AGENDA

7:45  Sign-in and Continental Breakfast
     Compliments of the University of Arizona Bookstores

8:00  Welcome from UA Bookstores
     Brady Nittman, Program Coordinator for the University of Arizona Bookstores

8:15  Welcome: What’s Next at UA
     Andrew C. Comrie, Senior Vice President for Academic Affairs & Provost

9:00  Resources and Strategies for Increasing Your Research Productivity
     Thomas Miller, Vice Provost for Faculty Affairs, Office of the Provost
     Laura Hunter, Program and Research Manager, Office of the Provost
     Kim Patten, Associate of Research Development, Research Development Services
     Doug Hockstad, Director of Technology Transfer, Tech Launch Arizona

9:45  Break

10:00 Getting Oriented to the Libraries
     Karen Williams, Dean, University Libraries

10:30 Shifting Our Focus from What to Cover to How They Learn
     Group discussions of teaching scenarios; how each relates to evidence on how our students learn.
     Deb Tomanek, Associate Vice Provost, Office of Instruction and Assessment

11:20 Making the Most of Your Benefits
     Representatives from Human Resources will be available to schedule individual consultations.

12:00 Lunch with Deans and Campus Leaders

12:45 Overview from Campus Leaders
     Melissa Vito, Senior Vice Provost for Academic Initiatives & Student Success and
     Senior Vice President, Student Affairs and Enrollment Management
     Laura Berry, Associate Dean, Honors College
     Bobbi McKean, Secretary of the Faculty and the Faculty Senate, Faculty Governance
AGENDA

1:30 Active Learning and Collaborative Learning Spaces
   Engage in a discussion about active learning and receive information about five new collaborative
   learning spaces on campus.
   Gail Burd, Senior Vice Provost for Academic Affairs, Office of the Provost
   Jane Hunter, Associate Professor of Practice, Office of Instruction and Assessment
   John Pollard, Associate Professor of Practice, Chemistry and Biochemistry

2:00 Campus Resources for You and Your Students
   Learn about the resources offered to support best practices for teaching and assessment, how to
   access academic support for students, and how the DRC helps make courses accessible through
   design choices or accommodations.
   Deb Tomanek, Associate Vice Provost, Office of Instruction and Assessment
   Dorothy Briggs, Director, Think Tank
   Carol Funckes, Senior Associate Director, Disability Resource Center

2:30 Break

2:45 Strategies for Student Engagement in Safe and Inclusive Classrooms
   Explore ways to manage challenging topics to create open dialogues among students and ways to
   design courses that are welcoming to and inclusive of diverse students.
   Teresa Graham Brett, Associate Dean of Students, Inclusion and Multicultural Engagement
   Carol Funckes, Senior Associate Director, Disability Resource Center
   Mascha Gemein, Assistant Professor of Practice, Office of Instruction and Assessment

3:30 Engaging Students Across Teaching and Learning Modalities
   Learn about the 100% Engagement Initiative and online teaching, which includes a demonstration
   and exploration of ways to engage students and use digital technologies.
   Vincent J Del Casino Jr, Vice Provost for Digital Learning and Student Engagement and
   Associate Vice President, Student Affairs and Enrollment Management
   Melody Buckner, Director for Digital Learning and Online Education, Office of Digital Learning
   Gretchen Gibbs, Professor of Practice and Coordinator for Professional Development and Online
   Instruction, Office of Instruction and Assessment
Campus Connections: Community Events for New Faculty

A Night at Stevie Eller Dance Theatre
September 24, 2015 | 5:30 PM
You and your guests are invited to attend a private wine and cheese reception in Studio 301 above the Stevie Eller Dance Theatre. Faculty Fellows will be helping to host. Selected performances of dance, music and drama pieces will begin at 7:00 p.m. RSVP Now: http://bit.ly/nf-fine-arts-2015

Campus Cookout
October 22, 2015 | 5:30 PM
The grill fires up at the Campus Agricultural Center barns. Women’s faculty groups will be helping to host. The barns are located on the corner of Campbell Avenue and Roger Road, just three miles north of main campus. Bring family and friends. Leashed dogs are welcomed too!

Playground: Digital Humanities & Libraries
November 05, 2015 | 5:00 PM
You and your family are invited for an interactive evening at the iSpace. Make illuminated pop-ups and a 3D model of yourself, travel through space and time with virtual reality headsets, and see the largest collection of video games, and then relax at a reception with coworkers from the Libraries, College of Humanities, the Poetry Center and UA Press.

Downtown Tucson
November 19, 2015 | 5:30 PM
This informal reception at downtown’s Museum of Contemporary Art, Tucson will provide new faculty members, not-for-profit partners, and senior faculty who work with them with a chance to connect and talk about community-based research, economic development, outreach, and the UA’s 100% student engagement initiative.

The Campus Connections Program is underwritten by the Provost’s Office, Student Affairs & Enrollment Management and Academic Initiatives & Student Success, the Senior Vice President for Health Sciences, the College of Science, the College of Social and Behavioral Sciences, the College of Humanities, Eller College of Management, University Libraries, and the College of Architecture, Planning & Landscape Architecture.

For more information, contact Kat Francisco at ksexton@email.arizona.edu
The Campus Connections Program includes three series of workshops this fall: Getting Published, Diversity in the Classroom, and Advancing Faculty Careers

**Getting Published**

Publish, Not Perish: *Thursday, September 3, 3:30-5:00, Harvill Building 305, RSVP required*

While most faculty struggle to publish enough, research on academic writing has found that small changes in work habits can lead to large gains in productivity, as well as make writing more enjoyable. Drawing from this research, this workshop focuses on strategies for increasing your scholarly output. In evaluations from previous years, 95% of respondents agreed that they benefited from this workshop.

A Place for Writing: *Open hours Wednesdays & Fridays 9:00–12:00 from Sept. 4–Dec. 4. No RSVP needed. Scholars’ Corner, Main Library (ground floor, Research W. Reference Room)*

A Place for Writing is a space for faculty to come together to write-on-site. In write-on-site groups, faculty are not required to read or provide feedback on each other’s work. Rather, these groups are simply faculty coming together to write in the same space to carve out time to write and reduce isolation by being around other writers. Bring your laptops or other writing materials and drop in any time during the open hours. While all faculty are welcome, we especially encourage faculty of color to attend on Wednesdays as a way to connect with other underrepresented faculty from across campus.

Faculty Writing Group Launch: *Friday, September 11, 12:00-1:30, Henry Koffler Building 216, RSVP required by Sept. 9. Participation is limited to faculty & continuing status professionals.*

Research shows that faculty writing groups improve publication rates and promote work-life balance, promotion, and retention. Two writing group options are being offered this fall. Introduced last spring, writing accountability groups will be offered again with improvements based on participant feedback. Evaluations of the writing accountability groups were quite positive. A proposal writing group is being introduced this fall, which will be facilitated by Research Development Services. Learn more about the groups [here](#). At the launch meeting, there will be a short discussion of the process of these groups and evidence on why they work. Groups will be organized for those who wish to participate.

Resources to Support Your Research: *Wednesday, September 23, 3:30-5:00, Harvill Building 204, RSVP required*

Learn about the expanded resources, tools, and programming offered to help you get funding for your research and scholarship. Research Development Services in the Office for Research & Discovery provides support on identifying funding sources, forming effective teams, and crafting winning proposals. This workshop will include demonstrations of resources, including Pivot, a customizable funding database, and UA Experts, a service allowing you to search for experts across Arizona’s universities. Staff members will be available for individual and discipline-specific questions.

Crafting a Successful Grant Proposal: *Monday, October 5, 3:30-5:00, Biological Sciences West Building 301, RSVP required*

To help you craft a successful grant proposal, three expert panelists will provide practical tips on the nuts and bolts of writing effective proposals and working with funding agencies to build support for your projects. The panelists are: Neal Armstrong, Regents Professor and Associate Vice President for Research; Jennifer Barton, Professor and Associate Vice President for Research; and Ann McGuigan, Director of Research Development Services. Time will be provided for discussion and questions.

For additional resources for faculty, visit the [Vice Provost for Faculty Affairs webpage](#). Email Dr. Laura Hunter at [lahunter@email.arizona.edu](mailto:lahunter@email.arizona.edu) with questions.
Getting Published: Unraveling the Book Publishing Process: Monday, November 9, 10:00-11:30 a.m., Location TBD, RSVP required
Editors from the University of Arizona Press will offer critical insights into the book publishing process. From tips on crafting an effective book proposal to navigating the changing landscape of digital publication and Open Access, this session will help scholars at all stages of their careers negotiate the evolving book publishing process. Speakers will share their expertise on critical aspects of writing, submitting work to, and working with a university press. Following panelist presentations, we will provide ample time for audience questions. In the evaluations from the same workshop last spring, 100% of respondents agreed that they benefited from the workshop.

Diversity in the Classroom

Difficult Issues & Hot Topics: Engaging Controversies as Learning Opportunities:
Tuesday, Sept 15, 3:30-5:00, ILC 137, RSVP required
Against the backdrop of public debates framed around polarizing sound bites, faculty are often pressed to reframe controversial issues in more nuanced ways in the classroom. Faculty in a wide range of fields face challenges with broaching controversial issues and may sometimes feel at a loss at how to address these challenges. In this session, we will discuss strategies for creating space in the classroom that fosters critical thinking, reassessments of received assumptions, and engagements with diverse standpoints.

Serving Our International Students: Perspectives on Different Classroom Expectations:
Tuesday, Sept 29, 8:30-10:00 a.m., Psychology Building 306, RSVP required
We will explore the pedagogical and cultural implications of the fact that the University now has more international students than ever. This workshop will compare typical US classrooms to classrooms in other countries to help the audience understand the different approaches to education. Suggestions will be offered to bridge the gap between styles and build understanding between people to help classes run more smoothly. These suggestions also help address differences in personality and learning style.

Designing Effective Courses for Diverse Learners: Wednesday, October 21, 3:30-5:00,
Social Sciences Building 206, RSVP required
Students from a wide range of backgrounds who have different learning styles, languages, and disabilities are enrolling in the University in increasing numbers. Students from diverse backgrounds raise questions about cultural assumptions and modes of instruction that can help us expand our understanding of effective teaching. Universal design and backward design offer conceptual frameworks for making classes clearer, more accessible, and more flexible, while maintaining academic rigor and minimizing the need for individual accommodations. Join us to discuss how you can design more inclusive courses and classrooms.

Protecting Your Students from Unconscious Bias & Micro-Aggressions: Wednesday, November 4, 3:30-5:00, Social Sciences Building 206, RSVP required
Given increasingly diverse classrooms, how can faculty and instructors protect students from unconscious bias and micro-aggressions? Unconscious bias is pervasive, with nearly all people displaying unintended biases towards certain groups. After a brief introduction to the research, we will consider strategies for addressing students’ unconscious biases and micro-aggressions and offer teaching and assessment strategies that reduce the impact of our own unconscious biases.

For additional resources for faculty, visit the Vice Provost for Faculty Affairs webpage. Email Dr. Laura Hunter at lahunter@email.arizona.edu with questions.
Making the Most out of Faculty Mentoring: *Tuesday, October 13, 3:30-5:00, ILC 137, RSVP required*

Faculty who receive mentoring tend to publish more and get more grants, and they are also assessed to be more effective in the classroom. As a result, they are more likely to get promoted and are more likely to be satisfied with their career and their institution. Faculty mentors also report that they benefit from contributing and learning from new perspectives. Research finds that there are good practices that increase the impact of mentoring, while there are also practices that can hinder mentoring. This workshop – applicable for either mentors or mentees – will provide research-based strategies for getting the most out of your mentoring relationships.

Women in Academia: Strategies for Success: *Tuesday, October 27, 3:30-5:00, ILC 137, RSVP required*

Research has documented how gender influences academic careers, including differences in service assignments, self-promotion, and access to leadership positions. This workshop will provide an overview of these research findings to help women in varied disciplines develop strategies to advance their careers. 93% of prior attendees who responded stated they’d recommend this workshop to colleagues.

Expanding Support for International Scholars and Improving Clarity in Scholarly Writing: *Thursday, November 19, 12:00-1:30, Location TBD, RSVP required*

In the first half hour, international scholars are invited to provide feedback on what the University could do to better support international faculty and postdocs. This discussion will also provide a networking opportunity to meet other international scholars. In the final hour, an optional writing workshop will be offered by Dr. Leslie Dupont from the Writing Skills Improvement Program. She will address common struggles for non-native English speakers in their scholarly writing. Attendees are welcome to bring a brown bag lunch. Light refreshments will be provided.

The Campus Connections Program workshop series is a collaboration of the Vice Provost for Faculty Affairs, Office for Research & Discovery, Office of Instruction and Assessment, University Libraries, Disability Resources, University of Arizona Press, Writing Skills Improvement Program, and Center for English as a Second Language.

The Campus Connections Program is jointly underwritten by the Provost’s Office, Student Affairs & Enrollment Management and Academic Initiatives & Student Success, the Office of the Senior Vice President for Health Sciences, the Graduate Center, the College of Science, the College of Social and Behavioral Sciences, the College of Humanities, the Eller College of Management, the University Libraries, and the College of Architecture, Planning and Landscape Architecture.

For additional resources for faculty, visit the [Vice Provost for Faculty Affairs webpage](mailto:). Email Dr. Laura Hunter at lahunter@email.arizona.edu with questions.
UA BOOKSTORES PRESENTS:

NEW FACULTY ORIENTATION

FALL 2015

AGENDA

► Welcome!
► Your UA Bookstore
► Faculty Resources
► Course Materials
► Technology
► Q & A
FACULTY RESOURCES

► Faculty Relations  ► Regalia
► Course Materials  ► Discounts!
► Technology Center

COURSE MATERIALS 1.0

► Savings
  ► Low Price Guarantee
  ► Price Comparison
  ► Rental
  ► Digital
  ► Used

► INCENTIVES
  ► Submit Orders on Time
  ► Earn your Dept. $$$
  ► Save Students $$$

Submit your Course Material orders on time and our INCENTIVES program can earn your Department discretionary funds
Faculty INCENTIVE Days
Oct. 13-14

2 Full days: Just for Faculty
At your UA Bookstore

- 1-on-1 consultations with our Course Material Experts
- Earn your Department $25 for EVERY Course Material Order through our INCENTIVE® program
- Light Refreshments, Prizes, and More!

COURSE MATERIALS 2.0

► Course Materials
  ► Text
  ► Supplies
  ► Technology

► Alternatives
  ► Digital
  ► Open Educational Resources (OER)
  ► ClassNotes
TECHNOLOGY

- Service Center
  - Laptops
  - Desktops
  - Hardware

- Software Licensing
  - Microsoft
  - Apple
  - Adobe
  - Etc.

BUY UA FOR UA

- Community Contributions
  - Scholarship(s)
  - UA Presents
  - Part of 100% Student Engagement

- Pillars of Excellence
- Festivus
- Tucson Festival of Books
  - March 12-13, 2016
- Literacy Outreach
  - Storytime - First Saturday of the Month
UA BOOKSTORES PRESENTS:

NEW FACULTY ORIENTATION

THANK YOU FOR YOUR TIME
Research Success in Your First Year

- Why do you think so many faculty struggle to publish and secure grants in their first few years?
- What do you find most challenging in managing your time?
- What do you envision as the greatest challenges with getting your research program launched?
- What is one thing that the Office for Research & Discovery could do to help you be more successful in seeking external funding?

Suggested Readings


Resources

Office for Research & Discovery
research.arizona.edu

Research Gateway
rgw.arizona.edu

Research Development Services
rgw.arizona.edu/services/research-development-services
ResDev@email.arizona.edu

Vice Provost for Faculty Affairs
facultyaffairs.arizona.edu

The New Faculty Member
Rebecca Brent and Richard M. Felder

The research in Robert Boice’s The New Faculty Member provides a baseline for thinking about how most new faculty members tend to
- spend less time on scholarly writing (proposals and papers) than needed to meet promotion and tenure criteria;
- spend nearly 30 hours a week over-preparing for teaching, and then tending to rush through classes, leaving little time for active learning;
- spend even more time worrying about whether they have covered everything;
- receive lower student evaluations than expected and end up blaming students’ preparation and other factors; and
- feel isolated and unconnected with colleagues.

Boice found that between 5 and 10% of new faculty tended to be "quick starters," who in their first 2-3 years turned out enough proposals and papers to meet P&T criteria. They also scored in the top quartile of peer and student ratings of teaching and self-ratings of their enjoyment and comfort levels as teachers. Unlike the majority of their colleagues, these quick starters
- wrote three or more hours weekly;
- integrated their research into their undergraduate classes;
- averaged 1-1.5 hours of preparation per class hour—after their 1st semester; and
- lectured at a pace that left time for student participation; and
- regularly sought advice from colleagues, averaging four hours a week on discussions of research and teaching.

Keeping Your Voice Healthy

University faculty are professional speakers. Voice problems (e.g., hoarseness, difficulty projecting, pain or discomfort with talking) can interfere with teaching and daily communication.

Avoid frequent throat clearing and coughing. Instead, try to swallow slowly, sip ice water, or suck on ice chips. Throat clearing/coughing cause the vocal folds to hit together forcefully and can damage them.

Limit alcohol and caffeine. Instead, drink a lot of decaffeinated fluids (particularly water). Alcohol and caffeine dry out the vocal folds and thicken mucous, increasing the effort needed to talk.

Avoid yelling, screaming, or using a loud voice. Instead, try to use gestures, clapping, and whistling to convey enthusiasm and attract attention. Loud voice use cause forceful vocal fold contact and can damage the vocal folds.

Speak at a conversational loudness in the classroom. If students cannot hear you when you are speaking conversationally, use the microphone and sound system. Contact UITS Classroom Technology Services (520) 621-3852 (email UITS-CTS@email.arizona.edu) if the sound system is not working or there is no sound system.

Take a short voice break when you feel pain or discomfort in your throat. You can gently massage your neck, yawn quietly, and/or sip ice water. Talking through pain or discomfort increases muscle tension and strain. Voice can become difficult to produce and sound “tighter.”

When you get sick, rest your voice and yourself when possible. Drink a lot of caffeine-free liquid (and even more if you are taking an antihistamine). Keep your air humidified. Thick mucous and vocal fold swelling make it harder to produce voice. Forcing voice can lead to vocal fold damage and harmful patterns of talking.

Treat your symptoms of gastroesophageal reflux (GERD), such as heartburn. Talk to your doctor about how to control GERD. GERD can lead to irritation and swelling of the vocal folds, chronic throat clearing, and cause or maintain vocal fold lesions.

If you smoke, talk to your physician or the American Cancer Society to discuss programs or medications to help you quit.

If you have voice problems that last more than 2 weeks, talk to your doctor about seeing an otolaryngologist (ear nose & throat physician) who specializes in voice and consider voice therapy with a Speech-Language Pathologist.

Resources at the University of Arizona
Speech-Language Pathologist: Robin Samlan, Ph.D., CCC-SLP (520) 621-8618
Otolaryngologist: Mindy A. Black, M.D. Appointments: (520) 694-1000
**GIDP Programs:**
(and year of establishment via Arizona Board of Regents)

American Indian Studies: MA, MA/JD, PhD (MA 1982; PhD 1996)
Applied Mathematics: MS, PhD (1977)
Arid Lands Resource Sciences: PhD (1968)
Biomedical Engineering: MS, PhD (1997)
Cancer Biology: PhD (1988)
Cognitive Science: PhD minor (1990)
Entomology & Insect Science: PhD (INSC 1994; merge EIS 2009)
Genetics: MS, PhD (1964)
Global Change: PhD minor (1994)
Neuroscience: MS, PhD (1988)
Physiological Sciences: MS, PhD (1989)
Second Language Acquisition & Teaching: PhD (1990)
Statistics: MS, PhD (2006)
The University of Arizona's Graduate Interdisciplinary Programs (GIDP) provide stimulus, cohesion and visibility to the scholarly and scientific activities of faculty members and students engaged in interdisciplinary research and graduate education at the University of Arizona. The founding directors of the GIDP recognized this cannot effectively be conducted within traditional disciplinary borders more than 50 years ago and through their efforts a standard of a broader range of research and training was established and have endured at The University of Arizona.

**Students**

The Graduate Interdisciplinary Programs are an integral part of the Mission Statement of The University of Arizona, and student enthusiasm for the programs is one of their strongest characteristics. In academic year 2014-2015:

- More than 478 students were enrolled in a GIDP
- Students produced 8% of all Ph.D. degrees at the University of Arizona
- GIDP students made approximately 350 scholarly presentations
- There were more than 200 publications accredited to GIDP students
- 26 students traveled the world to present their research at professional conferences.
- GIDP students were hired as Graduate Teaching Assistants/Associates for 40 classes in 20 departments

**Faculty**

Interdisciplinary excellence among faculty is enhanced through GIDPs. Faculty are able to pursue new and innovative research and teaching collaborations that enrich their academic lives.

- Approximately 700 faculty are actively involved in a GIDP
- Faculty participating in GIDPs develop strong partnerships campus-wide
- GIDPs bring prestige and recognition to the university as a research institute
- GIDP faculty are significantly successful in obtaining NIH and NSF grants
- They are programs by college faculty and for college faculty
- Faculty teaching credit, student credit hours and research interactions accrue back to colleges and home departments.

For more information on the GIDPs, please contact:

Alicia Lopez
GIDP Administration
alicia.lopez@email.arizona.edu
520-626-5430
www.gidp.arizona.edu
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Global Change: PhD minor (1994)
Neuroscience: MS, PhD (1988)
Physiological Sciences: MS, PhD (1989)
Second Language Acquisition & Teaching: PhD (1990)
Statistics: MS, PhD (2006)
The Office for Research & Discovery
The Office for Research & Discovery Services

The Office for Research & Discovery supports world-class research by University faculty, staff, and students. UA research is creating the next generation of knowledge – translated and applied to society’s grand challenges – to enhance economic development and promote a rich quality of life. We provide the following services:

**Research Development Services (RDS)** assists UA researchers navigate the external funding landscape by identifying funding opportunities; providing proposal development training and web resources; and offering hands-on assistance in crafting winning proposals.

ResDev@email.arizona.edu
T - 520.621.3512

**Sponsored Projects Services (SPS)** assists the research community by providing services from proposal administrative review and budget guidance to final submission. SPS also provides administrative and financial services for proper stewardship of funds.

Sponsor@email.arizona.edu
T - 520.626.6000

**Contract & Research Support Program (CRSP),** assists the research community negotiating the terms and conditions contained in award documents for the purpose of ensuring that the terms comply with Board of Regents policies and state law.

CRS-ORD@email.arizona.edu
T - 520.626.3050

**Conflict of Interest Program** oversees compliance with all applicable financial conflict of interest policies, procedures and regulations, including the UA's Individual Conflict of Interest in Research Policy, the Conflict of Commitment Policy and the Institutional Conflict of Interest Policy.

COI@email.arizona.edu
T - 520.626.8266

**Human Subjects Protection Program (HSPP)** provides administrative support for the Institutional Review Boards, the review committee charged with the research and related activities involving human subjects.

VPR-irb@email.arizona.edu
T - 520.626.6721

**HIPAA Privacy Program (HPP)** oversees all ongoing activities related to UA's implementation of HIPAA policies and procedures and is the office primarily responsible for ensuring HIPAA compliance.

PrivacyOffice@email.arizona.edu
T - 520.621.1465

**Institutional Animal Care and Use Committee (IACUC)** is responsible for reviewing and approving requests to use animals for teaching or research and ensuring compliance.

ocr-iacuc@email.arizona.edu
T - 520.626.5304

**Responsible Conduct of Research (RCR)** Program provides workshops and resource materials to help all researchers – students and faculty – both learn and stay abreast of evolving guidelines for conducting quality research with integrity, while fulfilling RCR education requirements from NIH, NSF, and NIFA.

ORD-Training@email.arizona.edu
T - 520.621.0598

**Research Laboratory & Safety Services (RLSS)** assists, monitors and provides oversight to ensure that federal, state, local and University regulations and policies are implemented in a safe and secure manner.

rlss-help@email.arizona.edu
T - 520.626.6850

**Research Integrity Program** receives and manages allegations of research misconduct within the UA community.

Lucinda Rankin, crankin@email.arizona.edu
T - 520.621.3104

**University Export Control Program (UECP)** oversees the federal export control laws, regulations that control the conditions under which certain information, technologies and commodities can be transmitted overseas to anyone - U.S. citizens, or non-U.S. persons and entities.

Kay Ellis, ellisk@email.arizona.edu
T - 520.626.2437
The Office for Research & Discovery
Helping you at every stage along the way

Looking for funding?
if only money really did grow on trees

Need another set of eyes?
we promise we won’t read over your shoulder

Log out
close out your award

don’t forget to

CELEBRATE!!
& now it’s time to manage

Training
we won’t make you sweat
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Kay Ellis, ellis@email.arizona.edu
T - 520.626.2437
Research Development Services
Proposal Development Assistance

At the UA, proposal development and submission support is provided by a number of different offices, at the university, college, and departmental levels. The following information provides a quick review of proposal development and administration across UA offices, with added details on Research Development Services (RDS). RDS is part of the Office for Research & Discovery (ORD) and complements the services provided by the colleges and departments.

Find out more about our services at: http://rgw.arizona.edu/development/proposal-development

RDS tailors services based on the proposal type and needs of the PI.
The following represents a brief overview of available services.

**Proposal Consulting**
Consult on strategies to enhance proposal fit with RFP; competitiveness assessment; discuss proposal components and proposal development plan; and review for resubmission of proposals.

**Consultation on Proposal Components**
Assist with education and training program assessment/evaluation; broadening participation; broader impacts and outreach programs; industry or non-profit collaboration; letters of commitment; postdoctoral mentoring; data sharing and management plans; research management plans; timelines and Gantt charts; and facilities descriptions.

**Review Support**
Review of proposal narrative for adherence to RFP; narrative text and figure editing; assistance in identifying and leveraging UA resources and programs; abstract review; review for document organization, internal consistency, and structural cohesiveness.

**Site Visit Support**
Assist faculty and researchers who have been selected by the sponsor for a pre-award site visit to coordinate all non-technical aspects of the visit, allowing the PI to concentrate on the technical/scientific presentation.

**Large Complex Proposal Support**
Consult on proposal strategy; project team meeting facilitation to clarify project goals and implementation plans; iterative proposal editing; assist in developing alternative text presentation, e.g., tables, timelines, Gantt charts; assist with graphic design; assist with preparation of supporting material; advise on project leadership and organization plans; assist with development and preparation of non technical components of the proposal; coordinate proposal reviews.

**Project Management Support**
For large complex proposals where an RDS Associate provided significant and substantive support during the proposal development, RDS may offer up to three months at 0.30 FTE support from the Associate to assist the PI in project initiation and start-up during project execution. These services may include: assistance with staffing the project, coordinating the kick-off meeting and team communications, and mapping contract requirements to the work plan and project deliverables. These services may be added to the proposal to increase competitiveness and indicate effort; as such, if services are provided, the Associate should be part of the budget request.
College/Departmental
Proposal administration and development assistance varies between colleges and departments. Contact your department business manager or research office for specifics. General assistance may include:

Proposal Routing
UAccess Research routing for institutional approvals, including guidance on IDC and credit splits.

Budget & Budget Justification
Assist with development of the budget and justification.

Supplemental Documents & Materials
Assist with formatting and gathering of supplemental documents and materials, e.g. BioSketches, Current & Pending, Conflict of Interest, Facilities Descriptions,

Sponsor Forms
Assist with the completion of sponsor forms and packages, e.g. Grants.gov and FastLane

Individualized Searches
Provide individualized assistance on finding funding opportunities.

Sponsored Projects Services
Centralized proposal administration and submission is provided by Sponsored Projects Services (SPS) which provides the following services:

Proposal Assistance
Provide assistance in interpreting application guidelines, sponsor requirements, and form completion.

Institutional Review/Approval
Review and guidance on proposal budgeting and budget narrative. Also provide institutional approval before application is sent to the sponsoring agency.

Large Proposal Support
Coordinate team meeting to include SPS, Contract & Research Services, and Compliance stakeholders; assign SPS preaward staff member as point of contact for proposal review and approval; help develop timeline for internal review and submission.

Manage Electronic Submission
Assist with navigating systems and requirements for online submissions. SPS completes the electronic submission for most systems/applications.

Working with Research Development Services
RDS personnel are experienced professionals who bring academic and industry experiences necessary to contribute to all aspects of successful research proposal development. Associates optimally team with the PI early in the development process to assist in realizing highly competitive proposals, though specialized consulting assistance is available.

Scheduling Arrangements
Shared expectations for the types and levels of support will be set by factors such as PI needs, the available time before deadlines, complexity of proposal packages, and balancing RDS resources across the RDS proposal docket. For single PI proposals, RDS Associates are best positioned to support researchers who contact RDS at least 2 months prior to submission. For multi-PI or large/complex proposals, lead times of 3-6 months are important. Assistance for proposals with short timelines may be available on a case-by-case basis.

Utilizing Support
Typically, RDS Associates handle multiple proposal projects simultaneously. Therefore, initiating a new project requires careful workload planning and organization to provide high-quality service to each project. This requires that a joint commitment to a schedule and services be agreed upon for each new project by the PIs and the RDS Associate.

Please note that while RDS Associates often go above and beyond to meet their commitments and ensure a high-quality proposal for the investigator and institution, they are best able to provide this level of support when the project remains on schedule. RDS Associates may be required to change the level of service for delayed projects in consideration of other proposals on the docket.

Contact RDS
RDS Director:
Ann McGuigan, amcguigan@email.arizona.edu

Biomedical & Life Sciences Associate:
Michele Zacks, mzacks@email.arizona.edu

Environmental & Data Sciences Associate:
Kim Patten, kjpatten@email.arizona.edu

Physical Sciences Associate:
Robin Richards, robinr1@email.arizona.edu

Photo Credit: Gary M. Stoltz

Version 1.0; Updated 01/22/2015
CREATING AND CONNECTING
An Ecosystem of Innovation

UA researchers make important discoveries every day. Many carry the potential to change the way we think about the world, from water conservation to cancer prevention to building materials.

Tech Launch Arizona helps the University's brightest minds put their best breakthroughs to work for a better world.

We create impact through:

- Commercializing UA-invented technologies: Bringing them to market where they can improve lives, create jobs and positively affect our society.

- Providing interactive ground at Tech Parks Arizona: Connecting the University, business and community in supporting innovation, research and development at the UA and throughout the region.

- Ecosystem development: Building a regional business environment where inventors, entrepreneurs and established businesses have the resources they need to thrive, backed by sound policy and a culture of innovation.

@TechLaunchAZ techlaunch.arizona.edu
"Before, we had only imagined what could have been done. But now I feel so lucky to experience this new service culture at this stage in my career. I’m so excited for my peers and the UA as a whole."

Dr. Victor Hruby, Regents Professor, Department of Chemistry and Biochemistry, UA College of Science

Connecting the UA to the world...

We strive to understand, protect and commercialize the inventions emanating from the research laboratories of the UA. We then work to bring those discoveries to the world through licensing those inventions to existing companies, or leveraging them to create startup companies. We build connections between the talents of our faculty, researchers and students, the experience of entrepreneurs and investors, and the facilities and programs of Tech Parks Arizona, all with the goal of creating the optimal commercialization pathway for each invention to maximize its social and economic impact.

...and the world to the UA.

We work to fulfill the UA's land-grant mission through helping communities and companies. Across the U.S. and the Americas, and in Europe and Asia, we are building relationships that bring positive change and development to the economic and social landscape of Tucson and southern Arizona.

Over the past two years, we have reorganized and honed our ability to strategize and adapt our resources. Today, we continue to prioritize maintaining a flexible, agile stance and are able to address a constantly changing and maturing University of Arizona innovation ecosystem.

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invention Disclosures</td>
<td>144</td>
<td>188</td>
<td>213</td>
</tr>
<tr>
<td>Exclusive Licenses &amp; Options</td>
<td>22</td>
<td>39</td>
<td>45</td>
</tr>
<tr>
<td>Startup Companies</td>
<td>3</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Provisional &amp; Utility Patents Filed</td>
<td>145</td>
<td>167</td>
<td>200</td>
</tr>
<tr>
<td>Income from Royalties and Patent Reimbursements</td>
<td>$1.3 M</td>
<td>$1.6 M</td>
<td>$2.4 M</td>
</tr>
</tbody>
</table>

Contact us.

We are here to serve the faculty and research community of the UA, and we're always happy to talk about your ideas and answer questions.

520.621-5000
info@tla.arizona.edu

technlaunch.arizona.edu
Take a fully online mini-course:
• Intro to Teaching Online
• Facilitating Discussion
• Course Level Assessment

Make an appointment to talk one:one

Join a learning community:
• Contemplative Pedagogy in Online Courses

oia.arizona.edu
authentic assessment
Real world problems
Real world skills
Real world experiences
Does the course foster a need to know?
purposeful interaction
With content
With other learners
With instructors
With our own thinking
THINK TANK & YOU
COLLABORATING WITH FACULTY
TO IMPACT STUDENT SUCCESS

Learn the THINK TANK’s top five answers to accessing academic support for students.

THINK TANK MISSION STATEMENT:
To empower UA students by providing a positive environment where they can master the skills to become lifelong learners.
#1 TUTORING

Tutoring is available to UA students in a variety of subjects and learning modalities:
* Math, Science, Business, Language, Writing
* Drop-in, one-on-one, group, Weekly Course Review
* Five locations and online
* Additional subjects through individualized/group tutoring

TUTORING

Training and support
— CRLA certification
— Continuous professional development
— Graduate Assistant support

Expectations
— Tutors provide scaffolding and strategies to assist students in finding answers for themselves
“Coming to the THINK TANK is part of my routine, and that consistency has definitely helped my study habits.”

—Ashley T. sophomore, Engineering

#2 ACADEMIC SKILLS TUTORING

—Academic support, non-content related
—Academic Skills Tutors (ASTs) help students acquire important learning skills such as time-management, test-taking, reading strategies
—Available through drop-in, appointments, workshops and in select residence halls
—ASTs are available to present in your classroom
“You changed my life! I am able to go through my reading assignments much faster and I’m comprehending them better.”

Academic Skills Workshop attendee, Fall 2013

#3 THE WRITING CENTER
Support for students in all phases of the writing process:
FREE 15 MIN DROP-IN SESSIONS
FREE 30 MIN APPOINTMENTS
FEE-BASED 1 HR APPOINTMENTS
FREE GRADUATE WRITING CIRCLES
FEE-BASED PLAGIARISM AWARENESS WORKSHOP

Writing Specialist, Chris Hamel-Brown, available to meet with you to discuss support options for your students/course
See the Menu of Support for Faculty
“This session was very helpful to see a different perspective on the paper and give suggestions to make it better and easier to read.”

—Vanessa M.

#4 SPECIAL REQUESTS
1) SUPPLEMENTAL INSTRUCTION (SI)
   — Out of class, group study sessions
   — Relationships with instructors key to our success
   — SI makes use of collaborative learning techniques
2) WEEKLY COURSE REVIEWS
3) CONTENT TUTORING
#5 CAMPUS IMPACT
Academic Year: 2014-15

60,622 VISITS
71,861 HOURS OF SUPPORT
9,414 UNIQUE STUDENTS SERVED
898 COURSES SUPPORTED

One-Year Retention Rate Comparison
First-time Full-time Freshman

THINK TANK

thinktank.arizona.edu
University of Arizona Faculty Governance
Website for Faculty Governance (general):
http://facultygovernance.arizona.edu/

Website for Committee of Eleven:
http://facultygovernance.arizona.edu/committee/26

Faculty Senate minutes online:
http://arizona.openrepository.com

Faculty Officers
Chair of the Faculty: Lynn Nadel
nadel@email.arizona.edu

Vice Chair of the Faculty: Michael Brewer
brewerm@email.arizona.edu

Secretary of the Faculty: Bobbi McKean
bmckean@email.arizona.edu

Faculty Center (Office of Faculty Governance)
Address: Faculty Center
1216 E. Mabel St.
PO Box 210456
Tucson, AZ 85721-0456

Phone: (520) 621-1342, 621-1338
Fax: (520) 621-8844
E-mail: FacultyCenter@email.arizona.edu

Faculty Center Staff
Program Coordinator, Sr. Jane Cherry jcherry@email.arizona.edu
Program Coordinator: Barb Kuehn bkuehn@email.arizona.edu
DATE: August 18, 2015

TO: New University of Arizona Faculty

FROM: Lynn Nadel, Chair of the Faculty
       Monica Kilcullen Pastor, Chair, Committee on Committees

RE: Shared Governance at the University of Arizona

The University of Arizona administrators and faculty leaders have long adhered to the honorable tradition of Shared Governance. We believe that faculty participation and consultation are essential to maintaining an outstanding University with sound academic programs, promoting research that significantly advances the mission of the University, recruiting and retaining a distinguished faculty, cultivating institutional diversity, and preserving academic freedom. To those ends, the UA’s faculty has special responsibilities with respect to recommending academic curricula, educational and academic personnel policies, strategic and financial planning processes, and developing policies and procedures relative to the general operations of the University.

Please consider this your personal invitation to lend your voice to the governance of the University. You can start by completing the UA Faculty Survey that will be sent to you in an email.

All faculty members at the UA have both the right and the responsibility to share in the obligations of governance and administration. The collective wisdom of our faculty is strong and respected and your voice is needed as we face potentially dramatic changes in teaching and research, information technology, and in the level and form of financial support for our efforts. Your participation on faculty committees helps to protect and improve the quality of this University and the rights of your faculty colleagues.
BACKGROUND ...
In 2013, the University of Arizona was one of only eight universities awarded a grant from the American Association of Universities for their UA AAU Undergraduate STEM Education Project. A leadership team of faculty, administrators and other academic professionals was formed to guide the efforts of the cross-institutional project team. The overarching goal of the project was to shift the culture at the University of Arizona to one that embraces collaborative active learning strategies. An important component of the project was to explore the benefits of collaborative learning spaces which facilitate collaborative active learning pedagogies.

WHERE WE ARE NOW ...
In Spring, 2014, John Pollard, Director of General Chemistry (shown above in large lecture hall), and Gail Burd, Senior Vice Provost for Academic Affairs, approached Karen Williams, Dean of University Libraries, with a proposal to temporarily transform the Science-Engineering Library Journal Room into a Collaborative Learning Space (CLS) that would seat 260 students. Karen Williams and her team embraced the opportunity to repurpose the space. A self-forming team, which included members from faculty, Information Technology (IT), Office of Instruction and Assessment (OIA), University Libraries, Disability Resources Center, among others, was empowered to execute the high-paced project. The room was ready in less than four months and a 4-week pilot with eight classes was conducted in the redesigned space. Overall, both faculty and students believed the space was beneficial to student learning.

WHERE WE ARE GOING ...
The University of Arizona Collaborative Learning Spaces Strategic Plan, illustrated below, establishes the goals and objectives for the next five years. The plan is to create many opportunities for faculty members and students to experience collaborative learning spaces that facilitate collaborative active learning pedagogies in order to shift the culture at UA. In general, the goal is to add five new Collaborative Learning Spaces each year. A university-wide campus planning effort which is underway provides an opportunity to identify existing and new spaces that are suitable for collaborative learning spaces.

The new rooms are distributed across campus and range in size from an innovative 30-student room which was made possible by a grant from Steelcase, Inc. to the 260-student Science-Engineering CLS. Forty-three instructors from twenty-nine different departments are teaching in the CLSs in Fall 2015.

To learn more, please visit our website: UA AAU Undergraduate STEM Education Project (http://aaustem.oia.arizona.edu/)
Active Learning and Collaborative Learning Spaces Resources

- Faculty Learning Communities (FLCs) are forming for Fall 2015. Groups of faculty including tenured, tenure-track and non-tenure track, will focus their discussions and projects on learning about and experimenting with evidence-based teaching practices. If interested in joining an FLC, contact Becky Perez, rperez@email.arizona.edu.

- Listed below, find a few of the many resources that are available on the UA AAU Undergraduate STEM Education Project website (http://aaustem.oia.arizona.edu/):
  - Links to literature on best teaching practices and student learning. Some examples include:
  - The Learning Cycle video describes an effective strategy for implementing active learning strategies. In the video, Paul Blowers, Chemical and Environmental Engineering, demonstrates a learning cycle in one of his classes.
  - Information about assessment of teaching including the Classroom Observation Protocol for Undergraduate STEM (COPUS) tool which was developed by Smith et al. (2013) as a way to document how students’ and instructors’ time is spent during class.
  - In the News contains links to over twenty articles that have been published about active learning and Collaborative Learning Spaces at UA.

- You are invited to observe Dr. John Pollard using active learning strategies while teaching General Chemistry.
  - M/W/F at 1-1:50pm in SEL Room 200S
  - M/W/F at 10-10:50am in BSW Room 301

- The OIA offers support to the University’s teaching community in course development (face-to-face, hybrid and on-line courses), curriculum design, program and classroom assessment and evaluation, instructional strategies and learning technologies. (http://oia.arizona.edu/)

- If interested in teaching in one of the Collaborative Learning Spaces shown below, contact Jane Hunter, jhunter2@email.arizona.edu.

New Collaborative Learning Spaces for Fall 2015

<table>
<thead>
<tr>
<th>Science-Engineering Library Rm 200</th>
<th>BioSciences West Rm 301</th>
<th>Integrated Learning Center (ILC) Rooms 137/141</th>
<th>Chavez Room 307 (Steelcase-sponsored)</th>
</tr>
</thead>
<tbody>
<tr>
<td>260 students</td>
<td>112 students</td>
<td>60 students (each)</td>
<td>30 students</td>
</tr>
<tr>
<td>6-student round tables</td>
<td>Range: 2-student thru whole class</td>
<td>4-student rectangular tables</td>
<td>Range: 2-student thru whole class</td>
</tr>
<tr>
<td>~ 25 displays / screens</td>
<td>Flexible furniture arrangements</td>
<td>Tabletop whiteboards, easels &amp; tracks</td>
<td>New carpet/ freshly painted</td>
</tr>
<tr>
<td>Power and wireless mics available at tables</td>
<td>New carpet/ freshly painted</td>
<td>Collaboration apps for evaluation</td>
<td>Interactive Whiteboard</td>
</tr>
<tr>
<td>Tabletop and standing whiteboards</td>
<td>Tabletop whiteboards, easels &amp; tracks</td>
<td>Painted accent walls</td>
<td>Tabletop whiteboards, easels &amp; tracks</td>
</tr>
</tbody>
</table>


University Commitment to Curricular Access

Disability Resources (DRC) works in collaboration with faculty, TAs and other course instructors to remove curricular barriers that exclude students with disabilities from full participation. Access can be achieved through sustainable curricular change and/or through individual accommodation. Information about accommodations, universal design, and accessible technology, is available at http://drc.arizona.edu/instructors. DRC staff is available for consultation; contact us at DRC-Info@email.arizona.edu.

The following should be a part of all instructors’ teaching practices:

1. Never say “no” to an accommodation request without first consulting with DRC staff

2. Include the following statement on all course syllabi (http://drc.arizona.edu/instructors/syllabus-statement):

   **Accessibility and Accommodations:**
   
   It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.
   
   Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

3. Ensure that recommended testing accommodations are available to students and that all student assessment activities are accessible
   
   ▪ Effective test accommodations may be implemented by faculty or arrangements may be made with DRC to administer exams with accommodations

4. Assist students in receiving lecture notes by posting notes/PP slides online or locating a volunteer note-taker from within the class

5. Identify course readings early to allow time for the creation of accessible materials

6. Ensure all posted readings are accessible to screen reading technology

7. Ensure Sign Language interpreters and CART writers have access to preparatory academic materials and appropriate seating

8. Select only captioned videos; contact DRC early to discuss any uncaptioned materials
A Brief Introduction to Managing Hot Topics and Challenging Moments in the Classroom

Teresa Graham Brett
Associate Dean of Students, Inclusion and Multicultural Engagement
tbrett@email.arizona.edu, 621-7057

Spontaneous and Unplanned Moments

Ideas for addressing spontaneous offensive or difficult comments:

1. If you are triggered by the comment, take a moment to breathe. There is always time to breathe to calm and center yourself.
2. If you are struggling with the comment, decide whether or not you are able to address it in the moment or at some point during that class period.
3. Even if you do not know the “right” thing to say, you may make a general remark as a way to acknowledge that it happened. For example, you might respond by saying “I am not quite sure how to respond to that comment or joke. I may need to have us come back this.” Buy yourself time but acknowledge what happened. This sets a general tone about the kind of classroom environment you are creating. It also allows you to step back from having to say something immediately, particularly if you are triggered.
4. If it was not something you could address in that class session, come back at the next class session. It is not too late to address something in a subsequent class.
   a. You might consider saying “When the comment was made, I was unsure about how to respond in the moment.” This normalizes the confusion and difficulty of addressing comments that could be harmful or offensive.
   b. “I needed to think about how to address (or discuss) it.”
   c. If you are open to facilitating a discussion, you can ask others if they had a reaction.
   d. If you are not open to facilitating a discussion about the remark, you can say something that acknowledges the comment and the potential impact. For example, “The comment that was made about irrational numbers being female reinforces a stereotype that women often have to face. Even though it was said as a joke, it could have a negative impact on everyone feeling a part of our class.”
   e. The other part of addressing the comment is to create an environment that acknowledges that sometimes we make jokes or comments that we don’t intend to be offensive, but are. This holds open the space for the student who made the comment to feel less targeted. But also does not leave the comment unaddressed. It addresses both intent of the speaker and the impact on the listeners. You might even share a time when you made a joke or comment and then realized how it might have impacted another person.
Addressing Topics in Class Content That May be Controversial

1. Create a framework for the discussion by preparing students for questions they should consider.
2. Ask students to bring in articles addressing different viewpoints on the topic.
3. Use 1-minute reflection papers to create space for students to collect their thoughts in the discussion if it becomes too emotionally charged.
4. Ask “What can we learn from how this discussion might be difficult?” Engage students in a meta-discussion.
5. Ask students to take on the opposite viewpoint from their own so that they consider why others might think the way they do.
6. Have index cards or small sheets of paper to ask students to write anonymously their response to the discussion or comment. Take them after class and bring them back in if they will help move the discussion forward. This mini-feedback will allow you as the faculty to get a sense of where all students are and if there are students who are feeling targeted on any side of a particular topic.

Other Considerations

- Know your own triggers, biases, and challenges.
- Consider what kinds of comments might “stop you in your tracks.”
- If a comment or topic becomes too much for you to manage, tell students that you will come back to the important topic at a later time and follow-up on your commitment to return to it.
- If you feel as though you mishandled a comment or incident in the classroom, consider admitting that you wish you had done it differently. By doing this you model to students that hot issues or comments are challenging for everyone.
- Consider and remember that your own identities and the identities of students in the classroom influence how discussions and hot topics are experienced by everyone.

Other Resources/References:

Managing Hot Moments in the Classroom, Lee Warren, Derek Bok Center, Harvard University

Reducing Incivility in the College Classroom, by Patrick J. Morrissette, Brandon University

Multiversity Intergroup Dialogue Facilitator Manual

Start Talking: A Handbook for Engaging Difficult Dialogues in the Classroom, Edited by Kay Landis, University of Alaska Anchorage and Alaska Pacific University

Teaching Talk: Tuesday, September 15th, 2015 from 3 p.m. by Teresa Graham Brett

Difficult Issues and Hot Topics: Engaging Challenge and Controversy as Learning Opportunities in the Classroom. A more in-depth discussion of the topic.
Student Engagement

Presenters:
Vin - Engagement
Gretchen - Online and OJA
Melody - Online, QA Checklist and VoiceThread

Overview of Session by Vin (5 minutes)

Overview of Engagement by Vin (5 minutes)
- Example: Vin gives an example of Engagement
- Activity around Engagement - break into groups to talk about engagement in their courses (15 minutes)
- Use Google Docs to answer these questions (back up with paper document)
  - What does it look in your course?
  - What are the challenges?
  - What kind of support do you need to do it?

Overview of Online/Hybrid Courses by Vin (5 minutes)
- Example: VoiceThread - Engaging students in teaching and learning by Melody (5 minutes) Video - https://vimeo.com/136536104
- Activity around online course design by Melody and Gretchen (15 minutes)
  - Use Google Docs to answer these questions (back up with paper document)
  - What are the engagement/interaction elements of the QA checklist? (handout QA Checklist)
  - What would you look for as an indicator of engagement/interaction in the online/hybrid course?

Overview of OJA (5 minutes) by Gretchen
- What are the characteristics of teaching and learning that promote engagement in all learning environments?
Overview of Engagement Activity
- What does it look in your course?
- What are the challenges?
- What kind of support do you need to do it?

Overview of Online/Hybrid Courses
- What are the engagement/interaction elements of the QA checklist? (handout QA Checklist)
- What would you look for as an indicator of engagement/interaction in the online/hybrid course?

Overview of OIA
- What are the characteristics of teaching and learning that promote engagement in all learning environments?
Background

The Faculty180 online activity and information reporting system was selected by a committee of faculty, administrators, and staff, and branded UA Vitae for use at the University of Arizona.

This decision was the result of a multi-year, Provost-led collaboration by a steering committee of representatives and stakeholders from colleges across campus.

Implementation of UA Vitae will take place over the next two years.

In the coming year, UA Vitae will be used in the annual review process by faculty in the five colleges participating in Phase I.

A Faculty Advisory Committee is providing formative input on the system for university-wide use for 2014 faculty reviews.

For more information: facultyaffairs.arizona.edu/report_online

Thomas Miller
Associate Provost for Faculty Affairs
tm@email.arizona.edu
Your activities and accomplishments

UA Vitae, a new online reporting system for faculty annual reviews, will be implemented at the UA over the next two years. The system will provide a single and convenient place for faculty members to archive their achievements.

UA Vitae will help make the range and quality of faculty contributions more visible on campus and to the public. Grant-funded research, as well as scholarly and artistic achievements of faculty in areas such as the humanities, social sciences, and the arts can be recognized, in addition to service efforts, committee work, and outreach collaborations with schools, businesses, and community partners.

Fully customizable digital curriculum vitae

Retrieve information for program reviews, biographical statements, and other purposes. Embed links to presentations, art works, syllabi, and other supporting materials in your digital CVs. Customize CVs for grants, Biosketches, and other purposes. No need to re-enter your data from other UA databases.

Easy access to your information

Save time when preparing for your annual review or creating your promotion and tenure dossier. Information on publications, teaching, sponsored projects, and other activities is available directly from the database rather than having to enter it manually.

Benefits

- Brings information into a central repository
- Reduces need for multiple entry of information
- Eliminates the need to enter data already available on courses, grants, and other activities
- Obtains citation information on publications from databases such as JSTOR, Web of Science and PubMed
- Improves comprehensiveness and currency of listings
- Ability to create and store faculty activity artifacts
- High quality (and multiple format) digital curriculum vitae
- Collaborator information for grant applications (forthcoming)
- Biosketches (forthcoming)
- Ability to archive presentations, creative works, and research data in the Library’s repository

Pilot and Implementation

Phase I: Fall 2013

UA Vitae is replacing the online reporting systems used by faculty in:
- College of Agriculture & Life Sciences
- College of Fine Arts
- College of Public Health
- College of Social & Behavioral Sciences
It will also be implemented at the College of Medicine, Phoenix.

Phase 1 is currently underway with a project team implementing the system and populating it with campus data for faculty who are already doing their annual reviews online. Faculty in the pilot colleges are expected to have access October 2013 to update their profiles and create their CVs.

Phase II: 2014

The system will be implemented university-wide and faculty in the remaining colleges will begin using UA Vitae.
Join us for lunch or after work to learn more:

- September 3, 5:00-7:00 PM
- September 29, 12:00-1:30 PM
- October 1, 5:00-7:00 PM
- November 3, 12:00-1:30 PM
- November 12, 5:00-7:00 PM
- December 3, 5:00-7:00 PM

Email Lynn Nadel to RSVP
nadel@email.arizona.edu

Vine Avenue Annex | 1125 N Vine Avenue