Faculty Forum Agenda
Wednesday January 17, 2018 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 (Kyle DiRoberto):
   o The meeting is opened for business & last month’s faculty achievements are highlighted.
   o Faculty Accomplishments of Note:
     o Sheena Brown was able to get the Graduate Certificate in Military Families approved.
     o Etta Kralovec has been named Distinguished Alumni at Teachers College, Columbia University, She will receive the award at a ceremony on the campus in April.
     o Patrick Rault attended the Joint Mathematics Meetings last week in San Diego, the largest mathematics conference in the world with over 5000 attendees. He presented two talks and one poster.
     o Open Floor Please tell us about your accomplishments this month.

Recognition of Rose Sueskind

COMMITTEE & LEADERSHIP REPORTS:  10:15 to 10:40
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. Approval of the Minutes (Chros Johnson):
   a. The minutes from last month were distributed on the Forum listserv.

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

4. Interim Dean’s Report (Melody Buckner):
   a. Interim Dean Buckner will update members of the Forum on current academic business and take questions.

5. Curriculum Committee Report (Rick Orozco):
   a. No Report.

   a. Annual Review martials - Reviews are due by Feb 15
   b. Attached documents
      i. Annual Review Checklist and UA Vitae Instructions
      ii. Annual Review Criteria
      iii. Annual Review Narrative examples

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

8. UA Undergraduate Council Representative’s Report (Todd Lutes):
   a. No Report
9. **UA Graduate Council Representative’s Report (Rick Orozco):**
   a. No report

**FORUM BUSINESS: 10:40 to 11:15**

10. **Faculty Forum President’s Report and Q&A (Chris Johnson):**
    a. Criteria for face-to-face and online teaching review (Program and Peer)

**NEW BUSINESS: 11:15 to 11:20**

11. **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 11:40**

12. **Top 10 D2L tricks. (Martin Versluis):**

**CLOSING BUSINESS:**

13. **Adjournment (Kyle DiRoberto):**
    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.
Curriculum Committee Report
No report this month

Graduate Counsel Report
No report this month

Personnel Committee Report
No report this month

Technology Committee Report
No Report this month
**UA Vitae Instructions and UA South Annual Review Narrative Checklist**

**Instructions for UA Vitae:**
Go to UAVitae.arizona.edu, click the red UA Vitae Login

1. Login using your UA NetID.
2. At the top left column, click on ACTIVITIES.
3. **Workload Distribution:** enter your workload statement for the year under review
4. **UA South Annual Review Narrative:** upload your Annual Review Narrative in this section. Narratives should be written in a reflective manner that conveys a rationale about work effort and clearly notes the difference in activities related to teaching, research, and service. See attached Narrative examples. You may also upload TCE Long Reports, and any additional documents you wish to support your annual review narrative.
5. **Goals and Progress:** include at least one goal in each workload area (teaching, research and service) and indicate progress on each goal. Update dates to clarify when an “ongoing” goal is actually “ongoing”
6. **Teaching, Research, and Service:** enter the information for each section that applies to your contractual workload. Refer to the UA South Annual Review Criteria to make sure you provide evidence for each category.
7. **Additional Input:** use this section to upload your CV and any other relevant information that supports your annual review narrative.

**Checklist**
Please double check to ensure the following information is provided in UA Vitae.

- If your workload during the review year differs from your contractual obligation please ensure this change is reflected in the distribution and explained using ‘attachments’ under Workload Distribution. Also, please provide documentation for course releases along with what was accomplished with that time.
- Use the UA South Annual Review Criteria and provide evidence in UA Vitae for each category (teaching & advising, research & scholarly activity, and service).
- Write and upload a 3-5 page Annual Review Narrative reflecting and explaining your contributions (teaching, research, and service)
- TCE scores for all courses are provided in UA Vitae. If a course has less than five enrolled students, you need to upload a document summarizing TCE data under Teaching Credit-Bearing Courses: Course Attachments
- Any syllabi for new or updated courses are uploaded under Teaching: Credit-Bearing Courses: Course Attachments

The Personnel Committee will use both your Narrative and the evidence you provide in UA Vitae for your evaluation. Please be sure evidence presented in UA Vitae supports and aligns with your narrative. Only the information you present will be used for your ratings.

Please use this link to find where all your Annual Review documents need to be uploaded UA Vitae

Explanatory Notes: Our charge was to align the AR criteria with our recently approved P&T criteria for promotion. The P&T criteria for each category are listed below the ratings 1-5. We seek to provide improved guidance about what is sufficient performance first and then identify deficient and excellent. Each category assumes items in the prior categories have been performed.

All UA South full-time faculty members must submit annual reviews. These annual review criteria align with the Promotion & Tenure criteria for promotion approved by the Faculty Forum in May 2015. There are three categories in which you might be reviewed: teaching & advising, research & scholarly activity, and service. There is a table for each category, along with indicators for each rating. You will be reviewed only in categories for which you have a workload allocation. Thus, if research is not part of your workload you will not be reviewed in that category.

The personnel committee will use ratings from 1 to 5 where 1 = deficient, 2 = inadequate, 3 = sufficient, 4 = expected, and 5 = excellent. Examples of evidence are provided in the following tables for ratings 1, 3, and 5. Ratings of 2 fall between 1 and 3. Ratings of 4 fall between 3 and 5.

All UA South full-time faculty members are expected to perform at least at a sufficient or 3 rating. It is important that your UA Vitae present evidence that can be used as indicators for the appropriate category. In addition, it is essential that you write 3-5 page annual review narrative reflecting and explaining your contributions (not just list them). The personnel committee will rely on both your narrative (to be submitted in UA Vitae) and the evidence you provide in UA Vitae for your ratings; again, only the information you present will be used, rather than personal knowledge a committee member may possess. Please be sure evidence presented in UA Vitae supports and aligns with your narrative. To be clear, all evidence should be included in UA Vitae and the narrative is the opportunity to reflect and explain your contributions.

Please be reminded that you need to submit all of your information by February 14th. If that day falls on a weekend, the materials are due the next business day. Please be timely in your submission so that the personnel committee has time to review the materials and submit their recommendations to the UA South Dean.
Examples for Annual Review Narratives

Research and Scholarship Excerpts

Example 1

My lab research (with collaborator X) on "play as paternal behavior in mountain gorillas" continued throughout 2015, made possible by in space and equipment provided by the McClelland Institute of the Norton School. The research on identifying and scoring video taped social play interactions among wild gorillas, is exacting and slow and hence progress has been slower than anticipated. At this point I don’t expect publication of results before end of this calendar year. Nevertheless, along with X I have given several scholarly presentations that touch on aspects of this research with mountain gorillas (e.g., Bisbee Film Festival) and we continue to collaborate with a U of A colleague (Y) on finalizing a film about animal play.

Slower than expected progress on the above project is also due in part because other research projects have pushed ahead of this one. In particular, collaboration on the “dogs as probiotics” research project and designing the Banner-UMC therapy dog intervention study have taken up a higher priority position. Of course, very time consuming too was the production of a first draft manuscript (with N. Steklis) for the book “Human-Animal Interrelationships”, newly under contract with Kendall Hunt Publishing Co. This book is expected to be out by Fall 2016! Lastly, I expect several peer-reviewed publications to come out of now analyzed data on several research projects (see Goals and Progress), including a collaborative scholarly article on the substance of the October 2015 workshop/conference on “reconceptualizing kinship” that is already underway.

Example 2

My work continues to focus on mentoring and this year saw some culmination of three lines of work. First, my three-year fellowship on undergraduate research mentoring led to several published papers on this topic in the top journal for undergraduate research and a specialty mentoring journal. Second, a multi-year collaboration with two colleagues on faculty development/leadership in liberal arts contexts culminated in several published papers; several under review and in progress and a book contract from Rutgers University Press. Third, I finished my book manuscript for the Handbook for Managing Mentoring Programs which will be published in early May and I made it about 1/2 way through my work as a co-editor on the Sage Handbook of Mentoring to be published in early 2017. In addition, two chapters were published - one sole authored chapter titled ‘Mentors as Friends’ in the Oxford Psychology of Friendship and a co-authored chapter titled ‘Destructive Leadership in Sports’ published in Routledge’s Leadership in Sports.

I presented my work at the International Mentoring Association, including being asked to deliver a keynote address; the Mentoring Institute Conference (where I presented three papers); and a workshop on mentoring was accepted by the Society of Industrial and Organizational Psychology Annual Conference (the most prestigious conference in this area).

Finally, I have continued to develop a line of work around leadership; X and I plan to submit our paper on the leadership center philosophies in early 2016 to a journal. In addition, I refined my Lead Labs coaching experience and it will be disseminated to two other sites in spring 2016 (one in Douglas, AZ and one in NC).
Teaching Excerpts – note cultural competency is not addressed and should be.

**Example 1**

In addition to teaching courses, I continued to teach beyond my contractual load (i.e. Summer teaching; Independent Study; Internship and Preceptorship), served on doctoral committees, advised a very large group of students and implemented innovative teaching practices (i.e. integrating computational thinking into curriculum; include activities to foster self-regulation and meta-cognition) aligned with my professional research activities. A summary of these activities is presented below:

**Innovative Teaching Strategies and Individual Research Activities:** In the past few years I have been researching computational thinking and its integration into teacher education programs and non-technical majors. In every course I teach I strive to include more activities that will foster students’ computational thinking skills (and this year I added self-regulation to this). Since these are abstract and complex skills to develop in an online environment, I have been working hard to come up with new activities and projects that will be successful. The addition of new discussion questions, more research-based projects, peer and self-evaluation activities are the result of this new direction.

**Example 2**

CLASS NUMBER is a prerequisite course to the Elementary Program, most UAS students have already taken this course at the community college, thus as an elective it is mostly taken by main campus students. I’ve had to slightly modify the intent of the course to match the needs of the students and ensure the integrity is still there to meet the UAS accreditation criteria for the state. An example of this “tweak” can be seen in the course required paper. Initially, the intent of this activity was to identify a current special education issue in the K-12 environment. Since many students are not education majors, I’ve allowed for students to identify current disability issues in their respective fields. I do, ask that they focus on children ages birth to 21 and then imagine they are presenting their findings to a population of teachers. So far, this has been well received and incredibly beneficial (See assignment in UAVITAE). Additionally, I adopted a different textbook, one that provided a broader overview of the disabilities rather than just focusing within the K-12 environment. Overall, it’s a really great course to teach as it forces me to view multiple sources for relevant and current information.

**Example 3**

In 2015, my average teaching effectiveness of the six courses is 4.3 over 5.0, which is higher than/comparable to the average teaching effectiveness 4.1(Comp Group 1)/4.3(Comp Group 2) of my CS peers at UA. (Please check my regular TCE comparison reports where the average comparison group means at UA are displayed.) Note that my average score is calculated based on scores of teaching effectiveness on two hybrid courses and four online courses. One course [number] I taught in spring 2015 is the first time I transformed the course from hybrid to fully online.

Two of the hybrid classes including [number] and [number] were delivered first time in fall using ITV. The courses I taught covered a broad set of computing areas including programming languages, compilers, computational thinking and doing, database systems, object oriented programming and design, and mobile device programming. At UA main, the six courses require at least five faculty members to bring their expertise into CS/INFV classrooms. I kept regular student contact hours including online Skype and face-to-face meetings. I also met students by appointments. I normally responded student emails and discussion questions within 24 hours.

To emphasize the student-centered, participatory approach in course development, I applied the theoretical preference matrix[1] as a pedagogical design tool to organize CS course materials, emphasizing relevant course content and student involvement in learning. Note that I routinely revised
course content for each course I taught including learning objectives, textbooks, code examples, lecture notes, assignments, quizzes, feedbacks, online discussion questions, practical application examples, and weekly learning schedules. In every course, I assessed student learning constantly with respect to clearly stated learning objectives. The course content was structured so that the course development made sense to students and inspired them to get involved in learning and doing computing intensively. Below I also list some specific details regarding several courses I taught in 2015. (I also uploaded some sample data regarding student assessment activities and student learning outcomes on UAVitae.)

Service Excerpts

College/University

Example 1

I serve UAS through my involvement as President (and now President Emeritus) of the Faculty Forum, as Program Director for Degree and as the Observer to the UA Faculty Senate. Specifically, as President of the Faculty Forum we approved P&T criteria and procedures and as Program Director we began to review our assessment activities in concert with our main campus department. In addition, I have been a formal mentor to X and informally mentor Y on program development. I gave several seminars to our military community and to the Transition to Teach students and often serve as a resource for MI students writing papers on leadership and mentoring.

Professional

Example 1

Professional Service: I have been an active member of two major professional organizations (i.e. AACE and AECT) for almost two decades. I keenly engage in their special interest group (SIG) discussions before and after the conferences. In addition, I serve on conference organization advisory boards, and many major journals’ review boards. Last year I also served on a NSF panel for the first time and started 2016 with another similar service. However, I consider my editorial experience at ITET my biggest achievement to the field of educational technology.

CATEGORY: TEACHING & ADVISING

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<th>Assistant to Associate (from approved promotion criteria)</th>
<th>Associate to Full (from approved promotion criteria)</th>
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<td>Candidate teaches effectively, consistent with the unit’s mission and with the candidate’s conditions of appointment and/or service—including, where appropriate, graduate and undergraduate courses, advising students, directing master’s and doctoral students, and curriculum development. Ensures course pedagogy and content is up to date, for example, by revising course materials, and using or adding assessment tools.</td>
<td>Candidate demonstrates continued high quality teaching, advising, and mentoring, both in the classroom and through individual student contact, as appropriate to the unit’s mission—including, where appropriate, graduate and undergraduate courses, and curriculum development. Candidate has attained a leadership role in developing departmental curricula, providing evaluation of the teaching effectiveness of other faculty, and contributing to effective departmental teaching approaches—including ensuring that course pedagogy and content is up to date, e.g., by revising course materials, and using or adding assessment tools.</td>
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Ratings (1 = deficient, 2 = inadequate, 3 = sufficient, 4 = expected, 5 = excellent)

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| Does not teach effectively. Has pattern of negative feedback from students and/or peers; and demonstrates little or no involvement in course/curriculum design/improvement. | Teaching is effective; supports college’s teaching efforts; consistently updates course materials. Clear evidence presented that shows the instructor is effective. | Demonstrates teaching effectiveness and excellence.  
**Junior faculty:** High quality advising; Goes beyond supporting college’s teaching efforts by contributing to good teaching of others. Is a role model for increasing student-centered learning experiences.  
**Senior faculty:** Also demonstrates accomplishments and/or efforts on developing departmental curricula and effective departmental teaching approaches. |

**Evidence:**
- TCEs consistently less than the mean scores of your UA comparison group(s).
- Failure to meet two or more requirements under ‘Sufficient’.

**Evidence:**
- TCEs* consistently around the mean scores of your UA comparison group(s).
- Teach contractual load.
- Keeps regular student contact hours.
- Routine update/revision of one or more courses.
- Development and/or implementation of student assessment tools.
- Informal evaluation of teaching from students (surveys, emails, written comments, etc.).

**Evidence:**
- TCEs consistently above the mean scores of your UA comparison group(s).
- Teaching beyond contractual load (e.g. independent studies).
- Demonstration of a significant range in courses taught, one year to another.
- Collaborative/ team teaching.
- Preparation and delivery of new course.
- Implementing innovative teaching practice(s).
- Use of your research or scholarship in your field to enhance curriculum or course.
- Leading or providing meaningful contributions to curriculum.
- Teaching awards.
- Service on graduate thesis/dissertation committees.
- Grants received to support teaching activities.
- Student achievement.

* Using ITV and/or Internet to deliver a course warrants a .5 bump to TCE evaluations.

CATEGORiy: RESEARCH & SCHOLARLY ACTIVITY

**Assistant to Associate (from approved promotion criteria)**
Candidate has established a coherent and productive program of research or creative activity appropriate to the discipline, the standards of the College and the candidate's conditions of appointment. Published works should be of sufficient quality and quantity to establish an emerging national or international reputation and show promise of sustained contribution into the future. Candidate involves students in collaborative scholarly activities.

**Associate to Full (from approved promotion criteria)**
Candidate presents evidence of a continuing coherent and productive program of research or creative activity appropriate to the discipline, the standards of the College and the candidate's conditions of appointment. Published works should be of sufficient quality and quantity to have established a national or international reputation and show promise of sustained contribution into the future. Candidate involves students in collaborative scholarly activities.

Ratings (1 = deficient, 2 = inadequate, 3 = sufficient, 4 = expected, 5 = excellent)

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<td>Evidence:</td>
<td>Coherent scholarly agenda evident from</td>
<td>Active dissemination of scholarly and creative activity to academic and public</td>
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Scholarly agenda unclear and no sustained progress on goals. plans and efforts to disseminate work at conferences or through publication. audiences; includes UAS students in scholarly activity.

Junior faculty: Demonstrated progress on goals resulting in publication (e.g. peer-reviewed article or book); receipt of a grant.
Senior faculty: Demonstrated scholarly reputation through multiple publications (e.g. peer-reviewed articles; edited or sole-authored book by academic press); grants; and invitations to share knowledge with others.

Evidence:
- No dissemination of work through presentations or publications; Scholarly agenda not evident.

Evidence:
- Dissemination of work through public or scholarly venue locally or regionally.
- Evidence of effort to disseminate work in peer-reviewed scholarly presentations and publications.

Evidence:
- Published/under contract work such as:
*Chapter in an edited volume.
*Accepted book proposal/writing a book manuscript under contract with academic press.
*Co-authoring or co-editing book or collection.
*Peer-reviewed published article.
- Receipt and/or renewal of a grant.
- Keynote or plenary address.
- Dissemination of work through national or international venue (however defined in your field).
- Collaboration with undergraduate researchers.

CATEGORY: SERVICE

Assistant to Associate (from approved promotion criteria)
Candidate contributes to decision making and academic and institutional planning at the departmental level and, perhaps, at the college and university levels by effectively carrying out committee assignments. Candidate shares their professional expertise with the public through avenues such as local schools, agencies, commissions, service in consulting posts or as a member of appointed national or international advisory panels and boards.

Associate to Full (from approved promotion criteria)
Candidate has accepted much more service responsibility than that required for lower ranks. Shows significant leadership in departmental, college and university affairs, in mentoring of junior faculty, and in establishing college goals, objectives and performance standards. Works with governmental and non-profit agencies that involve one's disciplinary expertise and gives community lectures or performances. Candidate shares their professional expertise with the public through avenues such as local schools, agencies, commissions, service in consulting posts or as a member of appointive national or international advisory panels and boards.

Ratings (1 = deficient, 2 = inadequate, 3 = sufficient, 4 = expected, 5 = excellent)

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<td>No service effort.</td>
<td>Demonstrates consistent service efforts at UA South and engages in outreach to local, national, and/or international organizations and communities.</td>
<td>Being involved in service activities beyond being expected. Junior faculty: Demonstrates excellent service performances at department-level and/or college and university- levels committees, and outstanding service presence during outreach activities to</td>
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Senior faculty: Demonstrates excellent leadership service at department-level and/or college and university-level committees. And is a role-model to conduct engaging service at local, national, and/or international organizations and communities.

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<td>- No evidence of involvement in service to the college or to the profession.</td>
<td>- Member of standing UA South committee or an ad-hoc UA South committee.</td>
<td>- Member of UA Main faculty committee.</td>
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<td>- Participates regularly at Faculty Forum.</td>
<td>- Participates in program meetings as needed.</td>
<td>- Chair or member of UAS Search committees.</td>
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<td>- Reviews articles or conference proposals.</td>
<td>- Engages in outreach through talks to community members.</td>
<td>- Serve as program director of an academic program.</td>
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<td>- Consulting or pro bono work related to your field.</td>
<td>- Organizing a conference or seminar in your field.</td>
<td>- Serve as President of the Faculty Forum.</td>
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<td>- Leadership position (member, chair, or board member) in professional organization.</td>
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<td>- UAS Student organization advisor.</td>
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