Faculty Forum Agenda
Wednesday November 1, 2017 at 10:00 AM
SV- B153, TP- 2272, and Douglas.  ITV 9637

OPENING BUSINESS: 10:00 to 10:15

1. Welcome & Celebration of Faculty Accomplishments (Chris Johnson):
   - The meeting is opened for business & last month’s faculty achievements are highlighted below.
   - Faculty Accomplishments of Note:
     - Sandra Trevino renewed her National Board Certification in Mathematics and will be certified until 2028
     - Sandra also presented at the Arizona Science Teachers Association on Saturday, October 28 in Phoenix.
     - Brandy Brown went to New Mexico to attend and present at the UNM Mentoring Institute with several colleagues and students, https://mentor.unm.edu/
     - Sheena Brown has been invited by Universidad Juarez Autónoma de Tabasco and the Council of Science and Technology of Mexico, to be a speaker at the Fourth National Congress of Young Researchers, in Tabasco Mexico, Nov 6 – 10
     - Sheena has also been awarded a 10K grant from Cenpatico to host mental health first aid classes for UAS students, staff & faculty.
     - Sandy Moore met with the CISO for the UofA and the Interim Director of UITS regarding student internships and is working on developing an internship for students with them.
     - Patrick Rault led a UA team (including Adriana Cimetta of the Department of Educational Psychology, who now lives in Sierra Vista, Andrei Sanov, Associate Head of Chemistry, and John Mester, Associate Vice President of Research) to the Council on Undergraduate Research / NSF Transformations Project kickoff meeting at The College of New Jersey, October 27-29, to discuss implementing scaffolded research experiences into UA major curricula over the next four years.
     - Patrick also gave a workshop on Inquiry-Based Learning at the College of New Jersey
     - Patrick also led a Math Teacher Circle session in Sierra Vista (coordinated by Ali Van Gorp). This Professional Development activity included teachers from Southern Arizona and Sonora, Mexico.
     - Brandy Brown and Romi Wittman presented together at the UNM MI conference last week. with Laura Lunsford and 4 of their AWARDSS grant students (2 UAS alums!)
     - Open Floor Please tell us about your accomplishments this month.

COMMITTEE & LEADERSHIP REPORTS: 10:15 to 10:50

There will be a hard stop to this portion of the meeting at 10:50. At the hard stop, the item currently under discussion will be allowed to finish and the remaining items will be taken up after the business portion of the meeting and before “New Business” is considered, following the original order.

2. Associate Dean’s Report (Barbara Citera):
   a. Associate Dean Citera will update members of the Forum on current academic business and take questions.

3. Interim Dean’s Report (Melody Buckner):
   a. Interim Dean Buckner is at a conference in Philadelphia her written report is below
4. **Approval of the Minutes (Chris Johnson):**
   a. The minutes from last month were distributed on the Forum listserv.

5. **Updates from the President-Elect (Kyle DeRoberto):**
   a. U South Funding update
   b. President-Elect DeRoberto will update members of the Forum on issues TBA and take questions.

6. **Curriculum Committee Report (Rick Orozco):**
   a. No report

7. **Personnel Committee Report (Ada Parra):**
   a. No report
   b. Career Track Promotion and Tenure Criteria

8. **Technology Committee Report (Aaron Tesch):**
   a. No report

9. **UA Undergraduate Council Representative’s Report (Linda Denno):**
   a. See attached report

10. **UA Graduate Council Representative’s Report (Rick Orozco):**
    a. Meeting was canceled – no report

**FORUM BUSINESS: 10:50 to 11:10**

11. **Faculty Forum President’s Report and Q&A (Chris Johnson):**
    a. Something relating to Forum business on your mind? The President’s Q&A is the perfect chance to ask.

**NEW BUSINESS: 11:10 to 11:20**

12. **New Business (Chris Johnson):**
    a. New business items may be raised for consideration by the Forum at this time.

**A BITE OF PD: 11:20 to 12:00**

13. **Adobe Spark and Adobe Creative Cloud (Chris Johnson and Chris Sanderson)**

**REMINDERS**

A reminder the last An Equity Literacy Teaching Perspective with Richard Orozco will be held from 1:00 to 2:00 in B152 and through ITV.

Please alert your students to this Noam Chomsky event taking place on November 9th at Centennial Hall on Main Campus.
CLOSING BUSINESS:

14. Adjournment (Chris Johnson):
   a. The meeting will adjourn no later than 12:00 PM. Items not considered by 12:00 must wait either until the next regular Faculty Forum meeting or until an additional special meeting is called.

Interim Dean’s Report
November 1, 2017

- Gentle reminder that President Robbins will be in Sierra Vista on November 9th to attend the Veteran’s Luncheon. He will be touring the SV Campus in the afternoon. This visit is focused on our Veteran population. I would appreciate your presence on campus to honor and support our Veterans. I hope to have him attend one of our faculty forum meetings in the future.

- **Dean’s Search** – Consultant group (Storbeck/Pimentel & Associates, [http://storbeckpimentel.com/](http://storbeckpimentel.com/)) has been engaged to assist with the search. I talked with Melissa Vito and the plan is to launch the official call in January 2018. My hope is to have a new leader by the start of the fiscal year (July 2018).

- **Merit Raises** – Last year pool money was $80,746 for faculty and this year pool is $36,801 faculty. This is a 55% decrease. The increase is scheduled to show up on the Jan. 19th check. Barbara and I are working on the distribution of merit raises based upon annual reviews and contribution to the overall success of UA South’s mission. I have attached the FAQ on Merit Increase Program that came out from main campus.

- **Organizational Structure** – working on going back to divisions to make it easier for program directors to be heard and supported. I am having to work with the Provost office on this decision. The divisions proposed are: BAS, Education and Shared Programs. Included in this would be two division chairs (BAS and Education- with Barbara overseeing the Shared Programs for now) and a support staff.

- **Grant Writer** – Cindy Trejo has started and will begin her time by focusing on HSI grant opportunities (Barbara and Rick will report out on the HACU conference). There will be a process developed for faculty to submit grant ideas to Cindy.

- **Eric Mapp** will get the Dean’s Recognition Gift Card this month for his work on the BAS Regional Commerce.
Curriculum Committee Report

No committee report.

Personnel Committee Report

No committee report.

Technology Committee Report

No committee report.

Graduate Counsel Report

No committee report.

Undergraduate Council Report

10/10/17
Student Union Picacho Room 3:30pm - 5:00pm

1. **Consent Agenda Items—Approved**
   1. Modification request: Undergraduate Minor in Astrobiology update requirements.
   2. Modification request: separate College of Education single pre-major to Pre-Elementary Education and Pre-Early Childhood Education
   3. Modification request: BS in Literacy, Learning, & Leadership subplan/core compliance
   4. Modification request: Undergraduate Certificate in Professional & Technical Writing adding two courses to electives list
   5. Modification request: Reactivation and curricular changes for Undergraduate Minor in Entrepreneurship and Innovation.

2. **New Action Items**
   1. BS in Personal and Family Financial Planning presented by Jana Hawley—approved
   2. Sports Nutrition Minor presented by Ronnie Mullins—approved

Curriculum and Policies & Academic Programs Subcommittees—Claudia Stanescu

Proposal to Amend the Undergraduate Certificates Guidelines and Procedures—**Tabled—see attached**

***There was significant opposition by Gail Burd to the concept of certificates in general. Questions arose about whether or how financial aide would cover undergraduate or graduate certificates for degree seeking students. THE UGC requested that a representative from financial aide attend the next meeting to speak to the issue.***
UA SOUTH M.ED PROGRAM PRESENTS:

AN EQUITY LITERACY TEACHING PERSPECTIVE

Sept 6th, 2017 - 1:00 PM to 2:00 PM, Room B153/ITV

Curtis Acosta, PhD
*Authentic Caring and Indigenous Epistemologies: A Vehicle to Youth Agency, Liberation and Power*

Oct 4, 2017 - 1:00 PM to 2:00 PM, Room B153/ITV

Francesca Lopez, PhD
*Nurturing Confianza: The Role of Asset-Based Pedagogies in Student Achievement and Identity*

Nov 1, 2017 - 1:00 PM to 2:00 PM, Room B153/ITV

Richard Orozco, PhD
*Equity Literacy as (Discursive) Necessity*

For more information contact:
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Career Track Faculty – Promotion Pathways

DRAFT

Issues still to be addressed:
1. include information for Annual Review
2. identify levels of criteria. What does excellence in service look like
3. Specific criteria (documents, forms) for each identified person who would be using this
4. Check as to when you can go up for promotion (how many years)
5. How can the section for Promotion in UA Vita be used

Career Track Faculty
Career-track faculty members in designated titles may be reviewed for promotion. These titles include: lecturer, senior lecturer, principal lecturer, clinical instructor, assistant professor on the career track, associate professor on the career track and full professor on the career track, assistant professor of practice, associate professor of practice and full professor of practice.

Promotions from lecturer to senior lecturer require a review by a standing faculty advisory committee (Personnel Committee), a recommendation by the associate dean of academics, and the approval of the dean.

A more extensive review is required for promotions of career-track faculty in designated professorial titles such as assistant or associate professors of practice, research or clinical assistant or associate professors. Promotions for such appointments may occur only after reviews at the college level with approval by the Provost as noted in UHAP 3.3.03.c.

Brief Description of Career-Track Position
Positions that fall under “Career-Track Positions” may include:
- Lecturer, Senior Lecturer, Principal Lecturer
- Professors and Professors or Practice (Assistant/Associate/Full)

Professional responsibilities may include
- The primary responsibility of Lecturers is teaching undergraduate courses. A moderate (no more than 20%) service effort is also acceptable.
- Clinical Instructors: These professionals are responsible for teaching and working with students in the field. A moderate (no more than 20%) service effort is also acceptable.
• **Professors on the Career Track (Assistant/Associate/Full):** These are distinguished professionals who can bring years of academic experience to the classroom. The primary responsibility is teaching both graduate and undergraduate courses. The teaching expectation is 4/4 (80%) and 20% service effort.

• **Professors of Practice (Assistant/Associate/Full):** These are distinguished professionals who can bring years of professional field experience to the classroom. The primary responsibility of a POP is teaching both graduate and undergraduate courses. The teaching expectation is 4/4 (80%) and 20% service effort.

**Standing Advisory Committee – Personnel Committee**

The college will have a Standing Advisory Committee, the Personnel Committee, to advise the dean and administrative head before recommendations on reviews for promotion are forwarded to higher levels. The committee may be formed of tenured and career-track faculty. If we do not have sufficient faculty members to constitute such a committee, then the program director and division chair will consult with the dean on forming such a committee from other units. Such advisory committees will be so constituted that recommendations will be made only by faculty members holding rank superior to the rank of the faculty member being considered, except in the case of promotion to full professor where the committee members will each be a full professor. Standing Faculty Advisory Committees generally will meet without the dean whom they advise. Deliberations, evaluations, and recommendations of peer review committees are confidential, as are any evaluations or recommendations received by the committee members.

**Criteria**

Within the general guidelines included below, promotion criteria are to be developed by faculty members and approved by deans. Promotion requires excellent performance and the promise of continued excellence in teaching and service as determined by the specific duties assigned to the individual faculty member. The University expects the highest standards of professional conduct, as detailed in the Statement on Professional Conduct in UHAP 7.01.01 This Statement sets out the expectation that faculty will uphold scholarly standards, maintain intellectual honesty, and “respect the dignity of others,” including their “right to express differing opinions.”

Members of Standing Advisory Committees at all levels are expected to familiarize themselves with all promotion criteria applicable to the individuals they are to consider. Current copies of those criteria will be maintained in the offices of the administrative head, college dean, and Provost.

Career-track faculty members being considered for promotion are expected to familiarize themselves with the promotion criteria detailed below. Annual performance reviews may be considered in the promotion process, but satisfactory ratings in the annual performance reviews do not necessarily indicate successful progress toward promotion. Progress towards promotion requires accomplishment over a period of years in the broader range of faculty responsibilities, and may include evaluation by external referees, which is not a part of the annual review process.

**Criteria: Teaching & Advising**

Teaching is a fundamental aspect of our mission. We strive to provide our graduate and undergraduate students with interesting, highly relevant instruction reflecting contemporary research, and to mentor and advise our students wisely. In evaluating candidates’ teaching and advising performance we consider:
1. Extent of teaching includes the number of courses taught and number of students served relative to the official total number of students in the program. At the graduate level, the extent of teaching also includes the number of advisees who complete master’s theses and, when appropriate, service on doctoral committees.

2. Contribution to our students’ needs and to the College’s instructional program includes consideration if courses taught: a) enable students to complete their degree programs on time, and b) support the College’s goal to deliver its intended program of instruction.

3. Peer review of course designs, materials, and classroom performance includes examination of syllabi, exams, and other course materials, and direct observation of classroom or online instruction. In reviewing course materials and methods, we will take into account the extent to which materials appears to address the program’s curricular objectives, the extent to which the materials serve the course’s stated learning outcomes, the apparent resonance between course design and materials to our students’ needs and abilities. Creative innovations that enhance learning for students will also be viewed as an indicator of quality.

4. Student perceptions of performance will be measured by the University Teaching Center’s approved questionnaire (TCE). Additional evidence of student perceptions of performance may also be considered. Examples of such evidence include student demand for courses offered by the candidate, or relevant data gathered through the Program’s learning outcome assessment processes.

5. At the university and college level a variety of awards for teaching excellence are given each year. Receipt of such awards is evidence of teaching excellence.

In evaluating teaching performance, the College will consider performance as a whole, and assess performance in light of instructional context. Contextual factors to be considered include, but are not limited to, number of students per class, whether courses are taught online, through Interactive television or face-to-face. Consideration of context should allow the College to evaluate a candidate’s teaching of any course in light of the conditions and challenges confronted in that course. The College intends to ensure that candidates are not disadvantaged as a result of accepting difficult teaching assignments.

**Criteria: Service & Outreach**

Service is both an individual and an institutional enterprise. The College, the University, and our professional associations are all institutions through which we must work cooperatively to advance the knowledge in our areas of expertise. Thus, we expect our faculty to consistently contribute to the collective efforts of these entities and to actively work to support them. Moreover, because the University exists as part of a wider community, we expect our faculty to actively contribute to the well-being of the community.

At a minimum, service to the College, and University includes regular attendance and active participation in faculty meetings, as well as active service on standing faculty committees and appropriate ad hoc committees. Service includes timely response to appropriate requests for information or input. Service includes participation in various functions such as graduation, awards
ceremonies, receptions for students and parents, fund raising efforts, etc. Service includes identifying problems and opportunities and seeking solutions.

Service also includes, but is not limited to, other activities such as serving in an administrative role such as Program Director or Division Chair, serving on campus-wide committees and task forces, and other work that benefits the University.

Therefore, in evaluating a candidate’s service, the College will consider not only committee memberships and attendance, but also outcomes. We will consider how the College, University, and community have benefited from the candidate’s efforts.

Because we are an academic community, it is incumbent upon us to work effectively and supportively with one another. Thus, we expect our faculty to communicate openly and civilly with one another, avoiding hidden agendas. When conflicts arise in the course of our collective efforts, we expect our faculty to engage in constructive resolution efforts. We employ participative processes in making college decisions, and once college decisions are made we expect our members to cooperate in their implementation. In sum, we recognize that teaching and learning are best done in a supportive, collegial environment. We regard contributing to, and not damaging, our collegial environment as an essential aspect of service.

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Definition of Professor Titles from UHAP

**UHAP §3.3.03 Assistant Professors of Practice**

Appointment or promotion to career-track assistant professor of Practice will be recommended largely on evidence of promise, adequate training, depth of knowledge in a particular specialty, and capacity to undertake high quality teaching, research, or service. A career-track eligible assistant professor of Practice is appointed initially for a one-year period. This appointment may be renewed an indefinite number of times subject to satisfactory annual performance evaluations. Promotion to career-track eligible associate professorship is possible after a minimum of three years of service in rank.

*Although university policy allows promotion after three years, the UA South policy requires six years of service in rank. Promotion from assistant professor of practice to associate professor of practice normally occurs during the sixth year of appointment; however, assistant professors of practice may be appointed in rank beyond the sixth year. Promotion from associate professor of practice to professor of practice is consistent with UHAP §3.13.04.*

**Requirements of Assistant Professor of Practice**

- Terminal degree or equivalent professional experience required. Units within the college will work with the Dean’s Office to define equivalent professional experience.
- Demonstrated success in academic or professional instruction as evidenced by student evaluations, teaching portfolio, peer review of teaching, and student outcomes.
- Potential to contribute to the advancement of learning in the field.

**UHAP §3.13.04 Associate Professors of Practice**

Appointment or promotion to the level of career-track eligible associate professor of Practice will require evidence of an established and productive career in addition to the qualifications required of a
career-track eligible assistant professor of Practice. Such an individual should be known at the state and national level for his or her particular expertise. Such a person should contribute to the departmental program in a significant fashion. Annual reappointments may be made an indefinite number of times, subject to satisfactory performance evaluations.

A career-track eligible associate professor may be recommended for promotion to the rank of career-track eligible professor at any time but normally shall be reviewed for retention in rank every six years. During the fifth year, the faculty member must be informed by the department head that he or she has the right to be reviewed for retention in rank or for promotion to career-track eligible professor. A review will be conducted unless the faculty member declines in writing. Recommendations resulting from these reviews must be considered by the standing departmental and college committees on faculty status, as well as the department head and dean, and forwarded to the Provost's office for decision.

Requirements of Associate Professor of Practice

- Terminal degree or equivalent professional experience required. Units within the college will work with the Dean's Office to define equivalent professional experience.
- Contributions to advancing learning in the field as evidenced by professional publications, conference presentations, and local outreach work.
- Demonstrated excellence in academic or professional instruction, evidenced by student evaluations, teaching portfolios, peer review of teaching, and student outcomes.
- Evidence of leadership in instructional activity that has had significant impact on the department, college, or university.

UHAP §3.13.05 Professors of Practice

Appointment or promotion to the level of career-track eligible Professor of Practice will require unique qualifications regarding expertise and experience in addition to those possessed by career-track eligible associate professors. Such an individual must have achieved national recognition through peer organizations and should bring distinction to the departmental program. Career-track eligible professors of Practice may be reappointed annually provided they continue to meet the criteria for the rank and perform satisfactorily as determined by annual performance evaluations.

A career-track eligible professor may be reviewed for retention in rank every six years. Recommendations resulting from these reviews must be considered by the standing departmental and college committees on faculty status, as well as the department head and dean, and forwarded to the Provost's office for decision.

Requirements of Professor of Practice

- Terminal degree or equivalent professional experience required. Units within the college will work with the Dean's Office to define equivalent professional experience.
- Contributions to advancing learning in the field as evidenced by professional publications, conference presentations, and local outreach work.
- Demonstrated excellence in academic or professional instruction, evidenced by student evaluations, teaching portfolios, peer review of teaching, and student outcomes.
- Very high performance standard.
- Minimum expectation is for national visibility for candidate's instructional activities and/or practice, achievable through:
  - leadership in professional organizations,
• instructional methods and/or materials disseminated nationally, or grant funding for instructional activities/innovation.

**Additional Notes for all career track faculty**

Career-track faculty are typically appointed for one-year or three-year terms, under the provisions of UHAP §3.08. Renewal of such appointments is at the discretion of the Dean. Renewal of the appointment will be based upon the availability of funds and upon annual performance reviews by the department head in consultation with the dean. Reviews are due annually, and in the case of non-renewal, 90-day notice must be given in accordance with UHAP §3.13.

Most career-track faculty members, whether at the rank of assistant, associate, or full, should be assigned a teaching load that is greater than that typically assigned to tenure-track faculty in the unit. Other responsibilities, assigned at the discretion of the college, could include service and/or professional development and/or minimal requirements to meet academic qualification for accreditation in a particular area. Career-track faculty must demonstrate a high level of success in academic or professional instruction/supervision.

**How to submit your Promotion Packet**

The Office of the Provost is responsible for overseeing all Promotion and Tenure issues at The University of Arizona. Be sure to check the following websites to ensure you have the most up-to-date information:

- [http://facultyaffairs.arizona.edu/promotion](http://facultyaffairs.arizona.edu/promotion) - General Promotion Website
- [http://facultyaffairs.arizona.edu/promotion-and-tenure](http://facultyaffairs.arizona.edu/promotion-and-tenure) Required forms to complete your dossier.

See Appendix A for complete details on how to prepare and submit your packet.

Sources:
- [http://policy.arizona.edu/employmenthuman-resources/promotion-and-tenure](http://policy.arizona.edu/employmenthuman-resources/promotion-and-tenure)
- UA South Promotion and Tenure Document
- College of Education Non Tenure Track Promotion Document

**Appendix A: Steps to promotion**

Questions
who does it go to? when should it be submitted?
How long is the review process?

The summary of promotion criteria found in Appendix A should be included in *Section 3: Departmental & College Promotion & Tenure Guidelines*.

Conducting Peer Reviews of Teaching
Using the face-to-face and online teaching protocols developed by the Office of Instruction and Assessment (OIA) [http://teachingprotocol.oia.arizona.edu/], peer reviews of teaching can be conducted by any University faculty from Main Campus or UA South. Face-to-face instruction may also be reviewed by members of the OIA Teaching, Learning, and Assessment team.

Submission Process
Goes to UAS Committee
Dean
Provost