

**MINUTES
FACULTY SENATE
SEPTEMBER 14, 2020**

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1. CALL TO ORDER

Presiding Officer of the Faculty Senate, Melanie Hingle, called the Faculty Senate meeting to order at 3:01 p.m. via Zoom. Hingle announced that there is a new Faculty Governance website. Summers stated that the Faculty Officers are trying to make the Faculty Senate meetings more efficient, effective and worthwhile for all parties. Since the beginning of the pandemic, the corresponding interest in shared governance processes like the Faculty Senate business meeting has increased dramatically. As a result, the attendance at meetings has been overwhelming, averaging 500 plus attendees per meeting. From a management perspective it has been challenging; Faculty Officers and Faculty Senators represent 3600 plus faculty on campus and their divergent opinions. The Officers do not work for administration and have full-time faculty jobs outside of shared governance responsibilities. We are learning as we go and appreciate your patience and engagement during these stressful times. There are guidelines to help us think about how we can navigate today's meeting and future Faculty Senate meetings on Zoom. The first suggestion is to let everyone be heard. We learned from our last Faculty Senate meeting that turning off chat was a mistake, and we own that mistake. While participation incentives restricted to Faculty Senators and those invited to present, or presenters at Open Session, Observers have appreciated the opportunity to communicate with their elected representatives through chat in real time. Because the Officers are running the meeting mechanics, however, the chat needs to be monitored by Faculty Senators from their constituents for concerns or questions. If Observers have a question, please use the chat or Q & A functions to notify your Faculty Senator that you have a question. Faculty Senators can then, in turn, use the hand-raise function in Zoom and you will be called on in order. Open disagreements without being disagreeable are acceptable. If you would like to disagree with someone in chat, it's important to stay focused on ideas and issues. When disagreements become personal or involve blame or judgment, it takes all of us further away from a solution. Faculty Senate is a business meeting, not a forum for complaints or attacks that are personal in nature. If Faculty Senators deem that the comments or disagreements are veering away from the topic, you may be reminded to stay focused on the ideas and issues by your Faculty Senator. Faculty Senators and guests should feel free to share ideas and opinions without feeling blamed or judged. Stay on point and stay on time. If you are called on, respect the group's time and keep comments brief and to the point. The meeting is two hours long, and much of the Faculty Senate business has been back-logged due to more pressing issues. Unless you are giving a presentation or report, responses will be limited to two minutes in the order of raised hands. A two-minute countdown clock will be used going forward, so please observe the clock when speaking. If participants speak out of turn or go beyond the two-minute limit, Faculty Officers will appoint Faculty Senators acting as Parliamentarian to turn off individuals' microphones. If you ask questions, please keep them short and to the point. Presenters will be monitored for time limits as well. As a reminder, these are tough times and emotions are running high, but everyone's involvement in shared governance is very much appreciated, because you believe that we can effect change.

Present: Senators Acosta, Behrang, Bourget, Brewer, Brummund, Castro, Colina, Cooley, Cuillier, Dial, Diroberto, Domin, Dong, Durán, Durand, Fink, Folks, Frey, Gephart, Gerald, Ghosh, Gordon, Goyal, Hammer, Hassan, Helm, Hildebrand, Hingle, Hudson, Hurh, Knox, Lawrence, Leafgren, Lee, Little, McDonald, Milbauer, Min Simpkins, Murphy, Neumann, Ottusch, Pau, Provencher, Rafelski, Reimann Robbins, Rosenblatt, Roussas, Ruggill, Russell, Sen, Singleton, Slepian, Smith, Spece, Stone, Sulkowski, Summers, Valerdi, Vedantam, M. Witte, and R. Witte.

Absent: Senators Hiller, Hymel, Oxnam, and Rodrigues.

2. APPROVAL OF THE MINUTES OF AUGUST 3, 2020 AND AUGUST 17, 2020 (VIA QUALTRICS SURVEY)

The minutes of August 3, 2020 and August 17, 2020 were approved. Senator M. Witte moved [**Motion 2019/20-44**] to distribute the Faculty Senate minutes promptly to the General Faculty on the All Faculty listserv upon approval. Motion was seconded. Motion was approved via Qualtrics survey and is detailed at the end of these minutes.

3. OPEN SESSION: STATEMENTS AT THE PODIUM ON ANY TOPIC, LIMITED TO TWO MINUTES – MAXIMUM NUMBER OF SPEAKERS IS FOUR. NO DISCUSSION IS PERMITTED, AND NO VOTES WILL BE TAKEN.

Senator Milbauer addressed the Faculty Senate and explained that last year he was a Kennedy Fellow in an MPA program at Harvard Kennedy School. While in Cambridge, Milbauer watched a story unfold at UArizona that remains

unresolved. Milbauer would like to elevate this situation, and is removing most of the names involved in order to focus on the situation. The former Chair of Anesthesiology allegedly created an atmosphere of anti-gay harassment in the College of Medicine. As a result, a gay doctor left UArizona in 2019 after being reprimanded for making his concerns about the chair known. The gay doctor was demoted from two leadership positions at Banner-UMC. "The chair made it very clear that 'if I looked at him wrong,' he would fire me. I made a concerted effort to avoid him at all costs after that." Later it was discovered that the Chair had published a letter in 2004, calling the LGBTQ community "perverts, degenerates, and filth." Though he remains on the faculty at UArizona, he was allowed to step down as Chair, according to the statement by Senior Vice President for Health Sciences, Michael Dake and Dr. Irving Kron, "to help the department move past potential distractions." In his tepid apology, the offending doctor said that sexual orientation was an issue about which people "have very sincerely held thoughts and feelings," while UArizona officials declined to discuss the situation further. There was no public questioning of the chair's attitudes or censure of his actions. Milbauer's inquiries to administrative *and faculty leaders present today* went largely ignored. One cannot know all of the facts or possible constraints here, but do know all that is publicly available, the same information available to a med school student in Boston, a gay-basher in Tempe, or the mother of a queer kid in Nogales, and here are the messages sent to all of us: 1) Anti-LGBTQ hate and bias rooted in "sincerely held thoughts and feelings" are acceptable at UA, 2) Taking an uncompromising stance against LGBTQ bias at UA is not a matter of institutional integrity or of rights and protections. It's a "potential distraction." Milbauer finds both messages disturbing, hurtful, repugnant. Given another minute, Milbauer would describe what a better response might have looked like, but time is up. Milbauer invites any of you to contact him to continue this conversation, because UArizona needs to do better.

Senator Hudson reported that the Global Campus Senate Advisory Committee (GCSAC) is drilling down into the 340-page redacted Ashford University contract, developing a list of documents needed like the affiliation agreement, and working through issues in four areas; operationalization, strategy, governance, and quality assurance. Never has there been a more anxious time at the University of Arizona. Disease is spreading in our community. There is a profound lack of trust in our administration, and many are faced with a looming deadline to sign a legally flawed document with some frightening implications. The Notices of Reappointment present the furloughed salary as normal and baseline. If faculty (and others) sign the document, then we accept a "mistake" which none of us would countenance when buying a house or car, and legally consent to the pay reduction for at least a year. If one does not sign, then a growing suspicion of joining the ranks of the 164 colleagues laid off, the 167 colleagues who weren't renewed, and by our own hand, no less, remaining stubbornly contract-less in an environment of rumored shrinkage and eroded job security. The furlough seems to have cost UArizona 241 additional colleagues who have voluntarily left and sixty-one who have retired, many more than in most normal years. Department heads and Deans have asked for this situation to be addressed, but the Provost will only write a memorandum, and insufficient legal remedy. Hudson will put forth a Resolution today, requiring the proper preparation of each and every reappointment contract after the revenue picture becomes clear in November 2020. Hudson is not optimistic about its affect on administration who have shown little regard for shared governance. Many feel an unbearable pressure to sign by the deadline. If anyone feels the pressure to sign by the deadline, if anyone feels uncomfortable about signing, but has to sign for your family, mortgage, rent, student debt, insurance, or peace of mind, please take the time to write and sign a memorandum of your own including your pre-furlough pay and your feeling of being pressured to sign an unacceptable contract. If your dean is sympathetic, please share it with them and ask that they, along with and Human Resources sign it as part of your employment file, an important step for those considering retirement. Consider sharing it with Local 7065 of the United Campus Workers of Arizona, which everyone at this institution should join. We can all face an uncertain future with the solidarity and support of fellow faculty, staff, and students. Remember, we are the University of Arizona, and together we are strong.

Senator Acosta addressed the Faculty Senate. We have all received our second furlough paycheck. The sting exists after receiving the first and a deep anxiety over the next eleven months is creeping in. We've known for almost six months this was coming; the first statement on dramatic projected losses and campus-wide furloughs was announced by President Robbins on April 17, 2020. Later projections by CFO Rulney raised that projection from an initial \$250M to \$280M. Other alternative fiscal models soon followed. On July 25, 2020, Dr. Howard Bunsis, Professor of Accounting at Eastern Michigan University, presented his findings on UA finances to a group of concerned University community members. In his brief, covering all aspects of the UArizona's publicly disclosed financial documents, Bunsis provided three different scenarios regarding UArizona's fiscal shortfall ranging from \$50M in a best-case scenario, to \$160M million in a worst-case scenario. Juxtaposed, CFO Rulney's moderate-case projection is almost three times higher than Professor Bunsis', and \$120M more than Bunsis' worst-case scenario. Other plans submitted from CAJUA, Eller College, and GFFAC all emphasized the same problems with the UArizona plan; that the UArizona projections are unannounced and cannot be substantiated because Senior Leadership has systematically obstructed all efforts by faculty governance to obtain the necessary financial documentation. All submitted plans have been ignored and/or undermined as if a desired outcome was predetermined with the unsubstantiated \$280M projection. It is difficult to ignore the magnitude of the divergence between the UArizona model and all the other models presented. The UArizona plan is the outlier by more than \$170M, almost three times worse than at any other United States university, and appears to be inflating losses to justify deep and unnecessary cuts and furloughs. If public financial records should suffice to conduct a serious financial analysis of an institution, there should not be such divergence in fiscal projections. Unless

key data is being withheld from public view, CFO Rulney's term "secret sauce" indicates this is common practice at UArizona. Red flags are raised regarding our institution's financial practices, and why there is little to no confidence in the current UArizona projection model. President Robbins has assured the University community that in early October 2020, University financial data will be made available in the interest of revising the mitigation plan, primarily the furlough program. What remains inconceivable is how furloughs can be based on radically unsubstantiated projections, and implemented prior to having the October data. The campus community will be interested to see the October numbers, but given senior leadership's systematic lack of transparency over unresolved questions concerning furloughs, Ashford, and re-entry, will we be able to trust the reliability of those numbers when they are presented? Acosta feels what is more pressing at this juncture is for the University community to ask what its level of confidence is moving forward, and if the capacity of those currently holding leadership positions at UArizona can be trusted for transparency and to provide accurate and reliable financial information.

Department of English Professor, Lee Medovoi, addressed the Faculty Senate. On Labor Day, The Coalition for Academic Justice (CAJUA) officially launched a new local union of the United Campus Workers (UCW) at UArizona. In only one week's time, 300 faculty, staff and graduate students have joined the union. Medovoi is asking for support in sharing CAJUA's message with colleagues' units and colleges. During the summer months, CAJUA and the Faculty Senate worked hard to move senior leadership to revisit several damaging decisions: a furlough plan quadruple the size of any peer institution, and the Ashford acquisition, which damages our academic reputation and hoodwinks students into confusing an online for-profit college with UArizona's R1 educational experience. CAJUA has exercised shared governance to the best of its ability, but senior leadership simply disregards its recommendations. CAJUA needs more leverage, and a union is the way to get it. One may wonder, in a right-to-work state, what is the value of a union without collective bargaining rights? A union allows faculty to join other campus employees in defending the public good of higher education. Nationally, the universities with the strongest shared governance are those with unions. With a union, employees can respond swiftly if administrators make unilateral decisions damaging to the institution. With a union, employees can obtain public records whenever such decisions occur in secret. With a union, employees can muster wider support off campus: from state and federal legislators, other labor organizations, and the media. A union keeps administrators honest and motivated to cooperate with shared governance bodies like the Faculty Senate. Never has the need for faculty input been more acute, and CAJUA thanks the Faculty Senate for working to hold administration accountable on so many fronts. But for the long term, CAJUA believes that UCW Arizona is absolutely essential for shared governance to succeed. Medovoi encourages all who are listening to spread the word and join.

4. **INFORMATION ITEM: RESULTS OF THE COVID-19 FACULTY SURVEY – VICE PROVOST FOR FACULTY AFFAIRS, ANDREA ROMERO, AND ASSOCIATE VICE PROVOST FOR INSTRUCTION AND ASSESSMENT, LISA ELFRING**

Romero opened by informing Faculty Senators that the PowerPoint is available on the Faculty Governance website for viewing, and will soon be linked on the Faculty Affairs website. The survey was conducted in April 2020, with a total of 1,885 participants, 39% faculty, with 55% of tenure-track faculty participated. The survey was shared with senior leadership in June 2020. Elfring said that the switch to remote learning was one of the most dramatic changes experienced, and were interested in how that change affected faculty members. From the instructor point of view, faculty members valued connecting with their students in different ways in real time. One instructor responded that remote learning is very difficult for some students. Another said online teaching can approximate face-to-face teaching, but it cannot replicate the best of face-to-face teaching. Instructors are reckoning with different kinds of opportunities for learning about what worked and what didn't work with students. Instructors repeatedly expressed empathy for the students in the new learning environment. All students have different comfort levels, different abilities to participate, and enthusiasm for learning online, but overall students would much rather meet in person. The most challenging aspect that instructors shared with regard to teaching and learning was that they learned how many of their students were struggling with internet access while taking courses, and at the same time coping with illness and/or economic insecurity. Faculty reported that they were the most concerned about the health and well-being of their students and lack of reliable internet access. In the class content, faculty said that the workload was overwhelming, particularly having to adapt their syllabus in the middle of the semester. Another prominent concern was how the online modality would affect promotion and tenure and the evaluation of their teaching effectiveness. Approximately 56% of faculty feel it was easy or extremely easy working from home, but 44% feel it more difficult. With regard to caregiving, 45% said their day was not impacted by caregiving responsibilities in the home, yet 55% reported that two or more hours during regular business hours was impacted by caregiving by taking care of young children under the age of five, or homeschooling children. The second most challenging factor was technology and having to create a workspace at home when none was available. Open-ended responses showed there was clear frustration with online teaching. Takeaways from the survey show more clear communication about how decisions are made, fewer furlough days, more support for teaching, better tools to work from home, more test and tracing information about antibody testing, and building precautions into on-campus interactions. Faculty identified department heads, chairs, and directors as some of their greatest resources to help them with regular communication, support, and resources. Faculty were also grateful to the Office of Instruction and Assessment and IT support for all that they did to help them during this period. Tangible

recommendations are viewable in the PowerPoint slide presentation, and a descriptive executive summary will be prepared. Another survey will be prepared and sent out in October 2020.

5. DISCUSSION ITEM: REPORT AND Q & A WITH PRESIDENT ROBBINS

Robbins announced that Nathan Levi Esquerro has been named as the Senior Vice President for Native American Advancement, and made mention of Dr. Saikat Guha, Principal Investigator awarded a \$26M grant to architect the Quantum Internet with core partners MIT, Yale, and Harvard. UArizona is working with the Mayor and Pima County Health Department to try to mitigate the spread of COVID-19 in areas surrounding the University, with an increase in R-naught value to 2.51. Bourget said that since the implementation of the furlough plan, two major developments have transpired. 1) ABOR has given the authorization to pursue a line of credit, and 2) Census day has arrived and the enrollment numbers are better than predicted. Will the furlough program be revised? Robbins responded that CFO Rulney and her team are looking at the data, and enrollment is better than expected, but net tuition revenue is down significantly. October 2020 was the time for review as previously stated for adjusting the furlough plan. With regard to ABOR, lines of credit are being explored and CFO Rulney could report to Faculty Senate on the University's options. A big sticking point is paying back borrowed funds within a year, and a long-term debt situation would be more optimal, but requires approval by the Legislature. The Legislature will not meet until January 2021. Obtaining more stimulus money from Washington, D.C. is not a possibility until after the Presidential election in November 2020. M. Witte asked about the Tucson Electric Power Company (TEP) UArizona North substation transmission line project crisscrossing historic neighborhoods with massive poles and transmission lines. How was the decision made to put a TEP power station on University property, and what is the financial deal? Robbins responded that he didn't know the exact details about how the decision was made, except that the campus needed more power and CFO Rulney and her team know more about the details. Robbins wasn't aware of any neighborhood outcry. Summers said that some of her colleagues who teach the undergraduate Physiology program and essential in-person courses report that their students are not getting tested before coming to class, and they are concerned that these students are putting others at risk since there is no mandate for testing for those students who live off campus. The new shelter-in-place mandate is now put into place, and will these students be mandated to get tested? Robbins responded that there were many legal issues that prevented testing for off-campus students. Robbins' hope is that mandatory testing becomes possible and that daily testing would be optimal. Few students are attending in-person classes, but it would be nice to be able to test all students before attending classes. The team has discussed every other week testing, going to weekly testing as the supply chain increases, but that frequency probably isn't ideal. Anyone who comes to campus needs to be tested, and we are moving toward that model rapidly. Smith asked about the faculty contracts, and if they will be reissued to contain language addressing the furlough situation. Robbins replied that the contracts are only for this one year, and is the intent of the furlough-based program. The contracts will be revised to contain the pertinent language.

6. INFORMATION ITEM: GENERAL EDUCATION REFRESH INITIATIVE – EXECUTIVE DIRECTOR FOR GENERAL EDUCATION, SUSAN MILLER-COCHRAN, AND ASSOCIATE DEAN FOR ACADEMIC AFFAIRS, JOHN POLLARD

Miller-Cochran shared a PowerPoint presentation entitled University of Arizona New Gen Ed Program, and the presenters are speaking on behalf of a large group of over fifty faculty colleagues who have worked together in the spring semester to come up with this new plan. The work reaches back to the last two-and-a-half years, including the Gen Ed team that went to the ACLU Institute on General Education to work further on the recommendations from the Task Force. The work was also done through the Strategic Plan and efforts involved collecting a tremendous amount of data from faculty, undergraduate students, alumni, and community stakeholders. The analysis of the data started in the spring semester to determine how we wanted to move forward with this faculty-driven plan. Pollard stated that this effort is an exemplary example of shared governance. The emphasis on the new curriculum model includes a student-centered/learner-centered curriculum for general education encompassing student agency and exploration that gives more freedom to students for that exploration within their schedules. Another goal was to have a curriculum that is connected in scaffolding to student learning in a way that is not fully the way it is currently, but to amplify relevance to a flexible and changing world. Emphasis is put on ways of thinking and ways of knowing to contextualize content. Students should have the opportunities to reflect across the curriculum, emphasize collaboration across disciplines, and across colleges. High quality teaching and evidence-based engaged learning are top priorities, as well as implementing a holistic assessment in a periodic review of courses, which is not in place currently. The new curriculum is student-centered, but is also a change for the faculty involved. For faculty, the shift is from more teacher-centered courses to learner-centered courses, moving from a more segmented approach to developing opportunities for students to make connections. A more knowledge-focused curriculum to a more reasoning ways of thinking and perspective-taking. Shifting from topics to questions affords the ability to move from a more general explicit memorization of facts and knowledge to more implicit ways of thinking and reasoning. The new model is moving away from the traditions carried into academia in curricula to what is relevant to students in this modern time, to shifting from what we know to how we think, how we know and how we do. The focus was to have students be able to see the shirring experience from general education being a requirement to something that is relevant and is meaningful to their major, from a prescribed set of courses to something that is more customizable. The new model encourages students to move away

from disciplinary-based knowledge to more perspective-taking, contextualizing this perspective-taking as a way of thinking and moving away from more traditional academic approaches. Miller-Cochran said that two new course categories are being proposed to replace the Tier 1 and Tier 2 categories. A General Education Office will be created to partner/collaborate with colleges and units on enrollment management and scheduling to give a bird's eye view of what is happening on campus to track what kinds of requirements students are still needing to meet in order to have seats available for students. The General Education Office will offer support to faculty and students. Another change is developing two attributes that can be attached to courses within the curriculum. One is a writing attribute and the other is a diversity attribute. Currently, the writing requirement is required and we are proposing a change because emphasizing writing in all general education courses is not necessary and it will give space to be flexible within the curriculum. The diversity attribute already exists within the general education curriculum, but are revising what that will look like and how to make it meaningful and sincere. The general education curriculum hasn't changed since 1998, and much more can be done within the curriculum to address issues of inclusivity and diversity, and pay attention to our own institutional geographical context as a Hispanic, Alaskan, and Native American Serving Institution. Two new one-unit courses will be book-ending the student general education experience. One is an introductory one-unit course that will introduce students to the goals of the general education curriculum concepts such as perspective-taking and interdisciplinarity, and reflection on their learning. A concluding portfolio course will be offered at the end of the general education experience to finalize the materials and to reflect on what they've learned, but also to make sure there is meaningful, deliberate, and intentional connection to learning in general education, and to identify what goals and aspirations are set for students' majors. Foundations requirements will remain intact, but will try to do a better job building upon students' learning in the foundation courses and deliberate ways across the curriculum. New categories added are exploring perspectives and building connections. Student autonomy is encouraged, and students do not have to take these two classes in any particular order. The writing and diversity attributes are attached to these two new courses, and as faculty are proposing courses that would fit into the two categories, faculty can determine whether or not to propose that the course includes the attributes so faculty are accountable for outcomes and goals of the different courses. The Introduction to Wildcat Perspectives course will introduce student to general education and its conceptual foundations (interdisciplinary, thinking, perspective-taking, reflection on learning), start ePortfolios in digitization and develop digital literacy practices, and help transition to UArizona by supporting student well-being and encouraging academic success. Foundations courses have not changed, but the language has changed to quantitative thinker (three units), writer (six units), and second language learning (proficiency requirement). The Wildcat Perimeter class will identify potential connections between general education courses and majors/professional aspirations, develop an ePortfolio that reflects achievements of general education learning outcomes, and reflects on general education as a whole. When this course is to be taken has not been determined. Exploring Perspectives is a new category designed to introduce students to way of thinking, knowing, and doing from the perspective of different disciplinary domains. Students will explore the practice and varied approached of the artist, humanist, social scientist, and natural scientist. Students will choose at least one course from each perspective (twelve units minimum), and they must take at least one course that carries the diversity attribute and one that carries the writing attribute. In the Building Connections courses, students are encouraged to bring together knowledge and modes of thinking from two or more disciplines and/or perspectives in order to foster more comprehensive understanding of questions, ideas, challenges, and/or problems. Students will utilize interdisciplinary approaches and multi-perspective taking to practice being conceptual thinkers and creative problem solvers. Students will choose three courses from any categories (nine units minimum) and must take at least one course that carries the diversity attribute and one that carries the writing attribute. Pollard discussed Pedagogy as a hallmark of general education curriculum. Students should have the opportunity to have a high-quality, engaged learning experience. The general education courses will, 1) engage students in active and collaborative learning, 2) provide ample opportunities for success through regular low-stakes assessments (formative and summative), 3) have clearly stated learning outcomes and objectives, 4) use evidence-based practices and inclusive pedagogical approaches, 5) emphasize disciplinary/interdisciplinary perspective-taking, 6) elevate diverse voices and scholarship whenever possible (e.g. BIPOC, disabled people, LGBTQIA+, women, and others who have been marginalized in their abilities, contributions, and knowledge). Amplification of interdisciplinary thinking skills, as well as power of disciplinary perspective-taking and would like to emphasize elevating diverse voice and scholarship whenever possible, rethinking and redoing in a positive and intentional way to include the diversity attributes to make sure of inclusiveness. All exploring perspectives and Building Connections courses will include at least one signature assignment (developed by instructors) that will be include in students' general education ePortfolios allowing students to utilize highlighted perspectives from each course to showcase learning, skills, and personal reflection. This will include 1) connect to at least one course learning outcome, 2) can be creative (websites, videos, performances, etc.), 3) should consider an external audience during development and highlight student strengths (skills, writing, growth), 4) can be the same assignment as diversity and/or writing attribute, and if so, needs to satisfy all criteria, 5) will be essential for the course approval process. The timeline has been adjusted for roll-out in January 2022. Russell said that she is concerned because she didn't see any benchmarks for success for evaluation, nor any costs, either in RCM or in faculty time. Russell isn't sure if the any benchmarks relate to retention, success in a class that follows one of aforementioned classes, or if the model fails, how do we know it's failing? Miller-Cochran acknowledged Russell's important question, and stated that due to time constraints, all information could not be presented today. The first benchmark is looking at student learning outcomes since ABOR passed a new policy on general education in June 2019. Making sure the

general education curriculum complies with ABOR's policy is required. The program will be looked at as a whole and whether or not students are meeting the learning outcomes of the program for general education. No systematic way of measuring this benchmark, other than spot assessments in written communication and critical thinking, and they have not looked favorable. The funding model has started to progress quickly. Pollard and the general education team are working with Vice Provost for Institutional Planning and Analysis, Jim Florian, on sets of principles and values from faculty that are of importance. The current funding model has negative impacts and doesn't foster collaboration in a way that is admirable. Colina asked if courses that have global perspective for language literature would count toward the diversity attribute. The General Education Summit was held in August 2020, and the team is changing things as feedback is received. The leader of the diversity attribute emphasized the importance of highlighting issues of diversity within U.S. contexts, but doesn't mean that global and international perspectives would not be represented. To address some of the concerns around the diversity attribute, building an advisory board, as well as working with members of UWGEC, will hopefully get a range of different perspectives. Frey asked who will be supporting the General Education Office. Miller-Cochran said the funding model and where it will originate from is still unknown, and it currently sits in the Provost's Office. There is no full-time staff in the General Education Office and the office is currently unsustainable. Bourget asked about moving the initiative forward with the aggressive timeline given the uncertainties of other obstacles. Who will oversee the program; will it be departmental or under the General Education Office. Miller-Cochran said with the funding aspect unknown, she cannot answer that question, but speaking to the timeline, it will be tight, which is the reason it was extended another six months. The refresh is hopefully alleviating problems instead of creating new ones. Suggestions can be made on the Gen Ed Qualtrics survey.

7. DISCUSSION ITEM: REPORT AND Q & A WITH PROVOST LIESL FOLKS

Folks reported that modifications and adjustments will be made to RCM, and senior leadership is looking at what is working and what needs to be improved. Although funding for general education is in its infancy, the adjustments to RCM will help in that realm. SPBAC will be involved in that discussion. Folks has been in discussion with Vice President and Chief Human Resource Officer, Helena Rodrigues, regarding the annual contracts for faculty and staff, and the main problems relate to research, grant proposals, and summer salaries. A memorandum will be sent out to clarify language in the contracts. A memorandum went out addressing Annual performance review adjustments. Domin said an email was sent to Career-track faculty about the furlough and how pay cuts will be calculated at 1.0 FTE and not the salary, so the pay cut for many was higher than expected. Folks apologized if the message wasn't clearly communicated at the onset. The University has individuals on partial FTE at the smaller end of the salary scale, but also people who are extremely well remunerated who are in that same category, and it wouldn't be appropriate to exclude them, and that was the framework for the furlough. Folks offered to look at individual cases and asked Domin to forward those on to her. Hurh stated that a memorandum addressing the contracts is not sufficient, and wanted to know if amending the contract language would be possible in order to sign a new contract. Folks responded that in discussions with the Office of General Counsel, they do not recommend adjusting standard language for contracts. Folks and Rodrigues will send out communication affirming what the language means for clarity. New letters will be distributed when the furlough program is reassessed. From a legal standpoint, contingencies are not put into employment contract language, new contracts are issued as employment conditions change. Murphy stated that the furlough plan was set up with a hypothetical financial loss scenario that has not played out as originally planned. If there is a reduction in the furlough plan in October 2020, why would we be issued new contracts a month from now? Folks responded that the moderate financial model that was assessed is not very far off in any significant sense from original predictions. If the furlough plan is adjusted, the most straightforward approach would be to shorten the end date of plan alleviating the reissuance of new contracts. A revised furlough plan will be communicated to campus as soon as possible and the forecasting is better known. Bourget said that there is language in the previous contract that specifies a possible change due to furlough, which is mainly the reason many do not understand why the language was changed in this instance to show a salary reduction. Colina asked about annual reviews. Given that people's salaries have been cut, and people are being asked to do more for less, take flexible days that they can't manage because they have more to get done, can this ABOR requirement be put off entirely for this year. Folks replied that the new requirement was only option that was doable.

Hingle postponed the Constitution and Bylaws discussion until the October Senate meeting. Faculty Senate office hours are every Tuesday from 4:00-5:00 p.m. Agenda item #7, the revision of the Guidelines for Shared Governance Memorandum of Understanding, is in process of being routed to the administration for review, and Hingle thanked all faculty members who worked over the summer to put it in place. More discussion on the document will be set aside at the October Faculty Senate meeting. A proposal to reconstitute the Shared Governance Review Committee needs two Faculty Senators elected by Faculty Senate for the membership. Hurh asked that the University Committee for Corporate Relations be reformed to undertake a deep-dive at the Ashford acquisition. M. Witte asked that a raising of hands be implemented to vote on approval of the minutes during the Faculty Senate meeting. Hudson asked for a strong discussion on the Constitution and Bylaws changes.

8. **ACTION ITEM: CONSENT AGENDA – BAS IN EARLY CHILDHOOD EDUCATION, BA IN HUMAN RIGHTS PRACTICE, BA IN FASHION INDUSTRY’S SCIENCE AND TECHNOLOGY, BS IN APPLIED BIOTECHNOLOGY – CHAIR OF THE UNDERGRADUATE COUNCIL, NEEL GHOSH (APPROVAL OF THE PROPOSALS WILL TAKE PLACE VIA QUALTRICS SURVEY AT THE CONCLUSION OF THE FACULTY SENATE MEETING)**

All items on the Consent agenda come to Faculty Senate as seconded motions from Undergraduate Council. [Motion 2019/20-45] through [Motion 2019/20-48] passed and are detailed at the end of these minutes.

9. **OTHER BUSINESS**

Murphy moved [Motion 2019/20-49] to distribute the information on the formation of a Faculty Union on the All Faculty listserv. Motion was seconded. Motion passed and is detailed at the end of these minutes. Additionally, Fink asked that Faculty Senate recommend that staff and students receive the information as well. Hudson stated that given the confusion surrounding the current Notice of Appointments/contracts, the impending reconsideration of furloughs in early October, and the current enrollment numbers which are substantially better than anticipated, [Motion 2019/20-50] to delay the issuing and signing of contracts/Notice of Appointments until fall revenue numbers are available. Motion was seconded and passed and is detailed at the end of these minutes. [Motion 2019/20-51] to include language in the contracts about each employee’s base salary prior to pay reduction, as well as the reduced pay amount listed in the current contract/notice of appointment and a clear indication that the latter is temporary and extraordinary. Motion was seconded and passed and is detailed at the end of these minutes. [Motion 2019/20-52] to Reduce or halt the existing furloughs/pay cut plan prior to June 30, 2021 as warranted by higher enrollment and tuition revenues than expected (as per GFFAC recommendations). Motion was seconded and passed and is detailed at the end of these minutes. [Motion 2019/20-53] to allow employees who have already signed their current contract to sign an updated contract in October reflecting any changes. Motion was seconded and passed and is detailed at the end of these minutes.

12. **ADJOURNMENT**

There being no further business, the meeting adjourned at 5:30 p.m.

**Michael Brewer, Secretary of the Faculty
Jane Cherry, Recording Secretary**

Appendix*

*Copies of material listed in the Appendix are attached to the original minutes and are on file in the Faculty Center.

1. **Faculty Senate Minutes of August 3, 2020 and August 17, 2020**
2. **Report from the President**
3. **Report from the Provost**
4. **Report from GFFAC**
5. **Report from Faculty Officers**
6. **Results of the COVID-19 Faculty Survey**
7. **General Education Refresh Initiative**

Motions of the September 14, 2020 Faculty Senate Meeting

[Motion 2019/20-44] to distribute the Faculty Senate minutes promptly to the General Faculty on the All Faculty listserv upon approval. Motion was seconded. Motion passed via Qualtrics survey.

[Motion 2019/20-45] Seconded motion from Undergraduate Council to approve BAS in Early Childhood Education. Motion carried via Qualtrics survey.

[Motion 2019/20-46] Seconded motion from Undergraduate Council to approve BA in Human Rights Practice. Motion carried via Qualtrics survey.

[Motion 2019/20-47] Seconded motion from Undergraduate Council to approve BA in Fashion Industry’s Science and Technology. Motion carried via Qualtrics survey.

[Motion 2019/20-48] Seconded motion from Undergraduate Council to approve BA in Applied Biotechnology. Motion carried.

[Motion 2019/20-49] to distribute the information on the formation of a Faculty Union on the All Faculty listserv. Motion was seconded. Motion passed via Qualtrics Survey.

[Motion 2019/20-50] to delay the issuing and signing of contracts/Notice of Appointments until fall revenue numbers are available. Motion was seconded. Motion passed via Qualtrics survey.

[Motion 2019/20-51] to include language in the contracts about each employee's base salary prior to pay reduction, as well as the reduced pay amount listed in the current contract/notice of appointment and a clear indication that the latter is temporary and extraordinary. Motion was seconded. Motion passed via Qualtrics survey.

[Motion 2019/20-52] to Reduce or halt the existing furloughs/pay cut plan prior to June 30, 2021 as warranted by higher enrollment and tuition revenues than expected (as per GFFAC recommendations). Motion was seconded. Motion passed via Qualtrics survey.

[Motion 2019/20-53] to allow employees who have already signed their current contract to sign an updated contract in October reflecting any changes. Motion was seconded. Motion passed via Qualtrics survey.

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