

**MINUTES  
FACULTY SENATE  
OCTOBER 3, 2022**

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Visit the faculty governance webpage at:

<http://facultygovernance.arizona.edu/>

**1. CALL TO ORDER**

Presiding Officer of the Faculty Senate, Mona Hymel, called the second regular Faculty Senate meeting of the semester to order at 3:02 PM in Law 164 and via Zoom. Secretary Tessa Dysart was present. A brief presentation regarding [Hybrid Senate Tech Rules](#) was shared.

**Present:** Senators Alfie, Bourget, Cai, Casey, Cheu, Citera, Cooley, Cui, Domin, Duran, Dysart, Fellous, Fink, Folks, Goyal, Guzman, Hammer, Harris, Hudson, Hymel, Ijagbemi, Irizarry, Jones, Knox, Leafgren, Lee, Little, Neumann, O'Leary, Pace, Robles, Rocha, Ruggill, Russell, Senseney, Simmons, Slepian, J. Smith, S. Smith, Spece, Stegeman, Stephan, Stone, Su, Tropman, Williams, M. Witte, R. Witte, Zeiders, Zenenga, Ziurys

**Absent:** Senators Behrangi, Bolger, Brummund, Dial, Downing, Gerald, Gordon, Lucas, Ottusch, Pau, Rodrigues, Schulz, Vedantam, Wittman

**2. ACTION ITEM: APPROVAL OF THE [MINUTES OF SEPTEMBER 12, 2022 \(00:02:26\)](#)**

Due to a need for corrections, Hymel moved **[2022/23-6]** to postpone approval of the September 12, 2022, minutes until the November Faculty Senate meeting. Motion was seconded. **[Motion 2022/23-6]** passed with thirty-seven in favor, none opposed, and no abstentions. **[Motion 2022/23-6]** is detailed at the end of these minutes.

**3. ACTION ITEM: APPROVAL OF THE FACULTY [SENATE AGENDA FOR OCTOBER 3, 2022 \(00:08:28\)](#)**

Stegeman moved **[Motion 2022/23-7]** to approve the amended Faculty Senate agenda with Senator Casey's movement **[Motion 2022/23-7A]** to make a friendly amendment to move old business item number 7F (Sun Tran Resolution by ASUA – ASUA President, Patrick Robles, and Co-chairs of SAPC, Diane Ohana and Cheryl Casey) to the next month's agenda. Motion was seconded. **[Motion 2022/23-7]** passed with forty-one in favor, none opposed, and no abstentions. **[Motion 2022/23-7]** is detailed at the end of these minutes.

4. **OPEN SESSION: STATEMENTS AT THE PODIUM AND VIA ZOOM ON ANY TOPIC, LIMITED TO TWO MINUTES - MAXIMUM NUMBER OF SPEAKERS IS FOUR. NO DISCUSSION IS PERMITTED, AND NO VOTES WILL BE TAKEN (00:11:32)**

Assistant Professor in English and Gender and Women's Studies, Marcia Klotz, [addressed the Faculty Senate to share UCWAZ's \(United Campus Workers Arizona\) new Executive Committee members and introduced their launching of two new petitions for signature.](#) (00:12:11)

Professor of English, Matthew Abraham, addressed the Faculty Senate [concerning the Nominating Committee process for creating the general ballot for the Committee on Academic Freedom and Tenure.](#) (00:15:12)

Head of Collections at the Arizona State Museum, Susan Eckert addressed the Faculty Senate to consider [RII's request for Senate representation.](#) (00:19:00)

Assistant Professor of Practice, Joel Smith addressed the Faculty Senate [concerning practical suggestions of spaces to share ideas and addressed RII's request for representation in the Faculty Governance.](#) (00:21:26)

5. **STATEMENT FROM THE CHAIR OF THE FACULTY - CHAIR OF THE FACULTY, LEILA HUDSON (00:24:18)**

[Chair Hudson's statement](#) is appended to these minutes.

6. **Reports from the President, Provost, Faculty Officers, APPC, RPC, SAPC, DEI, Graduate Council, Undergraduate Council, SPBAC, ASUA, GPSC, UArizona Staff Council, Gen Ed Office with UWGEC (00:31:23)**

- The Provost reported the Faculty Workload tile has gone live and will assist with processes in promotion and annual reviews. This can ensure there is an ongoing record of the agreement between each individual faculty member and their direct workload assignments being split around core categories of work. When dossiers come up for promotion, there is a common and agreed upon understanding with the individual faculty member and the department head that is recorded and documented, preventing disagreements. If there are any conflicts with one's direct supervisor, it is suggested to go to the Dean for resolution.
- Nominations are being accepted for [Honorary Degrees and Faculty Awards.](#) The Faculty Development Communities for Promotion Mentoring Program provides resources for those seeking a promotion.
- The SPFI Program has the goal to ensure highly diverse faculty can have opportunities to be brought into higher ranks through targeted hiring. Thus far, the program has been successful and yielded high retention rates.

- The Hispanic Serving Institution (HSI) Faculty Seed Grant has allowed for funding of six projects with a total of one-hundred and forty thousand dollars.
- The Search Committee is looking to fill the position for the Dean of the Graduate College, an opportunity for anyone who has been very active in administering graduate education. This is an internal search therefore, one must login through the firewall before searching for the position.

7. **ACTION ITEM: CONSENT AGENDA - [MS in Innovations in Aging GIDP](#) - Chair of the Graduate Council, Ron Hammer (00:37:33)**

The MS in Innovations in Aging GIDP comes to the Faculty Senate as a seconded motion. **[Motion 2022/23-8]** passed with thirty-eight in favor, none opposed, one abstention, and is detailed at the end of these minutes.

8. **DISCUSSION AND ACTION ITEM: [RII Senate Seat Discussion](#) - Secretary of the Faculty, Tessa Dysart & Associate Vice President, University Research Institutes, Elliot Cheu (15 minutes) (00:39:44)**

- Dysart stated the Committee on Faculty Membership has met and agreed that the research faculty meets and exceeds the language of Article VIII, Section 2 for membership in the Senate. RII's membership consists of over forty members of the general faculty, while the two smallest colleges have twenty-eight (College of Applied Science) and eight general faculty members (College of Veterinary Medicine).
  - Historically, this does not require a vote, the library under the Faculty Senate's precedent received their seat without any further action.
  - Dysart stated if Article VIII of the Bylaws should be changed, it should be delegated to the Bylaws Committee, not APPC, as it is out of APPC's jurisdiction. But, until the provision is changed, the current language entitles research faculty to a seat in the senate without any further action.
- Professor Elliot Cheu reiterated that there is currently no representation in the Faculty Senate for research faculty in RII even though their work is equally valuable in supporting the institution. Cheu stated if another college was created, that faculty would be given voting rights with a later conversation about apportionment. Cheu stated the Common College is not the way to allow units that meet the language in Article VIII, Section 2 to vote. Cheu stated the bylaws are clear—any unit that has more faculty than the smallest college (which is currently Veterinary Medicine) shall be represented as a college, RII meets those criteria.
- A Senator stated the purpose of the Faculty Senate is to represent the faculty and they are not opposed to representation from those in RII, they just want to make sure representation is well-balanced across all Faculty. The Senator also stated currently admitting another member on a smaller unit doesn't seem right and is not the spirit of the Senate, therefore, they support the Chair of the Faculty's statement to look at this carefully and ensure it is done right.
- A Senator questioned how representation would work if there was a case where faculty had a representative in the College of Science and is also a part of RII.

- Dysart clarified general faculty are only coded to vote in one college and typically that is within one's tenure home. The system does not allow more than one voting home. Questions on this matter are directed to the Committee on Faculty Membership. Dysart clarified the faculty of RII are coded to vote with the Common College, which is also their voting home, although they meet the standard in the Bylaws to receive their own seat and to be moved out of the Common College to their new voting code. There are currently about sixty-six faculty in the common college, the large majority includes RII, Honors College, and others across colleges.
- Fink said he is interested in hearing the position of the APPC Chair, John Milbauer, on the comments made by the Secretary of the Faculty that this matter is not under the purview or consideration of the APPC.
- Milbauer added this matter is very much purview looking at the charge for APPC. The purview includes definition of faculty membership and governance issues. The smallest college is Veterinary Medicine with eight faculty is misleading because that does not include career-track who haven't had three-year appointments because the college is less than three years old. Milbauer stated he is in favor of proportional representation and APPC can discuss these matters in their next meeting. There are numerous ways to change the Constitution and Bylaws through numerous sources listed in governing documents, Article X. The Constitution and Bylaws Committee is only one avenue. Proposals to change Bylaws can come from Faculty Senate and from General Faculty depending on the numbers involved. Shared governance needs to be very shared and not limited to territorial arguments about who does what.
- M. Witte said that the Common College has not filled its Faculty Senate seat with the last two General Elections. RII is an administrative unit, and individuals have their voting rights based on their faculty status, not because they are in RII, specifically. M. Witte stated Dr. Abraham's compassionate plea goes far beyond what he is asking for, a simple change to bylaws and requires mechanisms that Dr. Milbauer pointed out and also generally looking into shared governance. Dr. Cheu is a dean and tenured faculty member in the College of Science and will not partake in voting in RII. Witte mentioned that in a conversation with Dr. Cheu, he stated that he would like his administrative role to be represented, and Witte finds this statement concerning. Opening the floodgates to administrative units where people make a vote because of their "administrative role," rather than their faculty role is a great concern, which is also a shared concern between other Senators. There is a want for faculty to be more represented with a comprehensive look at the entire structure.
- Voting rights based on administrative roles rather than faculty roles appear to be prevalent. Hammer said these concerns are beyond the scope of what is currently in the Bylaws and the problem that arises with faculty, not administrators, who reside within an administrative unit. This body is the Faculty Senate, not Faculty House who would have an inclusive House of Representatives according to proportion. Disproportionate issues are prevalent, and the Bylaws should be followed until changed.

- Cheu reiterated his statement from Witte that it wasn't his administrative role he wanted represented, but his role was to develop a community for RII by creating a culture of excellence and inclusion. The way faculty is organized in RII is in a very collaborative and shared governance way, Cheu is charged to help with development, and does not attend the meetings nor represent himself.
- M. Smith said that it is common practice for other committees to review and make preparatory recommendations in advance of the Constitution and Bylaws committee's consideration. M. Smith suggested making decisions based on the current Constitution and Bylaws until there is an ability to review relevant information and make changes. APPC is a group that would be appropriate to contribute to these reviews.
- Simmons stated it is the Faculty Senate's duty to represent the general faculty, as elected by the standing Constitution and Bylaws. Simmons said that a General Faculty review is in order and that the item should be tabled pending review.
- Dysart referred to what the Bylaws currently say. College of Veterinary (Vet Med) has about twenty-three Faculty that are career track that may at some point, get voting rights as part of the general faculty but the bulk of Vet Med faculty is not at .5 FTE which doesn't make them members of the general faculty.
- Bourget reminded the body that the Faculty Senate has an important role in Academic Affairs, and this aspect needs to be considered with Faculty Senate representation. Bourget was a Senator when the change was made to the Bylaws before the College of Veterinary Medicine (Vet Med) was in existence. Senators' understanding at the time was that the Common College would encompass those faculty who were not represented in academic colleges. The fact remains that the Faculty Senate Common College has two seats that have not been filled in over two years, negating the need for this conversation.
- Hudson said that the faculty membership in Vet Med is sixty-five, which indicates the footprint of a viable academic college, every member of whom contributes to the challenge of a successful academic program. Every member contributes to the challenge of a successful academic program that is not seven, instead, it is somewhere in the high fifties like the College of Pharmacy or sixty-five like the new College of Veterinary Medicine which is supported by a line item in the State budget. The inherited definition of General Faculty is not only narrow, but also fails to be inclusive by only recognizing and enfranchising seven of those sixty-five faculty who work in the College of Veterinary Medicine. If increasing the numbers of seats in the Senate is done for smaller units, reasonable apportionment should be assessed for the large traditional colleges.
  - If enfranchisement with RII faculty were in crisis and colleagues did not have the opportunity to vote or run for its Faculty Senate seat, a Special Election would be held, but there is no urgency at this time.
  - Chair Hudson moved **[Motion 2022/23-9]** that "the Academic Personnel Policy Committee consider the matter of representation for academic support units based on the 2017 bylaws and recommend action to the Faculty Senate after a holistic discussion by January 2023."

- Dysart raised a point of order to **[Motion 2022/23-9]** for being contrary to bylaws and exceeding the jurisdiction of APPC. In addition, Secretary Dysart raised a point of order that the Senate has no power to vote on RII receiving a Faculty Senate seat since RII meets the clear language of the bylaws. Presiding Officer Hymel requested assistance from the Parliamentarian who deemed Chair Hudson’s motion in order. **[Motion 2022/23-9]** was seconded.
- Witte moved **[Motion 2022/23-10]** to end discussion on **[Motion 2022/23-9]**. Motion was seconded. **[Motion 2022/23-10]** passed with forty-one in favor, four opposed, and two abstentions and is detailed at the end of these minutes.
- Dysart moved **[Motion 2022/23-11]** for a [roll call vote](#). Motion was approved. **[Motion 2022/23-9]** is detailed at the end of these minutes. **[Motion 2022/23-11]** is detailed below.

● **Roll Call Vote**

Ilana Addis	No Response
Fabian Alfie	No
Ali Behrangi	No Response
Molly Bolger	No Response
Carine Bourget	Yes
Barry Brummund	No Response
Haijiang Cai	Yes

Cheryl Casey	No
Barbara Citera	No
Janet Cooley	No
Hong Cui	Ex-officio
Sharon Dial	Absent
Christopher Domin	No
Theodore Downing	Absent
Javier Duran	No
Tessa Dysart	No
Jean-Marc Fellous	Yes
Wolfgang Fink	Yes

Liesl Folks	Abstain
Joe Gerald	Absent
Paul Gordon	Absent
Ravi Goyal	Absent
Roberto Guzman	Yes
Ronald Hammer	No
Samantha Harris	No
Leila Hudson	Yes
Mona Hymel	Yes
Bayo Ijagbemi	No response
Luis Irizarry	Abstain



Jeffrey Jones	Abstain
Kenneth Knox	No
Emily Lamb	No Response
John Leafgren	No
Benjamin Lee	No Response
Jenny Lee	Yes
Kristin Little	Yes
Pierre Lucas	Absent
William Neumann	No
Anna Ochoa O'Leary	Yes
Timothy Ottusch	Absent

Thaddeus Wesley Warren Pace	No
Stanley Pau	Absent
Patrick Robles	No response
Christina Rocha	No
Judd Ruggill	Abstain
Joellen Russell	Yes
Andrew Schulz	Absent
Robert Senseney	Yes
Caleb Simmons	No
Marvin Slepian	Abstain
S Mae Smith	Yes

Joel Smith	No
Roy Spece	Yes
Mark Stegeman	Yes
Robert Stephan	No
Jeff Stone	Yes
Shufang Su	Abstain
Matthew Tropman	No
Gayatri Vedantam	Absent
Matthew Williams	Abstain
Marlys Witte	Yes
Russell Witte	Yes

Romi Wittman	Absent
Katharine Zeiders	Yes
Praise Zenenga	Abstain
Lucy Ziurys	Yes

- M. Witte moved **[Motion 2022/23-12]** to move agenda item E (UHAP Updates on Section Five – Chair of the Committee of Eleven, Wolfgang Fink) before agenda item B (Child Care Center – Vice President for University Initiatives, Celina Ramirez, and Secretary of the Faculty, Tessa Dysart). Motion was seconded. Motion was approved with thirty-one in favor, none opposed, and none abstained. **[Motion 2022/23-12]** is detailed at the end of these minutes.

**9. DISCUSSION ITEM: UHAP Updates on Section Five - Chair of the Committee of Eleven, Wolfgang Fink (01:37:01)**

- The Committee of Eleven initiates, promotes, and simulates study and action looking for solutions to situations and issues that affect the faculty and the University. The committee makes reports to the General Faculty on Faculty. Over three years ago, responding to concerns of the Committee of Eleven has proposed changes to UHAP 5.2 which regulates the annual review of administrators including deans and department heads. Over three years ago, responding to concerns brought by the General Faculty regarding the lack of annual review for compliance and accountability for administrators, including deans and department heads, the Committee of Eleven examined and considered provisions to the governing document for annual reviews of administrators, UHAP 5.2.
- The committee produced a set of changes/revisions to UHAP 5.2 which were subsequently presented to the Senate and Dean’s Council. With the onset of the COVID-19 Pandemic, the plan for UHAP 5.2 was put on hold and revisited in academic year 2021-2022. The committee finalized suggested changes and presented this to the Vice Provost for Faculty Affairs, Dr. Andrea Romero.
- This item is being brought to discussion with the intent of presenting this in the November Senate meeting. Main items of proposed changes deal with the possibility of dismissal, the make-up of review committees, the review assessments to be made

public, review committee or its subcommittee will prepare a non-confidential executive summary of the review to be shared with the faculty and staff, propositions to the comprehensive evaluation criteria, and a proposal for an annual report to be presented to the Faculty Senate, listing the reviews performed each academic year.

- Senators have been asked for discussion and feedback before the November Faculty Senate meeting to allow for votes in the next meeting.
- Regarding the annual performance review, a Senator asked about the privacy and confidentiality aspect in regard to HR standards and stated annual reviews may be excessive in the second and third years.
  - Fink clarified a non-confidential Executive Summary will be made public which doesn't include all details
- Additional comments included the approval of the UHAP 5.2 changes as this is a step in the right direction and the annual review being less comprehensive and more focused which gives a different perspective from reviews by administrative superior officers. Another Senator stated the annual reviews may be difficult while also carrying out normal job duties due to the review being extensive.
  - Fink stated annual reviews are already policy, Committee of Eleven wants to ensure they get enforced.
  - A Senator shared that there is already provision for Faculty and Staff to give input into the annual reviews of administrators, but an issue is, it isn't done in every college. If current standards are implemented, it can be a step in the right direction.
- Senator Simmons stated the issue is that at Department Head level, the proposed changes make it 100% elected faculty when it used to be a majority of elected faculty, removing the opportunity for staff to formally be a part of the process.
  - Fink stated in the proposed changes, there is no exclusion of staff, it includes the certainty that staff will be consulted but it is the faculty that will drive the ultimate review. Two to three years is an extended period where there is an ability to negatively affect the rating and ranking of a department to make it irreparable. It is important to continuously evaluate performance. The infrastructure is not being changed, the way of constituting existing committees is what is being changed, rather than being appointed, members will be elected.
- Senator Harris agreed with the annual review criteria and stated with increased responsibility there should be increased transparency.
- The Provost suggested presenting a summary of current processes to the Faculty Senate.
- Senator O'Leary questioned if the issue is that the UHAP policy for annual reviews is not being carried out by every college or unit.
  - The Provost stated she is unsure if there is data on that.
- Senator M. Witte stated there is every possible permutation in conversation and there is a need for a clear and transparent process to be done by an administrator where staff and student input is allowed.

10. **INFORMATION ITEM: CHILD CARE CENTER - Vice President for University Initiatives, Celina Ramirez (01:55:22)**

- Ramirez reported on efforts to create a childcare center to serve campus.
- There are three times as many children as childhood slots and five times as many children as high-quality slots.
- Priorities for the Childcare Center include affordability, proximity, faculty research, and student learning opportunities.
- The working group for this development includes an array of faculty. Data is currently being reviewed from a campus-wide survey, recommendations such as tuition, size, cost to the University, modeled services, etc. will be provided to the Senior Leadership Team.

11. **ADJOURNMENT**

There being no further business, the meeting was adjourned at 5:00 PM.

**Tessa Dysart, Secretary of the Faculty**

**Recording Secretary, Jasmin Espino**

**Motions of October 3, 2022 Faculty Senate Meeting**

**[Motion 2022/23-6]** Motion to postpone the approval of the September 12, 2022 minutes until the November Faculty Senate meeting. Motion passed with thirty-seven in favor, none opposed, and none abstained.

**[Motion 2022/23-7]** Motion to approve the Faculty Senate agenda with the friendly amendment to table old business item number 7F on SunTran until the November Senate meeting. Motion was seconded. Motion passed with forty-one people in favor, none opposed, and none abstained.

**[Motion 2022/23-7A]** Motion to make a friendly amendment to move old business item number 7F (Sun Tran Resolution by ASUA – ASUA President, Patrick Robles, and Co-chairs of SAPC, Diane Ohana and Cheryl Casey) to the next month's agenda.

**[Motion 2022/23-8]** Consent agenda for MS in Innovations in Aging GIDP which comes as a seconded motion. Motion was seconded. Motion passed with thirty-eight in favor, none opposed, and one abstained.

**[Motion 2022/23-9]** Motion that the Committee on Academic Personnel Policy consider the matter of representation for academic support units based on the two thousand and seventeen bylaws and recommend action to the senate after a holistic discussion by January, two

thousand twenty-three. Motion was seconded. Motion passed with twenty in favor, eighteen opposed, and seven abstentions.

**[Motion 2022/23-10]** Motion to end discussion. Motion was seconded. Motion passed with forty-one in favor, four opposed, and two abstained.

**[Motion 2022/23-11]** Motion for a roll call vote. Motion passed with more than the required seven votes.

**[Motion 2022/23-12]** to move agenda item E before agenda item B. Motion was seconded. Motion was approved with thirty-one in favor, none opposed, and none abstained.

FACULTY CENTER

1216 E. Mabel

PO Box 210456

# Hybrid Senate Tech Rules

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## In Room Participants:

- Only use device if absolutely necessary
- Do not join audio (X out box)
- Mute your speakers!

## Online Participants

- Keep yourself muted until you are called upon to speak.
- Do not use chat for substantive discussion or debate unless you have been recognized by the presiding officer.



## Art. VIII, Sec. 2 (Membership)

“A minimum of one member shall be elected prior to June 1 of the even-numbered years by each College Faculty. The Colleges shall include each academic college as well as any unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college. Those General Faculty members who are not part of any academic college and whose numbers in their individual units do not meet the above criteria shall conduct an election as if they constitute a common college.”

**MINUTES  
FACULTY SENATE  
SEPTEMBER 12, 2022**

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**1. CALL TO ORDER**

Presiding Officer of the Faculty Senate, Mona Hymel, called the first regular Faculty Senate meeting of the semester to order at 3:02 p.m. in Law 164 and via Zoom. Secretary Tessa Dysart was also present. Hymel welcomed all new Faculty Senators, guests, and Observers.

**Present:** Senators Alfie, Bolger, Bourget, Brummund, Cai, Casey, Citera, Cooley, Cui, Dial, Domin, Downing, Durán, Dysart, Fellous, Fink, Gordon, Goyal, Guzman, Hammer, Harris, Hudson, Hymel, Ijagbemi, Irizarry, Jones, Knox, Leafgren, Lee, Little, Neumann, Nichols, O’Leary, Ottusch, Pace, Pau, Robbins, Robles, Rocha, Rodrigues, Ruggill, Russell, Schulz, Senseney, Simmons, Slepian, J. Smith, M. Smith, Stegeman, Stephan, Stone, Su, Tropman, Vedantam, M. Williams, M. Witte, R. Witte, Wittman, Zeiders, Zenenga, and Ziurys. M. Stegeman served as Parliamentarian.

**Absent:** Senators Addis, Behrangi, Folks, Gerald, Haskins, Lamb, Lucas, Murugesan, and Sadoway.

**2. ACTION ITEM: FACULTY SENATE VOTING PROCEDURES – PARLIAMENTARIAN MARK STEGEMAN**

Stegeman shared a Resolution to regularize voting processes in a hybrid meeting. M. Witte moved **[Motion 2022/23-1]** to approve The Resolution concerning the process for electronic votes. Motion was seconded. Motion passed with forty-seven in favor, three opposed, and no abstentions. **[Motion 2022/23-1]** is detailed at the end of these minutes.

**3. ACTION ITEM: APPROVAL OF THE FACULTY SENATE AGENDA FOR SEPTEMBER 12, 2022**

Hymel moved **[Motion 2022/23-2]** to approve the Faculty Senate agenda. Motion was seconded. **[Motion 2022/23-2]** passed with forty-eight in favor, none opposed, and no abstentions and is detailed at the end of these minutes.

**4. ACTION ITEM: APPROVAL OF THE MINUTES OF MAY 2, 2022**

M. Smith moved **[Motion 2022/23-3]** to approve the minutes of the May 2, 2022. Motion was seconded. Motion passed with forty-nine in favor, none opposed, and three abstentions and is detailed at the end of these minutes.

**5. ACTION ITEM: CONSENT AGENDA – BS IN RELIGIOUS STUDIES FOR HEALTH PROFESSIONALS; UG MINOR IN SOUTHWEST STUDIES**

Both proposals come to Faculty Senate as seconded motions from Undergraduate Council. BS in Religious Studies for Health Professionals **[Motion 2022/23-4]** and UG Minor in Southwest Studies **[Motion 2022/23-5]** carried with fifty in favor, none opposed, and no abstentions and are detailed at the end of these minutes.

**6. STATEMENT FROM CHAIR OF THE FACULTY LEILA HUDSON**

Chair Hudson’s statement is appended to these minutes.

**7. OPEN SESSION: STATEMENTS AT THE PODIUM ON ANY TOPIC, LIMITED TO TWO MINUTES – MAXIMUM NUMBER OF SPEAKERS IS FOUR. NO DISCUSSION IS PERMITTED, AND NO VOTES WILL BE TAKEN.**

Associate Professor of Nutritional Sciences, Melanie Hingle, addressed the Faculty Senate to share [memories of former Chair of the Faculty and Distinguished Professor, Wanda Howell, who passed away July 17, 2022.](#)

Professor of Psychology, David Sbarra, addressed the Faculty Senate on behalf of the student-led group [UArizona Divest.](#)

Senator Downing addressed the Faculty Senate concerning [academic freedom.](#)

Curator of Ethno-History at the Arizona State Museum, Michael Brescia, addressed the Faculty Senate on behalf of [Research, Innovation, and Impact \(RII\) faculty](#).

8. **REPORTS FROM THE PRESIDENT, PROVOST, SECRETARY OF THE FACULTY, FACULTY OFFICERS, APPC, RPC, SAPC, COFM, DEI, SGRC, GRADUATE COUNCIL, UNDERGRADUATE COUNCIL, SPBAC, ASUA, GPSC, UARIZONA STAFF COUNCIL**

- President Robbins reported that UArizona has the largest (over 50,000), most qualified and diverse incoming class in history. The majority of classes are being held in person, with nothing new to report on the COVID-19 front.
- Secretary Dysart reported that over the summer, the Committee on Faculty Membership met to consider the request from Research Faculty for a seat on Faculty Senate and unanimously approved their request. The Constitution and Bylaws changes that were approved by the General Faculty and submitted for the President's approval are being delayed due document inconsistencies.
- Robles reported on student efforts to work with City of Tucson and University officials on transit issues and Sun Tran fares. ZonaZoo currently has a record-breaking membership of ~20,000 students.
- Irizarry reported on GPSC events. GPSC plans to update the Financial Stress survey and concentrate the delivery to graduate students.

9. **INFORMATION ITEM: RESEARCH POLICY COMMITTEE – FACILITIES AND ADMINISTRATION (F & A) COSTS – RPC CHAIR, DAVID CUILLIER, AND RPC MEMBER, PAUL GORDON**

- Cuillier mentioned former Chair Gordon's report from the April 2020 Faculty Senate meeting on the portion of F & A costs being distributed directly to Principal Investigators. Over the summer, the F & A costs were included in AIB and the Provost reached out to the committee last month to ask it to assist with the details of allocating large and small distributions. The committee will be undertaking this endeavor over the next few months. Feedback is welcome.
- In response to questions Cuillier noted that responded accumulated F & A calculations are from the end of the third quarter and paid in the fourth quarter. Frequency is one of the questions the committee will have for the Provost.
  - The committee would be welcome and welcomes anyone who would like to help the committee with its work.

10. **INFORMATION ITEM: UAGC UPDATE – PRESIDENT ROBERT ROBBINS**

- Robbins reported that Zovio is no longer associated with UAGC. UAGC assumed the assets of Zovio and its higher education content. Some employees from Zovio were absorbed into UAGC to assist with student recruitment and advising.
- Conversations are ongoing with the Department of Education and accreditors, both HLC and WASC, regarding the transition to assessment. Migration of UAGC into the University of Arizona is slated to occur between March to June 2023 timeframe. A determination will be made as to whether UAGC will be a branch campus or operating unit.
- In response to questions, Robbins noted that UArizona is not involved in the transition, but about 800 of 1,000 employees were transferred. He also explained UArizona does not control UAGC and this issue was heavily debated with the Department of Education (DOE) during the initial Asset Purchase Agreement.
  - When all employees in the UAGC faculty are brought into the University, they will be a separate faculty and separate students with a separate OPIE number. They will not have representation in Faculty Senate and will have their own shared governance as they do today.
  - Future discussions about UAGC's involvement in shared governance at the University will be forthcoming. UAGC employees will be State of Arizona employees.
  - Robbins affirmed UAGC has a new OPM and that there are no plans to extend that to other parts of UArizona.
  - Robbins confirmed UAGC is currently separate and will remain a separate operating entity within UArizona.
  - Tuition for UAGC is ~\$400M, which will provide a good margin for UArizona. Robbins isn't aware of UArizona administrators with dual appointments, but there are four faculty members who have Board seats. Robbins was unsure on the process for peer review and evaluations, but speculates that a process is in place but it may differ from UArizona's.

11. **DISCUSSION ITEM: FURLOUGH COLA FOLLOW-UP FOR AD HOC COMMITTEE – PROFESSOR GARY RHOADES**

- Rhoades introduced himself and discussed the University-wide furloughs of staff and faculty in 2020 and 2021. According to Rhoades, the levels of the furloughs were the most extreme in the State of Arizona and three to four times more than of any peer institution nationally as reported by the General Faculty Financial Advisory Committee appointed by Faculty Senate. Over the course of six-plus months after the initial announcement of the furloughs, they were revised due to campus-wide feedback and agitation, as well as input from Coalition for Academic Justice at UArizona. Although reduced by half, they remained the worst in the State of Arizona and nation and were accompanied by a significant number of layoffs of contingent faculty, staff, and student employees.
- Rhoades recognizes that NAU and Michigan State have since implemented policies fully repaying furloughed employees their lost wages. This past December, CFO Lisa Rulney shared that the total amount of furloughed monies was \$43.5M, possibly less.
- Although salary raises were given over the summer, they are considerably less than what most in this room were furloughed, which was 8%. The raises were less than the 10% most state employees received, and less than the cost of living increases.
- The furlough program was set by central administration and therefore, needs to be central administration's targeted reallocation, depicting how RCM previously and now AIB work. A process of reallocating from the units to the center through targets or taxes. Rhoades urges Faculty Senate to devote time, first to reviewing the relevant documents and the financial enrollment considerations, and secondly to discussing the possibility of developing a multi-year plan to pay back the furlough monies and reinvest in the staff and faculty. Hymel noted that a special committee would be formed to look at the issue.

12. **DISCUSSION ITEM: RII SENATE SEAT – SECRETARY OF THE FACULTY, TESSA DYSART**

- Dysart opened by explaining the Research Faculties' request to receive a Faculty Senate seat. The Committee on Faculty Membership met and determined that the Bylaws, Article VIII, Section 2 authorized the seat without any further action by the Senate. The definition of General Faculty is in the Constitution, Article II, Section 1. The college of Veterinary Medicine has eight General Faculty members and is the smallest college. There are forty-six Research Faculty in the Common College.
- Dysart shared the August 28, 2017 Faculty Senate minutes where the Bylaws change was made to Article VIII, Section 2 increasing representation to include non-academic units with the intent of giving the smaller unit Faculty Senate representation. This change was approved by the General Faculty. These documents are appended to this agenda.
- The next steps forward would be for the Elections Committee to hold a special election to fill the RII Faculty Senate seat, consistent with vacancies longer than one semester. The Committee on Faculty Membership can address the issue of the Honors College representation. If Faculty Senate is not in favor of the Bylaws provision, discussions can be held to change it.
- Professor Elliott Cheu reiterated Brescia's comment in Open Session that currently there is no Common College representation in Faculty Senate because people don't feel the Common College represents their endeavors. Cheu's appointment to RII was to create a culture of excellence and inclusion.
- Dysart introduced Chief Data Officer, Ravneet Chadha, who displayed the census of the General Faculty and provided instructions on how to obtain access.
- Questions ensued, and Cheu explained that nearly all RII faculty have doctoral degrees and are subject to review. The discussion will continue at the next Faculty Senate meeting.

13. **ADJOURNMENT**

There being no further business, the meeting was adjourned at 5:03 p.m.

**Tessa Dysart, Secretary of the Faculty  
Jane Cherry, Recording Secretary**

**Motions of September 12, 2022 Faculty Senate Meeting**

**[Motion 2022/23-1]** Motion to approve The Resolution concerning the process for electronic votes. Motion was seconded. Motion passed with forty-seven in favor, three opposed, and no abstentions. Text of Resolution:

**Resolution concerning the process for electronic votes.**

Purpose: To make the process of casting votes through Zoom equivalent, as nearly as possible, to the in-person process. This resolution does not cover how Zoom voters shall cast a secret ballot.

Resolution:

Votes cast through Zoom, during a Faculty Senate meeting, shall be valid and equivalent to votes cast in-person in the following circumstances.

A. For votes by raising hands:

- i. In-person and Zoom votes shall be cast simultaneously.
- ii. Before the vote, all Zoom hands shall be down; if necessary, the Presiding Officer can declare that specific raised hands shall be ignored for the purpose of the vote.
- iii. Anyone wishing to cast a vote on Zoom must have their face visible on Zoom, raise their Zoom hand, and keep it raised, until all voters are released by the Presiding Officer.

B. For roll-call votes:

- i. The sequence of the roll call shall be alphabetical and independent of whether members are attending in person or on Zoom.
- ii. Anyone wishing to cast a vote on Zoom must, when called, have their face visible on Zoom and cast their vote orally.

C. The Presiding Officer is responsible for enforcing these procedures.

D. The first agenda item of the first Senate meeting held after May 31, 2023, shall be the renewal of this resolution or the adoption of alternative procedures. Unless renewed, this resolution shall expire and have no effect after that meeting is adjourned.

**[Motion 2022/23-2]** Motion to approve the Faculty Senate Agenda. Motion was seconded. Motion passed with forty-eight in favor, none opposed, and no abstentions.

**[Motion 2022/23-3]** Motion to approve the minutes of May 2, 2022. Motion was seconded. Motion passed with forty-nine in favor, none opposed, and three abstentions.

**[Motion 2022/23-4]** Consent agenda seconded motion from Undergraduate Council BS in Religious Studies for Health Professionals. Motion carried with fifty in favor, none opposed, and no abstentions.

**[Motion 2022/23-5]** Consent agenda seconded Motion from Undergraduate Council UG Minor in Southwest Studies. Motion carried with fifty in favor, none opposed, and no abstentions.

FACULTY CENTER  
1216 E. Mabel  
PO Box 210456

THE UNIVERSITY OF ARIZONA®  
**FACULTY SENATE AGENDA**  
**Law 164**  
**3:00-5:00 P.M.**  
**Monday, October 3, 2022**

1. Call to order.
2. Approval of the Agenda: Vice Chair of the Faculty, Mona Hymel (5 minutes)
3. Approval of the minutes from the September 12, 2022 Faculty Senate meeting (2 minutes)
4. Open Session. Time limit is 2 minutes. Maximum number of speakers is four. No comments or votes will be taken. (8 minutes)
5. Statement from the Chair of the Faculty – Chair of the Faculty, Leila Hudson. (5 minutes)
6. Action Item: Consent agenda –MS in Innovations in Aging GIDP- Chair of the Graduate Council, Ron Hammer. (5 minutes)
7. Old Business
  - A. RII Senate Seat Discussion – Secretary of the Faculty, Tessa Dysart & Associate Vice President, University Research Institutes, Elliott Cheu (15 minutes)
  - B. Child Care Center – Vice President for University Initiatives, Celina Ramirez, and Secretary of the Faculty, Tessa Dysart (5 minutes)
  - C. General Education – Executive Director of Undergraduate Education, Susan Miller-Cochran & Chair of UWGEC, Joan Curry (10 minutes)
  - D. Faculty Senate voting procedures – Parliamentarian, Mark Stegeman (10 minutes)
  - E. UHAP Updates on Section Five – Chair of the Committee of Eleven, Wolfgang Fink. (15 minutes)
  - F. Sun Tran Resolution by ASUA – ASUA President, Patrick Robles, and Co-chairs of SAPC, Diane Ohala and Cheryl Casey. (10 minutes)
8. New Business
  - A. CatCloud overview – IT Business Architect, Meredith Aronson (10 minutes)
  - B. Multi-year contract Resolution – Senator Katharine Zeiders (10 minutes)

C. College of Medicine Tucson shared governance – TBD (10 minutes)

D. Reform of Nominating Committee procedures – Chair of the Faculty, Leila Hudson (5 minutes)

9. Reports from the President, Provost, Faculty Officers, APPC, RPC, SAPC, DEI, Graduate Council, Undergraduate Council, SPBAC, ASUA, GPSC, UArizona Staff Council, Gen Ed Office with UWGEC
10. Adjournment at precisely 5:00 p.m.

**Marcia Klotz - Assistant Professor in English and Gender and Women Studies**  
**Open Session - October 3, 2022 - via Zoom**

I'm here on behalf of UCWAZ, our wall-to-wall campus Union that represents faculty, staff, and students. We just want to take this opportunity to say hello to the Faculty Senate and to let you know we have recently held elections and we now have an executive committee. Sandy Soto will be serving as our new President, Katie Zeiders who is right here in the room with us will be the Vice President, and I (Marcia Klotz) will be serving as the Faculty Representative. So, if you have any questions or issues you would like to bring to the Union, please get in touch with me. I love to talk to people, and I'd love to hear from you if you have something you would like to say. If I can get on chat, I will put my contact information, so you know how to reach me.

I would also like to announce two petitions that we've recently launched and that I'm hoping you would all be willing to sign. The first asks the University to set a minimum wage of twenty-five dollars per hour for all campus workers by the twenty, twenty-five. At present, about a quarter of the employees on our campus earn less than that. Given that inflation in Arizona hovers around ten percent, which is higher than anywhere else in the country and a single bedroom apartment in Arizona requires income of about twenty-one fifty an hour, I think it's only reasonable that our university deliver people a wage that they can not only live on but thrive on.

We have a second petition as well, that's calling for multi-year contracts and better working conditions for non-tenure track faculty. Many of our colleagues work on year-to-year contracts and often hold teaching loads at four classes per term. We have even heard reports that some of our colleagues have been pressured to raise that load to teaching five courses per semester.

In both instances, our sister institution ASU is much more generous than we are. They just set a minimum wage for their campus workers of twenty-one dollars an hour, and they pay a salary of sixty thousand dollars for contingent faculty, where ours hovers around forty-four thousand, five hundred.

Again, if I can figure out how to get on chat here, I will put up some links to those two petitions and while you're on the site, I'm hoping you will also join the Union if you haven't yet done so. That's it for me, thank you so much.



**Matthew Abraham - Professor of English - Open Session**  
**October 3, 2022**

Good afternoon, I'm Matthew Abraham, Professor of English in the College of Social and Behavioral Sciences.

For several of you, will have received the letter that was sent by the Foundation for Individual Rights and Expression. It was sent to President Robbins on September 22nd. Some of you may also be aware that there was a story last week, in Inside Higher Ed about this list of Faculty who were marked ineligible by the Faculty Center last year for being considered for the general ballot for the Committee of Academic Freedom and Tenure, and as many of you know, by virtue of what it says in Article Five, Section Nine of the Faculty Bylaws, CAFT is put together a little different than other committees on campus.

The nominating committee presents a slate of candidates to President Robbins and to the Faculty Chair, and according to bylaws, at least, the President and the Faculty Chair are supposed to provide feedback to the nominating committee with the ultimate power to decide, left to the nominating committee. However, a practice has evolved over many, many years of basically, the nominating committee seeding its power in this very important process to the President of the Faculty Chair, and somewhere over this time, the Faculty Chair and the President's choices have been deemed final. And why has the nominating committee not then received those preferences, as just that, feedback? Well, this is, you know, one of the things surrounding this controversy that I would like to ask Faculty Senators to consider. And as many of you know, the Committee of Eleven is looking into this situation, a subcommittee. And you know, I really am not interested in naming names or casting blame, you've seen the email production by virtue, that I've received through an open records request, public records request that I submitted in January that was fulfilled in July. That's available for people to look at and draw their own conclusions. I'm not interested in squabbling with Faculty Center staff, with whom, I have had very good relationships for almost a decade.

I would like to take a step back and take a systemic approach, and to provide a systemic analysis. How did the Faculty Center receive the information it did to redline, blacklist, whatever word you want to use.

Professor Maggert, Professor Lynn, and myself, I understand that my name apparently got to the President of the Faculty Chair but I think, by virtue of the negative informational feedback, I have zero chances of getting on CAFT. I'll just close by saying, let's not forget how important a role with the Committee of Academic Freedom and Tenure plays in this University with respect to grievances, academic freedom, complaints, etcetera. So, it's just too important of a committee to let this opportunity go by without a systemic analysis. Thank you

Good afternoon. I am Suzanne Eckert, Head of Collections at the Arizona State Museum.

As faculty housed full time in Research, Innovation and Impact, I am here to urge the Faculty Senate to consider RII's request to be provided with its own faculty representative.

As Head of Collections, I am responsible for the management of over 5 million objects in the museum. I enable research by faculty and students on campus, and by visiting or distant academics from around the world. In this regard I am no different from some faculty, for example librarians, who have a faculty representative.

I also teach students. I design courses and grade papers. In this regard I am no different from any other teaching faculty.

I also perform research in archaeology. My research is published in peer-reviewed journal articles and books. In this regard I am no different from any other research faculty.

I conform to the same standards and policies as every other faculty at this University. I recently successfully went up for promotion to full, where I filled out the same forms, went through the same internal and external review process, and waited nervously for the results just as every one else who have gone through this process.

Fundamentally, RII is responsible for advancing transformative excellence in research across campus. We do so by enabling the research success of others by supporting university research centers, institutes, museums, and core facilities. We do so by providing research development, stewardship, compliance, and safety services. In this regard, I and my fellow RII faculty are very different from most other faculty on campus.

It does a disservice to the faculty in RII to include us in the Common College as our needs and insights are specific to RII. The Common College is not, nor should it be, an "et cetera" category for all the faculty not in large colleges. Our needs in RII are different, but should be valued, listened-to, and considered as equal to those of other units represented in the Faculty Senate. RII faculty deserve involvement in faculty governance.

Thank you for your time.

Good afternoon, my name is Joel Smith, and I'm a second year Senator at-large and a Professor of Practice with the new Gen Ed, based in the Honors College. As such, I'm part of the Common College, like RII.

I try to represent the following voices: faculty on the career-track, in smaller units, junior faculty, union members, but also the general faculty as a whole.

Let's not forget that 20 of us are elected by the entire general faculty, whereas 31 are elected by college constituencies. So when we're talking about RII gaining a seat, it would be just 1 of 52.

Last meeting, the Secretary laid out the definition of general faculty: we do not all have the same workload distributions. Most carry out research, but some do not. Most have PhDs, but some do not.

This fall, new senate leadership has been elected to improve shared governance and communication at the UA. Yet how can we fulfill our duties unless we as a Senate model such qualities?

After a decade in the Writing Program, I'm now with Gen Ed, so I have perspective-taking on my mind. I'd like to take two perspectives—that of an activist, and that of a parent.

As an undergrad at Berkeley, I took a Gen Ed course in Peace & Conflict Studies and learned several lessons that could benefit our Senate.

Here's one: in MLK's canonical "Letter from a Birmingham Jail," he writes that any nonviolent campaign has "four basic steps: collection of the facts to determine whether injustices exist; negotiation; self-purification; and direct action."

Change-makers often jump straight to "direct action." I want us to think about self-purification as a group, not in a narrow, anti-democratic sense. We need to learn to listen to each other.

Now for the parenting part: some parents have an authoritarian style and force their children to listen; far better is an authoritative approach, where parents listen to their children, even if they don't always accept their viewpoints.

Practically speaking, we need an email list-serve to communicate and build trust between meetings. As a digital native, I also suggest we create a Microsoft Teams group chat for Senators. Especially while meetings are hybrid, we need other spaces to share ideas.

Lastly, the pressing issue of **RII representation** requires us to **listen**. If we have 46 colleagues who want their own representative, much like the Library, and the policy is in our bylaws, then we must listen and act without delay.

Thank you.

**Statement from the Chair of the Faculty, Leila Hudson**  
**October 3, 2022**

As we begin our second session of Faculty Senate for this academic year, the issues before us today reflect a community in transition.

On the one hand, we see evidence of our shared values and solidarity in a number of the agenda items. We will hear about movement towards a long overdue childcare center, a student-led initiative to negotiate with the city of Tucson to continue free public transportation that I think we can support enthusiastically and the new Catcloud app which will help our students' success.

Another set of issues shows your representatives working hard to reform the processes whereby we govern the university.

We will continue the process of contributing to administrative reform as C11 picks up a mandate from 2019 to improve administrative review

Our parliamentarian will present a thoughtful set of rules for voting in hybrid format. Then we have some contentious issues that the Senate will hear more about today before being handled in committee at greater length.

The "RII issue" will be presented again by our secretary. An initiative to add seats to the senate for support units has revealed the need for a review of proportional representation in the senate. This initiative to grant a senate seat to the Research Innovation and Impact support unit based on 2017 clause in the bylaws will be presented to you again today

This complicated issue proposed by Dean Cheu of RII will erode proportional representation in the senate away from traditional academic units (which have no more than three representatives for up to 600 faculty) in favor of support units created by administrative fiat with as few as seven faculty members, based on a 2017 clause of our bylaws that codifies the disenfranchisement of hundreds of our career track colleagues. After more debate today I will propose that we refer this matter to the APPC committee for recommendations to the constitution and bylaws committee.

Under new business we will have two more contentious issues. The first concerns a dean's role in the shared governance at the college level and has come to us in the form of a letter from the representatives of the College of Medicine Tucson. Does a dean have the authority to disband an elected faculty committee? It's a question that the Senate must consider. And perhaps send to another committee for recommendations

Finally, many of you will have heard of a widely publicized complaint by several of our colleagues about the processes by which nominations for our committee on academic freedom and tenure are handled. The grievants have circulated materials, the nominating committee has reviewed its procedures, the Committee of Eleven is conducting an investigation and we will report back to you with proposed reforms in due time, hopefully before the end of the semester.

Finally, I need to announce the coming formation of a number of general faculty committees to produce white papers on a number of important topics. Led by engaged faculty advocates, small

and nimble, these committees will not be ponderous time sinks as so many committees are but rather conversation starters. The committee on career track faculty will be chaired by Jennifer Casteix of College of Science. The committee on General Education will be chaired by Mark Stegeman of Eller. The committee on donor influence will be chaired by David Gibbs of SBS, the Committee on Academic Freedom and the Committee on Budget have yet to be assigned chairs. Please feel free to forward names to me for these chairships and committees.



**NEW ACADEMIC PROGRAM – MAJOR  
Preliminary Proposal Form**

**I. Program Details**

- a. **Name (and Degree Type) of Proposed Academic Program:** Master of Science in Innovations in Aging (Graduate Interdisciplinary Degree Program- GIDP)
  - i. **Emphases (if applicable):** Research
- b. **Academic Unit(s)/College(s):** GIDP- Graduate College
- c. **Campus/Location(s):** UA Online, Main Campus, Global Direct Campus and Global Locations  
**Note:** *if UA Online is a desired option, please complete the form [here](#) to begin their review process. Listing it here does not guarantee it will be an approved program for the ONLN campus.*
- d. **First Admission Term (i.e., Fall 2022):** Fall 2022
- e. **Primary Contact and Email:** Alexis Lim, [alexandrialim@arizona.edu](mailto:alexandrialim@arizona.edu)

**II. Executive Summary** (please provide **no more** than 5 bullets/sentences that sum up the rationale, demand, and uniqueness of your proposed major):

Eighty-seven percent of UArizona Health Sciences students agree that it is important to offer formal education in Aging. Our student-validated programs were designed based on student surveys and focus groups and following guidance from the Association of Gerontology in Higher Education (AGHE). Programs were developed to address urgent challenges and opportunities associated with the growing aging population and are specifically designed to provide the flexibility necessary to meet the needs of busy students and professionals.

As part of the **UArizona Health Sciences Global and Online**, Innovations in Aging programs were built in collaboration between the UArizona College of Medicine – Phoenix, College of Medicine – Tucson, College of Nursing, College of Pharmacy, and Mel and Enid Zuckerman College of Public Health, in partnership with **Arizona Center on Aging**. Programs offer a rare, truly interdisciplinary approach to understanding aging and how to effectively implement positive change in interprofessional settings.

**III. Brief Program Description:** *Work with [campus marketing](#) to develop a description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (if any), etc. Typically 100-250 words.*

As part of the UArizona Health Sciences Global and Online Strategic Initiative, Innovations in Aging programs will be built in collaboration between the College of Medicine –Phoenix, College of Medicine –Tucson, College of Nursing, College of Pharmacy, and Mel and Enid Zuckerman College of Public Health, in partnership with Arizona Center on Aging and other distinguished Colleges across the University of Arizona. The Master of Science in Innovations in Aging will not only prepare students for several different roles within the field of gerontology, but it is also

aligned with the Academy of Gerontologists in Higher Education (AGHE) competencies and thus prepare students to receive an internationally recognized certification in gerontology from the National Association for Professional Gerontologists (NAPG). In response to growing demand for professionals with experience and demonstrated knowledge in gerontology and aging studies, both within and beyond Arizona, the University of Arizona Health Sciences in partnership with the aforementioned collaborators will establish a new MS in Innovations in Aging program with special emphasis placed on the expertise provided by the University of Arizona as the only public institution in the state with medical, nursing, pharmacy, and public health colleges. The initial offering of the program will focus on the areas of expertise within these colleges to provide students with emphasis in Research. The development of the MS in Innovations in Aging GIDP program will leverage expertise of faculty who have been recognized at the state and federal level for their expertise in their respective fields and gerontology and aging studies and have been awarded extramural funding to support research in geroscience. This includes not only leveraging those affiliated with the Arizona Center on Aging, but also multiple faculty who have been identified as Gerontologist of the Year by the Arizona Geriatrics Society.

**IV. Program Rationale:** *In consultation with proposing unit's college-level administration, describe how the proposed academic program fits within the mix of programs currently offered by the college, and how it advances the overall mission of the college and university. To support the proposed program, does the college envision sharing resources used by other programs, redeploying internal resources, etc.?*

Changes in the population and aging of Arizona and America suggest that the needs of this growing demographic will not be met without new educational programs focused on the challenges and opportunities involved. In order to better serve our state, country and global communities, an agile response is needed. The University of Arizona has been recognized as a leader in aging sciences and research and this can be seen in both recent awards as well as designation of resources in the UA Strategic Plan. To address the identified need and in alignment with larger UA and UAHS goals, the creation of high-quality academic programs such as the MS in Innovations in Aging has been deemed critical. This program not only aims to prepare a workforce that is capable of addressing the challenges and opportunities associated with this population, but that also innovates new, effective ways of supporting the needs of the diverse populations within the state and beyond. The growing demand for skilled Gerontological professionals across a number of disciplines is only increasing. Despite this high demand, there is a lack of a prepared workforce to accommodate the anticipated growth in older populations and the healthcare and social demands. Health and care over a lifespan require a team of trained professionals. Each brings different expertise and together provide an environment that includes psychological, social, biological care as well as the creation and implementation of policies that address the needs of aging populations.

Departments and Colleges across campus have been approached to contribute to the program and the housing of the program within the GIDP is intentional to allow for and encourage this necessary collaboration. This program is supported through strategic planning funds.

**V. Projected Enrollment for the First Three Years:** *Note that for the full proposal, you will need to provide evidence to support the projection (through student/alumni surveys, enrollment in existing courses, peer programs, etc.) At this stage, a rough estimate is sufficient.*

Year 1	Year 2	Year 3
12	24	36

VI. **Evidence of Market Demand:** *Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. Curricular Affairs can provide a job posting/demand report (from Burning Glass) by skillsobtained/CIP code of the proposed major; contact the [Office of Curricular Affairs](#) to request the report if needed for your proposal. If job market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.*

The MS is aligned to the Association of Gerontology in Higher Education (AGHE) competencies and will provide students with the coursework and experience needed to apply for professional certification through the National Association of Professional Gerontologists (NAPG). This program will also serve to build on the previously established foundational courses and allow students the opportunity to focus additional studies in several tracks/emphasis areas that enumerate the interdisciplinary nature of aging studies.

Proposed tracks/emphasis areas include:

- Research

Lastly, in response to the market and other research, job outlook data and preliminary surveys conducted by the Mel and Enid Zuckerman College of Public Health and the UArizona Health Sciences Global and Online office, the steering committee deployed a survey of current UArizona student population to determine interest in the Innovations in Aging program. The primary objective of the survey was to understand student demand for graduate programs in aging and further support the need for a program of this sort within the UA, greater Arizona, national and global landscapes. As a result of the survey, 87% of UArizona Health Sciences students agree that it is important to offer formal education in Aging. This survey supports the data for job outlook and demand and highlights the specific need for a program focused on research and health sciences.

VII. **Similar Programs Offered at Arizona Public Universities:** *List existing programs at Arizona Public Universities, including affiliated programs at The University of Arizona, which deliver similar concepts and competencies to the proposed new program.*

MS Aging- Arizona State University (No emphasis on research)

### VIII. Resources

a. **Summarize new resources required to offer the program:**

- Part time coordinator- \$25,000+ERE
- Marketing- \$10,000

b. **Estimate total expected cost:**

- Year 1- \$146,750



ii. Year 2- \$180,750

iii. Year 3- \$202,750

c. Estimate total expected revenue of the program:

i. Year 1- \$206,310

ii. Year 2- \$206,310

iii. Year 3- \$206,310

IX. Required Signatures (the following should be included in the notification memo to campus after ABOR approval):

a. Program Director/Main Proposer:

i. Signature: 

ii. Name and Title: Linda Phillips, RN, PhD, FAAN,FGSA- Chair, Innovations in Aging GIDP Programs

Date: November 15, 2021

iii.

b.

Managing Unit/Department Head:

i. Signature: 

ii. Name and Title: Benedict J. Colombi, Faculty Director, Graduate Interdisciplinary Programs

iii. Date: November 15, 2021

c. College Dean/Associate Dean:

i. Signature: 

ii. Name and Title: Andrew Carnie, Vice Provost Graduate Education, Dean of the Graduate College


iii. Date: November 15, 2021



ACADEMIC ADMINISTRATION

Administration Building, 402  
1401 E. University Blvd.  
PO Box 210066  
Tucson, AZ 85721-0066

**To:** Linda Phillips, RN, PhD, FAAN, FGSA – Chair, Innovations in Aging GIDP Programs

**From:** Greg Heileman, PhD, Vice Provost for Undergraduate Education 

**Date:** January 28, 2022


**Subject:** Approval of Preliminary Proposal for MS in Innovations in Aging GIDP

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Thank you for submitting the preliminary review proposal for the Master of Science in Innovations in Aging (Graduate Interdisciplinary Degree Program – GIDP). The proposed academic program should provide an excellent educational opportunity and a useful degree for students pursuing careers related to formal education in Aging. We believe your ideas are sufficiently well developed that it now makes sense to advance through the stages of the formal academic program approval process.

Please proceed to the development of a full proposal, and do not hesitate to reach out the Curricular Affairs Office for assistance with this process.

**CC:** Liesl Folks, Senior Vice President for Academic Affairs and Provost  
Jim Florian, Vice Provost, Institutional Planning and Analysis  
Liz Sandoval, Manager, Curricular Affairs  
Benedict J. Colombi, Faculty Director, Graduate Interdisciplinary Programs  
Andrew Carnie, Vice Provost Graduate Education, Dean of the Graduate College





ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

- I. **MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases\* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four-year plan, curricular/assessment map, etc.). Delete the **EXAMPLE** column before submitting/uploading. Complete the table in Appendix A if requesting a corresponding minor/Master’s.

**GRADUATE**

Total units required to complete the degree	36
Pre-admissions expectations (i.e., academic training to be completed prior to admission)	BS/BA or graduate student status
<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p style="text-align: center;"><b>MS CORE/REQUIRED COURSES</b> <u>Complete 30 credits of core courses:</u></p> <p>MED 501—Human Aging: The Aging Experience (1)  MED 502—Human Aging: Ethical Considerations (1)  CPH 535—Human Aging: Local &amp; Global Challenges (1)  MED 511—Human Aging: Biological, Psychological Perspectives (1)  MED 512—Human Aging: Socio-Cultural &amp; Human Diversity Perspectives (1)  FCM 524C – Arts and Community Health: Intercultural Perspectives and Applications (1)  MED 531— Human Aging: Applied Theory (1)  MED 532— Human Aging: Strategies for Critical Evaluation (1)  CPH 539—Human Aging: Across Disciplines (1)  CPH 536— Human Aging: Current Trends in Tech &amp; Innovation (1)  MED 533— Human Aging: Interprofessional Practice, Communication &amp; Older Adults (1)  MED 534— Human Aging: Spectrum of Support Services &amp; Structures (1)</p> <p>(New) IIA 543 - Perspectives in Aging (3)  (New) IIA 550 – Bias, Ageism &amp; Implications on Aging (3)  (New) IIA 551 – Equity, Diversity, and Inclusion in Research on Aging (3)  (New) IIA 552 – Research on Aging I (3)  (New) IIA 553 – Research on Aging II (3)  (New) IIA 909– Applying Aging Innovations (3)</p>



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	<p style="text-align: center;"><u>Complete 6 credits of elective courses:</u></p> <p>The remaining 6 credits are chosen from the following aging related topics:</p> <ul style="list-style-type: none"><li>• Discipline specific course that includes a relationship to aging or gerontology</li><li>• Interdisciplinary Research</li><li>• Interdisciplinary Practice</li><li>• Design, Development or Implementation of Aging Research or Innovation - Students may propose a course not on the list but meets the topic criteria for approval by the program coordinator.</li></ul> <p>Examples of courses available as electives at submission of the proposal include:</p> <p>CTS 641A - Problem-based translational research in Alzheimer’s Disease and Related Dementias I (3) CTS 641B - Problem-based translational research in Alzheimer’s Disease and Related Dementias II (3) (New) PHL 524 - Optimizing well-being and resilience for older Adults (3) (New) PHP 519 - Alzheimer’s Disease, Other Dementias and the Role of Public Health (3) HPS/PSY 524 - Gerontology: A Multidisciplinary Perspective (3) PHPR 801E IPPE - Perspectives in Aging (3) PCOL 595H Problems in the Biology of Complex Diseases (2) PHCL/CPH/IMB 695L- Advanced Topics: Modulation of the Biology of Aging by Inflammation, Infection and Immunity (1) PHP 536- Aging, Environment &amp; Well-being (3) FCM 524A - Arts &amp; Community Health I (1) FCM 524B - Arts &amp; Community Health II (1) PSY 559 - Adult Development and Aging (3) PSY 596 - Lifespan Cognitive Development (3) PSY 696D - Human Development Across the Life Span (1-3) COMM 501 - Life-Span Communication (3) COMM 507 - Family Communication (3) FSHD 513 – Issues in Aging (3) LAW 584A – Aging in America (3) LAW 584B - Aging and Social Justice (3)</p>
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	LAW 684 - Law and the Elderly (2)  <i>Additional courses from Colleges across UArizona will be included on this list as they are made available by departments.</i>
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	Yes –Students are required to complete three research methods courses (IIA 551, IIA 552, IIA 553) in addition to (IIA 909) Master’s Report.
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes – Students are not required to conduct primary research; but they may participate in faculty research. Students are required to complete a Master’s Report (IIA 909) which will be comprised of writing a detailed, interdisciplinary, research-informed proposal for quality improvement project addressing a challenge or opportunity for older adults or aging research.  Only one is required.
Master thesis or dissertation required (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	Yes - Students are required to complete a Master’s Report (IIA 909). The report will be comprised of a detailed, interdisciplinary, research-informed proposal for quality improvement project addressing a challenge or opportunity for older adults or aging research.
Minor options (as relevant)	Not offered

\*Emphases are officially recognized sub-specializations within the discipline. [ABOR Policy 2-221 c. Academic Degree Programs Subspecializations](#) requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”). Total units required for each emphasis must be equal. Proposed emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

- II. **CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard) “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support”



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field on the UAccess workflow form. Add or remove rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
MED 501	1	Human Aging: The Aging Experience	None	Online	F, Sp	Yes
MED 502	1	Human Aging: Ethical Considerations	None	Online	F, Sp	Yes
MED 511	1	Human Aging: Biological, Psychological Perspectives	None	Online	F, Sp	Yes
MED 512	1	Human Aging: Socio-Cultural & Human Diversity Perspectives	None	Online	F, Sp	Yes
FCM 524C	1	Arts and Community Health: Intercultural Perspectives and Applications		Online	F, Sp	Yes
MED 533	1	Human Aging: Interprofessional Practice, Communication & Older Adults	None	Online	F, Sp	Yes
MED 534	1	Human Aging: Spectrum of Support Services & Structures	None	Online	F, Sp	Yes
CPH 535	1	Human Aging Local & Global Challenges	None	Online	F, Sp	Yes
CPH 539	1	Human Aging: Across Disciplines	None	Online	F, Sp	Yes
MED 536	1	Human Aging: Current Trends in Tech & Innovation	None	Online	F, Sp	Yes
MED 531	1	Human Aging: Applied Theory	MED 501, MED 502, MED 511, MED 512	Online	F, Sp	Yes
MED 532	1	Human Aging: Strategies for Critical Evaluation	MED 531	Online	F, Sp	Yes



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V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed. Is a new prefix needed? If yes, see below table.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
IIA 543	3	Perspectives in Aging	None	Online	D	F22	F, Sp	Yes	Yes
IIA 550	3	Bias, Ageism & Implications on Aging	MED 501, MED 502, CPH 535, MED 511, MED 512, FCM 524C, IIA 543	Online	D	Sp23	F, Sp	Yes	No
IIA 551	3	Equity, Diversity, and Inclusion in Research on Aging	MED 501, MED 502, CPH 535, MED 511, MED 512, FCM 524C, IIA 543	Online	D	F23	F, Sp	Yes	No
IIA 552	3	Research on Aging I	MED 501, MED 502, CPH 535, MED 511, MED 512, FCM 524C, IIA 543	Online	D	F23	F, Sp	Yes	No
IIA 553	3	Research on Aging II	MED 501, MED 502, CPH 535, MED 511, MED 512, FCM 524C, IIA 543	Online	D	S24	F, Sp	Yes	No
IIA 909	3	Applying Aging Innovations	MED 501, MED 502, CPH 535, MED 511, MED 512, FCM 524C, IIA 543, IIA 550, IIA 551, IIA 552, IIA 553	Online	D	S23	F, Sp	Yes	Yes

\*In development (D); submitted for approval (S); approved (A)



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a. Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

VI. **FACULTY INFORMATION-** complete the table below. If UA Vitae link is not provided/available, add CVs to a Box folder and provide that link. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	College	Involvement	UA Vitae Link or Box folder link
Linda Phillips	College of Medicine - Tucson	Chair GIDP in Innovations in Aging, Teach MED 531, MED 511, MED 512, IIA 909, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:a5f0eec2-9e88-4ae1-b204-abad0b613291">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:a5f0eec2-9e88-4ae1-b204-abad0b613291</a>
Lisa O’Neill	College of Medicine - Tucson	Teach MED 534, Faculty, Executive Committee Member	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:6060f1a7-9089-4835-b504-ba95737db1cc">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:6060f1a7-9089-4835-b504-ba95737db1cc</a>
Jeannie Lee	College of Pharmacy	Teach MED 533, Executive Committee Member, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:f389304e-afb0-3d08-9edb-6c4ff9d6a2c3">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:f389304e-afb0-3d08-9edb-6c4ff9d6a2c3</a>
Kathleen Insel	College of Nursing	Executive Committee Member, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:55eed14f-cf1d-4916-aa5a-8bc293c0ade4">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:55eed14f-cf1d-4916-aa5a-8bc293c0ade4</a>
Amanda Sokan	College of Public Health	Teach CPH 535, CPH 539, Executive Committee Member, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9424cf7e-01f7-4761-9b4a-c23cc39fd2f8">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9424cf7e-01f7-4761-9b4a-c23cc39fd2f8</a>
Mindy Fain	College of Medicine - Tucson	Teach MED 501, Executive Committee Member, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8a678866-37ad-4678-91f3-73c081e5acc3">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8a678866-37ad-4678-91f3-73c081e5acc3</a>
Jennie Gubner	College of Fine Arts- School of Music	Teach FCM 524C, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:ae18b9a9-7298-4915-9837-145f3bee504c">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:ae18b9a9-7298-4915-9837-145f3bee504c</a>
David Beyda	College of Medicine - Phoenix	Teach MED 502, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9e127a8e-b06e-46e7-a251-dcd8a10b0f87">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9e127a8e-b06e-46e7-a251-dcd8a10b0f87</a>





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Lorraine Martin-Plank	College of Nursing	Teach MED 511, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e3b0d1ab-db69-3341-a7b9-d03bd520783c">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e3b0d1ab-db69-3341-a7b9-d03bd520783c</a>
Yumi Shirai	College of Medicine-Tucson	Teach FCM 524C, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:d1d9f386-5bbc-43c4-b753-7782d633e446">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:d1d9f386-5bbc-43c4-b753-7782d633e446</a>
Siobhan Hoscheidt	College of Science-Psychology	Teach MED 511, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:72b77117-adba-3fac-9caa-6fb14e6e4999">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:72b77117-adba-3fac-9caa-6fb14e6e4999</a>
Heidi Burross	College of Education	Teach MED 532, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:dd34f325-47c1-498e-b408-b8ccbb9996b7">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:dd34f325-47c1-498e-b408-b8ccbb9996b7</a>
Altaf Engineer	College of Architecture, Planning & Landscape Architecture	Teach MED 536, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e3ee4c8c-e814-3caa-89ce-4abf40c60da0">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e3ee4c8c-e814-3caa-89ce-4abf40c60da0</a>
Kimberly Shea	College of Nursing	Teach MED 536, Faculty	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:0a09c63e-380e-3e4f-9916-9c477c2633d7">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:0a09c63e-380e-3e4f-9916-9c477c2633d7</a>

VII. **GRADUATION PLAN** – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
MED 501— Human Aging: The Aging Experience	1	MED 531— Human Aging: Applied Theory	1	IIA 551 – Equity, Diversity, and Inclusion in Research on Aging	3	IIA 553 – Research on Aging II	3
MED 502— Human Aging: Ethical Considerations	1	MED 532— Human Aging: Strategies for Critical Evaluation3	1	IIA 552 – Research on Aging I	3	Elective 2: - PHL 524 Optimizing well-being and resilience for older Adults	3



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CPH 535— Human Aging Local & Global Challenges	1	CPH 539—Across Disciplines	1	Elective 1: (New) PHP 519 Alzheimer’s Disease, Other Dementias and the Role of Public Health	3	IIA 909—Applying Aging Innovations (Master’s Report)	3
MED 511— Human Aging: Biological, Psychological Perspectives	1	MED 533— Human Aging: Interprofessional Practice, Communication & Older Adults	1				
MED 512— Human Aging: Socio-Cultural & Human Diversity Perspectives	1	MED 534— Human Aging: Spectrum of Support Services & Structures	1				
FCM524C Arts and Community Health: Intercultural Perspectives and Applications	1	MED 536 – Human Aging Current Trends in Tech & Innovation	1				
IIA 550 – Bias, Ageism & Implications on Aging	3	IIA 543 - Perspectives in Aging	3				
<b>Total</b>	<b>9</b>	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>9</b>

VIII. **Curriculum Map and Assessment Map** - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please contact the [Office of Instruction and Assessment](#). Attach your Curriculum Map here.

**Program:** MS Innovations in Aging

<b>Learning Outcome #1:</b> Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.
<b>Concepts:</b> Research designs, challenges with older adult research participants, quantitative and qualitative approaches deployed in gerontology research, instrument validation, institutional research boards, recruitment challenges, false equivalency, ethical treatment of vulnerable populations, regulations and relevant laws related to working with older adults.
<b>Competencies:</b> Students will demonstrate the ability to find, evaluate and summarize existing research using older adults both in the field of gerontology and in their own discipline. Students will critique research findings related to older adults for their applicability towards their field along with what challenges and opportunities exist for additional exploration.



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<p><b>Assessment Methods:</b> This outcome will be assessed by identifying key questions related to the design of research with older adults in homework assignments, examinations, and papers. Final assessment will involve a capstone student project comprised of a detailed, interdisciplinary, research-informed proposal for a quality improvement project addressing a challenge or opportunity for older adults or aging research. Faculty and program administrators will review these assessments on an annual basis to determine the extent to which this learning outcome is being attained.</p>
<p><b>Measures:</b> Students will be graded on their ability to find, succinctly summarize, evaluate and integrate research results into assigned papers and their capstone project. The rubric will be constructed around the ability of students to inform their studies with high quality and relevant work from multiple disciplines that are integrated to provide support or context for activities completed during this MS program.</p>
<p><b>Learning Outcome #2:</b> Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.</p>
<p><b>Concepts:</b> Interdisciplinary communication frameworks, intergenerational and anti-ageist communication practices, communication theory, presentation skills, body language, communication technology, advocacy, and multiculturalism.</p>
<p><b>Competencies:</b> Students will compare and contrast aging related challenges and opportunities present in two or more domestic and international cultures. Students will demonstrate the ability to consume, synthesize, and present knowledge related to older adults using appropriate technologies to multi-disciplinary and lay audiences. Students will compare and contrast challenges older adults experience in diverse populations such as geographic, disease specific, culturally unique, and vulnerable subpopulations.</p>
<p><b>Assessment Methods:</b> This learning outcome is implemented, practiced, and assessed throughout the program both generally for normal paper and presentation assignment deliverables and specifically in courses that target interprofessional communication, bias, and world events. Students' communication skills will be assessed in both asynchronous and synchronous mediums including papers, live presentations, recorded presentations and conversations with a wide breadth of audiences. Students will present communication materials using appropriate techniques including print and non-print media. Students will also gather feedback from audiences which will be used for iterative improvement.</p>
<p><b>Measures:</b> Rubrics for each course assessment integrating a communication deliverable will emphasize message clarity, organization, delivery, language and efficacy equally. Full assessment of the learning outcome in its entirety is included in the capstone project where students must demonstrate the ability to effectively communicate the vision of their project to multiple audiences.</p>
<p><b>Learning Outcome #3:</b> Students will be able to identify potential sources of bias, influence and the implications for research about aging.</p>
<p><b>Concepts:</b> Explicit and implicit bias, social justice, cultural messaging, socio-cultural influence and history of research on vulnerable populations.</p>
<p><b>Competencies:</b> Students will identify current and historical examples of negative and positive biases that impact older adults such as error sources in research designs and cultural norms along with subsequent implications. Students will deconstruct research to expose social justice and cultural messaging issues. Students will reflect on and evaluate their own life experiences, biases and decisions when it comes to understanding and working with older adults.</p>

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<p><b>Assessment Methods:</b> Assessment will be conducted through student analysis of media, culture and research artifacts for evidence of bias. Reflection assignments will be the core assessment method for students to explore their current and changing thoughts on aging. Additionally, all communication deliverables are reviewed for implicit or explicit bias and languaging communication issues to provide feedback to students.</p>
<p><b>Measures:</b> All written assessments (excluding reflection assignments) will be graded on a rubric co-constructed with faculty who are experts in gerontology focusing on the impacts of bias and influence on older adults. Personal reflection assignments will be primarily private and focus on identification of discussion points using implicit bias instruments, firsthand experiences, topics discussed in courses and changing perceptions over the duration of the program. Rubrics for these deliverables will emphasize reflective thinking, analysis, connection making and effort equally. Finally, summative student reflections at the end of the program along with focus group interviews will inform future improvements in the learning materials, activities and assessments.</p>
<p><b>Learning Outcome #4:</b> Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.</p>
<p><b>Concepts:</b> Health and well-being in aging, Paternalism and beneficence, Ethical decision making, Quality of life, Ethics concepts and principles, Cumulative inequality &amp; change, Life-course perspective, Heterogeneity, Interpersonal dependence, Personhood, Intergenerational interaction</p>
<p><b>Competencies:</b> Students will apply concepts such as life-course perspective, cumulative inequality and personhood to situations both current and historical. Students will analyze complex scenarios involving older adults, summarize ethical dilemmas and argue for specific remedies. Students will interpret the life experiences of real adults to understand the long-term impacts of events and decisions on personhood, well-being and quality of life.</p>
<p><b>Assessment Methods:</b> Case studies, position papers and interactive timelines will be used to explore ethical decisions, the application of theory to real world events and exploring of topics related to personhood respectively. Artifacts from interviews and conversations with older adults will also be used to expand student perspectives and apply concepts to more personal and relatable connections in their lives.</p>
<p><b>Measures:</b> Rubrics for ethical case studies are based on existing frameworks provided by our faculty with expertise in ethics which focus on analysis of choices from multiple perspectives and substantive arguments for decisions made. The ethics and position paper-based rubrics do not focus on right or wrong, but rather the process, analysis and overall effort of the argument made. Rubrics for the application of theory and gerontological concepts will focus on understanding and application of key concepts discussed in the courses they are assigned. Each rubric will emphasize application of the construct discussed on the situation being interpreted, the impact on the well-being of the older adult and the long-term implications. All rubrics are developed under the guidance of faculty members with expertise in these domains.</p>
<p><b>Learning Outcome #5:</b> Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.</p>
<p><b>Concepts:</b> Interdisciplinary collaboration, Project proposal, Scientific communication, Project management, Strategies of change management, Cycle of quality improvement, Summative and formative evaluation, and Sustainability</p>



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<p><b>Competencies:</b> Students will propose ideas for an interdisciplinary quality improvement project informed by research and gerontological theory. Students will design a project proposal utilizing core project management concepts including logic models, sustainability, change management and evaluation. Students will present a project utilizing best practices in communication to professional and lay audiences.</p>
<p><b>Assessment Methods:</b> The assessment for this learning outcome is the capstone project for the Master’s program and all related deliverables including written idea submissions, final proposal, presentation materials, presentation and evidence of iterative improvement based on peer and instructor feedback. Feedback will also be requested from professional and lay audience members.</p>
<p><b>Measures:</b> Ideas and final proposal submitted will be rubric assessed based on integration of gerontological concepts, the utilization of two or more disciplines in the development or implementation of the proposal, and the overall design of the project. The rubric is created by faculty with experience in design and deploying aging related projects in academia and the public sphere across several different disciplines. Indirect measures will include a student reflection at the end of the program, focus group interviews, and feedback from aging related organizations which will be used to improve the program design.</p>

IX. **PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
<p><b>Direct</b> Exams Projects Presentations Capstone Project</p> <p><b>Indirect</b> Focus group interviews</p>	<p>Targeted course embedded assessments.</p>	<p>Targeted assessment will occur in MED 501, MED 502, CPH 535, MED 511, MED 512, MED 534, IIA 543, MED 531, MED 532, CPH 539, CPH 536, MED 533, FCM 524C, IIA 909</p> <p>Focus groups will occur 6 months after program completion. Questions will focus on high-level PLO concepts to identify retention and transfer to work &amp; life.</p>
<p><b>Direct</b> Exams Projects Presentations Video narrative of personal perspective and experience.</p>	<p>Targeted course embedded assessments.</p> <p>These PLOs will be consistently exposed in discussion and as components of other assessments. These will be formatively</p>	<p>Targeted assessment will occur in MED 501, MED 502, CPH 535, MED 511, MED 512, MED 534, IIA 543, MED 531, EDP 532, CPH 539, CPH 536, MED 533, FCM 524C, IIA 909</p>



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<p>Ethical critiques of (video / audio / story-based) narratives. Capstone Project</p> <p><b>Indirect</b> Reflection Text Analysis Focus group interviews</p>	<p>measured throughout the program to emphasize their importance.</p> <p>Reflection Blog Chat transcripts VoiceThread discussions</p>	<p>Formative assessment will occur as rubric components for assignments in other courses.</p> <p>Content gathered for text analysis will occur throughout the program to provide a summative as well as a temporal perspective on retention and transfer of these concepts.</p> <p>Focus groups will occur 6 months after program completion. Questions will focus on high-level PLO concepts to identify retention and transfer to work &amp; life.</p>
<p><b>Direct</b> Presentations Capstone Project</p> <p><b>Indirect</b> Surveys from aging related organizations and older adults. Focus group interviews</p>	<p>Targeted course embedded assessments.</p> <p>Feedback from domestic and international aging related organizations working with students.</p> <p>Older individuals working with students.</p>	<p>Targeted assessment will occur in IIA 909</p> <p>Focus groups will occur 6 months after program completion. Questions will focus on high-level PLO concepts to identify retention and transfer to work &amp; life.</p>



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Table 1: Program Learning Outcome and Course Curriculum Map

**MS Innovations in Aging**

Courses and Activities Mapped to MS Innovations in Aging

	Outcome				
	Outcome 1: Evaluation of Aging Research Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.	Outcome 2: Communication Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.	Outcome 3: Bias Identification & Implications Students will be able to identify potential sources of bias, influence and the implications for research about aging.	Outcome 4: Scenarios Analysis Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.	Outcome 5: Project or Innovation Proposal Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.
<b>Courses and Learning Activities</b>					
MED 501 Human Aging: The Aging Experience				I	
MED 502 Human Aging: Ethical Considerations				P	
CPH 535 Human Aging: Local & Global Challenges				P	
MED 511 Human Aging: Biological, Psychological Perspectives				P	
MED 512 Human Aging: Socio-Cultural & Human Diversity Perspectives				P	
MED 534 Human Aging: Spectrum of Support Services & Structures				P	
IA 543 Perspectives in Aging				P	
MED 531 Human Aging: Applied Theory					I
EDP 532 Human Aging: Strategies for Critical Evaluation		I			
CPH 539 Human Aging: Strategies for Critical Evaluation		P			P
CPH 536 Human Aging: Current Trends in Tech & Innovation		P		P	P
MED 533 Human Aging: Interprofessional Practice, Communication & Older Adults		P			P
FCM 524C Human Aging: Intercultural Perspectives and Applications				P	P
IA 550 Bias, Ageism & Implications on Aging	I		I		



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	<b>Outcome</b>				
	Outcome 1: Evaluation of Aging Research Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.	Outcome 2: Communication Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.	Outcome 3: Bias Identification & Implications Students will be able to identify potential sources of bias, influence and the implications for research about aging.	Outcome 4: Scenarios Analysis Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.	Outcome 5: Project or Innovation Proposal Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.
IIA 551 Equity, Diversity, and Inclusion in Research on Aging	<b>P</b>		<b>P</b>		
IIA 552 Research on Aging I	<b>P</b>		<b>P</b>		
IIA 553 Research on Aging II	<b>A</b>		<b>A</b>		
Electives Various Courses		<b>P</b>			<b>P</b>
IIA 909 Applying Aging Innovations	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
Exit Survey Indirect Measure	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>

**Legend :** I Introduced    P Practiced    A Assessed    I/P Introduced/Practices    P/A Practiced/Assessed

X. **ANTICIPATED STUDENT ENROLLMENT**-complete the table below. What concrete evidence/data was used to arrive at the numbers?

<b>5-YEAR PROJECTED ANNUAL ENROLLMENT</b>					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Students	12	24	30	36	60

Data/evidence used to determine projected enrollment numbers:

Recommended enrollment cohorts based off comparable programs within UArizona GDP and Health Sciences as well as cohort and enrollment numbers provided in commissioned third-party market research report (Online Degree Database & Consulting).

The University of Arizona is committed to diversity, equity and inclusion and is a Hispanic-Serving Institution. In addition, individuals from American Indian/Native American (AI/NA), African American and Latino backgrounds are severely underrepresented in aging-related fields including health care, science, and technology, and the aging population is becoming increasingly diverse with the racially/ethnically diverse older populations growing proportionately faster than non-Hispanic White populations. Improving health, wellbeing, and interdependence of older





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adults in diverse groups and reducing health disparities requires increasing diversity of those who work with them. Thus, the issues of diversity, equity and inclusion is also relevant to our anticipated enrollments. The program will be made accessible to students from diverse backgrounds through its online format and will be made globally available through UArizona’s Global Direct Campus. Future partnership opportunities will also be explored with UArizona’s 13 established global microcampuses at institutions around the world. In addition, individuals from American Indian/Native American (AI/NA), African American and Latino backgrounds are severely underrepresented in aging-related fields including health care, science, and technology, and the aging population is becoming increasingly diverse with the racially/ethnically diverse older populations growing proportionately faster than non-Hispanic White populations. Improving health, wellbeing, and interdependence of older adults in diverse groups and reducing health disparities requires increasing diversity of those who work with them.

The Executive Committee (EC) is committed to monitoring our student enrollment numbers as well as to closely monitor diversity among our recruits and completers. We have developed strategies for (a) early identification and remediation of factors that may contribute to either non-diverse recruitment or attrition; (b) working with marketers and recruiters to raise their consciousness about the opportunities available for individuals with education in aging-related fields and the pressing need for individuals from diverse backgrounds to enter the field; and (c) developing new and innovative recruitment approaches appropriate for each diverse each group using appropriate non-ageist language. In accordance with the GDP requirements and EC priorities, scholarship opportunities will be made available to students with priority eligibility given to students from underrepresented populations (lines 42 & 43 of the budget projection form indicate scholarship and assistantship support). Furthermore, this program will strive to uphold the standards set for the UArizona to maintain the designation as a Hispanic Serving Institution.

XI. **ANTICIPATED DEGREES AWARDED-** complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](https://nces.ed.gov/ipeds/datacenter/collegenavigator/) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Degrees	0	0	10	20	26

Data/evidence used to determine number of anticipated degrees awarded annually: Assumes 85% retention rate of students throughout the program (<https://uair.arizona.edu/content/retention-and-graduation>). This is supported by the third-party market research report that was commissioned prior to the development of this proposal/program. Additionally, these numbers are based on retention rates provided by UArizona and IPEDS <https://uair.arizona.edu/content/degrees-and-majors-awarded>.



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### XII. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

Program Proposal Submitted via GDP/Graduate College: January 2022 – August 2022.

Course Development: Graduate certificate courses are the same as the first year of the master's program and will be completed August 2022.

Second year of the master's program will be completed October 2023 – September 2024.

Begin recruitment activities and marketing (contingent on ABOR approval): October 1, 2022 (contingent on ABOR approval)

- Website Launch
- Design, Pilot test (for cultural appropriateness and group-based targeting) and Print Collateral Production (brochures, posters, etc.)
- Domestic and Global Digital Advertising—At UArizona, domestic recruitment will be targeted to students graduating from bachelor's programs in diverse areas of study such as medicine, emergency medical services and physiology and medical sciences, nursing, pharmaceutical sciences, public health, family studies and human development, College of Applied Science and Technology (CAST) human services, psychology and psychological sciences, and special education and rehabilitation. In the state, national and global arenas, recruitment will target individuals with bachelor's degrees and practicing professionals in aging-related disciplines as specified above. Recruitment will target students seeking online courses, certificates, and degrees in aging nationally through Arizona Online and globally through the Global Direct Campus. Future plans include establishing partnerships with UArizona's 13 established global microcampuses at institutions around the world.
- Internal and External Communications
- Recurring Online Recruitment Events

The proposed MS curriculum has been aligned with the requirements of the Innovations in Aging graduate certificate, intentionally facilitating a recruitment pipeline into the master's, since a portion of the credit hours are transferrable.

GradApp Opens: October 15, 2022

Program Application deadline- December 15, 2022

First Cohort Starts MS in Innovations in Aging: January 2023

### IX. Program Fees and Differential Tuition (PFDT) Request – For implementation of fees, you must work with [University Fees](#). The annual deadline is December 1. For any questions, please contact the [University Fees Program Manager](#).



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**Appendix A. Minor or Master's Requirements.** Complete if requesting a corresponding minor/master's.

No minor offered.

**Appendix B. Emphasis Print Information**-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as " \_\_\_\_\_ Emphasis".

Emphases will be offered in the future and proposals will be submitted after the MS in Innovations in Aging is approved by ABOR.



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Appendix C. ABOR Form

Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at [helen.baxendale@azregents.edu](mailto:helen.baxendale@azregents.edu)

**University:** University of Arizona

<b>Name of Proposed Academic Program:</b> Master of Science in Innovations in Aging
<b>Academic Department:</b> Graduate College (Graduate Interdisciplinary Degree Programs)
<b>Geographic Site:</b> Tucson- Main Campus offered via iCourses only Online- Arizona Online Campus Global Campus
<b>Instructional Modality:</b> iCourse and Online (asynchronous)
<b>Total Credit Hours:</b> 36
<b>Proposed Inception Term:</b> Spring 2023
<b>Brief Program Description:</b>



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Individuals who are 55+ are the fastest growing demographic in the world, the United States and the State of Arizona. In addition, the older demographic is becoming increasingly diverse. Never before has it been more critical to educate students at the University of Arizona about the unique challenges and opportunities associated with the aging of the population. The need for new knowledge about aging through research and workers with graduate-level education on aging to fill jobs in the public and private sectors has never been more pressing.

As part of the UArizona Health Sciences Global and Online strategic initiative, Innovations in Aging programs are being built in collaboration between the College of Medicine – Phoenix, College of Medicine – Tucson, College of Nursing, R. Ken Coit College of Pharmacy and Mel and Enid Zuckerman College of Public Health in partnership with the University of Arizona Center on Aging and other distinguished colleges across the University of Arizona, including but not limited to the College of Education, College of Fine Arts and College of Science.

The MS program is aligned with the Academy of Gerontologists in Higher Education (AGHE) competencies and provides students with the coursework and experience necessary to attain the “Gerontologist” certification from the internationally recognized National Association for Professional Gerontologists (NAPG).

Graduates from the MS program will be eligible for employment in aging-related positions such as those the health care, social services and counseling sectors as managers and evaluators; the public/private sectors as consultants in designing age-friendly services, facilities and technology; and in the gerontology service sectors as aging and life span specialists and health policy advocates. Graduates will also be well prepared for future PhD studies with a focus on aging-related issues.

### Learning Outcomes and Assessment Plan:

**Learning Outcome #1:** Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.

**Concepts:** Research designs, challenges with older adult research participants, quantitative and qualitative approaches deployed in gerontology research, instrument validation, institutional research boards, recruitment challenges, false equivalency, ethical treatment of vulnerable populations, regulations and relevant laws related to working with older adults.

**Competencies:** Students will demonstrate the ability to find, evaluate and summarize existing research using older adults both in the field of gerontology and in their own discipline. Students will critique research findings related to older adults for their applicability towards their field along with what challenges and opportunities exist for additional exploration.

**Assessment Methods:** This outcome will be assessed by identifying key questions related to the design of research with older adults in homework assignments, examinations, and papers. Final assessment will involve a capstone student project comprised of a detailed, interdisciplinary, research-informed proposal for a quality improvement project addressing a challenge or opportunity for older adults or aging research. Faculty and program administrators will review these assessments on an annual basis to determine the extent to which this learning outcome is being attained.

**Measures:** Students will be graded on their ability to find, succinctly summarize, evaluate and integrate research results into assigned papers and their capstone project. The rubric will be constructed around the ability of students to inform their studies with high quality



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<p>and relevant work from multiple disciplines that are integrated to provide support or context for activities completed during this MS program.</p>
<p><b>Learning Outcome #2:</b> Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.</p>
<p><b>Concepts:</b> Interdisciplinary communication frameworks, intergenerational and anti-ageist communication practices, communication theory, presentation skills, body language, communication technology, advocacy, and multiculturalism.</p>
<p><b>Competencies:</b> Students will compare and contrast aging related challenges and opportunities present in two or more domestic and international cultures. Students will demonstrate the ability to consume, synthesize, and present knowledge related to older adults using appropriate technologies to multi-disciplinary and lay audiences. Students will compare and contrast challenges older adults experience in diverse populations such as geographic, disease specific, culturally unique, and vulnerable subpopulations.</p>
<p><b>Assessment Methods:</b> This learning outcome is implemented, practiced, and assessed throughout the program both generally for normal paper and presentation assignment deliverables and specifically in courses that target interprofessional communication, bias, and world events. Students' communication skills will be assessed in both asynchronous and synchronous mediums including papers, live presentations, recorded presentations and conversations with a wide breadth of audiences. Students will present communication materials using appropriate techniques including print and non-print media. Students will also gather feedback from audiences which will be used for iterative improvement.</p>
<p><b>Measures:</b> Rubrics for each course assessment integrating a communication deliverable will emphasize message clarity, organization, delivery, language and efficacy equally. Full assessment of the learning outcome in its entirety is included in the capstone project where students must demonstrate the ability to effectively communicate the vision of their project to multiple audiences.</p>
<p><b>Learning Outcome #3:</b> Students will be able to identify potential sources of bias, influence and the implications for research about aging.</p>
<p><b>Concepts:</b> Explicit and implicit bias, social justice, cultural messaging, socio-cultural influence and history of research on vulnerable populations.</p>
<p><b>Competencies:</b> Students will identify current and historical examples of negative and positive biases that impact older adults such as error sources in research designs and cultural norms along with subsequent implications. Students will deconstruct research to expose social justice and cultural messaging issues. Students will reflect on and evaluate their own life experiences, biases and decisions when it comes to understanding and working with older adults.</p>
<p><b>Assessment Methods:</b> Assessment will be conducted through student analysis of media, culture and research artifacts for evidence of bias. Reflection assignments will be the core assessment method for students to explore their current and changing thoughts on aging. Additionally, all communication deliverables are reviewed for implicit or explicit bias and languaging communication issues to provide feedback to students.</p>
<p><b>Measures:</b> All written assessments (excluding reflection assignments) will be graded on a rubric co-constructed with faculty who are experts in gerontology focusing on the impacts of bias and influence on older adults. Personal reflection assignments will be primarily private and focus on identification of discussion points using implicit bias instruments, firsthand experiences, topics discussed in courses</p>



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<p>and changing perceptions over the duration of the program. Rubrics for these deliverables will emphasize reflective thinking, analysis, connection making and effort equally. Finally, summative student reflections at the end of the program along with focus group interviews will inform future improvements in the learning materials, activities and assessments.</p>
<p><b>Learning Outcome #4:</b> Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.</p>
<p><b>Concepts:</b> Health and well-being in aging, Paternalism and beneficence, Ethical decision making, Quality of life, Ethics concepts and principles, Cumulative inequality &amp; change, Life-course perspective, Heterogeneity, Interpersonal dependence, Personhood, Intergenerational interaction</p>
<p><b>Competencies:</b> Students will apply concepts such as life-course perspective, cumulative inequality and personhood to situations both current and historical. Students will analyze complex scenarios involving older adults, summarize ethical dilemmas and argue for specific remedies. Students will interpret the life experiences of real adults to understand the long-term impacts of events and decisions on personhood, well-being and quality of life.</p>
<p><b>Assessment Methods:</b> Case studies, position papers and interactive timelines will be used to explore ethical decisions, the application of theory to real world events and exploring of topics related to personhood respectively. Artifacts from interviews and conversations with older adults will also be used to expand student perspectives and apply concepts to more personal and relatable connections in their lives.</p>
<p><b>Measures:</b> Rubrics for ethical case studies are based on existing frameworks provided by our faculty with expertise in ethics which focus on analysis of choices from multiple perspectives and substantive arguments for decisions made. The ethics and position paper-based rubrics do not focus on right or wrong, but rather the process, analysis and overall effort of the argument made. Rubrics for the application of theory and gerontological concepts will focus on understanding and application of key concepts discussed in the courses they are assigned. Each rubric will emphasize application of the construct discussed on the situation being interpreted, the impact on the well-being of the older adult and the long-term implications. All rubrics are developed under the guidance of faculty members with expertise in these domains.</p>
<p><b>Learning Outcome #5:</b> Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.</p>
<p><b>Concepts:</b> Interdisciplinary collaboration, Project proposal, Scientific communication, Project management, Strategies of change management, Cycle of quality improvement, Summative and formative evaluation, and Sustainability</p>
<p><b>Competencies:</b> Students will propose ideas for an interdisciplinary quality improvement project informed by research and gerontological theory. Students will design a project proposal utilizing core project management concepts including logic models, sustainability, change management and evaluation. Students will present a project utilizing best practices in communication to professional and lay audiences.</p>
<p><b>Assessment Methods:</b> The assessment for this learning outcome is the capstone project for the Master’s program and all related deliverables including written idea submissions, final proposal, presentation materials, presentation and evidence of iterative improvement based on peer and instructor feedback. Feedback will also be requested from professional and lay audience members.</p>



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**Measures:** Ideas and final proposal submitted will be rubric assessed based on integration of gerontological concepts, the utilization of two or more disciplines in the development or implementation of the proposal, and the overall design of the project. The rubric is created by faculty with experience in design and deploying aging related projects in academia and the public sphere across several different disciplines. Indirect measures will include a student reflection at the end of the program, focus group interviews, and feedback from aging related organizations which will be used to improve the program design.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
<p><b>Direct</b> Exams Projects Presentations Capstone Project</p> <p><b>Indirect</b> Focus group interviews</p>	<p>Targeted course embedded assessments.</p>	<p>Targeted assessment will occur in MED 501, MED 502, CPH 535, MED 511, MED 512, MED 534, IIA 543, MED 531, MED 532, CPH 539, CPH 536, MED 533, FCM 524C, IIA 909</p> <p>Focus groups will occur 6 months after program completion. Questions will focus on high-level PLO concepts to identify retention and transfer to work &amp; life.</p>
<p><b>Direct</b> Exams Projects Presentations Video narrative of personal perspective and experience. Ethical critiques of (video / audio / story-based) narratives. Capstone Project</p> <p><b>Indirect</b> Reflection Text Analysis Focus group interviews</p>	<p>Targeted course embedded assessments.</p> <p>These PLOs will be consistently exposed in discussion and as components of other assessments. These will be formatively measured throughout the program to emphasize their importance.</p> <p>Reflection Blog Chat transcripts VoiceThread discussions</p>	<p>Targeted assessment will occur in MED 501, MED 502, CPH 535, MED 511, MED 512, MED 534, IIA 543, MED 531, EDP 532, CPH 539, CPH 536, MED 533, FCM 524C, IIA 909</p> <p>Formative assessment will occur as rubric components for assignments in other courses.</p> <p>Content gathered for text analysis will occur throughout the program to provide a summative as well as a temporal perspective on retention and transfer of these concepts.</p> <p>Focus groups will occur 6 months after program completion. Questions will focus on</p>





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		high-level PLO concepts to identify retention and transfer to work & life.
<b>Direct</b> Presentations Capstone Project  <b>Indirect</b> Surveys from aging related organizations and older adults. Focus group interviews	Targeted course embedded assessments.  Feedback from domestic and international aging related organizations working with students.  Older individuals working with students.	Targeted assessment will occur in IIA 909  Focus groups will occur 6 months after program completion. Questions will focus on high-level PLO concepts to identify retention and transfer to work & life.
<b>Table 1: Program Learning Outcome and Course Curriculum Map</b>		



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**MS Innovations in Aging**

Courses and Activities Mapped to MS Innovations in Aging

	Outcome				
	Outcome 1: Evaluation of Aging Research Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.	Outcome 2: Communication Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.	Outcome 3: Bias Identification & Implications Students will be able to identify potential sources of bias, influence and the implications for research about aging.	Outcome 4: Scenarios Analysis Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.	Outcome 5: Project or Innovation Proposal Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.
<b>Courses and Learning Activities</b>					
MED 501 Human Aging: The Aging Experience				I	
MED 502 Human Aging: Ethical Considerations				P	
CPH 535 Human Aging: Local & Global Challenges				P	
MED 511 Human Aging: Biological, Psychological Perspectives				P	
MED 512 Human Aging: Socio-Cultural & Human Diversity Perspectives				P	
MED 534 Human Aging: Spectrum of Support Services & Structures				P	
IIA 543 Perspectives in Aging				P	
MED 531 Human Aging: Applied Theory					I
EDP 532 Human Aging: Strategies for Critical Evaluation		I			
CPH 539 Human Aging: Strategies for Critical Evaluation		P			P
CPH 536 Human Aging: Current Trends in Tech & Innovation		P		P	P
MED 533 Human Aging: Interprofessional Practice, Communication & Older Adults		P			P
FCM 524C Human Aging: Intercultural Perspectives and Applications				P	P
IA 550 Bias, Ageism & Implications on Aging	I		I		



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	Outcome				
	Outcome 1: Evaluation of Aging Research Students will be able to critically evaluate the design, methods, metrics and findings from research about aging.	Outcome 2: Communication Students will be able to communicate current aging related challenges and opportunities in innovation through a perspective of two or more disciplines, cultures and populations.	Outcome 3: Bias Identification & Implications Students will be able to identify potential sources of bias, influence and the implications for research about aging.	Outcome 4: Scenarios Analysis Students will analyze aging-related scenarios through the lenses of health and well being in aging, theory, research, models, and ethics.	Outcome 5: Project or Innovation Proposal Students will propose an interdisciplinary research project, quality improvement project, or applied innovation supported by research on aging.
IIA 551 Equity, Diversity, and Inclusion in Research on Aging	<b>P</b>		<b>P</b>		
IIA 552 Research on Aging I	<b>P</b>		<b>P</b>		
IIA 553 Research on Aging II	<b>A</b>		<b>A</b>		
Electives Various Courses		<b>P</b>			<b>P</b>
IIA 909 Applying Aging Innovations	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
Exit Survey Indirect Measure	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>

**Legend :** I Introduced    P Practiced    A Assessed    I/P Introduced/Practices    P/A Practiced/Assessed

### Projected Enrollment for the First Three Years:

Year 1: 12

Year 2: 24

Year 3: 30

### Evidence of Market Demand:

The growing need for professionals specializing in aging has been documented on state, national and global levels. In Arizona, data from the Arizona Department of Health Services indicate that there will be an “unprecedented shift in the age structure of society”<sup>1</sup> with the number of Arizonans 65 years and older increasing 174% to 2.4 million in 2050<sup>1,2</sup>. Recent early reports from the 2020 census indicate the nations’ 65-and-older population has increased by 34.2%<sup>3</sup>. By 2030, it is estimated that nearly 73 million Americans will be 65 years or older<sup>3</sup>, and by 2050 there will be an estimated 2.1 billion individuals 65 years or older<sup>4</sup> globally. Although there is some variability in the size and projected growth of aging populations around the world, the global population is by in large aging as well. By 2050 an estimated 2.1 billion individuals will be over the age of 65 with older populations in Asia and Latin America more than doubling in the same timeframe<sup>4</sup> Since, in the U.S. today older Americans, account for 26% of physician visits, 35% of hospital stays and 34% of prescriptions issued, this demographic shift will be accompanied by an increase in health care and other service utilization and necessitate strategies that support the needs of older adults, including preparing professionals specializing in aging for work in Arizona, the U.S. and around the world.

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Not only is the number of older adults increasing, but, in the U.S., the aging population is becoming increasingly diverse. Nationwide, by 2060, nearly half of the 55+ population will be from minority groups. By 2060, the number of Latinos 65+ is projected to grow from 3.6 million in 2014 to 21.5 million; the number of AI/NAs 65+ will more than double. In Arizona, it is expected that the minority populations will see a greater increase in the 65-and-older population than non-minority populations. Specifically, it is expected that by 2050 the proportion of the population that identifies as Hispanic or Latino will increase by 28 percent and the percentage of Arizonans who identify as Asian or Pacific Islander increasing by six percent, Black or African American by three percent, and American Indian will also increase by three percent<sup>2</sup>. This overall growth in population and shift in age distribution underscores both the importance of our curriculum threads of diversity, inclusion, social justice, and cultural competence and the pressing need to increase the output of professionals educated to support the needs of this increasingly diverse population.

Individuals with advanced education in gerontology are greatly needed in the private and public sector jobs. The U.S. Bureau of Labor Statistics (2020) data indicates there is faster than average job growth in gerontology-related professions. Healthcare social work, physical therapy, and social and community service management are among the fastest growing industries employing gerontologists with 13.2%, 20.5%, and 15.2% projected growth rates, respectively, between 2020 and 2030<sup>5</sup>.

Additionally, a market research report shows that gerontology education is relevant and timely and the need for gerontology education across the country and the world is growing at an exponential rate. The nation's top producer of graduate gerontology degrees—the University of Southern California—has reported an average of 22% annual growth each year since 2015, validating increasing student interest in online aging/gerontology graduate programs. This growth suggests there is room in the educational marketplace for innovative, well-marketed, programs in aging, particularly those with unique foci such as proposed for the MS in Innovations in Aging. The unique aspects of this program that distinguishes it from others currently available include: (a) its capacity and available infrastructure to support a global reach through UArizona's Global Direct Campus and its 13 established microcampus locations at institutions around the world; (b) its strong focus on diversity, equity and inclusion that will appeal to potential students in the U.S. and Arizona in underrepresented groups; and (c) its emphasis on application of research which will enhance the evaluation skills of its graduates. Since there is some variability in program growth across the country, the report suggests there is also a need to develop innovative marketing strategies that align, for example, with the recent initiatives from the Reframing Aging Initiative and to continue the efforts of the UArizona Center on Aging in advocating with employers and legislators to upgrade the educational requirements for those employed in aging-related fields.<sup>6</sup> Thus another unique aspect is the availability of an infrastructure and commitment to effecting policy to upgrade expectations and requirements for working in aging-related fields.

Finally, there is overwhelming student support for the launch of a University of Arizona Master of Science in Innovations in Aging program, with 87% of Health Sciences students in agreement that it is important for universities to offer formal degree programs focused on aging studies to educate students on the plethora of opportunities, challenges and needs of diverse aging populations and how to advance innovative solutions.



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1. 2014-2018 Arizona Health Aging Plan: A Framework to Support Healthy Living and Functional Health for Older Arizona Residents. Arizona Department of Health Services. 2014. <https://www.azdhs.gov/documents/prevention/tobacco-chronic-disease/healthy-aging/reports-statistics/az-healthy-aging-plan-2014-2018.pdf>
2. Aging in Arizona- Health Status of Older Arizonans. Bureau of Public Health Statistics, Arizona Department of Health Services. 4 April 2014. <https://pub.azdhs.gov/health-stats/report/aging/aia-report.pdf>.
3. Older and Growing- Percent change among the 65 and Older Population: 2010 to 2019. United State Census Bureaus. 25 June 2020. <https://www.census.gov/library/visualizations/2020/comm/map-popest-65-and-older.html>
4. Aging Infographic. Federal Interagency Forum on Aging Related Statistics. 8 June 2021. <https://agingstats.gov/infographics.html>
5. Occupational Employment Projections Data. U.S. Bureau of Labor Statistics. <https://www.bls.gov/emp/data/occupational-data.htm>. Published September 8, 2021. Accessed February 24, 2022.
6. Reframing Aging. <http://www.reframingaging.org/>. Accessed February 28, 2022.

\*Online survey administered 1/22/2021-2/2/2021 to 4694 currently enrolled University of Arizona Main Campus and Health Sciences students in majors identified as being relevant for graduate education in aging.

**Similar Programs Offered at Arizona Public Universities:**

Master of Science Aging at Arizona State University

**FOR CURRICULAR AFFAIRS USE ONLY**

**Objection(s) Raised by Another Arizona Public University?**      YES    NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

**If Yes, Response to Objections:**

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

**New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):**

0.5 FTE Coordinator to assist with administrative duties of GDP

**Plan to Request Program Fee/Differentiated Tuition?**      YES    NO

**Estimated Amount:**



THE UNIVERSITY  
OF ARIZONA

## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

**Program Fee Justification:**

No fee will be requested.

**Specialized Accreditation?**      YES      NO

**Accreditor:**

N/A



**BUDGET PROJECTION FORM**

**Name of Proposed Program or Unit: MS in Innovations in Aging**

Budget Contact Person: Alexis Lim, Senior Program Manager, UA Health Sciences Global	Projected		
	1st Year 2023 - 2024	2nd Year 2024 - 2025	3rd Year 2025 - 2026
<b>METRICS</b>			
Net increase in annual college enrollment UG			
Net increase in college SCH UG			
Net increase in annual college enrollment Grad (see details tab)	12	24	30
Net increase in college SCH Grad (see details tab)	216	432	540
Number of enrollments being charged a Program Fee	-	-	-
New Sponsored Activity (MTDC)	-	-	-
Number of Faculty FTE (see details tab)	-	-	-
<b>FUNDING SOURCES</b>			
<b><u>Continuing Sources</u></b>			
UG AIB Revenue	-	-	-
Grad AIB Revenue (see details tab)	163,944	327,888	409,860
Program Fee Revenue (net of revenue sharing)	-	-	-
F and A AIB Revenues	-	-	-
Reallocation from existing College funds (attach description)	-	-	-
Other Items (attach description)	-	-	-
<b>Total Continuing</b>	\$ 163,944	\$ 327,888	\$ 409,860
<b><u>One-time Sources</u></b>	-	-	-
College fund balances	-	-	-
Institutional Strategic Investment	-	-	-
Gift Funding	-	-	-
Other Items	-	-	-
<b>Total One-time</b>	\$ -	\$ -	\$ -
<b>TOTAL SOURCES</b>	\$ 163,944	\$ 327,888	\$ 409,860
<b>EXPENDITURE ITEMS</b>			
<b><u>Continuing Expenditures</u></b>			
Faculty (see details tab)	10,000	10,000	10,000
Other Personnel	25,000	25,000	25,000
Employee Related Expense	7,975	7,975	7,975
Graduate Assistantships	-	-	-
Other Graduate Aid	-	-	-
Operations (materials, supplies, phones, etc.)	5,000	5,000	5,000
Additional Space Cost	-	-	-
Other Items (see details tab)	10,000	7,000	7,000
<b>Total Continuing</b>	\$ 57,975	\$ 54,975	\$ 54,975
<b><u>One-time Expenditures</u></b>			
Construction or Renovation	-	-	-
Start-up Equipment	-	-	-
Replace Equipment	-	-	-
Library Resources	-	-	-
Other Items (see details tab)	32,000	16,000	-
<b>Total One-time</b>	\$ 32,000	\$ 16,000	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 89,975	\$ 70,975	\$ 54,975
<b>Net Projected Fiscal Effect</b>	\$ 73,969	\$ 256,913	\$ 354,885

**From:** [Ryan, Lee - \(ryant\)](#)  
**To:** [Kevan, Jon - \(jkevan\)](#); [Hoscheidt, Siobhan M - \(smhosche\)](#)  
**Cc:** [Lim, Alexis - \(alexandrialim\)](#)  
**Subject:** RE: Innovations in Aging MS  
**Date:** Friday, February 25, 2022 1:45:13 PM

---

Dear Jon,

I fully support the Innovations in Aging MS proposal and the use of the course within the program. The course is Psy 511 Human Aging: Biological and Psychological Considerations.

Best,  
Lee Ryan

Lee Ryan, Ph.D.  
Pronouns she/her  
Professor and Head

**PSYCHOLOGY DEPARTMENT**  
**UNIVERSITY OF ARIZONA**

<https://psychology.arizona.edu>

*We respectfully acknowledge that the University of Arizona resides on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes including the O'odham and the Yaqui. The University of Arizona is committed to diversity and inclusion, and strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through educational offerings, partnerships, and community service.*



**From:** [Hoscheidt, Siobhan M - \(smhosche\)](#)  
**To:** [Kevan, Jon - \(jkevan\)](#); [Ryan, Lee - \(ryant\)](#)  
**Cc:** [Lim, Alexis - \(alexandrialim\)](#)  
**Subject:** RE: Innovations in Aging MS  
**Date:** Thursday, February 24, 2022 12:05:11 PM  
**Attachments:** [image003.png](#)

---

Hi Jon,  
I support the Innovations in Aging MS proposal and the use of this course within the program.

Many Thanks,  
Siobhan Hoscheidt

Siobhan Hoscheidt, PhD  
College of Science | Department of Psychology  
University of Arizona  
Tucson, AZ 85721  
Office phone: 520-621-5131  
Email: [smhosche@arizona.edu](mailto:smhosche@arizona.edu)



*We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.*

---

**From:** Kevan, Jon - (jkevan) <jkevan@arizona.edu>  
**Sent:** Tuesday, February 22, 2022 11:20 AM  
**To:** Ryan, Lee - (ryant) <ryant@arizona.edu>; Hoscheidt, Siobhan M - (smhosche) <smhosche@arizona.edu>  
**Cc:** Lim, Alexis - (alexandrialim) <alexandrialim@arizona.edu>  
**Subject:** Innovations in Aging MS

Aloha Dr. Ryan & Dr. Hoscheidt,

Thank you for your support of the innovations in aging certificate program as a subject matter expert, instructor and advisor. We are in the last stages of submitting our proposal for the MS and we are requesting a quick email of support from you both. We will be using courses and content within the certificate as the core of the MS and we are being asked to confirm that this is supported by the various colleges who participated in their development.

That includes your course:

- 511 – Human Aging: Biological & Psychological Considerations

**If you are willing, please reply to this with the following:**

'I support the Innovations in Aging MS proposal and the use of this course within the program'

Thank you for your time,

- Jon

**Jonathan Mark Kevan MEd**

Instructional Design & Support Manager  
UArizona Health Sciences Global and Online  
THE UNIVERSITY OF ARIZONA  
[jkevan@email.arizona.edu](mailto:jkevan@email.arizona.edu)





THE UNIVERSITY OF ARIZONA  
**College of Nursing**

Office of the Dean

PO Box 210203  
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Tel: (520) 626-6152  
Fax: (520) 626-2669  
[www.nursing.arizona.edu](http://www.nursing.arizona.edu)

September 20, 2021

Innovations In Aging GIDP Committee  
The University of Arizona

To Whom it May Concern:

In my role as Dean of the College of Nursing am writing in strong support of the proposed Graduate Interdisciplinary Program (GIDP) in Innovations in Aging.

The College of Nursing is pleased to offer faculty expertise in courses that are included in both the core/required as well as elective coursework. The faculty who have been advising the development of the program are available to support these efforts and the department offers the listed courses regularly and can accommodate the anticipated enrollment generated from this new degree program. Our College is eager to contribute to this interdisciplinary program and share the expertise of faculty who have expertise in aging. Their qualifications will significantly contribute to this innovative GIUDP and help to distinguish this program from others.

Finally, and most importantly, there is an urgent need to provide educational pathways to students. The proposed MS in Innovations in Aging will allow departments to leverage existing and new courses in novel ways and provide much needed enrollment opportunities.

Sincerely,

Ida M. (Ki) Moore, PhD, RN, FAAN  
Anne Furrow Professor and Dean

**From:** [Beyda, David H - \(dbeyda\)](#)  
**To:** [Lim, Alexis - \(alexandrialim\)](#)  
**Subject:** Letter of support  
**Date:** Saturday, February 26, 2022 9:53:33 AM  
**Attachments:** [image001.png](#)

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February 25, 2022

Dear GIDP Executive Committee:

It is with enthusiasm that I write to support of the Graduate Interdisciplinary Degree Program (GIDP) in Innovations in Aging master's proposal.

The Innovations in Aging GIDP master's program is a unique opportunity to leverage the expertise across our incredible Health Sciences Colleges and create a truly innovative and interprofessional program. Courses listed as foundational to the graduate certificate program are housed within the [department]. The Department can ensure that the courses are or will be available to students and the department will be able to accommodate the anticipated enrollment generated from this new master's program.

Many of our faculty members are leaders in their fields and are uniquely qualified to contribute to the Innovation in Aging program and we feel that this program in particular will leverage their academic and research expertise.

Finally, and most importantly, there is an urgent need to provide educational pathways to students that meet the needs of our society and preparing students to contribute to the interdisciplinary environment of aging studies and aging sciences. The GIDP graduate master's in Innovations in Aging will help to meet this need and provide a necessary foundation for future program development.

Sincerely,

Dr. David Beyda  
Chair and Professor, Department of Bioethics and Medical Humanism  
Director, Global Health Program

David H. Beyda, MD  
Chair and Professor  
Department of Bioethics and Medical Humanism  
Professor, Child Health  
Director, Global Health Program  
University of Arizona College of Medicine-Phoenix  
Office: 602-827-2108  
[dbeyda@arizona.edu](mailto:dbeyda@arizona.edu)



**From:** [Ehiri, John E - \(jehiri\)](#)  
**To:** [Lim, Alexis - \(alexandrialim\)](#)  
**Subject:** RE: MS in Innovations in Aging - Letter of Support  
**Date:** Friday, February 25, 2022 5:14:10 PM  
**Attachments:** [image001.png](#)

---

Approved. Please proceed.

John

---

**From:** Lim, Alexis - (alexandrialim)  
**Sent:** Friday, February 25, 2022 5:13 PM  
**To:** Ehiri, John E - (jehiri) <jehiri@arizona.edu>  
**Subject:** MS in Innovations in Aging - Letter of Support

Hello Dr. Ehiri,

Thanks for your quick response to our request for your letter of support. I made the modifications you requested for the master's degree.

Please reply to this email with your approval and I will package with the proposal.

Best,  
Alexis

## Alexis Lim, MBA

Administrative Strategy Professional  
UArizona Health Sciences Global and Online  
Pronouns: She/Her  
THE UNIVERSITY OF ARIZONA  
Cell: 480.213.4170  
[alexandrialim@email.arizona.edu](mailto:alexandrialim@email.arizona.edu)



February 25, 2022

Dear GIDP Executive Committee:

We are writing in strong support of the Graduate Interdisciplinary Degree Program (GIDP) Master's in Innovations in Aging proposal.

Courses listed as foundational to the graduate master's program include (a) Optimizing well-being and resilience for older Adults, and (b) A Public Health

Approach to Alzheimer's Disease and other Dementias, which will both be taught by faculty housed within the Division of Public Health Practice & Translational Research, in the Mel & Enid Zuckerman College of Public Health, Phoenix Campus.

These courses will be available to students and will be able to accommodate the anticipated enrollment generated from this new master's program.

Many of our Department faculty members are leaders in their fields and are uniquely qualified to contribute to the program. We look forward to their work and the opportunities this program will provide to students in a much-needed field.

Finally, and most importantly, there is an urgent need to provide educational pathways to students that meet the needs of our society by preparing students to contribute to the interdisciplinary environment of aging studies and aging sciences. We are encouraged to also leverage existing and new courses in novel ways that increase much needed enrollment opportunities.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Ehiri". The signature is fluid and cursive, with a large initial "J" and "E".

John Ehiri, PhD, MPH, MSc (Econ.)

September 2, 2021

Dear GIDP Executive Committee,

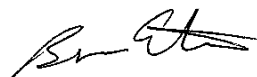
In my role as the head of the Pharmacy Practice and Science Department, I am writing in strong support of the proposed Graduate Interdisciplinary Program (GIDP) in Innovations in Aging.

The University of Arizona College of Pharmacy is pleased to offer courses and faculty expertise in course that are included in both the core/required as well as elective coursework. The faculty members who have been advising the development of the program are available to support these efforts, and the department faculty can accommodate the anticipated enrollment generated from this new degree program in aging.

Our College and Pharmacy Practice and Science Department is eager to contribute to this interdisciplinary program and share the faculty expertise and leaders in their fields. Their qualification is what helps to distinguish this Master of Science (MS) program from others.

Finally, there is an urgent need to provide educational pathways to students in aging. The proposed MS in Innovations in Aging will allow departments to leverage existing and new courses in novel ways and provide much needed enrollment opportunities widely.

Sincerely,



Brian L. Erstad, Pharm.D., MCCM, FASHP, FCCP  
Professor and Head  
The University of Arizona College of Pharmacy  
Department of Pharmacy Practice & Science





THE UNIVERSITY OF ARIZONA  
**College of Medicine**  
Tucson

1501 N. Campbell Ave.  
P.O. Box 245017  
Tucson, AZ 85724

Ofc: 520-626-4555  
Fax: 520-626-6252  
medicine.arizona.edu

## OFFICE OF THE DEAN

February 25, 2022

Innovations In Aging GIDP Executive Committee  
The University of Arizona

To Whom it May Concern:

In my role as Dean of the College of Medicine, I am writing in strong support of the proposed MS degree in Innovations in Aging offered by Graduate Interdisciplinary Program (GIDP). After developing and delivering the Innovations in Aging Graduate Certificate Program, this is an important and logical next step in the GIDP evolution. This new program will provide career options for many of our undergraduate students like those enrolled for bachelor's degrees with majors in Medicine, Emergency Medical Services and Physiology and Medical Sciences. It will also be a possible "feeder" for our current T32 in Infection and Inflammation as Drivers of Aging (IIDA). The program is also a complement to the strategic planning processes that are now occurring in the College of Medicine and the Health Sciences.

The College of Medicine is pleased to offer faculty expertise in courses that are included in both the core/required as well as elective coursework. I know faculty from the University of Arizona Center on Aging have been very actively involved in the process up to this point. The faculty who have been advising the development of the program are available to support these efforts and can accommodate the anticipated enrollment generated from this new degree program. Our college is eager to contribute to this interdisciplinary effort and share faculty expertise with faculty in other Colleges and Departments with expertise in aging. Faculty qualifications will significantly contribute to this innovative GIDP and help to distinguish this program from others.

I recognize the urgent need to improve the quality of health care provided to older adults and recognize that a specialized knowledge base is essential to the effort. The career opportunities available for student working with older adults are virtually limitless given the changing demographics of the state, national and world. Providing educational pathways for students to pursue these opportunities are urgently needed. The proposed MS in Innovations in Aging will allow departments to leverage existing and new courses in novel ways and provide much needed enrollment opportunities.

Sincerely,

Michael M. I. Abecassis, MD, MBA  
Dean, College of Medicine – Tucson  
Professor, Departments of Surgery & Immunobiology



**From:** [Burross, Heidi Legg - \(heidi\)](#)  
**To:** [Kevan, Jon - \(jkevan\)](#)  
**Cc:** [Lim, Alexis - \(alexandrialim\)](#)  
**Subject:** Re: Innovations in Aging MS Program  
**Date:** Tuesday, February 22, 2022 12:00:41 PM  
**Attachments:** [image001.png](#)

---

Hello-

I am the subject matter expert for the aforementioned course (EDP 532 Human Aging: Strategies for Critical Evaluations). I support the Innovations in Aging MS proposal and the use of this course within the program.

Regards,  
Heidi  
Professor of Practice  
Interim Department Head  
Educational Psychology  
University of Arizona  
520-621-1796  
pronouns: she/her

---

**From:** Kevan, Jon - (jkevan) <jkevan@arizona.edu>  
**Sent:** Tuesday, February 22, 2022 10:39 AM  
**To:** Burross, Heidi Legg - (heidi) <heidi@arizona.edu>  
**Cc:** Lim, Alexis - (alexandrialim) <alexandrialim@arizona.edu>  
**Subject:** Innovations in Aging MS Program

Aloha Dr. Burross,

Thank you all for your support of the innovations in aging certificate program as a subject matter expert, instructor and advisor. As you know, we are in the last stages of submitting our proposal for the MS and we are requesting a quick email of support from you. We will be using courses and content developed for the certificate as the core of the MS and we are being asked to confirm that this is supported by the various colleges who participated in their development.

That includes your course:

- EDP 532 - Human Aging: Strategies for Critical Evaluations

**If you are willing, please reply to this with the following:**

'I am the subject matter expert for the aforementioned course. I support the Innovations in Aging MS proposal and the use of this course within the program'

Thank you for your time,

- Jon

**Jonathan Mark Kevan MEd**

Instructional Design & Support Manager  
UArizona Health Sciences Global and Online  
THE UNIVERSITY OF ARIZONA  
[jkevan@email.arizona.edu](mailto:jkevan@email.arizona.edu)



**From:** [Shirai, Yumi - \(yumish\)](#)  
**To:** [Kevan, Jon - \(jkevan\)](#); [Gubner, Jennie M - \(jgubner\)](#)  
**Cc:** [Lim, Alexis - \(alexandrialim\)](#)  
**Subject:** RE: Innovations in Aging MS  
**Date:** Tuesday, February 22, 2022 11:14:37 AM  
**Attachments:** [image002.png](#)

---

I am the subject matter expert for the aforementioned course. I support the Innovations in Aging MS proposal and the use of this course within the program.

Thank you,

Yumi Shirai, PhD.

Assistant Professor

Sonoran Center for Excellence in Disabilities, Department of Family & Community Medicine

Applied Intercultural Arts Research, Graduate Interdisciplinary Program

University of Arizona

---

**From:** Kevan, Jon - (jkevan) <jkevan@arizona.edu>  
**Sent:** Tuesday, February 22, 2022 10:53 AM  
**To:** Gubner, Jennie M - (jgubner) <jgubner@arizona.edu>; Shirai, Yumi - (yumish) <yumish@arizona.edu>  
**Cc:** Lim, Alexis - (alexandrialim) <alexandrialim@arizona.edu>  
**Subject:** Innovations in Aging MS

Aloha Dr. Shirai & Dr. Gubner,

Thank you all for your support of the innovations in aging certificate program as a subject matter expert, instructor and advisor. As you know, we are in the last stages of submitting our proposal for the MS and we are requesting a quick email of support from you both. We will be using courses and content within the certificate as the core of the MS and we are being asked to confirm that this is supported by the various colleges who participated in their development.

That includes your course:

- AIAR FCM MUS 424C/524C - Arts and Community Health: Intercultural Perspectives and Applications - Aging

In the future, we may also build in the remaining courses of your GIDP:

- AIAR FCM MUS 424A/524A - Arts and Community Health: Intercultural Perspectives and Applications – Foundations
- AIAR FCM MUS 424B/524B - Arts and Community Health: Intercultural Perspectives and Applications - Disabilities

**If you are willing, please reply to this with the following:**

‘I am the subject matter expert for the aforementioned course. I support the Innovations in Aging MS proposal and the use of this course within the program.’

Thank you for your time,

- Jon

## **Jonathan Mark Kevan MEd**

Instructional Design & Support Manager  
UArizona Health Sciences Global and Online  
THE UNIVERSITY OF ARIZONA  
[jkevan@email.arizona.edu](mailto:jkevan@email.arizona.edu)



THE UNIVERSITY OF ARIZONA HEALTH SCIENCES  
**Global and Online**

October 13, 2021

Dear GIDP Executive Committee:

It is with enthusiasm that I write to support of the Graduate Interdisciplinary Degree Program (GIDP) Master of Science (MS) in Innovations in Aging Master of Science program proposal.

The Innovations in Aging GIDP MS program is a unique opportunity to leverage the expertise across our incredible Health Sciences Colleges and across the University of Arizona campus to create a truly innovative and interprofessional program. Courses listed as core and required for the graduate program are funded through the UAHS Global and Online strategic initiative and are housed within a number of our departments across the health sciences. The Executive Committee has worked diligently with our Colleges and departments to ensure that the courses are or will be available to students and will be able to accommodate the anticipated enrollment generated from this new certificate program.

Our faculty members are leaders in their respective fields and are supremely qualified to contribute to the Innovation in Aging program. We feel that this program in particular will leverage their academic and research expertise and complement efforts across the institution. Discussions regarding the master's program have been ongoing for the better part of a year and I am pleased to offer support for the program as it goes up for review and approval.

Finally, and most importantly, there is an urgent need to provide educational pathways to students that meet the needs of our society and preparing students to contribute to the interdisciplinary environment of aging studies and aging sciences. The MS in Innovations in Aging GIDP graduate program will help to meet this need and provide a necessary foundation for future program development.

Sincerely,



Michael D. Dake, MD  
Senior Vice President for Health Sciences



THE UNIVERSITY OF ARIZONA  
Global

ARIZONA GLOBAL

888 N. Euclid Avenue, Room 322

PO Box 210158

Tucson, AZ 85721-0158

[global.arizona.edu](http://global.arizona.edu)

October 12, 2021

Dear GIDP Executive Committee:

It is with enthusiasm that I write to support of the Graduate Interdisciplinary Degree Program (GIDP) in Innovations in Aging Master of Science (MS) proposal.

The Innovations in Aging GIDP master's program is a unique opportunity to leverage the expertise across our incredible Health Sciences Colleges and create a truly innovative and interprofessional program. Courses listed as foundational to the graduate program are funded through the UAHS Global and Online strategic initiative and the program will be launched via UA Online, Main Campus as well as through existing microcampus and Global Direct Campus for Fall 2022. While global enrollment numbers may take time to build, having this program available will help to provide student groups another innovative way to engage with the University of Arizona and provide a bridge to future program offerings within the discipline.

There is a demonstrated need to provide educational pathways to students that meet the needs of our society. Aging is a universal experience and the proposed GIDP not only encompasses the many disciplines that support the study of aging and gerontology, but also supplies a unique global focus on preparing students to work in an increasingly connected world. The GIDP MS in Innovations in Aging will help to meet the need for well trained, culturally competent and globally minded professionals.

Sincerely,

Brent White  
Vice President and Dean,  
Arizona Global





# Faculty Senate Presentation

Tessa L. Dysart

Faculty Senate Secretary



THE UNIVERSITY  
OF ARIZONA

# Key Points

- ▶ Research Faculty (RII) meet the standard in the Bylaws and should have a Senate seat.
- ▶ Bylaws Committee can consider changes to representation provision this year.



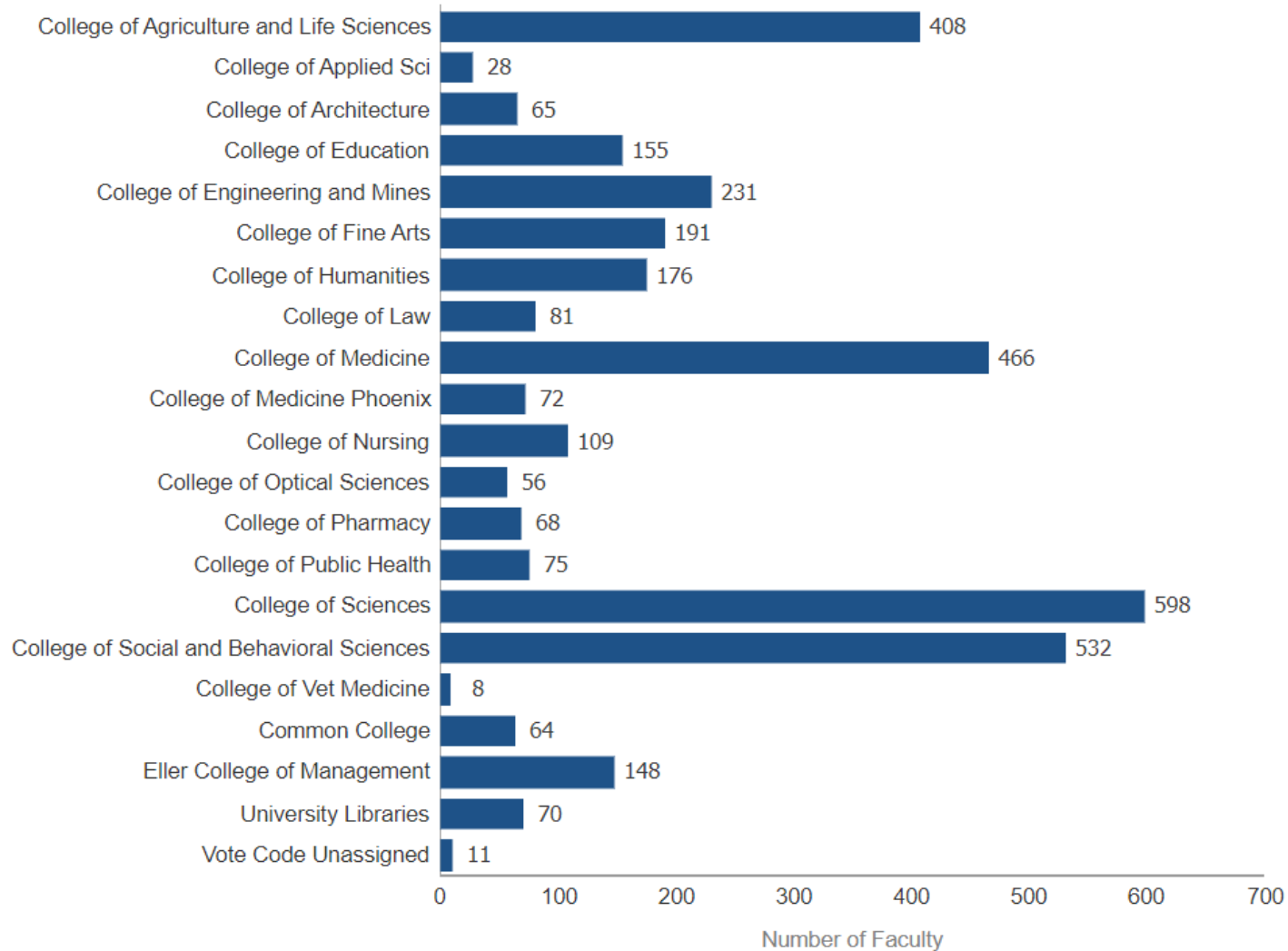
# Art. VIII, Sec. 2 (Membership)

“A minimum of one member shall be elected prior to June 1 of the even-numbered years by each College Faculty. The Colleges shall include each academic college as well as any unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college. Those General Faculty members who are not part of any academic college and whose numbers in their individual units do not meet the above criteria shall conduct an election as if they constitute a common college.”

# Const. Art. II, Sec. 1

## Definition of General Faculty

- ▶ At least half-time TT/TE or C/CE tenure-eligible faculty appointments,
- ▶ At least half-time multi-year career-track appointments
- ▶ Employees who have held at least half-time yearly career-track faculty appointments for three (3) of the past four (4) years and who currently hold lecturer or ranked professorial titles, and
- ▶ Individuals who hold Emeritus status.



# College Numbers

- ▶ College of Applied Science – 28
- ▶ College of Vet Medicine – 8
- ▶ Common College – 64
- ▶ Research Faculty – 46

# Art. VIII, Sec. 2 (Membership)

“A minimum of one member shall be elected prior to June 1 of the even-numbered years by each College Faculty. The Colleges shall include each academic college as well as any unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college. Those General Faculty members who are not part of any academic college and whose numbers in their individual units do not meet the above criteria shall conduct an election as if they constitute a common college.”

# Faculty Senate Minutes

The term “common college” refers to the group of General Faculty members who do not belong to an academic college, or to a non-academic unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college, currently the College of Medicine Phoenix. The change would allow smaller “common college” units to be better represented by allowing them Senate representation.

Currently, the 'non-College' category includes 124 members of the General Faculty, or 4.4% of the total. If 'non-College' were a traditional academic college, it would be the 9th largest of the 17 colleges at the UA. Some units currently included in the 'non-College' category are themselves larger than the smallest academic college (which includes 22 members of the General Faculty). Because of this, smaller non-college units are at a severe disadvantage in electing their representatives to Senate.

# RII

- ▶ Arizona State Museum
- ▶ Udall Center
- ▶ AZ Institute for Resilience
- ▶ BIO5 Institute
- ▶ University Animal Care
- ▶ Research Innovation & Impact



# Next Steps

- ▶ Special Election
- ▶ Honors College?
- ▶ Amend Bylaws?

▶ Questions?

- ▶ Non-departmental Units and Programs
  - ▶ Budgetary Units having a Financial Reporting System and Personnel Services Operating System (FRS/PSOS) unit number and funding faculty, professionals, or staff but not meeting the definition of a department. Examples include many centers, institutes, laboratories, offices, sections, or bureaus. The heads of budgetary units will be categorized as managerial professionals.

<https://policy.arizona.edu/administration/defining-administrators-and-administrative-structure>

To: Faculty Senate Officers

From: Tessa L. Dysart, Chair of the Committee on Faculty Membership & Secretary of the Faculty Senate

Date: July 5, 2022

Re: 2017 Bylaws Changes

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At the August 28, 2017, Faculty Senate meeting, the Faculty Senate approved a change to the Bylaws. As explained in the minutes:

the . . . revision would change the terminology for “non-college” as non-academic units, to “common college” as listed in the bylaws. The term “common college” refers to the group of General Faculty members who do not belong to an academic college, or to a non-academic unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college, currently the College of Medicine Phoenix. The change would allow smaller “common college” units to be better represented by allowing them Senate representation.

This motion was seconded and passed by the Senate. I have attached these minutes as Attachment A, with the relevant language highlighted.

Because this change was a change to the Bylaws, it was subject to a vote of the General Faculty. The rationale shared with the General Faculty explained that our then-current bylaws did not allow for non-college units to “be recognized as a college for purposes of Faculty Senate Representation.” It then explained that:

Currently, the 'non-College' category includes 124 members of the General Faculty, or 4.4% of the total. If 'non-College' were a traditional academic college, it would be the 9th largest of the 17 colleges at the UA. Some units currently included in the 'non-College' category are themselves larger than the smallest academic college (which includes 22 members of the General Faculty). Because of this, smaller non-college units are at a severe disadvantage in electing their representatives to Senate.

The Senate further explained that because

Populations of different units also change over time, so it would be ill-advised to construct policy based only on current numbers. Units currently included in the ‘non-College’ category vary in their administrative structures, with some (i.e. UA South, the Libraries) organized under a Dean, and others not. Administrative structures also change over time, so constructing policy based on current structures would also be unwise.

I have attached this rationale document as Attachment B, with the relevant information on page 2 of the document.

The General Faculty held a special election from September 13, 2017, to September 26, 2017. There were three Bylaws Revisions on the ballot, including the one noted above, which was

Revision 2. Revision 2 was approved by the General Faculty by a vote of 409 to 106 (79.42% in favor and 20.58% against). The election results are attached as Attachment C.

Following the approval of this Bylaws change, the Libraries were given representation in the Faculty Senate. After reviewing the reports of the Faculty Membership Committee and the minutes of the Faculty Senate, it appears that no other action was taken by either entity for the Libraries to receive its representative.

\* \* \*



THE UNIVERSITY OF ARIZONA

Research, Innovation  
& Impact

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DATE: June 29, 2022

TO: Tessa Dysart, Chair, Committee on Faculty Membership

FROM: Elliott Cheu, Associate Vice President, University Research Institutes, RII

SUBJ: RII Faculty Senate Seat

The Office of Research, Innovation and Impact (RII) serves as the home unit for approximately 40 faculty members. According to the Faculty Senate bylaws dated July 28, 2020, any non-academic unit that has at least as many General Faculty members as the smallest academic college should have representation by a least one Faculty Senate member. Given that the College of Veterinary Medicine has seven General Faculty members, RII clearly qualifies to have a seat on Faculty Senate. I respectfully request that RII be granted a seat on Faculty Senate beginning in AY22-23.

For context, I would add that while RII has a significant number of faculty, we are just beginning to institute policies and practices that will go a long way towards fostering a culture of excellence and inclusion in RII. As RII General Faculty members have long been part of the common college, having a seat in Faculty Senate will help to develop a shared culture within our unit. In addition, issues that are probably unique to RII faculty will be able to be highlighted by Faculty Senate representation. Further information about RII can be found at <http://research.arizona.edu>, with the organizational structure of RII detailed here: <https://research.arizona.edu/organizational-chart>.

**[Motion 2022/23-4]  
Roll Call Vote**

Addis	No Response
Alfie	No
Behrangi	No Response
Bolger	No Response
Bourget	Yes
Brummund	No Response
Cai	Yes
Casey	No
Citera	No
Cooley	No
Dial	Absent
Domin	No
Downing	Absent
Duran	No
Dysart	No
Fellous	Yes
Fink	Yes
Folks	Abstain
Gerald	Absent
Gordon	Absent
Goyal	Absent
Guzman	Yes
Hammer	No
Harris	No
Hudson	Yes

Hymel	Yes
Ijagbemi	Absent
Irizarry	Abstain
Jones	Abstain
Knox	No
Lamb	No Response
Leafgren	No
B. Lee	No Response
J. Lee	Yes
Little	Yes
Lucas	Absent
Neumann	No
O'Leary	Yes
Ottusch	Absent
Pace	No
Pau	Absent
Robles	No Response
Rocha	No
Ruggill	Abstain
Russell	Yes
Schulz	Absent
Senseney	Yes
Simmons	No
Slepian	Abstain
M. Smith	Yes
J. Smith	No
Spece	Yes



Stegeman	Yes
Stephan	No
Stone	Yes
Su	Abstain
Tropman	No
Vedantam	Absent
Williams	Abstain
M. Witte	Yes
R. Witte	Yes
Wittman	Absent
Zeiders	Yes
Zenenga	Abstain
Ziurys	Yes

**[Motion 2022/23-4]** passed with twenty in favor, eighteen opposed, and seven abstentions.

## **Proposed changes to UHAP 5.2**

**Faculty Constitution Article V, Section 3 provides:** *"The Committee of Eleven shall: a. Initiate, promote, and stimulate study and action dealing with and looking toward solution of situations and problems of interest and concern to the faculty and to the University. b. Make reports to the General Faculty or the Faculty Senate. c. Speak for the General Faculty as and when authorized by the General Faculty."*

Over 3 years ago and responding to concerns brought by the General Faculty regarding the lack of annual review compliance and accountability for administrators (including Deans and Department Heads), the Committee of Eleven (C11) examined and considered revisions to the governing document for annual reviews of administrators (i.e., UHAP 5.2). After careful deliberations, C11 produced a set of changes/revisions to UHAP 5.2 that were subsequently presented in the Senate and to the Deans' Council by then-Chair of C11 Dr. Steven Schwartz. With the onset of the COVID-19 pandemic, the planned revision to UHAP 5.2 was put on hold and never voted on in the Senate. In Academic Year 2021-2022, however, C11 picked up where C11 left off in 2019, finalized the suggested changes, and subsequently presented them to Vice Provost for Faculty Affairs Dr. Andrea Romero. We are now bringing them to the Senate floor for discussion with the intent of putting these to a Senate vote in the November Senate meeting.

I remain collegially yours

Dr. Wolfgang Fink  
Chair of C11 on behalf of C11  
Faculty Senator

1 Tracked proposed changes to the ORIGINAL version of UHAP 5.2 as it  
2 currently stands:

3 [https://policy.arizona.edu/employment-human-resources/annual-performance-reviews-](https://policy.arizona.edu/employment-human-resources/annual-performance-reviews-administrative-personnel)  
4 [administrative-personnel](https://policy.arizona.edu/employment-human-resources/annual-performance-reviews-administrative-personnel)

5 This Section applies to annual performance reviews of administrative  
6 personnel ~~including but not limited to Deans, Assistant Deans, Associate~~  
7 ~~Deans, Vice Deans, Department Heads and Directors, and division-level and~~  
8 ~~university-level administrators.~~

9 Administrators of the University are evaluated with respect to all personnel  
10 matters on their leadership in developing collaborations and managing  
11 resources to build capacity, improve performance, ~~foster a collegial, inclusive~~  
12 ~~and supportive working environment,~~ and advance innovation. Annual  
13 performance reviews are intended

14 1. To involve administrative personnel in the formulation of objectives and goals  
15 related to their college, department, or program and their own professional  
16 development;

17 2. To assess actual performance and accomplishments in each area of an  
18 administrator's responsibility;

19 3. To promote an administrator's effectiveness by articulating the types of  
20 contributions the administrator might make to the University community that  
21 will lead to greater professional development, recognition and rewards;

22 4. To recognize and maximize administrators' special talents, capabilities and  
23 achievements, including the achievements of those they supervise;

24 5. ~~To recognize efforts that ensure equal opportunity in hiring and retaining staff,~~  
25 ~~faculty, and professionals, and in recruiting students;~~

26 6. ~~To advance innovations that better enable units to achieve their strategic goals;~~

27 7. ~~To identify weaknesses and other matters of concern that need to be addressed;~~  
28 ~~and in cases where no change is seen in performance for at most two years in a~~  
29 ~~row, to recommend to the direct supervisor appropriate action and/or change up~~  
30 ~~to and including dismissal from the administrative position/role; and~~

31 8. ~~To provide written records to support the continuation or termination of the~~  
32 ~~administrator.~~

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## 40 5.2.01 Annual Performance Review Process

41 Each administrator's performance will be evaluated in writing on a scheduled  
42 basis at least once every 12 months. The administrator's performance will be  
43 evaluated with respect to the criteria set forth in Section 5.2.02.

44 Administrative personnel who also hold non-administrative (i.e., faculty or  
45 other) positions will be evaluated on their non-administrative duties  
46 according to the same conditions of service as others holding similar  
47 positions in their unit.

48 The administrator's immediate supervisor will conduct the performance  
49 review, which ~~shall~~ include peer review and input from those within the unit  
50 whom the administrator directly or indirectly supervises. Such input may be  
51 obtained by the use of a faculty or staff survey developed by the University  
52 with additional items developed by an administrator's supervisor in  
53 collaboration with the unit. Each performance review will be in writing and  
54 contain, at a minimum, a discussion of the administrator's (a) past and  
55 present performance with respect to assigned duties; (b) leadership  
56 development; and (c) progress towards achieving the strategic goals of the  
57 unit.

58 The following procedures are involved in the annual performance review of  
59 administrative personnel:

60 1. The evaluation shall be initiated yearly on the anniversary of initial  
61 appointment by the administrator's supervisor. The evaluation shall be  
62 by a committee that is chaired by the supervisor or a delegate and shall  
63 include faculty, staff, and senators from the administrator's unit. In the  
64 case of Deans, a majority of the members of this committee shall be  
65 elected by general faculty members of the College with the remaining  
66 members appointed by the Chair of the Faculty. In the case of  
67 Department Heads and Directors, the members of this committee shall be  
68 elected by general faculty members of the Department and will include  
69 faculty governance representatives whenever possible.

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- 72 2. Input from faculty and staff and other individuals ~~from within the~~  
 73 administrator's unit is gathered confidentially along with other  
 74 information on performance to provide benchmarks for the review.
- 75 3. Using the performance expectations and benchmarks set out for the  
 76 evaluation period, the administrator will write a self-assessment,  
 77 reflecting on each of the criteria on which the administrator is to be  
 78 evaluated.
- 79 4. The administrator's supervisor and the review committee will prepare a  
 80 written assessment of the administrator's performance over the  
 81 evaluation period on the basis of those written criteria and benchmarks,  
 82 the administrator's self-assessment, and feedback from staff and faculty  
 83 (if there are faculty in the unit as well as staff). If the administrator has  
 84 assigned research, teaching, or other non-administrative duties, the  
 85 administrator's supervisor for these assignments will evaluate these  
 86 duties as well with input from the review committee for the unit.
- 87 5. The administrator's supervisor will provide the administrator with the  
 88 performance review and will meet with the administrator to discuss the  
 89 review and future expectations, typically by May 15, if possible.
- 90 6. The administrator may add a response to the written performance review  
 91 before the administrator signs the document and returns it to the  
 92 administrative supervisor. The signed performance review will become a  
 93 part of the administrator's individual personnel record.
- 94 7. The review committee or its subcommittee will prepare a non-confidential  
 95 executive summary of the review to be shared with the faculty and staff  
 96 supervised by the administrator under review.
- 97 8. An annual report will be presented to the faculty senate listing the  
 98 reviews performed for each academic year.

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## 5.2.02 Annual Performance Review Criteria

101 Administrators are assessed on their leadership in building trust, fostering  
 102 collaboration, managing resources, encouraging innovation, fostering a  
 103 collegial, inclusive and supportive work environment, and achieving results.  
 104 Written evaluation criteria will include consideration of administrators'  
 105 leadership skills, including their effectiveness in communicating and

108 responding to coworkers, forging partnerships and building consensus,  
109 acquiring and managing resources, , and advancing innovations in research,  
110 teaching, outreach, and other aspects of their unit’s mission. The unit’s  
111 progress will be assessed using performance benchmarks developed in  
112 collaboration with the administrator’s supervisor and the faculty, staff and  
113 others in the unit. These benchmarks will be aligned with the University’s  
114 strategic plan and may include but are not limited to the following:

- 115 • Participation, performance, and perception of faculty, staff, and other individuals  
116 in the administrator's unit;
- 117 • Quantifiable measures of productivity of reporting staff. For example in the case  
118 of Deans, the success of assistant, associate, and vice deans in advancing the  
119 goals for which they are responsible. If this cannot be quantified in a positive  
120 way, direct action shall be taken by the Dean to alter their administrative staff;
- 121 • Evidence of fulfillment of fair and rigorous reviews of faculty as required by  
122 ABOR;
- 123 • Success of collaborations with internal and external partners;
- 124 • Business and community boards and outreach initiatives as appropriate to the  
125 mission of the unit;
- 126 • Increases in donations, research revenues, technology transfer, and other types  
127 of external funding;
- 128 • Management of resources within the unit;
- 129 • Efforts to recruit and retain diverse and outstanding faculty, staff, and students  
130 as appropriate to the mission of the unit;
- 131 • Measures of teaching effectiveness and learning outcomes, where relevant;
- 132 • Increases in undergraduate and graduate student enrollments and retention,  
133 including those from underserved backgrounds;
- 134 • Increases in online enrollments, where applicable;
- 135 • Improvements in time to degree and graduation rates where relevant;
- 136 • National and international recognition for research, scholarship, innovation,  
137 entrepreneurship, and creative achievements that are relevant to the mission of  
138 the unit;
- 139 • Clinical performance, where relevant;
- 140 • Performance on professional licensing examinations in units that train medical  
141 residents; and
- 142 • Success in meeting accreditation requirements, as appropriate and relevant.

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<#>Feedback from

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### 148 5.2.03 Appeals of Annual Performance Reviews

149 Administrative personnel who disagree with their annual performance  
150 reviews may appeal their review to the administrative head at the next level  
151 within 30 days after receipt of the written annual performance review. The  
152 appeal must state with specificity (a) the findings to be appealed; (b) the  
153 points of disagreement; (c) the facts in support of the appeal; and (d) the  
154 corrective action sought.

155 The administrator reviewing the appeal will consider the facts in support of  
156 the appeal and develop any additional facts deemed necessary. The decision  
157 on an appeal will be completed in writing within 30 days, with copies  
158 provided to the employee seeking the appeal and the employee's supervising  
159 administrator.

160 If an administrator also holds a non-faculty appointment and disagrees with  
161 the review related to that appointment, the administrator may appeal the  
162 review to the next administrative level. If an administrator also holds a  
163 faculty appointment of more than 25% of the administrator's total workload  
164 assignment and disagrees with the review of the administrator's  
165 performance as a faculty member, then the administrator may appeal the  
166 review according to the same procedures provided for faculty in [Section](#)  
167 [3.2.03](#).  
168