

NORTON ALL-SCHOOL FACULTY MEETING: MINUTES

11/16/2015

Time/Location: 9:00 – 10:00

Recorder: Gina McCann

Attendees: Hawley, McCann, Barnett, Bhappu, Clark, Curran, Frontain, Kramer, Lotz, Romero, Taylor, Toomey, Walsh, Zaman

NCFR Notes

- Position announcements were displayed at the Norton School table for Associate-level Tenure Track, Extension, and Lecturer positions
- Henry Gonzalez received an award
- Melissa Barnett's presentation was livestreamed and is available

ITAA Notes

- Ethical Fashion Initiative – Simone Cipriani
- Amy Hall, Director of Sustainability for Eileen Fisher, INC.
- Judy Frater, Jan Else International Scholar and Founder of Somaiya Kala Vidya Design school for Traditional Crafts.

Jana/Hiring

- Per Jeff Silvertooth the Early Childhood Specialist position is not quite ready to post
- Announcement anticipated this week on Scott Hessel's previous position replacement

Taylor – Skype interviews for the Professor of Practice are being scheduled this week.

Marketing meeting on 12/1 from 1pm-3pm in Saguaro Hall 219. All faculty invited to attend.

PURE Awards – Melissa Barnett for her two students: Ornelas and Blackey

Research and Innovation Catalyst Fund to Sherry Lotz for project of Mexican American Consumers. Please contact Paige for funding.

Gabrielle Sykes-Casavant: 100% Engagement

- Course designation optional and due to CALS by 1/12/16
- Starts with the class of 2018 (current sophomores)

Peer Review – Angela Taylor and Sherry Lotz were assigned by Stephen Russell to do a "pilot program" review of Melissa Barnett. The intent is for Peer Review to start in the spring semester for tenure track faculty who will be evaluated every semester. Once implemented all faculty should have peer evaluation on a regular basis (TBD)

Toomey – Safe Zone training recommended. Jana will request a presentation of the initial session at the Norton School Retreat in January 11. The follow-up Ally Identity training can be completed individually. Adding signage at MCPRK restrooms for Identity Expression considered.

Next Meeting: Monday, Dec 14 (Tenured and Tenure-Track faculty only). Discussion will be changes in the P&T Document. Adjourned at 10:00 am.

100% ENGAGEMENT

Experiential Learning for all UA Undergraduates

OUR COMMITMENT

Every UA undergraduate engages in a meaningful, real-world applied learning experience that complements their first-class education.

WHY?

- Apply learning beyond the classroom
- Students experience relevance of concepts and theories
- Translate those experiences into compelling examples of skill & applied knowledge
- Transform professional lives

HOW?

two pathways

For-Credit

- 300- and 400-level, applied learning courses
- Student reflection and grade of C or better is required
- College-driven process

Non-Credit

- Higher order experiences: create, evaluate, analyze, reflect, experiment
- Student reflection is required
- University-wide process

WHAT?

- For-credit courses approved for “engaged learning” attribute searchable in UA Catalog and Schedule of Classes
- Non-credit experiences recorded in UAccess Student Engagement pages
- “Engaged Learning Experience Completed” notation appears on official transcript when experiences satisfactorily completed

Experiences identified through either pathway must be designated with an Engagement Activity and Engagement Competency

ENGAGEMENT ACTIVITIES



Community Partnership



Entrepreneurship



Creative Expression



Intercultural Exploration



Discovery



Leadership



Professional Development

ENGAGEMENT COMPETENCIES



Civic & Community Responsibility



Innovation & Creativity



Diversity & Identity



Interdisciplinarity



Global & Intercultural Comprehension



Professionalism



Sustainability



College of Agriculture
& Life Sciences



THE UNIVERSITY OF ARIZONA

College of Agriculture
& Life Sciences

ENGAGED LEARNING ACTIVITIES

Curricular and co-curricular experiences that students participate in to develop professional and personal skills.

- 1. Community Partnership:** Students serve as part of a formal arrangement that mobilizes both UA and community resources to raise the visibility of community issues; increase individual and organizational commitment to resolving those issues; develop new solutions to old problems; or gain new resources or make better use of existing resources to improve outcomes for members of the community.
- 2. Creative Expression:** Students develop original works, or interpret existing ones, in independent or collaborative projects that engage communities in thinking about abstract concepts related to such things as everyday experiences, human conditions, environmental change, and affective and emotional relationships.
- 3. Discovery:** Students engage in independent or collaborative inquiry that contributes to a wider sense of understanding, the development of solutions to challenging problems, or leads the creation of new knowledge.
- 4. Entrepreneurship:** Students will initiate, develop, and/or manage an organization systematically, with their work characterized by innovation and calculated risk taking. Student entrepreneurship will produce and understanding of strategies and skills for innovative organizational development as well as the tangible implementation of projects that respond to evolving societal and marketplace challenges and delivers services that meet those challenges.
- 5. Intercultural Exploration:** Students participate in global and international programs that challenge them to think about and investigate the world, explore different cultures, and place their classroom learning into a global context.
- 6. Leadership:** Students will utilize various theories, models, and styles of leadership through the practice of leadership in some role within or through an organization. Through the practice, they will create collaborative relationships and networks and learn to empower, mentor, and influence others. These experiences will enable students to develop a self-understanding and social intelligence that will help them translate a shared vision into ethical practice.
- 7. Professional Development:** Students participate in activities that further their understanding, commitment, skill and contribution to a body or work, field, or industry. Students develop appropriate acumen to thrive in a given organizational culture and contribute to problem solving, efficient/effective processes involving products, customers, programs and/or services.



ENGAGED LEARNING COMPETENCIES

The lenses through which students focus their engagement activity to develop and appreciation for and a comprehensive understanding of that area or lens.

- 1. Civic & Community Responsibility:** Students develop an understanding of government and community systems in order to contribute to the social cohesion, capacity, and governance of a community. In so doing, students will become motivated to be active community members who model inclusive decision-making, foster relationships of reciprocity in their service/volunteer activities, critically reflect on issues, and educate and facilitate the civic engagement of others.
- 2. Diversity & Identity:** Students develop explicit understandings of the sociocultural, linguistic, economic, and political experiences of diverse groups representing varying identities and societies, both of their own and others, and apply those understandings from work-related to a wide range of communities. Diversity and identity is based on developing an appreciation for differences and a sense of an inclusive community.
- 3. Global & Intercultural Comprehension:** Students develop an understanding of global issues and the worldwide impact of individual and systematic action while respecting diverse viewpoints. Students will be able to reflect on their own and other cultural biases and think critically about the world through interaction and collaboration with cultures and societies that are different from their own.
- 4. Innovation & Creativity:** Students will gain an understanding of how to deliberately apply information, imagination, creative thinking, and initiative to generate new ideas for the purpose of addressing needs. This process will help students become accustomed to the discomfort of questioning the status quo and the excitement of idea generation and exploration at the leading-edge of thought.
- 5. Interdisciplinarity:** Students will gain an understanding of how to bring together novel and original thinking across disciplines to build on knowledge, practices, theories, or methodologies. Students will be motivated to network and establish relationships that cut across disciplines in the pursuit of common tasks.
- 6. Professionalism:** Students will develop a heightened understanding of themselves and others as they participate in various experiences to build their knowledge of professional etiquette and expertise. Based on these experiences, students will learn to communicate in an articulate and positive manner, act with integrity, and expand the boundaries of expectation toward a standard of excellence in their work and life.
- 7. Sustainability:** Students will gain an understanding of the social, environmental, and economic dimensions of conditions or practices that make society vulnerable and unsustainable over multi-generational time scales. Through the exploration of issues from a sustainability perspective, students will be motivated to develop potential solutions to these challenges through the use of systems thinking to improve the quality of life for all - environmentally, socially, and economically - both now and for future generations.

Suggested Syllabus or Announcement Language For Engaged Learning Courses

This course is an Engaged Learning course in which you will participate in significant experiential learning and reflection designed to prepare you to apply skills and knowledge to the types of problems you may encounter beyond the classroom. If you earn a grade of C or better [in the case of courses with an alternative grade, P or better], you will earn the notation "Engaged Learning Experience: Completed" on your UA transcript. The completion of this course will also appear on your Student Engagement Record in UAccess (available late Fall 2015).

The course has been designated with the following Engaged Learning attributes:

Engagement Activity: (insert Activity)

Engagement Competency: (insert Competency)

The University policy on Engaged Learning is available at
http://catalog.arizona.edu/2015-16/policies/engagemt_guidelns.htm.

For more information on Engaged Learning, you may also visit
<http://ose.arizona.edu/100-engagement>.

MEMORANDUM

To: CALS Department Heads
From: Joy Winzerling, Bart Cardon Associate Dean, Career and Academic Services
Gabrielle Sykes-Casavant, Student Engagement Coordinator
Date: October 13, 2015
Subject: CALS Implementation of 100% Engagement

The colleges have been charged with developing a college-level process to implement the recently approved 100% Engagement Initiative. In CALS, our approach to developing this process is guided by three overriding principles:

- to recognize and uphold the diverse engagement experiences in which CALS students participate,
- to create a streamlined college process for reviewing and approving engagement experiences, and
- to initiate this process by identifying and approving courses that are “low-hanging fruit” (e.g. individualized studies and experiential learning).

What does this mean for academic units?

As defined by [UA Academic Policy](#), engagement occurs when students translate and apply their classroom learning into practices and experiences beyond the classroom that impact their professional and personal growth. For Spring 2016, academic units have the option to add – by a blanket authorization – the “Engaged Learning” course attribute to two types of courses: house-numbered upper-division individual studies and upper-division experiential learning.

The Engaged Learning attribute is like the General Education attribute – the attribute will appear in the course catalog and the schedule of classes. Individual studies and experiential learning courses can be identified as Engaged Learning at the catalog level or section level. At the catalog level, the course must always be offered as Engaged Learning and identified with the same Engaged Learning Activity and the same Engaged Learning Competency. At the section level, application of the Engaged Learning attribute is a per-instructor and per-semester decision. (Refer to the below section, Overview of the 100% Engagement Initiative, for more information about the Activities and Competencies.)

For individual studies (e.g. directed research, internship, practicums, independent study, or capstone), the Engaged Learning Activity and Engaged Learning Competency can be designated as TBD, allowing for selection based on the design of the student’s experience. Together, the student and faculty member will select the Engaged Learning Activity and Engaged Learning Competency in which the student will engage. As with all individual studies, faculty will fill out the appropriate documentation and maintain the records.

For regular courses where engagement and experiential learning is built into the course curriculum, faculty will designate the appropriate Engaged Learning Activity and Engaged Learning Competency that best meets course goals.

What happens when an individual studies or course acquires the Engaged Learning attribute?

- The Engaged Learning course attribute will show in the course equivalent of Green Bars (similar to the General Education course attribute).
- If faculty elect to add the Engaged Learning attribute they must follow through on the engagement experience. The experiential learning component should be sufficient such that a student would not be

likely to earn a “C” or better in the course without satisfactorily demonstrating they have achieved the associated experiential learning outcomes.

- By agreeing to the blanket authorization, the department accepts responsibility for the oversight of the engaged learning experience, evaluation of the student reflection, and maintenance of student records (specifically the student reflection and assessment component).

How to request Engaged Learning attributes for Spring 2016

Individual Studies

- Use the attached excel sheet, “Individual Studies Course Modification to Add Engaged Learning Attribute,” to indicate preferred option for each house-numbered individual studies course:
 - No, do not add blanket authorization to any sections of the course.
 - Yes, add the Engaged Learning attribute and apply to all sections or specific sections, as identified by faculty name and section number.
- For individual studies, the Engaged Learning Activity and Engaged Learning Competency will be listed as TBD in the grade roster. Faculty will select the appropriate Engaged Learning Activity and Engaged Learning Competency when grades are awarded.

Experiential Learning Courses

- If you are teaching a Spring 2016 experiential learning course use the attached excel sheet, “Spring 2016 Experiential Learning Courses,” to add the course prefix, course and section number, component, title, instructor, and catalog description. Indicate if the Engaged Learning attribute should be added at the catalog level or at the section level.
- For regular courses, faculty will designate the appropriate Engaged Learning Activity and Engaged Learning Competency. Gabrielle will contact you after the excel sheet is submitted to review the options for Engaged Learning Activities and Engaged Learning Competencies and to record your designations.

To be clear: As it stands now, although it is in discussion, if a course is designated as 100% Engaged Learning then that course must be evaluated for experiential learning, there is no option to opt out of the engaged learning component. We are in the process of discussion with upper administration to consider future options to opt out should the need arise. It may seem like we are muddling through this process, and we are to a degree. We will continue to work on your behalf to ensure everyone has the most current, and accurate, information available.

We encourage faculty to participate in the 100% Engagement Initiative, although doing so is not mandatory. We understand this may seem to be adding to an already heavy faculty workload. Faculty are already engaging CALS students in myriad ways. With the 100% Engagement Initiative we have an opportunity to recognize your work and the work of your students.

Please complete the attached excel sheets and submit to Gabrielle, gms@email.arizona.edu by November 11, 2015.

Attachment: Excel sheet entitled “Individual Studies Course Modification to Add Engaged Learning Attribute” to indicate your approval decision for each upper-division house-numbered individual studies in your academic unit.

Attachment: Excel sheet entitled “Spring 2016 Experiential Learning Courses” to identify experiential learning courses in your academic unit.

Overview of the 100% Engagement Initiative

Starting in Fall 2015, undergraduate students can earn an Engaged Learning Experience notation on their academic transcript. The University's goal is that 100% of UA students graduating in 2018 complete an Engaged Learning Experience. Completing an Engaged Learning Experience is not a graduation requirement, although we do hope to inspire as many students as possible to earn the Engaged Learning notation.

Students can earn the notation by successfully completing an **upper division (300- or 400-level)** course assigned with the Engaged Learning course attribute. All Engaged Learning Experiences must be connected to only one Activity and only one Competency:

Engaged Learning Activity

1. Community Partnership
2. Creative Expression
3. Discovery
4. Entrepreneurship
5. Intercultural Exploration
6. Leadership
7. Professional Development

Engaged Learning Competency

1. Civic & Community Responsibility
2. Diversity & Identity
3. Global & Intercultural Comprehension
4. Innovation & Creativity
5. Interdisciplinarity
6. Professionalism
7. Sustainability

All credit-bearing engaged learning must:

- be undergraduate courses at 300- or 400-level,
- include at least 45 clock hours of experiential learning as part of the course requirements, and
- require a final reflection and/or application component that asks students to assess their own experiential learning (e.g. written paper, oral presentation, poster, sheet of music, etc).

Students also have the option to complete a non-credit Engaged Learning Experience. More information about non-credit experiences will be shared in the CALS Weekly Bulletin.

Next Steps: Beyond Spring 2016

For credit-bearing Engaged Learning courses, the CALS Curriculum and Assessment Committee will be the committee in the college that has primary oversight and will, as needed, provide guidelines, assessment tools, and support as we move forward.

Communication & Additional Resources

Gabrielle Sykes-Casavant is employed by the 100% Engagement Initiative and recently joined CAS to support CALS in these efforts. One of her top priorities is sharing information with faculty and unit heads about the CALS approach to 100% Engagement. To that end, Gabrielle is currently working on a website and will share information with the unit heads and via the CALS Weekly Bulletin as appropriate. Gabrielle is also available to attend a unit meeting and/or meet with you and your faculty individually. Gabrielle's office is in Forbes 203D; please contact her at gms@email.arizona.edu or 621-1365.

Refer to the attachments listed below for information on any of these categories:

1. An overview of the University approach to 100% Engagement
2. Detailed explanation of the seven Engaged Learning Activities and seven Engaged Learning Competencies
3. Syllabus Statement, Sample Language for your convenience

Individual Studies Course Modification to Add Engaged Learning Attribute: DUE 11/11/2015

| Course prefix | Course number | No, do not add blanket attribute to any sections of this course. | Apply "engaged learning" attribute to all sections of this course, for all faculty members? Yes/No | If No, list faculty who want the "engaged learning" attribute added to their individual section. | Section number |
|----------------------|---------------|--|--|--|----------------|
| <i>EXAMPLE: CALS</i> | 393 | | No | <i>Rodriguez-Lorta, Nancy</i> | 001 |
| | | | | <i>Sharp, Kyle</i> | 003 |
| <i>EXAMPLE: CALS</i> | 393 | | | | X |
| <i>EXAMPLE: CALS</i> | 393 | | Yes | | |
| FCSC | 392 | | | | |
| FCSC | 492 | | | | |
| FCSC | 393 | | | | |
| FCSC | 493 | | | | |
| FCSC | 394 | | | | |
| FCSC | 494 | | | | |
| FCSC | 399 | | | | |
| FCSC | 499 | | | | |
| FCSC | 498 | | | | |
| FSHD | 392 | | | | |
| FSHD | 492 | | | | |
| FSHD | 393 | | | | |
| FSHD | 493 | | | | |
| FSHD | 394 | | | | |
| FSHD | 494 | | | | |
| FSHD | 399 | | | | |
| FSHD | 499 | | | | |
| FSHD | 498 | | | | |
| RCSC | 392 | | | | |
| RCSC | 492 | | | | |

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| RCSC | 393 |
| RCSC | 493 |
| RCSC | 394 |
| RCSC | 494 |
| RCSC | 399 |
| RCSC | 499 |
| RCSC | 498 |