, and provides links to resources to support services on her syllabi. Because Brown believes that a safe zone is not necessarily a comfort zone, intellectual diversity and dissent is not shut down in the classroom.

Senator Paiewonsky said that one of the main lessons from his involvement in the listening tour was a sense of the lack of awareness of students' predicaments, especially when they were subjected to alienation. Paiewonsky makes a point of stressing the online links for resources, accommodations, and support mechanisms that are in place for students and makes sure they are in print in the syllabus. When Paiewonsky has guest instructors in the classroom in his absence, he makes sure he has a talk with the guests prior to their visit regarding proper subject matter and how to communicate effectively with students. Paiewonsky discussed non-bias communication issues with colleagues in his department to make sure everyone is more aware of the possible conflicts in this area. Paiewonsky has also made sure that the administrative team in the School of Music incorporated discussions with the advising team to better provide equal treatment for all students. Paiewonsky applauds Vice Provost Tom Miller's office for diversifying faculty and staff positions, and moving in the right direction to make sure students know that they are valued.

Mary Knudson, an undergraduate student in the Anthropology Department, also serves as the ASUA Pride Alliance Director. Many of the stories that faculty heard on the listening tour, Knudson receives on a daily basis. Many LGBTQ students don't expect other students to treat them with respect, but in the classroom, students can be overcome with fear when having to confront a professor. Knudson feels that the precursor in going over the syllabus on the first day of class is crucial. Allowing students what type of pronoun they identify with, whether gender-neutral or non-binary, is an important aspect of making students feel comfortable. Acknowledgement from teaching professionals to a student using non-binary or gender-neutral pronouns can make a tremendous positive difference in a student's experience in the classroom. Knudson suggests that professors educate themselves on different gender issues so they are more aware of what obstacles they face. Including LGBTQ identified scholars in the course curriculum is also a welcoming and inspiring accomplishment that can help students feel more comfortable.

Nicollette Buckle, a graduate student in Geosciences, shared her experiences with defamation of her personal property with racial slurs. At the time, the only person she knew was her advisor, and in the process of handling her situation in a positive way, Buckle made the decision to stay at the UA. The state's retention rate is low for African-American students. Only one in four students remain enrolled at the UA past the first year. Being open and aware of racial issues helps minority students want to stay in Arizona.

Nadel reiterated that faculty can make an enormous positive difference in students' experiences on campus. The Senate broke out into table discussions for ten minutes. Each table reported on how they perceived a solution to the problems presented.

Table #1: A top down approach would be instituting an orientation session with training for faculty and a bottom up approach would be a grassroots discussion with departmental staff and faculty. Paiewonsky also suggested that when presenting videos or slideshows in class, a prior warning that the subject matter may be sensitive can be helpful.

Table #2: Faculty from less diverse departments can visit other classrooms known for diverse subject matter and see how different courses are taught.

Table #3: Training for faculty/teaching assistants and expanding the social contract for interactions with follow-ups on the contract during the course of the semester.

Table #4: Recommendation for smaller classes to have students speak to one another, and shake hands with people surrounding them to personalize the experience in class. Use D2L to give students a vehicle to communicate with faculty on an ongoing basis.

Table #5: Intentional aspect that everyone has to actively try to do better. Use of pronouns, slurs is the use of language. Everyone can do a better job of appreciating and valuing linguistic diversity--a wealth of students are multi-lingual and multi-dialectal and are often faced with statements or approaches that indicate that because of their first language being something other than English they are "non-standard."

Table #6: Helping solve the diversity issues should be dealt with at the department level and departmental meetings should be in place at least yearly. Faculty training and orientation needs to be sophisticated.

Table #7: The instructor's message on the first day of class is one of the most important determinant factors with student trust and openness.

Table #8: Using training grants to improve the pipeline, even smiling more, more time off the podium before class offering help, establish on the first day that everyone is co-responsible for improving the learning environment of everyone around us.

Table #9: Increasing the comfort level around the entire campus. Embracing difference, increasing conversation, and being aware of unconscious bias.

Because of the lack of time, reports from the administrative side of student life were postponed until a future meeting. Vice President for Student Affairs, Melissa Vito said that the UA measures success and quality of experience for all diverse students outside of the classroom,

and these experiences also play an important role in the entire student experience. She and her administrative colleagues look forward to coming back to Senate and providing more information.

12. OTHER BUSINESS

There was no other business.

13. EXECUTIVE SESSION

Senators reviewed five Honorary Degree nominations.

14. ADJOURNMENT

There being no further business, the meeting adjourned at 4:46 p.m.

Barbara McKean, Secretary of the Faculty
Jane Cherry, Recording Secretary

Appendix*

**Copies of material listed in the Appendix are attached to the original minutes and are on file in the Faculty Center.*

1. Minutes of December 7, 2015
2. Report from Faculty Officers
3. Report from ASUA
4. Report from GPSC
5. Report from APAC
6. Report from the Provost
7. Report from the President
8. Undergraduate Course Syllabus Policy with Template
9. Graduate Syllabus Policy

Motions of the Meeting of January 25, 2016

Motion 2015/16-7 Seconded motion for Approval of the Undergraduate Course Syllabus Policy. Motion carried.

Motion 2015/16-8 Seconded motion for Approval for the Graduate Syllabus Policy. Motion carried as amended.

Motion 2015/16-9 Motion to amend the Graduate Syllabus Policy to include a required disability policy. Motion carried.

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