Summary of the UA Faculty Senate meeting on Monday, December 7, 2015
Approved Minutes of previous meetings, plus agenda, reports from Faculty Officers, ASUA, GPSC, APAC and the Provost and President are available at: http://facultygovernance.arizona.edu

REPORT From Faculty Officers – Chair Lynn Nadel
- ABOR November breakfast with the Regents was a success
- Research Policy Committee restarting with Erica Corral as chair
- Non-tenure track survey responses at 38%

REPORT BY PROVOST COMRIE
- Dean of UA Libraries Karen Williams appointed as Interim CIO.
- Searches for CIO and UA Foundation President underway

REPORT FROM PRESIDENT HART
- Commended faculty for initiating their listening tours with student groups and the Black Student Union team for their willingness to share their views and concerns with her
- UA is working hard at philanthropy
- At the November ABOR meeting, UA committed to new 2025 goals as those align with Never Settle

ACTION ITEMS: Approval of the General Education Writing Guidelines to Policy. Approved. http://gened.arizona.edu/content/writing-component

OPEN SESSION: Jarod Brock of GPSC voiced concerns about the proposed athletic fee.

LOOKING AHEAD: A STRUCTURED DISCUSSION AMONG SENATORS ON CAMPUS CLIMATE
During Fall 2015, faculty efforts included:

A Faculty Poll: a poll was sent out to all faculty in November, asking faculty to prioritize the most Pressing Student-Related Issues. Responders were asked to rate selected areas of concern from highest to lowest in priority (1-5). Out of 245 responses, the top three concerns were:
1. The effect of the high cost of education on students
2. Campus Climate for students
3. Assisting and/or Managing Students of Concern

Listening Tours
Led by Chair Nadel, faculty members embarked on a listening tour of six cultural centers on campus as a way to begin a dialogue with students and hear their perspectives and concerns around campus climate.

Faculty Senate Discussions
At the December 4th faculty senate meeting, senators discussed faculty responsibilities as these relates to campus climate. The following are notes presented in the discussions based on the minutes from that meeting. Not all of these were agreed upon by all members. Some ideas may be included, as potential resources and/or action items while others may not be included.

Question 1: What is the faculty responsibility for creating a supporting and inclusive classroom? Is this a core value in your college or department and how can faculty learn to support learning?
- One responsibility of faculty is to follow the law.
- Given the faculty position of authority, it is faculty’s job to lay out the expectations and rules for the classroom at the beginning of the course.
• Faculty responsibility is multidimensional and faculty would benefit from resources to help meet these responsibilities. Could we create a document that compiles best practices developed by experts and other institutions to help faculty to increase their awareness of cultural differences and ensure inclusive classrooms?
• Faculty are responsible for understanding their own positionality and their own bias when they walk into a classroom. They are responsible for listening to all students’ voices in the classroom, including those who might not normally be heard.
• Departments need to instruct faculty on recognizing ethnic diversity and inclusivity, acknowledging cultural differences, creating accessible learning environments, and supporting faculty on ways to approach change if/where needed.
• Faculty need to find ways to discourage benign neglect and encourage more active and concrete ways of creating inclusive environments.
• Inclusivity is articulated well at the department level and although varied from place to place, many have learned to be creative and supportive of inclusiveness from our peers.
• Faculty’s role should be to present issues from diverse sources and to allow discussions of those, in the process hearing all points of view nonjudgmentally.
• One of the best ways of encouraging inclusivity in the classroom, college and department is to assure that people's views and actions are valued.

Question 2: What is the Institution’s responsibility for creating an inclusive environment?
Some of the questions that have come up include: Is one diversity course in gen-ed enough? Does the institution currently support individuals? Does it currently support colleges and departments?
• Infrastructure is obviously important. Need to do more instruction of faculty in running and maintaining inclusive classrooms.
• Let faculty do what faculty do best but get involved when faculty feel there is a need. There is also a need for some sort of assessment.
• The University supports diverse faculty in hiring and retention and that gets a diverse faculty in front of students. Role models are important for students and faculty - but we have to keep our role models here, and we need to hire new faculty to broaden the diversity of curriculum.
• We are better at recruiting a diverse faculty but not in retaining them. We need to listen to our diverse faculty and what they are feeling and experiencing at the departmental level. Once we get faculty here from diverse groups, what types of support are they offered? Financial support is encouraging, but they need to be able to network and connect with others and then problem solve issues they are facing. We need different types of support networks that will help them maneuver through life at the University.
• The course diversity requirement feels like more of a check-box requirement than an intentional commitment to foster an appreciation of diversity. The one course requirement doesn’t help the students understand themselves and doesn’t help them understand the students around them. Without intentional articulation, the study of one culture does not necessarily help students understand diversity as a day-to-day experience. If the requirement remains for just one course, perhaps redesign the curriculum so all students take the same course.
• Administration support of research that is controversial and political demonstrates strong support of faculty.
• Maintain SPFI, the university’s specific investment that prioritizes inclusivity and diversity.
• The multi-cultural centers are woefully underfunded. An “inclusivity fee” could support our multi-cultural mission and preserve safe places for students.