Summary of the UA Faculty Senate meeting on Monday, November 2, 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

- Quality brainstorming groups formed on teaching and research have met and are working to complete a report in approximately one month.
- ABOR breakfast is being planned and fourteen students have been contacted and invited to participate.
- Non-tenure track ad hoc committee will be releasing its survey within the next week.

REPORT BY PROVOST COMRIE - absent

REPORT FROM PRESIDENT HART - absent Report by Jon Dudas, Senior Associate to the President and Secretary to the University: ABOR meeting will be hosted at the UA on November 18-20, 2015 with a focus on health sciences relating to Never Settle and to highlight the benefits concerning the relationship with Banner Health and the new opportunities it brings for the UA.

ACTION ITEMS (all approved)

RESOLUTION FROM THE ACADEMIC PERSONNEL POLICY COMMITTEE: THE FACULTY SENATE STRONGLY RECOMMENDS THAT THE UNIVERSITY OF ARIZONA SUPPORT HEALTH BENEFITS FOR TRANSGENDER EMPLOYEES AND THEIR DEPENDENTS

MS IN ANIMAL AND BIOMEDICAL INDUSTRIES/PRE-PROFESSIONAL PROGRAM AND THE DOCTOR OF VETERINARY MEDICINE/PROFESSIONAL PROGRAM

HYDROLOGY AND WATER RESOURCES AND ATMOSPHERIC SCIENCES TRANSFORMATION MERGER PROPOSAL

OPEN SESSION: Senator M. Witte addressed the Senate with concerns about the Office of Research and Discovery. October Senate meeting minutes outlined issues that have been raised and no answers have been received.

LOOKING AHEAD: A STRUCTURED DISCUSSION AMONG SENATORS ON THE QUALITY OF TEACHING – SENIOR VICE PROVOST, GAIL BURD

Gail Burd shared the Teaching Quality task force report now available on Faculty Senate website: http://facultygovernance.arizona.edu/committee/meetings/faculty-senate-meeting-1

Faculty Senators engaged in a discussion concerning two questions (comments from Faculty Senators, written during the exercise, follow):

1. What are the Characteristics of Quality Teaching?

2. How would you do the following with respect to Teaching Quality?

   - Measure
   - Improve
   - Reward
Faculty Senate Discussion

1. Characteristics of Quality Teaching

- Teaching that is engaging, coupled with assessment
- Reproducible, but flexible
- Continuous process of improvement
- Active learning: are we more interested in standardizing results rather than increasing access?
- Students excited about the subject: People don’t care how much you know until they know how much you care
- Faculty are able to communicate excitement about their subject and demonstrate the value of the subject
- Quality is seen in the design of evaluation of student learning
- Delivery of material matches the stated student outcomes
- Inspire students to seek more, engage students, question what they know (curiosity), foster and stimulate inquiry, learn to explore, pursue honesty
- It's a system – with appropriate support
- Experiential engagement where students must participate
- Recognize different modes of teaching – using technology where appropriate
- Involves outcome measures
- Great teachers stimulate thinking in students and problem solving, students are responsible for their part of the learning system
- Formative for improvement and summative for evaluation
- Function in real world, theory translated into practice, engaging and stimulating for students, communication from student to student and faculty to student, structured learning environment (large vs small)
- Engaged and excited students, planning; setting appropriate goals, built in feedback for assessing progress of your students, relevant and up to date content, adapt (be agile) without losing sight of your outcomes, active learning and being willing to try new techniques, working collaboratively with colleagues to strengthen your quality of teaching
- Regular contact, iterative feedback as appropriate, responsiveness to class size and level; communicate clear learning objectives throughout the course of the semester; 2-way feedback between student and teacher
- Active learning; respect; sense of community; enthusiasm
- Transfer of knowledge; multiple modalities; customized to meet student needs; accessibility to students; builds on past knowledge; critical thinking skills; encourages interaction; supports application; respectful of students’ time

2. Doing the following with respect to Teaching Quality

Measure
- Shorter term assessment – TCEs; Longer term assessment – tracking student success in progression, classroom visitations
- TCE, Syllabus observation -Success in course that follows student performance in subsequent courses.
- Measurement depends on the context/subject-specific
- Self-evaluation of the learning experience
- Multiple evaluations (many sources), peer evaluations, student evaluations but not what we currently do (maybe multiple times per semester)
- Inviting/open to feedback on tracking performance – peer feedback, are student evaluations still valuable or not? (perhaps a mid semester formative evaluation?)
- Multiple sources – develop teachings or rubrics – controlling subjectivity reliable and valid, teaching is a process – pattern of performance over time
- Pre-post assessments; student attendance; qualitative/peer feedback
- Measure long-term
- High quality teaching can be measured in different ways; multi dimensional vs. metricizeable- gives the tools and skills rather than strictly content, how to approach the problem
- Teaching has a long time constant, constructive criticism
- Focus groups – surveys of student learning; peer teaching workshops
- Use of technology

**Improve:**
- Talking with the office of instruction and education, Peer networking, reading TCE’s, feedback from classroom visitations
- Inviting guest speakers on teaching, encouraging faculty conversations; faculty participation on development of curriculum
- Student feedback = what could teacher do to improve learning experience
- Organized discussions with faculty on teaching at the dept. level.
- Tracking the success of your students to show as an outcome for recognition and/or reward
- Teach people how to teach; video tape teaching, post-lecture reflection
- Feedback, what are you doing differently next year
- Provide opportunities to observe other faculty and reflect on strategies- constructive criticism/feedback throughout, reasonable student/faculty ratios- because students learn better in smaller classes.
- Peer evaluation is a two-way street; constructive criticism
- Teaching quality has a long time constant
- Use national standards for online teaching

**Reward:**
- Part of the promotion and tenure process, financial (controversial), more teaching awards
- UA/college awards, recognition, teaching as part of merit pay
- See your students go on to be successful, recognition by students X years later
- Yes!
- Changing workload percentage around faculty strengths within a dept.
- RCM may shift what is important within a faculty's portfolio
- Personal- short term: feels good, long term: witness student success
- Recognition: teaching awards are good but sub-level recognitions are missing; feels political
- Institutional support: teaching fellowships