



*Academic Personnel Policy Committee*

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## **APPC Annual Report 2020-2021**

### **2019-2020 APPC Members:**

Tessa Dysart, **Co-Chair**, LAW (6/18-5/21)  
Ronald Hammer, **Co-Chair**, COM (6/16-5/21)  
Khadijeh Alnajjar, Post Doc (6/20-5/21)  
Jennifer Beyer, GPSC (6/20-5/21)  
Janet Cooley, COP (6/19-5/21)  
Daniel B. Ferguson, RDI (1/19-5/21)  
Martin Reimann, ELLER (6/20-5/21)  
Judd Ruggill, COH (6/18-5/21)  
John P. (Pat) Willerton, SBS (6/10-5/21)

**APPC met 6 times during the 2020-21 year (9/17, 10/15, 12/10, 1/12, 2/11, 3/25) to review issues & policies summarized below. We may also meet in April if needed.**

### **9.17.2020 Meeting**

**Guests:** Mary Beth Tucker, Interim Associate Vice President, Equity and Title IX Coordinator  
Ilya Smith, Chief Compliance Officer, Chief Privacy Officer; Danielle Oxnam, Executive Assistant, Office of University Initiatives

**Summary:** Tucker updated the committee on extensive new regulations connected to Title IX that were released in May 2020. She provided an overview of Title IX and added it has never had extensive regulations until then-Secretary of Education, Betsy DeVos published the current regulations. Committee members asked questions. Smith informed the committee the Interim Public Health and Safety Policy was effective as of September 1, 2020, but was in a 30-day stakeholder feedback period that could change the policy. Committee members asked questions and posed concerns.

### **10.15.20 Meeting**

**Guest:** Andrea Romero, Vice Provost, Faculty Affairs

**Summary:** Romero introduced proposed revisions to the annual performance review process and provided background information regarding how these proposed changes came about. She added the proposed changes were still in draft form and APPC was the first group outside of OGC to see the changes and provide feedback. Romero said the goal of the proposed changes was to reduce burdens on faculty, department heads, and directors while increasing the meaningfulness of post-tenure reviews for award nominations and feedback on promotion to Full Professor. Committee members asked questions and posed concerns.

### **12.10.20 Meeting**

**Summary:** Hammer provided information regarding changes to the revised UHAP APR language since the last APPC meeting including simplifications to the peer review process. Committee members posed additional questions and concerns.

### **1.12.21 Meeting**

**Guest:** Michael Brewer, Senior Information Resources Officer

**Summary:** Brewer discussed policy changes, proposed by UITS, regarding email services for emeritus faculty, employees who leave the University, are terminated, retire, or are no longer DCCs. The proposed changes would also apply to staff. Brewer said the causes of the proposed policy change came from constraints on the number of seats for software, including the Microsoft 365 office suite. He added UITS had looked into the percentage of employees who retire and continue to use their UA email and found roughly 80% stopped using their email. Brewer added UA email could become an opt-in service instead of granting access automatically after separation from the University. Committee members asked questions.

### **2.11.21 Meeting**

**Guests:** Kasi Kiehlbaugh, Senior VP Health Sciences

William Neumann, Professor of Practice (Career Track), Eller College of Management

**Summary:** Neumann provided an overview of ongoing work that related to career track faculty titles. He stated this item would reach the Provost as a recommendation and would be shared at an upcoming Faculty Senate meeting. He also provided details of the career tract faculty ad hoc committee's makeup. Neumann stated the motivation behind improvements to career track faculty titles was the need to explain the structure of career track faculty. There were over 235 titles for career track faculty and UAIR was asked to put titles into buckets. Information was collected on inconsistencies and/or career advancement based on titled. A salary equity study was completed last year for tenure and tenure track faculty and the Provost was interested in conducting a similar study for career track faculty. Committee members asked questions and posed concerns. Hammer also discussed the latest iteration of revision to APR and committee members continued to ask questions and pose concerns.

### **3.25.21 Meeting**

**Guest:** Lucas Schalewski, Director, Assessment – Research

**Summary:** Schalewski asked the committee for feedback on survey guidelines and processes previously distributed to members. He stated the guidelines and processes document was created because there had not been a coordinated, transparent process for surveying the UArizona campus community. He added there was need for ethical practices associated with surveying the campus to ensure employee and student privacy. The guidelines and processes presented by Schalewski were also geared toward removing survey fatigue, especially found within over-surveyed vulnerable populations on campus. Committee members asked questions and suggested that this item ultimately go to Senate.

Respectfully submitted,



Tessa L. Dysart, Co-Chair, APPC

THE UNIVERSITY OF ARIZONA®  
**General Faculty Standing Committee**  
Faculty Center  
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## **Committee of Eleven Annual Report 2020-21**


Dr. Javier Duran, Chair, Latin American Studies (6/15-5/21)  
Dr. Sonia Colina, Vice Chair, Spanish & Portuguese (6/18-5/22)  
Dr. Carine Bourget, French & Italian (6/19-5/21)  
Dr. Evangeline Dowling, Nursing (6/20-5/22)  
Dr. Aileen Feng, French & Italian (6/19-5/21)  
Dr. Wolfgang Fink, Electrical & Computer Engineering (6/18-5/22)  
Ms. Maryan Hassan, ASUA (6/20-5/21)  
Dr. Laura Hollengreen, School of Architecture (6/19-5/21)  
Mr. Adam Roussas, GPSC, (6/20-5/21)  
Dr. Karen Seat, SILLC (6/19-5/21)  
Dr. Caleb Simmons, Religious Studies and Classics (6/2-5/22)  
Dr. Jessica Summers, Teaching/Learning/Sociocultural Studies (6/18-5/22)  
Dr. Marlys Witte, Surgery (6/20-5/22)

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The committee was established in 1947 by President James Byron McCormick to obtain advice from the faculty. When the Faculty Senate and Constitution were established in 1948, the Committee of Eleven was defined constitutionally and membership determined by faculty-wide election. It is unique in higher education governance structures and is independent of other faculty or administrative committees or organizations. The Committee of Eleven is University-wide and does not have a prescribed agenda.

Faculty Constitution Article V, Section 3 provides:

The Committee of Eleven shall:

- a. Initiate, promote, and stimulate study and action dealing with and looking toward solution of situations and problems of interest and concern to the faculty and to the University.
  - b. Make reports to the General Faculty or the Faculty Senate.
  - c. Speak for the General Faculty as and when authorized by the General Faculty.
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The 2020-2021 Academic Year was extremely busy for the Committee of Eleven, due to the Covid crisis and the resulting complexities and challenges. Given the uncertain and constantly changing public health situation at the end of the Spring 2020 term, the committee continued to meet regularly over the summer.

Among the Covid-related topics discussed with committee members and guests were faculty and staff reaction to the University's Covid response, institutional budget challenges, reentry plans for fall 2020 and spring 2021, and the university-wide furlough program.

The most significant project undertaken this year by C11, in terms of effort and time, was the Leadership and Communications survey. C11 created the survey, analyzed the results, drafted qualitative and quantitative reports, and organized a townhall to discuss results and facilitate a conversation between the Senior Leadership Team (SLT) and faculty, staff, and graduate students. While the SLT declined the invitation to attend, about 270 faculty, staff and graduate students participated in the townhall.

In addition to the survey and covid-related topics, the Committee of Eleven's focus during 2020-2021 included challenges to the university campus pantry, UAPD review, the challenges faced by shared governance, and the Ashford University acquisition. Several statements were issued regarding these and other matters (for more details, please consult the pertinent documents in the C11 web page).

It is customary for C11 to invite guests to its regular meetings to engage in discussion of pertinent issues with committee members. During the 2020-2021 academic year the list of guests included:

Coalition for Academic Justice at the University of Arizona (CAJUA), Steering Committee Members (3 meetings, including one with guest Joerg Tiede, Senior Program Officer and Researcher, American Association of University Professors (AAUP)

President Robert Robbins and Jon Dudas, Secretary of the University

Provost Liesl Folks

Lisa Rulney, Chief Financial Officer

Brent White, VP for Global Affairs

Helena Rodrigues, Vice President, Chief Human Resources Officer

UA Caregivers Group: Leah Fabiano-Smith, Nicole Iroz-Elardo, Alison Meadow, Sarah LeRoy

Taren Ellis Langford, Director, Conflict of Interest

Finally, the committee's Chair and Vice-Chair met with individuals and small groups that expressed specific concerns under the purview of C11. Chair and Vice-Chair advised said individuals and groups and brought matters back to the committee when warranted.

It is our hope that in 2021-22 the committee, including new and continuing members, will continue its this work guided by its usual enthusiasm and dedication to faculty issues.

Respectfully submitted,  
Javier Duran  
Chair, Committee of 11



**Committee on Academic  
Freedom and Tenure**

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**THE UNIVERSITY OF ARIZONA  
Committee on Academic Freedom and Tenure**

**Annual Report 2020-2021**

**Committee Members**

Dr. Dalila Ayoun, Chair	French and Italian	COH
Dr. Diane Li, Vice Chair	East Asian Studies	COH
Dr. Michael Brescia	Arizona State Museum	CC
Dr. Nolan Cabrera	Educational Policy	COE
Dr. Jamie Edgin	Psychology	COS
Ms. Yamila El-Khayat	AZ Health Sciences Library	LIB
Dr. Lynn Gerald	Clinical/Health Outcome Sci	COPH
Ms. Yvonne Mery	Main Library	LIB
Dr. Janet Meiling Roveda	Electrical Computer Engineering	ENGR
Dr. S. Mae Smith	Disability/Psych Studies	COE
Dr. Lynda Zwinger	English	SBS

**Mission Statement**

The Committee on Academic Freedom and Tenure shall have jurisdiction to make inquiry and to conduct hearings in two general areas contained in ABOR 6-201 and 6-301, namely: in regard to those matters contained in the Conditions of Service dealing with the contractual employment relationship between the General Faculty member and the University /Board of Regents; and in regard to any internal matters relating to grievances against or by any member of the General Faculty. The committee shall consider the protection of academic freedom and tenure as a principal obligation. (Certain preliminary steps for dismissal situations are described in Chapters 3 and 4 of the *University Handbook for Appointed Personnel* and Sections 6-201 and 6-301 of the *University Handbook for Appointed Personnel* and Sections 6-201 and 6-301 of the *Arizona Board of Regents Policy Manual*.)



## **Hearings**

CAFT did not hold any hearings in 2020-2021.

The Chair is grateful for the expertise and dedication of CAFT members, all of whom volunteer their time for service on this important faculty rights committee.

Respectfully submitted,

Dalila Ayoun  
Chair, CAFT (2019-2021)

## Committee on Conciliation ANNUAL REPORT 2020-21

Committee Members	Department	College	Term
Dr. John Milbauer, Chair	Music	COFA	2019-2021
Dr. Dawn Coletta, Vice-Chair	Medicine	COM	2019-2021
Dr. Joyce Schroeder	Mol/Cellular Biology	COS	2019-2021
Dr. Jeffrey Fehmi	Natural Resources	CALS	2020-2022
Dr. Benjamin Lawrance	History	SBS	2020-2022
Dr. Barbara Selznick	Theatre, Film, and TV	COFA	2020-2022

Two grievances were forwarded to the Committee on Conciliation from the Grievance Clearinghouse Committee:

1. **Overview.** Grievance filed by a faculty member against a department head for suppression of academic freedom. The grievance stemmed from disagreement about what constituted academic freedom at UA, in particular regarding a faculty member's right to question publicly the decisions of a head.

**Outcome:** Partial success. Respondent refused initial desired outcomes but expressed openness to considering incorporating aspects of them into the work of the department.

2. **Overview.** Joint grievance filed against a department head for suppression of academic freedom, issuance of Letters of Concern, and threat of termination of employment. As in the prior conciliation from 2020, grievants again cited the UA's embrace of the University of Chicago's "Report of the Committee on Freedom of Expression"—a document approved by UA Faculty Senate in December, 2018 and endorsed by President Robbins in March, 2019, guaranteeing the right of faculty to question the decisions of supervisors.

**Outcome:** After meeting with the conciliators and prior to scheduling a final meeting with both grievants and respondent, the respondent withdrew from the process. Conciliation was not successful.

The Chair of CoC was asked in April 2021 to meet with Vice Provost for Faculty Affairs Andrea Romero and will meet with the Academic Personnel Policy Committee in May 2021 to discuss revision of CoC guiding documents. The CoC Chair will suggest at that meeting that a wider dissemination of the "Chicago Statement on Freedom of Expression"—especially among supervisors, heads, and chairs—would be wise, as both grievances addressed in 2020-21 by CoC arose from disagreement about academic freedom and freedom of expression. The following excerpt is relevant: "Concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community."  
[https://facultygovernance.arizona.edu/sites/default/files/appc\\_freedom\\_of\\_expression\\_dec2018.pdf](https://facultygovernance.arizona.edu/sites/default/files/appc_freedom_of_expression_dec2018.pdf)

Respectfully Submitted,

Dr. John Milbauer, Chair  
Committee on Conciliation





## Constitution and Bylaws Committee

### 2020-2021 Annual Report

#### Members:

Mr. Michael Brewer, **CHAIR**, Secretary of the Faculty

Dr. Amy Fountain, SBS

Dr. Alex Braithwaite, SBS

Dr. Javier Duran, COH

Ms. Cheryl Cuillier, LIBR

Dr. Andrea Romero, *ex-officio*/non-voting

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Our committee handled business over email throughout the year. We reviewed and proposed changes to the Constitution and Bylaws that included a number of housekeeping and substantive changes, including making both the Constitution and Bylaws free of gendered pronouns, providing a mechanism for Senate to call a meeting of the General Faculty, and adding Senate representation to the Undergraduate Council, Graduate Council, and University-wide General Education Committee, among others.

Respectfully submitted



Michael Brewer

Chair

Constitution and Bylaws Committee





*Diversity, Equity & Inclusion Committee*

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**DEI FAC SEN Annual Report 2020-2021**

**2020-2021 DEI Members:**

Stephanie Troutman Robbins, **Chair**, SBS  
Rebecca Tsosie, LAW  
Abraham (Bram) Acosta, **Co-Chair**, COH  
Melanie Hingle, CALS  
Rachel Castro, LIBR  
Max Strassfeld, COH  
Cameron Rua-Smith, ASUA  
Kayla Beard , GPSC  
Leila Hudson, SBS  
Margarita Acedo, Postdoc  
Aditya Adiredja, COS

**The newly established Diversity, Equity & Inclusion Committee of the Faculty Senate (DEI Fac Sen) met 8 times during the 2020-21 year (8/21, 10/27, 11/10, 11/24, 3/9, 3/23, 4/6, 5/4) to review issues as summarized below.**

**8.21.20 Meeting**

**Activities:** Discussion of Ashford acquisition in relation to larger DEI goals and initiatives; discussion of development of (possible) MOU for accountability purposes w/ regard to DEI-related issues impacting leadership, values, and multiple UA populations (students, faculty, etc.)

**Summary:** The committee discussed making recommendations to Faculty Senate with communication moving forward on diversity goals. A statement on the Ashford acquisition will be forthcoming from the committee and circulated to the Faculty Senate. The committee would like to be included with any decision on equity and diversity. Although the University has a five-year plan to make improvements for non-traditional students, a committee member would like to see benchmarks and specific ways to improve students' experiences. A committee member agreed and stated that the only plan she has heard mentioned is a "Champs" plan, which is a peer-to-peer support network. A committee member said a new *ad hoc* committee will be appointed to specifically look into the Ashford acquisition, and this committee can connect with that group. Committee members discussed strategies for speaking at Faculty Senate, as well as having a means for the campus community to submit questions or concerns via email. A direct email address for the committee will be investigated. Committee members discussed faculty diversity and whether or not the Provost's Office maintains data on this topic, as well as if there was a replacement for the former head of the Diversity Office, and if a flowchart would be helpful to show how diversity entities on campus are connected.

### 10.27.20 Meeting

**Activities:** Committee continued discussed clarification of roles; greeted new member/first-time attendee—Rua Smith, ASUA rep. Conducted closed meeting (Executive Session) with guest, Milbauer. Committee discussed DEI statements, hires/hiring process, and potentially inviting Ivy Banks.

**Guests:** John Milbauer

**Summary:** Committee discussed next steps relating to Guest Milbauer's topic. Follow up and preparation for Ivy Banks joining meeting. Continued conversation regarding (diverse) hires, UA executive administrative team's responses to DEI concerns happening nationally and locally/on campus. Chair Troutman Robbins expressed the need for support with administration tasks for the committee. The needs being: Senate reports, agenda approval, minute edits. Chair Troutman Robbins asked for emails to be sent to her and cc Co-Chair Acosta regarding delegation of these tasks. Co-Chair Acosta will complete the Senate reports. Member Tsosie volunteered to help with minute edits. Another committee member volunteered to help with extra tasks.

### 11.10.20 Meeting

**Activities:** Plan for upcoming meeting w/ Ivy Banks. Larger discussion around how to bring better focus to core work of committee in relation to Faculty Senate. Some focused discussion on faculty equity issues, including service, UA Vitae, other accountability mechanisms and governance structures. The committee planned priorities for output.

**Summary:** A committee member brought up three main points with regards to Guest Banks. The fact that the committee does not know Guest Banks or what her agenda is means part of the work is getting to know her and figuring out how her priorities align with the committee. Another part of the work is protecting Guest Banks with regards to job security if administration does not feel she is doing the job effectively. Can the committee show the work she has done with them to help support her? The last point is that the DEI is not a group that Guest Banks will answer to; rather it should be a resource to collaborate with to make real change. A committee member expressed that the committee should give Guest Banks some of the context of the big conflicts that have arose at the UA. They explained that the committee should ask if there is anything that Guest Banks would like to collaborate with the DEI on currently. What does she currently have? What does she think she needs? The committee wants her to ultimately be successful.

Committee spent significant portion of meeting addressing how to *get a better pulse on some of the (DEI-oriented) issues that faculty as a whole want looked at or talked about?* Equity between junior faculty and regular faculty was brought up and the fact that it is difficult to find a system to manage this more effectively. The system the UA has is legal-policy oriented steps and when that does not work, it gets handled on a case-by-case basis with the dean or the provost. There are issues of transparency with this method which creates worse problems of fairness. A committee member expressed that the committee is committed to inclusion, diversity and systemic equity. We should try to create systems of equity so that it does not have to be a case-by-case scenario, but that the culture at the UA be a culture of equity. A committee member brought up that a culture of equity does not happen overnight. Output items established, as follows:

- The committee is going to create a flowchart or map of who does what.
- The committee is going to create a statement on hate speech vs free speech. There needs to be firm parameters for where hate speech begins and free speech ends.

- The committee members will commit to tracking and reporting the issues they see- racism, micro-issues, the eruption of hate into the public. What is lacking is the accountability structure. ASU put into effect twenty-five different initiatives for equity; can the committee start small with three or four and work their way up? The persons of color community in Phoenix helped push this change. A committee member asked if connecting with ASU could help the DEI committee with this issue. A DEI Accountability Project was proposed.

#### **11.24.20 Meeting**

**Activities:** Reviewed agenda for time/items to be prioritized for discussion with Ivy Banks; reviewed and discussed student input on DEI issues gathered from student leaders by ASUA rep.

**Guests:** Ivy Banks

**Summary:** Committee members introduced themselves and provided background on institutional DEI issues—including the formation of the committee. Went on to discuss Ivy's role and priorities. She needs more feedback to understand the dynamics of the UA as an institution. Guest Banks recognized Member Tsoie for her work (with students and staff) with diversity and inclusion. Guest Banks feels that the first piece that needs to be looked at is sustainability: knowing that there have been multiple people in her role before, how does the UA sustain this culture when there are transitions in leadership? She explained that the work of DEI is with everyone, it does not stop just with her. It is not one office or one person that does the work. The D&I department will be a place where the work all comes together. Diversity and Inclusion is multifaceted, and she is just the conductor. A lot of the work is done locally at the college level and she can help bring things together across the institution as a whole. In order for DEI to be sustainable, the institution needs to ask how we are holding ourselves accountable?

Guest Banks explained that at each level- senior leadership, DEI committees at the college level, the strategic plan- accountability for the DEI work that was being done was not there. How will we hold ourselves accountable and what does that look like at the different levels? Guest Banks told the committee that she is working with ASUA in creating a taskforce to get the equity course in the curriculum up and running. The taskforce will also help to navigate the political and institutional landscape with regards to getting that taken care of. She works with COBA every few weeks to work through those pieces and is looking to hire a project director to help as well. She has also met with campus police to talk about how UAPD can work better for the students and faculty/staff with regard to diversity and inclusion. An entity was hired by the UA to help with having these hard conversations with UAPD. Guest Banks asked how she can amplify the DEI's voice. What can she work on to amplify that voice across the campus? Projects or priorities? Guest Banks feels it is important to build a community surrounding DEI in order to sustain change.

#### **3.9.20 Meeting**

**Activities:** Wellness check on committee members—most of whom identify as marginalized faculty/students, who have suffered direct impact of the very issues being worked on by committee. Discussion of new spate of problematic DEI concerns that arose during Spring (since last meeting) i.e. Black History Month programming, change in Ombuds Office model, etc.; revisited some ongoing topics from last semester—healthcare plan change, shared governance/relationship to Senate, leadership.

**Summary:** Currently the Ombud system is not up and running at the UA. There is concern over multiple things including criteria, training, and timeframe of switch. This model was used before and there is question to why the UA is going back to a model that was used in the past and eliminated. The committee would like to know why something is being eliminated without having another plan already in place? The UA needs to have a way to solve issues that arise and needs to have an office for people to go to get help

when they need it. Committee member expressed that it is important to have a committee member attend SenExec and give report so that everyone knows what is going on with the committee. A committee member will put together some bullet-points to discuss at the next SenExec meeting so the campus will know what the committee has been working on. A committee member brought up AIB and money allocation based on value. Different units have different credit cost per hour so it takes some departments more students to make the same amount of money which is *not equitable*. Another committee member expressed that when looking at the strategic pillars of AIB, *DEI is near the end which suggests a lack of importance from senior leadership*. The committee members discussed the current budget and the lack of transparency on it. They would like to get a snapshot of how much CARES Act money the UA got and where the money went. A committee member brought up the possibility of using a public records request to get the information. A committee member will reach out to the chair of SPBAC (Sabrina Helm) to see if they have the information to share. Lastly, the committee decided to devote time to clarifying how to achieve modest goal of documenting the truth on the variables that are concrete: resources, faculty, student experience, campus climate. This might include doing an end-of-year document from the committee's point of view showing where the UA is in a DEI space; ***this document would be an addendum, updating the extensive report compiled by member Tsosie in 2019.***

### **3.23.20 Meeting**

**Activities:** Continue to discuss ongoing issues of shared governance, DEI committee structure and membership, follow-up regarding CARES Act funds.

**Summary:** Committee members discussed the committee's composition for next year. A committee member suggested that a few members stay on the committee to help continue the conversation from this year and guide the new members. The committee will also need a post-doc. A committee member suggested that Ivy Banks be the ex-officio member for next year so that she can be regularly included. Chair Troutman will be stepping down from the committee due to a different committee commitment. For student member recommendations, the committee will reach out to ASUA and GPSC. The committee members gave recommendations for possible new members; the committee will contact them for interest. Things to keep on radar: Ashford (UA Global), AIB, new Gen-Ed policy, SGRC.

### **4.6.20 Meeting**

**Activities:** Focus on HIS initiative info; OMBUDS and CARES updates and final meeting for AY 20-21.

**Summary:** A committee member spoke to Ivy Banks and asked if she would be willing to come to a future meeting. Dr. Banks said she would be willing and asked for a representative from the committee to reach out to her to set it up. Committee members discussed inviting Dr. Banks to the final meeting of the year on May 4, 2021.

The committee members discussed future appointments for the committee. A committee member asked about the Ombud situation on campus and if there are any new updates. A committee member expressed that the UA has moved with mediation services but there is nothing in the bylaws. A committee member brought an issue to the committee that a career track faculty member is having. The faculty member was referred to the DEI committee by Andrea Romero. The committee member explained that they helped the faculty member construct an appeal letter and advised them to contact the Ombud's office. The committee discussed the issue and talked about possible next steps for the faculty member. Ultimately the faculty member would like their job renewed, a new reporting line and a complaint against the director of the college with some action of reprimand. They also need their visa status resolved. A committee member brought up the roles of dean's and the fact that they take on HR responsibilities at times. The committee member would like to know what HR's role and jurisdiction are-

and what are not. A committee member brought up a question that was raised in the faculty senate about furlough money and the projections that were given from the prior year. There seems to be money missing and the answers that are given have not been transparent. A committee member asked about quarterly reports of the institutional half of CARES money; the provost should be sending out reports at some point. A committee member pointed out that issues of finance become important in terms of resources for students and in terms of equity. In order to find an investment to commit to, it is necessary to know where the money is being spent.

#### **5.4.20 Meeting**

**Activities:** Continue to discuss new committee members and composition; meet with guest, Helena Rodrigues (and team) to discuss DEI issues that are HR-related and how best to proceed in an effective manner when DEI and HR are entangled. Reflections on committee's work during AY 20-21 and generate *brief* list of takeaways and recommendations for incoming committee members.

**Guest(s):** Helena Rodrigues, AVP—HR

**Summary:** To be updated after the May 4<sup>th</sup> 2021 meeting.

Respectfully submitted,

A handwritten signature in cursive script that reads "Stephanie Troutman". The signature is written in black ink on a white background.

Stephanie Troutman Robbins, Chair  
Committee on Diversity, Equity, and Inclusion



**University Committee on  
Ethics and Commitment**

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**UNIVERSITY COMMITTEE ON ETHICS AND COMMITMENT  
2020-2021 Annual Report**

**UCEC Members:**

Dr. Bernard Futscher **CHAIR** (6/18-5/21) (**PHARM**)

Dr. Michael Sulkowski **VICE CHAIR** (6/19-5/22) (**COE**)

Dr. Melissa Delgado (6/19-5/22) (**CALS**)

Dr. Sheila Gephart (6/18-5/21) (**NUR**)

Dr. Kurt Gustin (6/20-5/23) (**COM**)

Mr. Stephen Hussman (6/20-5.23) (**LIB**)

**Ex officio:** Mr. Scott Pryor **Research Integrity Officer (RIO)**

**Mission (from Faculty Constitution, Article V, Section 7)**

“The University Committee on Ethics and Commitment shall deal with questions of misconduct in research, scholarship, or creative endeavor; conflict of commitment; and facilities misuse; and receive reports from the Research Integrity Officer. In its deliberations it will use the current versions of the University policies on research integrity, professional commitment and proper facilities use.”

See also the inquiry function of the UCEC as described in UHAP 2.13.09: “Policy and Procedures for Investigations of Misconduct in Scholarly, Creative and Research Activities.”

The Committee’s Annual Meeting was held on September 8, 2020.

The Committee held two Inquiry Panels during the 2020-2021 academic year. The first Inquiry Panel was charged to investigate a complaint of allegations of research misconduct on February 22, 2021 by Scott Pryor, Research Integrity Officer. The Inquiry Panel investigated the allegations by reviewing evidence, consulting outside experts and interviewing witnesses. The Panel submitted a report with Findings and Recommendations to Scott Pryor on April 16, 2021. A second Inquiry Panel was charged to investigate a different complaint of allegations of research misconduct on March 16, 2021 by Scott Pryor, Research Integrity Officer, and is ongoing at the time of submission of this annual report.

Respectfully submitted,

Dr. Bernard Futscher  
Chair, UCEC



## Committee on Faculty Membership

### 2019-2020 Annual Report

#### Members:

Dr. Amy Fountain, **CHAIR**, Secretary of the Faculty (6/16-5/20)

Mr. Michael Brewer, LIBR (6/14-5/20)

Dr. Andrea Romero, *ex officio*/non-voting

Dr. Judd Ruggill, COH (6/17-5/20)


Dr. Jonathan Tullis, COE (6/16-5/20)

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Our committee met on four occasions to review petitions for membership in the General Faculty, and to make recommendations about the role of non-employee faculty in shared governance. Our recommendations have been forwarded to the relevant committees and individuals.

Respectfully submitted

Amy Fountain, Chair  
Committee on Faculty Membership





*Grievance Clearinghouse Committee*

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Grievance Clearinghouse Committee  
2020-2021 Annual Report

**Committee Members**

Dalila Ayoun, COH	Chair, CAFT
Bernard Futscher, PHAR	Chair, UCEC
Dian Li, COH	Vice-Chair, CAFT (Non-voting)
Kristen Klotz	Director, Office of Institutional Equity
John Leafgren, COH	Elected Faculty Senator
John Milbauer, COFA	Chair, Committee on Conciliation

**Mission**

The Grievance Clearinghouse Committee shall be the faculty committee that accepts faculty members' written requests for grievance hearings and which determines which committee (Conciliation, Committee on Academic Freedom and Tenure, University Committee on Ethics and Commitment) or process (Office of Institutional Equity) should consider a grievance.

**Petitions**

The Committee reviewed seven petitions in the 2020-2021 academic year:

- A complaint from a faculty member was received on July 10, 2020 regarding salary cuts. The Committee declined to refer the case to any of the committees that fall under its purview because it fell outside of the purview of the Committee.
- A complaint from a faculty member was received on July 30, 2020 alleging attempts to curtail academic freedom. The Committee referred the case to the Committee on Conciliation.
- A complaint from a faculty member was received on October 14, 2020. An amended grievance was submitted on October 28, 2020. The Committee requested supplemental information from both the grievant and the respondent, met to discuss the case in light of the new information. The Committee concluded that the grievance could not be heard because the grievant was awarded due process, and the grievant's request fell outside the purview of the Committee.

- A complaint from a faculty member was received on December 17, 2020. The GCC unanimously concluded that the grievance could not be referred to any of the committees that fall under its purview because the grievant was no longer a member of the General Faculty. The grievance was filed on the same day as the last day of employment. The Grievance Policies and Procedures for Faculty outlined in the Bylaws state that the process provides “review procedures for members of the General Faculty.” Article II of the Faculty Constitution limits the definition of “General Faculty” to those individuals “who hold” faculty appointments or who have Emeritus status.
- A complaint from a faculty member was received on January 3, 2021. The GCC unanimously concluded that the grievance could not be referred to any of the committees that fall under its purview because the grievant was no longer a member of the General Faculty.
- A complaint from a faculty member was received on May 1, 2020 regarding a reprimand from a Dean. The Committee referred the case to the Committee on Conciliation.
- A joint complaint from two faculty members was received on March 15, 2021 regarding a letter of reprimand from a department head. The case was referred to CAFT, the Chair conducted pre-hearing interviews of the grievants and respondent, consulted with the OGC and met with a panel constituted to review the case. The panel unanimously decided to refer the matter to the Committee on Conciliation.

The Chair is grateful for the work and expertise of GCC members, all of whom volunteer their time to serve on this important shared governance committee.

Respectfully submitted,



Dalila Ayoun, Chair  
Grievance Clearinghouse Committee

## Research Policy Committee

### ANNUAL REPORT 2020-21

#### **Committee Members:**

Dr. Paul Gordon, **CHAIR**, COM-T (6/19-5/21)  
Dr. Rebecca Crocker, Postdoc (12/20-5/21)  
Dr. David Cuillier, SBS (6/20-5/21)  
Dr. Wolfgang Fink, ENGR (6/20-5/21)  
Mr. Daniel Lewis, GPSC (6/20-5/21)  
Dr. Stanley Pau, OSC (6/11-5/21)  
Ms. Isabelle Perea, ASUA (6/20-5/21)  
Dr. Marlys Witte, COM-T (6/13-5/21)

The main activity of this past year was to work on the...

1. Research Cores Policy Development – we continued with the work from last year in preparation for our meeting with RII
2. Review of Draft Policy Documents from RII – on review of their edits to our document, we chose to meet ‘in-person’ with RII. In email correspondence before the meeting, we stated that we were not ‘on the same page’.
3. Research Cores Policy Discussion with RII Representatives – our meeting with RII led to an outstanding meeting of our minds and significant progress around the issue of Shared Governance. The revised policy document from RII was very similar to ours and the RII Core Steering Committee was formed in a shared governance model as we had suggested.
4. Updates on RII Core Steering Committee Meeting – Dr. M. Witte attended the first Steering Committee meeting and told RPC that discussions were good and shared governance was moving along.
5. Discussion of IDCs – as the year ended and the new year began, we embarked on a discussion of IDC distribution – more to follow as the year continues.

Respectfully submitted,

Dr. Paul Gordon  
Chair, RPC



**Shared Governance  
Review Committee**

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**Shared Governance Review Committee**  
Annual Report 2020-21

**2020-2021 Membership:**

**Faculty**

Melanie Hingle, Vice Chair of the Faculty & SGRC **CHAIR**  
Jessica Summers, Chair of Faculty  
Sabrina Helm, Co-Chair SPBAC  
Diana Liverman, SPBAC Member  
Leila Hudson, Senator  
Paul Gordon, Senator

**Administrators**

Liesl Folks, Provost  
Betsy Cantwell, Senior Vice President, Research, Innovation, and Impact  
Laura Todd Johnson, Senior Vice President for Legal Affairs

**Staff**

Jennifer Lawrence, Chair of Appointed Professionals Advisory Council  
Jeffrey Jones, Chair of Classified Staff Council

**Students**

Shilpita Sen, President, Graduate and Professional Student Council  
Tara Singleton, President, Associated Students of the University of Arizona

**Mission of Committee as Outlined in the Constitution of General Faculty:**

The Shared Governance Review Committee addresses issues regarding the implementation and functioning of the procedures contained in the Shared Governance Guidelines and Agreements as may be entered into from time to time. It will establish and maintain processes to (1) review compliance with the agreement, (2) examine ways in which apparent breaches of the agreement can be addressed, and (3) consider possible extensions of the agreement. It is the body to which members of the University community can bring particular shared governance concerns, and it will also examine whether the agreement has been violated or is in need of clarification or modification.

**2020-2021 Summary**

The Committee was reconstituted in Fall 2020 after more than a decade. Members convened five times over the course of AY20-21: December 10, 2020, January 22, 2021, February 18, 2021, March 19, 2021, and April 19, 2021 (see below for activities and agenda). Primary tasks were revisiting (and as needed, revising) the Committee charge, establishing a shared understanding of shared governance, and producing a set of guidelines by which the faculty and administration could agree to work moving

forward (the Shared Governance Memorandum of Understanding (MOU), and a proposed Shared Governance (SG) “Playbook,” designed to onboard new colleagues and remind current members of shared governance processes at the University of Arizona).

**December 10, 2020 Agenda:** What we are doing well, what we could be doing better; establishing goals for the group. **Summary of the discussion and next steps:** Members were oriented to the charge of the committee (revised MOU, address health of SG and help solve issues/disputes that arise), history of the group (haven’t met in over a decade) and asked to comment on what was going well at UArizona, and what could be better. Possible goals for the academic year were discussed, including an updated MOU that was acceptable to all constituent groups.

**January 22, 2021 Agenda:** Member beliefs & perspectives about shared governance. **Summary of the discussion and next steps:** A member sent out a brief survey to other members to solicit opinions / beliefs about SG, to use the resultant data as a conversation piece. Members from one constituent group did not complete the survey but did participate in the discussion. Members expressed views of Senate including “ceremonial”, “privileged”, and had the most “power” of all SG groups. Positive transformation of another SG group—SPBAC— was noted by several members, as was the differences between SPBAC and Senate (both positive and negative). The idea of a “University Senate” (inclusive of staff, student issues) was discussed, with most agreeing that this might be better served as another group (or even by SGRC) and not taking away from what is already in place. It was suggested that members look at other SG models to take away best practices; members made suggestions and the list was circulated prior to the next meeting (Feb).

**February 18, 2021 Agenda:** What are big ideas from the MOU. Our definition of SG. Other models of SG around the U.S. **Summary of the discussion and next steps:** Members discussed the focus on faculty (since this is the focus of the original committee, and the MOU) but emphasized the importance of inclusivity, especially with regard to staff and students. The MOU was discussed as only one aspect of the Committee’s charge, and that the members could be tasked with solving problems, and /or suggesting a “playbook” by which new and returning members of SG would understand everyone’s roles. The importance of Committee work that is built up was also emphasized, including a more accessible website / repository. The discussion turned to the definition of shared governance, of which members had diverging and diverse perspectives – e.g., some thought SG was to “counterbalance managerial power”, and/or a “check and balance system”, while others believed “everyone at UA has responsibilities and should be accountable for their decisions and roles” and while not everyone can participate in every meeting, there should be clear mechanisms for soliciting feedback and sharing input.

**March 19, 2021 Agenda:** Indicators of a functioning SG system – quantitative and qualitative indicators. Pre-read/conversation piece: [“Implementing Shared Governance at the University of Arizona.”](#) **Summary of the discussion and next steps:** Members had a robust discussion about the way in which information is currently shared, and the timing of the sharing, and how this needs to change; additional conversation focused on who among the faculty & other constituent groups need to be ‘at the table’ for discussion and decisions. One member suggested a shared governance ‘dashboard’, which would focus on the guiding principles of shared governance and should reflect measurable indicators of what is / is not working. The discussion turned to aspects of the revised MOU (August 2020 version), which were not acceptable to all SGRC members and constituent groups. In particular, the 2020 MOU proposed expansion of the SG groups to include C11 (which is a general faculty committee representing the faculty, and not explicitly listed in the Constitution & Bylaws as a SG group) and lacked measurable

indicators of when SG was functioning/not functioning. A member offered to revise the draft MOU with an eye to shortening / making more concise and sent out to the group for considering in between the March and April meeting.

**April 19, 2021 Agenda:** Inclusion of staff and student constituent groups; looking ahead to AY21-22.

**Summary of the discussion and next steps:** Members reviewed the draft MOU (and heard the feedback of 3 additional members) which one member disaggregated into 2 documents, a set of “Guiding Principles” (enduring, revised infrequently) and an “Implementation Plan” (operationalizing SG principles, revisited annually). Members were generally accepting of the new format and saw value in the separation of principles from operationalization of the principles; however, some of the content was debated, specifically, the degree to which SPBAC was involved in strategy & planning, and non-trivial debate over the meaning of words in the document. Members agreed to move forward to complete a draft by end of this AY, with a plan to develop the implementation plan this fall when we convene again.

New members will rotate on to this committee over the summer according to the bylaws and membership requirements for this Committee. Quarterly meetings are planned for AY21-22.

Respectfully submitted,



Melanie Hingle, PhD, MPH, RDN  
Vice Chair of the Faculty 2020-22  
Chair, Shared Governance Review Committee 2



THE UNIVERSITY  
OF ARIZONA

*Strategic Planning & Budget Advisory Committee*

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THE UNIVERSITY OF ARIZONA  
**STRATEGIC PLANNING & BUDGET ADVISORY COMMITTEE**

**ANNUAL REPORT 2019-2020**

<p><b>Barry Brummund</b> Co-Chair, Chief Information Officer, UITS Administration</p> <p><b>Sabrina Helm</b> Co, Chair, Family &amp; Consumer Sciences</p> <p><b>Dalila Ayoun</b> French and Italian</p> <p><b>Brian Berrellez</b> Appointed Professionals Advisory Council Representative</p> <p><b>Meg Lota Brown</b> English</p> <p><b>Melinda Burke</b> VP, Alumni Relations &amp; President, UA Alumni Association</p> <p><b>Elizabeth Cantwell</b> Senior VP, Research and Innovation</p> <p><b>Peter Dourlein</b> Assistant VP for Planning Design &amp; Construction</p> <p><b>Jim Florian</b> Associate VP for Institutional Analysis</p> <p><b>Liesl Folks</b> Senior VP for Academic Affairs &amp; Provost</p> <p><b>Greg Heileman</b> Associate Vice Provost for Academic Administration</p>	<p><b>Sydney Hess</b> ASUA President</p> <p><b>Melanie Hingle</b> Nutritional Sciences</p> <p><b>Jane Hunter</b> VP, Strategic Initiatives</p> <p><b>Mr. Jeffrey Jones</b> Classified Staff Council Representative</p> <p><b>Samuel Keim</b> Emergency Medicine</p> <p><b>Irving Kron</b> Senior Associate VP, UA Health Sciences Interim Dean, College of Medicine</p> <p><b>Diana Liverman</b> Geography &amp; Development</p> <p><b>Marc Miller</b> Deans' Representative, Law</p> <p><b>Steven Moore</b> Senior VP &amp; Chief Marketing/Communications Officer</p> <p><b>Celina Ramirez</b> VP, University Initiatives</p> <p><b>J.P. Rocznik</b> UA Foundation President</p> <p><b>Helena Rodrigues</b> VP &amp; Chief Human Resources Officer</p>	<p><b>Lisa Rulney</b> Senior VP for Business Affairs &amp; CFO</p> <p><b>Andrew Schulz</b> Deans' Representative, Fine Arts</p> <p><b>Robert Stephan</b> Religious Studies and Classics</p> <p><b>Jessica Summers</b> Chair of the Faculty, Education</p> <p><b>Melissa Tatum</b> Law</p> <p><b>Marilyn Taylor</b> Associate VP for Finance &amp; Administration</p> <p><b>Marie Teemant</b> GPSC President</p> <p><b>Stephanie Troutman</b> English</p> <p><b>Kendal Washington White</b> Vice Provost, Campus Life Dean of Students</p> <p><b>Kathy Whisman</b> Senior Associate VP &amp; Chief Budget Officer</p> <p><b>Brent White</b> Vice Provost, Global Affairs Dean, Global Campuses</p>
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## KEY COMMITTEE ISSUES AND ACTIONS

### 1. RE-ENVISIONING SPBAC: MISSION AND GUIDING PRINCIPLES

A key task addressed in AY 2019/2020 was to redefine SPBAC goals and functions in light of the committee's decreased involvement in strategic and budget decision-making. SPBAC Guiding Principles were discussed and put to the test on several occasions throughout the year, addressed in SPBAC reports in Faculty Senate.

The committee conducted small group exercises to determine priority topics for SPBAC. These are:

- a. annual budget changes
- b. RCM model / allocations
- c. faculty / staff / GA hiring and compensation
- d. student recruitment and financial aid
- e. strategic planning and strategic priorities

For these priority topics, SPBAC role in decision-making is consultative; however, SPBAC expects to be involved in early stages of decision-making, and not to be informed retrospectively after significant decisions have been made by senior leadership.

### 2. FINANCIAL YEAR 2020 BUDGET

The second dominant topic for SPBAC was the university budget. The budget reallocation process for FY2020 was of great concern to SPBAC members and has led to increased sensitivity regarding SPBAC's (and faculty's) involvement in major budgetary decision-making. SPBAC played no role as consultative organ of shared governance with respect to the budget reallocation.

The need for the budget reallocation arose from net tuition flattening which required a reallocation to solve immediate budget shortfall. Net tuition revenue was expected to be down \$26 million due to changing demands/expectations from students and the higher discount rate offered to students as an outcome of the strategic goal to increase the quality of the incoming student cohort (a decision also not significantly discussed with SPBAC). The budget was updated in the fall and the reallocation implemented in the spring. A total of \$36 million had been reallocated; Provost Folks and CFO Rulney explained the basics and mechanics of the budget reallocation in several SPBAC meetings. Rulney presented details on threats to growth including possible future economic downturns and continued divestment in public higher education.

SPBAC members expressed deep concern about the lack of involvement of SPBAC in the deliberation phase of the budget reallocation process and expressed that – in such situations – SPBAC needs to play a consultative role prior to implementation of budget cuts. The process highlighted the need for a review of SPBAC role and process, as well as the perceived obligation senior leadership has in involving SPBAC. To provide timely and productive support, SPBAC co-chairs suggested that the committee could work in smaller groups for focused and timely feedback to senior leadership; that SPBAC meeting schedule could be changed to focus on recurring budget themes; that data updates could be integrated into each meeting session to provide better basis for ongoing dialogue about budgetary concerns.

In light of the unprecedented negative impact the coronavirus (COVID-19) pandemic has for the university, SPBAC switched the later half of the spring meetings to a different format, focusing on updates from the Financial Sustainability Emergency Response Taskforce in an effort to provide consultation for the rapidly evolving financial crisis of the university. SPBAC members were appointed to task force working groups.

### **3. FACULTY AND STAFF COMPENSATION**

Compensation was a central topic for SPBAC. Specific topics addressed this AY were: UCAP, faculty compensation and pay equity, merit increases, and furloughs.

Jan Myers, Director of Compensation, presented on matters of UCAP and faculty compensation including timelines and project milestones. Fifteen different pay structures were modeled based on peer groups and benchmarks. The pay structure was targeted at the market medium. A phased-in implementation strategy had been recommended and started in January, 2020.

Faculty pay equity was a topic discussed on a recurring basis, with Provost Folks presenting on project progress in several meetings. The pay equity review began with the objective of looking for systemic inequity in base salary on the basis of gender, race, and/or ethnicity. A legal review in late 2019 found no such systemic issues. The next step was an internal review for non-systemic issues beginning in early 2020. Recommendations and salary adjustments were completed in March 2020. An elective review process is ongoing. Salary adjustments are planned to be honored despite budget cuts due to COVID-19.

The process by which merit increases should be implemented was another topic of concern to SPBAC. A survey among SPBAC members was conducted to identify preferences for merit increases on the college/department level versus a centrally funded approach with institution-wide guidelines; the inclusion of graduate students in the same merit increase program; the timeline for implementing merit increases and other details. Provost Folks expressed that the responsibility to compensate employees appropriately is not tied to only those units which generate a budget surplus. The potential positive impact on faculty morale and stress levels was considered by the committee with transparency of the merit increase process emphasized.

Finally, in late Spring 2020, SPBAC discussions were dominated by senior leadership's decision to implement a furlough to meet the need for substantial decrease in expenditures due to COVID-19 crisis. SPBAC members again noted with concern that SPBAC was not involved significantly on the issue, or size, of the furloughs. Given the need for rapid decision-making in the evolving budget crisis, SPBAC co-chairs suggested that SPBAC needs to be represented in the SLT (Senior Leadership Team). SPBAC members were polled and agreed to continue SPBAC meetings during the summer months of 2020.

### **4. GRADUATE STUDENT STRATEGIC ISSUES**

Meg Lota Brown, Director of the Graduate Center, and Andrew Carnie, Vice Provost and Dean, Graduate Education, led a discussion on the Graduate Center and professional resources provided to graduate students. Members were informed about graduate assistants and associates' workload and compensation based on a workload survey conducted in 2017 and repeated in 2019. Carnie provided recommendations to the committee including the creation of a systematic way to ensure graduate assistants and associates receive reviews and feedback, creation of an infrastructure to allow contracts to be circulated to graduate assistants and associates, investment in a TA training program and investing in mentorship training for faculty and graduate students, and the creation of clear policies on GA workload. Finally, he suggested a minimum stipend amount based on cost of attendance less tuition, extending the full tuition benefit to .25 graduate students, and the creation of a tuition insurance pool. The committee plans to revisit these recommendations to review progress made.

### **5. STUDENT ENROLLMENT AND RETENTION**

Kasey Urquidez, Vice President, Enrollment Management, presented to the committee an overall snapshot of enrollment and updated the committee on the 2025 and 2035 enrollment goals including the current status of academic quality goals. The survey of admitted students indicated that affordability replaced availability of a desired program as the No. 1 reason students chose UA. Urquidez addressed

demographic changes including the projection that traditional student numbers are not expected to increase. Committee members discussed concerns surrounding revenue streams and the role of financial aid in recruitment.

Cynthia Demetriou, Vice Provost, Student Success and Retention Innovation and Roxie Catts, Principal Advising Officer/Director, Advising Resource Center, informed the committee with regard to Student Success and Retention Innovation (SSRI) activities and initiatives. Committee members discussed avenues for formalizing the advice that faculty provide to students and expressed the need for student representation on committees. SPBAC has a particular interest in issues surrounding financial aid initiatives and cost of attendance.

## **6. EQUITY, INCLUSION, AND TITLE IX**

Ron Wilson, Vice President, Equity-Inclusion and Title IX Administrator, presented to the committee regarding the newly formed Division of Equity, Inclusion & Title IX. Committee members discussed related issues and concerns with Wilson, including the need for more alumni of color for students to engage with, financial and retention support, mandatory training including implicit bias training for search committees and promotion and tenure committees, and training sessions that are specific to concerns unique to Arizona. Committee members suggested to build an accountability structure into training, and supported the offer of a mandatory training on Title IX. A Title IX-training for all SPBAC members could not be completed due to personnel changes in the new division.

## **7. STRATEGIC PLANNING**

A focus area for SPBAC is strategic planning, specifically the newly implemented Strategic Plan. In fall, Jane Hunter, Vice President, Strategic Initiatives, presented an overview of the progress made with regard to the implementation of the Strategic Plan. There were 65 strategic initiatives in total, and 65% of these had been launched at the time of Hunter's report. She also updated the committee on strategic plan communications including the formation of a group to evaluate existing communications about the plan and identify ways to optimize communications. Committee members expressed concern about how the Strategic Plan and goals are to be aligned with college-specific strategic plans and goals, and repeatedly noted that faculty involvement in the development of the plan, its "pillars" and initiatives was low. Hunter discussed with members ways SPBAC can be of assistance in the further implementation of the Strategic Plan. SPBAC co-chairs suggested that a new model of SPBAC inclusion in the early stages of strategic planning is needed to make best use of the committee's consultative function.

Due to the COVID-19 budget crisis, issues of strategic planning were underrepresented in SPBAC discussions during the spring.

## **8. ARIZONA ONLINE, UA GLOBAL, DISTANCE RECRUITMENT STRATEGIES AND MARKET POTENTIAL**

SPBAC discussed UA Global initiatives and the status of Study Abroad. Brent White, Vice Provost, Global Affairs updated the committee about strategies of UA Global, specifically with regard to micro-campuses, and provided details on the process for developing a new micro-campus. He responded to questions from committee members regarding micro-campus faculty and enrollment. White provided information about issues that have arisen with micro-campuses including the early impacts of the coronavirus.

In another session, SPBAC discussed the revised UA Study Abroad Program's objectives and goals, specifically the plan to become the national leader in study abroad. White discussed the financially-motivated need to triple the number of students on faculty-led programs, and the need to increase the number of students on exchange programs six-fold. He indicated UA has one of the largest study abroad

programs in the nation but is not ranked within the top 10. Committee members expressed concerns that neither SPBAC nor faculty had been significantly involved in the revision of Study Abroad, and also questioned the goal-setting process, noting that there is unclear benefit for UA in attempting to be among the “Top 10.”

### **SPBAC CO-CHAIRS’ FINAL REMARKS**

In light of changes on senior leadership and SPBAC level in the fall, and the failed shared governance process with regard to the Spring 2020 budget reallocation, we make the following recommendations:

#### **1. Implementation of Shared Governance Principles on Senior Leadership Level**

We recommend that faculty members elected by the general faculty be included in the membership of the Senior Leadership Team on a continuous basis (also after COVID-19). At minimum, we expect the Chair of the Faculty to be included, preferably also a SPBAC co-chair. This serves to shorten the communication channel between senior leadership and faculty, increases transparency and perceived goodwill, and speaks to the shared governance principles we uphold.

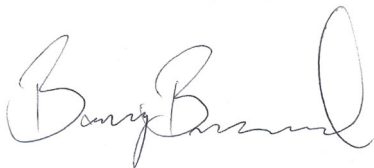
#### **2. Faculty Advisory Board to the Chief Financial Officer**

We recommend the institution of an Advisory Board to the CFO consisting of the Chair of the Faculty, SPBAC Chair/Co-Chairs, and faculty members, for example appointed from the pool of elected faculty members serving on SPBAC. This enables continued, timely and more informed consultation with SPBAC in ongoing budgetary issues, as well as transparency of the shared governance process in terms of budget issues.

Under its current leadership, SPBAC has undergone a repositioning process. As a result, SPBAC co-chairs have proposed to implement following changes for the future (past COVID-19 crisis):

1. Implement a schedule of recurring topics based on identified priority topics (see above)
2. Providing SPBAC members with a monthly scorecard with metrics on priority topics based on a strategic initiative for UAIR
3. Reconfirm the role of SPBAC with university leadership.

It is our hope and expectation that decision-making processes in SPBAC priority areas, and other areas of university-wide budgetary and strategic relevance, will involve consultation with SPBAC in early stages of the decision-making process to enable a pro-active and consultative function for SPBAC. We wish to provide efficient decision-support for senior leadership, while also working effectively in the shared-governance process.



Barry Brummund  
SPBAC Co-Chair



Sabrina Helm  
SPBAC Co-chair

THE UNIVERSITY OF ARIZONA®  
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## **Student Affairs Policy Committee Annual Report 2020-2021**

### **SAPC Members:**

- Diane Ohala, *Chair*, Linguistics
- Sonia Batsheva Kaufman, GPSC
- Cheryl Cuillier, University Libraries-Research & Learning
- Yijun Ding, College of Optical Sciences
- Kristen Little, English
- Kimberly Marchesseault, Management and Organizations, Eller
- Matthew Mugmon, Fred Fox School of Music
- Timothy Ottusch, Family Studies & Human Development, CALS
- Tara Singleton, ASUA
- Jeff Stone, Psychology
- Kendal Washington White, Dean of Students, ex-officio (8/09- )

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During the academic year 2020-2021, the committee met **June 3, 2020; July 8, 2020; August 5, 2020; September 9, 2020; October 14, 2020; December 9, 2020; February 10, 2021; April 14, 2021, and May 5, 2021**. Details and highlights are provided below.

### **Highlights for June 3, 2020 included:**

Discussion of new student enrollment data and SSRI survey of student challenges: Committee members discussed new student enrollment data shared by Kasey Urquidez, Vice President, Enrollment Management at the June 1, 2020 Faculty Senate meeting. Chair Ohala directed the discussion to focus on ways to help create a better learning environment for students of disadvantaged populations who may be dealing with institutional racism in conjunction with COVID-19. The committee tasked themselves to think of ways to help students returning in the fall (in any capacity) who may be returning from a state of anxiety and trauma, including reaching out to OIA.

Additional discussion of enrollment trends shared by Urquidez included noting that 34% of those surveyed reported some loss in family income; 64% think they will have to delay their college experience. Chair Ohala noted that students report experiencing inconsistency with how instructors handle online teaching, noting reports of online courses requiring more work, instructors not using D2L, and some students may not be in a safe or productive space at home—compromising their ability to participate in the course. She suggested SAPC may have a role in smoothing out the online instruction experiences of students in the fall.

Committee members also discussed the need for safeguards for the student experience, noting that having different levels of teaching modality doesn't solve problems of students not hearing from instructors and poorly re-designed syllabi from in-person to online classes. Members asked what students should do if a professor is unprofessional or changes deadlines during an online course and if guidelines from the Teaching and Learning Group could be used to ensure an equitable class experience. Members also planned to ask OIA if there was anything that could be done to resume teaching assessment of courses/instructors.

Discussion concluded with Chair Ohala asking the committee members to identify student concerns from the SSRI survey via a shared document in the SAPC Box folder so that these concerns could be prioritized and shared with senior leadership and other relevant groups.

### **Highlights for July 08, 2020 included:**

International Student Visas: Committee members discussed the withdrawal of international student visas and suggested hybrid classes may offer a solution that allows students to stay on campus. The committee also discussed a potential workaround through independent study courses as they are, by definition, in-person courses. Committee member Stone asked if this workaround would be applicable to undergraduate students. Chair Ohala responded that communications through UA suggest it will work and students should work with appropriate departmental assistants to identify and help students sign up for independent study courses, as needed. Members discussed a potential downside to independent study registrations, stating students may encounter a delay in progress toward a degree if these credits are not needed. Committee members discussed the lawsuits by other institutions connected to this issue. Member Marchesseault shared in Zoom chat the link to a petition on the subject for anyone who was interested in signing.

Student Regent Anthony Rusk Initiative: Chair Ohala shared that she was contacted by Vice Chair of the Faculty, Dr. Melanie Hingle, who was in conversation with Student Regent Anthony Rusk. Rusk wishes to draw Faculty Senate support behind an initiative about student basic needs, as these have worsened in light of COVID-19. Chair Ohala will join a conversation with Rusk on July 20th and will mention the initiative at the next meeting of the Senate Executive Committee.

Food Insecurity: Chair Ohala shared an overview of a survey about food insecurity issues sent from Hingle. She also informed the committee about the ASUA website about basic needs and resources for students. She said she thought Rusk was working to get Regents behind a basic needs coalition because UA has surpassed other Arizona Universities on the issue so far. Committee members discussed the correlation of mental health, financial, and food issues.

Communications to Students: The committee discussed that communications about fall classes have been inadequate, both to students and instructors. As an example, she said in UAccess when modalities are changed by the instructor, the enrolled student is not notified – the only way for a student to know this change is to check their schedule. Ohala shared she is hearing from students they do not understand the difference between remote and online and think remote means synchronous video instruction and online means asynchronous video instruction. She added all global campus sections also said remote when main campus sections said online for the same course. Ohala also explained issues with searching for courses by modality in UAccess. Committee members discussed problems with communicating which classes are taking place with each modality and determined to start follow-up questions with the

Registrar's Office, Provost, and UITs. Committee member Stone suggested adding a message about this issue to all D2L classes. Ohala expressed she would communicate with Lisa Elfring and Mark Felix about this.

### **Highlights for August 5, 2020 included:**

Presentation and Q&A with Student Regent Rusk: Rusk presented to the committee regarding basic needs insecurity. He identified basic needs as: food, physical health, housing, quality education, mental well-being, sense of belonging, financial support, and safety. Rusk stated the problems of basic needs access were complicated at the university level because of perceptions of college students surviving on basic items. He indicated food insecurity is three times the national average at the national level. Citing facts and figures, Rusk added the University had one of the nation's largest problems with food insecurity at the college level resulting from students no longer living at home and having to budget while losing the safety net of family. Rusk added, in context of the pandemic, many students who were food insecure became more so due to loss of family jobs or positions that supported them while on campus. Rusk stated that supporting the most at-risk students would lead to benefits for the state of Arizona as a whole and would encourage "thought leaders".

He also provided solutions to the problem of basic needs insecurity including:

- Creating the University of Arizona Basic Needs Coalition
- Making data-based decisions
- Shifting the culture and stigma around basic needs
- Becoming the thought leaders in Arizona on Basic Needs

Rusk provided an overview of what other institutions have done to address this issue including:

- Advocacy
- Research (UC and Alabama relied on research data)
- Connecting students to SNAP
- Expanding food pantries
- Creating basic needs centers
- Swipe Out Hunger
- Northern Arizona University's App
- Food scholarship programs; Farm scholarship programs
- Formation of campus basic needs security coalitions

He also shared the impacts of such programs and provided the example of food scholarship programs in Houston, Texas. In the programs he mentioned, students who received bags of groceries twice a month were retained at a rate of 60%. The retained students earned a GPA of 3.05 (compared to 2.75 for those students not in the program).

Committee members discussed with Rusk the best way to move forward with the items suggested by the presentation. Members asked how often and at what scale basic needs insecurity is assessed. Rusk responded basic needs were assessed through an annual survey but also expressed the survey system used by UA may not be thorough and answers may not be comprehensive. Chair Ohala indicated the committee may be able to work with her connection to a committee that oversees surveys at UA. Chair Ohala also commented on the food scholarship program and suggested the outcomes from giving students groceries each week may be enormously beneficial. She added that the Campus Pantry collects card-swipe data and that may be a way to gather information about users and correlate effects on GPA and retention. Rusk stated the UA main campus is considered a food desert and the nearest grocery store is a mile or

more distant, presenting transportation problems to students. Committee member Little suggested the writing program could participate in getting information out to freshmen as they are positioned to interact with the majority of incoming students.

Chair Ohala stated she will start a Google Doc based on the presentation to SAPC and the committee would work to create starting points to share with Rusk regarding best practices. Chair Ohala asked the committee members what information they would like to see collected regarding students on campus. Member Stone responded there was need for information on factors effecting student outcomes on campus and if it would be possible to predict from a dataset retention, graduation rates, or GPA based on basic needs factors. He also asked the committee for advice to give Rusk on starting a center to work with survey data. Stone suggested to establish a center they would need data and guidelines on gathering data. The committee also proposed that Rusk present at the next meeting of the Faculty Senate.

### **Highlights for September 9, 2020 included:**

Basic Needs Coalition: Chair Ohala updated the committee on her meetings with Student Regent Anthony Rusk and Vice Chair of the Faculty Melanie Hingle regarding the Basic Needs Coalition Rusk is attempting to form. Ohala informed the committee she reported to the Senate Executive Committee (SENEXEC) regarding Rusk's work. Hingle reinforced the notion that this was a student-led initiative and Ohala suggested the need to support a student-led agenda.

Ohala said Rusk has been working with the Regents and they decided to establish a Basic Needs Taskforce at the ABOR level. Ohala informed the committee the taskforce will only focus on housing and food (out of the many factors contributing to basic needs insecurity outlined by Rusk in a previous presentation). She added this did not mean the other basic needs factors could not be addressed at the local level. Ohala added that Rusk was working with Tucson community members including local foodbanks.

Student Data Insight Strategy Team: Chair Ohala explained some of her involvement with the Student Data Insight Strategy Team which has been formed under the Provost. She said the group meets weekly and operates under the basic idea that data from surveys of the University population has not reached key stakeholders. She said the team was working to make it so information was adapted and refined for particular purposes and would work well with initiatives on campus. Ohala added there was an PhD student working on the needs of international students. She also stated Marla Franco was working on information related to pre and post-COVID emotional support for students and instructors. Ohala shared details about information needs at the University and encouraged SAPC members to identify items that were not included and could be added.

Wildcat Check-in: Ohala informed the committee the Wildcat Check-in survey was pushed out to students via D2L. The survey was listed on the top of student's D2L homepages and Ohala said she was going to share an email to spread awareness. She added the survey collected check-in data weekly and once a student opts-in to share this information, it was shared with OIA, CAPS, and housing services. Ohala said that questions were added about child-care based on committee feedback.

Ohala shared sample data gathered from the survey and explained that the survey asked students which types of support they needed and then matched them with resources to address the need. From the data she shared, Mental and Emotional Health was the largest need, followed by Financial Wellness. Ohala said the survey does not focus on D2L instruction and that OIA would be conducting future surveys specifically on D2L instruction. She added this survey could feed into initiatives such as the Basic Needs Coalition and allow SAPC to decide which issues to tackle first.



Ohala asked the committee to review responses to the survey via Box and highlight items for follow-up. She said graduate student responses were low and asked member Kaufman to follow up with GPSC to see if graduate students were receiving the survey in D2L. Committee member Marchesseault said she would share information about the survey to Eller listservs.

International Students: Chair Ohala provided information about a study regarding international students. She said the survey was focused on international students because the level of support provided to this population was lacking in comparison to other students. She added international students were a vulnerable population and disproportionately affected by the pandemic. Ohala broke down the social support offered to international students before and during the pandemic and stated international students felt less supported than peers. According to the survey she shared, 1 in 4 international students did not feel socially accepted. She said international students indicated they needed additional financial wellness and academic support services. Ohala suggested a future guest may be invited to the committee to discuss this subject.

Committee member Kaufman stated she will share information with GPSC regarding orientations and will check to see if there is an international student specific orientation. Committee member Ding said international students have their own orientations through the graduate college and the International Student Center is available but is more focused on legal/tax issues. She added it was up to groups of international students to create their own communities on campus. Member Hudson said that if the University is dependent on this demographic for financial reasons, then attending to these student's needs should be a priority. Chair Ohala said she would add items related to this topic to the SAPC Box folder and will look into the International Student Center and clubs.

#### **Highlights for October 14, 2020 included:**

Basic Needs: Chair Ohala informed the committee that the presentation to Faculty Senate by Student Regent Anthony Rusk was well received. She said she met with Rusk regarding other constituents who were not necessarily on the radar for this group. Ohala reminded the committee there were two different levels at work with this item: the ABOR level where a working group focused on housing and food insecurity was established as part of a state-wide initiative and the Basic Needs Coalition, which is a local, UA-level coalition.

Financial Literacy: The committee discussed tying financial literacy to health and wellness concerns. Chair Ohala asked if Eller offered any financial literacy courses and committee member Marchesseault replied Eller did not offer courses and students were dispersed to appropriate campus resources. Committee member Mugmon added the Norton School teaches a popular financial literacy course. Chair Ohala stated she would follow up regarding the Norton School course added there was also a state-wide initiative called Take Charge Cats associated with this issue.

Survey Data: Ohala informed the committee she will meet with Lucas Schalewski, Director of Assessment & Research, regarding survey data. She said Student Regent Rusk had asked about the adding questions specific to food insecurity that have been asked at other institutions to surveys at the University.

Mental Health Resources: Chair Ohala expressed that demand for mental health resources do not seem to meet demand. Ohala and Stone discussed that there is no formal relationship between CAPS and the psychology department. Stone clarified by saying that clinical psychology has a clinic that is focused on training and research purposes and the clinic does not have an emphasis on seeing patients in the facility. Stone offered to follow up with the clinical director to see if there are any offerings for students to use the clinic. Stone shared a response from the clinical director later in the meeting, stating there was a campus-wide attempt to consolidate services under Executive Director, Student Wellness and Retention, Amy

Athey. The response indicated students were seen in the clinical health clinic but anything involving prescriptions were referred to CAPS. Stone shared a document detailing mental health services available on campus.

Outsourcing of the UA Bookstore Issue: Committee member Cuillier updated the committee on ideas presented during the previous Faculty Senate meeting regarding outsourcing of the UA Bookstore. She said UA currently has an independent bookstore and profits are returned to campus for scholarships and ASUA programs. Cuillier added the bookstore has tried to hire an outside consultant for an independent analysis of the outsourcing idea. She said there is a perception that the bookstore is subsidized by campus but, in reality, the bookstore pays back \$6m to campus and pays into the debt service of the student union.

Cuillier and Debby Shively, Interim Associate Vice President, Business Affairs - Auxiliary Services, will develop a report and presentation for Faculty Senate in November to inform faculty about the campus bookstore and implications of outsourcing for students. She added the bookstore does not charge sales tax, students may charge items to bursar accounts, and the bookstore worked to keep prices low. Cuillier spoke about the partnership between the library and bookstore regarding e-books and the inclusive access program.

Committee member Singleton said the partnership with the bookstore was a main financial resource for ASUA and it was vital the bookstore not be outsourced. Cuillier asked Singleton to speak at the November Faculty Senate meeting to oppose outsourcing. Committee member Marchesseault said the bookstore represented an important partnership with Eller as it was an on-campus business that helped students through experiential learning.

Cuillier said more information will be shared at an upcoming SAPC and that presentations on the topic would be made at SPBAC.

Fostering Success: Chair Ohala informed the committee about the Office on Fostering Success which helps students who were currently or had been homeless, part of the foster care system, or were experiencing housing challenges. Ohala suggested to Dani Carillo, Program Coordinator for Fostering Success that she present to Faculty Senate in future.

Lab Courses: Chair Ohala informed the committee about students who were told to purchase supplies ahead of fall classes but who may have had difficulty acquiring items due to housing or financial insecurity. She added that students were allegedly asked to purchase supplies in addition to lab fees they were paying and suggested that this was an issue the committee could investigate and bring to the attention of Senior Leadership. Ohala had already met with OIA and agreed to take point on this concern.

Ohala pointed to particular facets of this issue:

1. Financial issues and assumptions that all students have common household items. Some items were not common and not available during the pandemic.
2. Students were turning to the campus pantry to acquire food items for classes, not for consumption.
3. Students may not have access to physical space because kitchens and other spaces in residence halls are closed.

**Highlights for December 9, 2020 included:**

Resources Access on UA Homepage: Chair Ohala informed the committee there is now a button on the UA homepage that connects students to virtual support services. She raised this issue at the previous

meeting of the Senate Executive Committee and Provost Folks connected her with relevant individuals that helped to address this need.

Health & Rec Fees: Ohala stated students were upset because they were continued to be charged fees without using health and recreation facilities. She said the Provost directed her to Dean Washington White who said the fees paid for both recreation facilities and also health services on campus. The non-refundable fees were linked together to provide items such as counseling services, maintenance costs, and recreation programs. Students can request a refund of the campus recreation portion of the fee if they meet certain criteria such as being enrolled in an online-only program.

Update on Basic Needs: Ohala informed the committee there were two groups working out of UA on Basic Needs issues: one at the ABOR level (ABOR Working Group on Food Insecurity and Housing) and one at the UA level (Basic Needs Coalition). Ohala said she was also working with another group started by the Community Programs Manager of the Arizona Foodbank Network, which is a statewide initiative to pull together community resources in aid of supporting students at all three universities and the many community colleges. She said more people were joining these groups as the need arose and the official board and membership would be determined later when the local campus coalition is established.

Data Gathering Group: Ohala has received a request for a formal partnership between the Student Data Network (run by Lucas Schalewski, Director of Assessment & Research) and the Chair of SAPC. She said she was willing to start in spring.

Testing For Spring 2021: Committee members discussed the announcement that students who are not tested may face punitive actions such as restricted access to UA WIFI. Member Singleton shared she planned to meet with GPSC President Sen and President Robbins but was not certain who would make the final decision. Ohala said restrictions on WIFI access would disadvantage populations that are always disadvantaged. Member Ottusch said a working group with the Provost on this topic would likely happen later in the week. He added CALS senators sent an anonymous survey to CALS faculty to gather ideas for compliance mechanisms. He said the ideas would be shared with Vice Chair of the Faculty, Melanie Hingle who could then share with the Provost.

Technology Access Question on Climate Survey: Ohala informed the committee the Basic Needs Coalition group at UA wanted to add questions to the Spring 2021 climate survey regarding technology access needs. She added the HOPE survey did not ask about technology. Members proposed that questions such as “to what extent is access to technology a barrier to success” and questions regarding access to course materials could be added to the survey. The committee discussed adding a checkbox question to indicate which resources students relied on to complete coursework and which contributed to their difficulties. Committee suggestions regarding these questions were transmitted to Lucas Schalewski, as requested.

### **Highlights for February 10, 2021 included:**

Basic Needs Groups: Chair Ohala informed the committee regarding the different levels on which work on basic needs has gone forward. She stated there was an ABOR working group that included all three Arizona universities, but not Arizona community colleges. A survey would be shared with the group to generate data that would be compared across the institutions. She added all of the Arizona universities had shared questions and each campus would be able to pick questions for their iteration of the survey. The shared questions were concerned with food and housing although the local survey also included questions about student access to technology.

Ohala also shared there was a community group headed by Alexander Meyer of the Association of Arizona Food Banks. This group would support students across the state and inform them of community and campus resources. Members of this group included Arizona community colleges. Ohala also said recent changes to SNAP may make more people eligible and allow for people on campus to work with that resource.

Student Resources Button: Chair Ohala discussed with the committee members the location of the button for student resources which appeared on the UA homepage and then was moved to the bottom of the page. Ohala stated this as a concern because students will likely look for assistance where they saw it before and may be discouraged from utilizing resources because they cannot locate the link and because of this inconsistency in placement. Member Ottusch suggested placing the button further down on the homepage and link to the Dean of Students page. Members discussed the possibility of placing a student resources link under the resources tab on the homepage and members agreed consistency in location was most important. Members suggested a student resources could be linked under Student Life.

Basic Needs Survey: Chair Ohala shared the survey with the committee and walked through questions, including those from the HOPE center. Ohala added this will go to the ABOR subcommittee on the matter. Committee members provided feedback including: the food insecurity questions lacked follow-up and technology questions were specifically about barriers to technology access. Members also noted the housing questions included items about safe and stable housing. Ohala stated feedback would be sent to Lucas Schalewski and passed onto ABOR.

Classroom Transition: Members discussed the transition back to the classroom, potential difficulties, and if students were being surveyed regarding this issue. Member Ottusch shared CAPS conducts a bi-weekly survey to gather the “pulse” of students. He added that, in the past, the survey showed student modality preferences. He added results from a recent survey showed 35% of students were somewhat comfortable being in-person and 53% were somewhat to very uncomfortable being in-person.

#### **Highlights for April 14, 2021 included:**

Basic Needs Coalition: Chair Ohala informed the committee about the status of the ad-hoc group established at the University. The group submitted a proposal for the Provost Investment Fund (PIF) through members Dan McDonald, Lucas Schalewski, and Melanie Hingle, which was funded. Ohala stated the group discussed items that need to be explored and tasks required to establish an official Basic Needs Coalition. She said many of these items fell into the wheelhouse of Bridgette Nobbe from the Campus Pantry and Dani Carrillo from Fostering Success in the Thrive Center. The PIF will allow the group to be involved in higher-order tasks and help with establishing necessary infrastructure including seeking additional, more permanent financial backing.

Basic Needs Survey Status: Chair Ohala informed the committee members the survey was sent out in early March and closed in mid-March. She discussed the dashboard information shared with the committee. Questions from the HOPE survey were included and Ohala provided information on actions taken by each of the Arizona universities. She added that ultimately it will be possible to look across efforts at all three of the Arizona universities to find points of alignment and improvement. Ohala added that Student Regent Rusk said the Basic Needs Coalition would meet during the first week of May and he was hopeful Regent DuVal would attend. The focus of this meeting will be recommended policies and practices.

Ohala noted that the Basic Needs Coalition wanted to know, among many other things, what was not being addressed by the survey and that it would hopefully be sent out multiple times to survey students at the beginning and ends of their student careers. She added that other members of this committee wanted

to know if food security was tied to GPA and/or retention rates as these were metrics ABOR was focused on. Committee member Ottusch shared data from the 2018 campus health survey that indicated food insecurity predicted lower GPA. Committee member Stone expressed the need to add the question: at what point did you experience food insecurity and at what level did it happen? Members expressed that number of semesters at the University may be a better measure of class standing than status as freshman, sophomore, etc.

Homepage-Student Resources Issue: Chair Ohala spoke again to Provost Folks regarding placing student resource information in a prominent location on the University's homepage. She was directed to another source who may be able to help with this task. Currently, resources are located under the COVID area of the UA homepage but Ohala shared the committee's suggestions about permanent and consistent placement of a resources link, particular as students need access to resources at all times not just under pandemic-related conditions. Relatedly, the committee members discussed the issue of students who report a lack of basic needs not using resources because they are unaware the resources are available or don't know how to access them. Committee Members again discussed the issue of where students receive information regarding food insecurity assistance and benefits. Member Stone asked if the information is shared during orientation and the committee then discussed the pros and cons of doing so as well as other ways to communicate this information, opting in favor of saturation (i.e., a variety of strategies and modalities).

Basic Needs Survey: Preliminary Data Review: Committee members reviewed and discussed preliminary data shared by Chair Ohala from the Basic Needs Survey. Resulting discussion including members reviewing how messaging impacts students and how cultural differences may impact responses. Committee member Stone highlighted information from results regarding technology. Member Ding asked if an additional question could be added to determine what types of problems students were encountering, what resources were available to them, and where they went to look for assistance. Members also discussed adding a question aimed to discover which campus resources were more heavily used. Members discussed if there was point when this data would be shared broadly to allow colleges, cultural centers, and others to see what is happening with their student population.

**Highlights for May 5, 2021 included:**

This meeting is pending at the time of this report. Planned agenda items include additional discussion of data from the recent Basic Needs Survey, which is to include proposals for action strategies, and suggestions for coordination and implementation of same. The committee will also discuss concerns and initiatives to be addressed when meetings resume in Fall 2021.

Respectfully submitted,

Diane Ohala, Ph.D., Linguistics  
Chair, SAPC