

**MINUTES
FACULTY SENATE
SEPTEMBER 12, 2022**

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1. CALL TO ORDER

Presiding Officer of the Faculty Senate, Mona Hymel, called the first regular Faculty Senate meeting of the semester to order at 3:02 p.m. in Law 164 and via Zoom. Secretary Tessa Dysart was also present. Hymel welcomed all new Faculty Senators, guests, and Observers.

Present: Senators Alfie, Bolger, Bourget, Brummund, Cai, Casey, Citera, Cooley, Cui, Dial, Domin, Downing, Durán, Dysart, Fellous, Fink, Gordon, Goyal, Guzman, Hammer, Harris, Hudson, Hymel, Ijagbemi, Irizarry, Jones, Knox, Leafgren, Lee, Little, Neumann, Nichols, O'Leary, Ottusch, Pace, Pau, Robbins, Robles, Rocha, Rodrigues, Ruggill, Russell, Schulz, Senseney, Simmons, Slepian, J. Smith, M. Smith, Stegeman, Stephan, Stone, Su, Tropman, Vedantam, M. Williams, M. Witte, R. Witte, Wittman, Zeiders, Zenenga, and Ziurys. M. Stegeman served as Parliamentarian.

Absent: Senators Addis, Behrangi, Folks, Gerald, Haskins, Lamb, Lucas, Murugesan, and Sadoway.

2. ACTION ITEM: FACULTY SENATE VOTING PROCEDURES – PARLIAMENTARIAN MARK STEGEMAN (00:11:18)

- Stegeman shared a Resolution to regularize voting processes in a hybrid meeting. The motion is designed to make the process of casting votes equivalent, as nearly as possible, to the in-person process.
- A Senator requested clarification on whether the Resolution requires only a Zoom software hand or also the use of a physical hand. Stegeman clarified the resolution requires the use of a Zoom software hand, instead of a physical hand for easier voting counts.
- M. Witte moved [**Motion 2022/23- 1**] to approve The Resolution concerning the process for voting via Zoom. Motion was seconded. Motion passed with forty-seven in favor, three opposed, and no abstentions. [**Motion 2022/23-1**] is detailed at the end of these minutes.

3. ACTION ITEM: APPROVAL OF THE FACULTY SENATE AGENDA FOR SEPTEMBER 12, 2022 (00:18:10)

In reference to the Faculty Senate Agenda, Hymel explained that the agenda will now contain a precise stop of the meeting at five o'clock in the afternoon, all unfinished business will be discussed in the following Faculty Senate meeting. Hymel moved [**Motion 2022/23-2**] to approve the Faculty Senate agenda. Motion was seconded. [**Motion 2022/23-2**] passed with forty-eight in favor, none opposed, and no abstentions and is detailed at the end of these minutes.

4. ACTION ITEM: APPROVAL OF THE MINUTES OF MAY 2, 2022 (00:20:40)

M. Smith moved [**Motion 2022/23-3**] to approve the minutes of the May 2, 2022. Motion was seconded. Motion passed with forty-nine in favor, none opposed, and three abstentions and is detailed at the end of these minutes.

5. ACTION ITEM: CONSENT AGENDA – BS IN RELIGIOUS STUDIES FOR HEALTH PROFESSIONALS; UG MINOR IN SOUTHWEST STUDIES (00:22:32)

Both proposals come to Faculty Senate as seconded motions from Undergraduate Council. BS in Religious Studies for Health Professionals [**Motion 2022/23-4**] and UG Minor in Southwest Studies [**Motion 2022/23-5**] carried with fifty in favor, none opposed, and no abstentions and are detailed at the end of these minutes.

6. STATEMENT FROM CHAIR OF THE FACULTY LEILA HUDSON (00:24:54)

Chair Hudson's statement is appended to these minutes.

7. 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.
(00:31:46)

Associate Professor of Nutritional Sciences, Melanie Hingle, addressed the Faculty Senate to share [memories of former Chair of the Faculty and Distinguished Professor, Wanda Howell, who passed away July 17, 2022.](#) (00:31:56)

Professor of Psychology, David Sbarra, addressed the Faculty Senate on behalf of the student-led group [UArizona Divest.](#) (00:36:40)

Curator of Ethno-History at the Arizona State Museum, Michael Brescia, addressed the Faculty Senate on behalf of [Research, Innovation, and Impact \(RII\) faculty.](#) (00:42:50)

8. REPORTS FROM THE PRESIDENT, PROVOST, SECRETARY OF THE FACULTY, FACULTY OFFICERS, APPC, RPC, SAPC, COFM, DEI, SGRC, GRADUATE COUNCIL, UNDERGRADUATE COUNCIL, SPBAC, ASUA, GPSC, UARIZONA STAFF COUNCIL (00:46:00)

- President Robbins reported that UArizona has the largest (over 50,000), most qualified and diverse group of students in history. Most classes are being held in person. The COVID bivalent booster is now available, and it is encouraged, as well as the flu shot. It can be received at Campus Health and Safeway at the corner of Broadway and Campbell. The pandemic is not over, everyone is encouraged to remain vigilant, distance from one another, and wash hands.
- Secretary Dysart reported that over the summer, the Committee on Faculty Membership met to consider the request from Research Faculty for a seat on Faculty Senate and unanimously approved their request. The Constitution and Bylaws changes that were approved by the General Faculty and submitted for the President's approval are being delayed due document inconsistencies between what was sent to the President's office and what is posted on the website. Documents will be updated online by the end of September.
- ASUA President Robles reported the student body is filled with sharp, young, individuals, ready to make impactful change happen. A key issue ASUA is working on is free public transit which will give students and faculty a safe and affordable mode of transportation. There are student efforts in place to work with City of Tucson and University officials on transit issues and Sun Tran fares. Programs and services such as Campus Pantry and Campus Closet are seeing record levels of people seeking assistance. ZonaZoo currently has a record-breaking membership rate of ~20,000 students.
 - Vice Chair Hymel asked if there will be any additional City Council meetings, Robles stated City Council meetings happen every other Tuesday. ASUA will be present at City Council meetings until there is a decision made.
- GPSC President Irizarry reported on GPSC events. GPSC plans to update the Financial Stress survey and concentrate the delivery to graduate students.

9. INFORMATION ITEM: RESEARCH POLICY COMMITTEE – FACILITIES AND ADMINISTRATION (F & A) COSTS – RPC CHAIR, DAVID CUILLIER, AND RPC MEMBER, PAUL GORDON (01:07:08)

- Cuillier mentioned former Chair Gordon's report from the April 2021 Faculty Senate meeting on the portion of F & A costs being distributed directly to Principal Investigators (PIs). Over the summer, the F & A costs were included in AIB and the Provost reached out to the committee last month to ask for assistance with the details of allocating large and small distributions, and feedback. The committee will be undertaking this endeavor over the next few months. Feedback is welcome.
- A Senator questioned when the two-percent regulation will be implemented for PIs. In response, Cuillier noted regarding F&A, the timeline began last April at which is the end of the third quarter, there are calculations from accumulated F&A expenditures and payments which take place in the fourth quarter (April through June). There is a question on whether there should be annual or quarterly payments, the committee is currently discussing both options. The Committee plans to have recommendations prepared for the Provost by late January.
- A Senator stated there are many individuals who have gotten grants and have not heard of any communication regarding this matter, the individuals would like to know the mechanisms. A Senator questioned why the College of Science hasn't heard of these details, this may be due to the committee not having representation from that college.
 - The committee welcomes anyone who would like to participate in the committee's work.

10. INFORMATION ITEM: UAGC UPDATE – PRESIDENT ROBERT ROBBINS (01:14:06)

- Robbins reported that Zovio is no longer associated with UAGC (The University of Arizona Global Campus). UAGC assumed the assets of Zovio and its higher education content. Some employees from Zovio were absorbed into UAGC to assist with student recruitment and advising.
- Conversations are ongoing with the Department of Education and accreditors, both HLC (The Higher Learning Commission) and WSCUC (Western Association of Schools and Colleges Senior College and University Commission), regarding the transition to assessment. Migration of UAGC into the University of Arizona is slated to occur between March to June 2023 timeframe. A determination will be made as to whether UAGC will be a branch

campus or operating unit. There is correspondence with the Board of Regents and the Department of Education on this matter.

- A Senator asked how many employees of Zovio were taken by the UAGC and if there is a cost associated. In response to questions, Robbins stated there is no cost and there are about 800 of 1,000 employees that were transferred. The Department of Education took special interest in which employees were transitioned into UAGC from Zovio, there was a very thorough vetting and review of every person by name.
- A Senator questioned whether Faculty at UAGC will be considered state employees and have the same faculty status as other faculty within the UA system. The Senator also asked if there is proper language in SEC filings on Zovio which states the definition of affiliate is that the University of Arizona controls UAGC. Robbins explained he is unsure about the language in the filings with the SEC and clarified UArizona does not control UAGC, this issue was heavily debated with the Department of Education (DOE) during the initial Asset Purchase Agreement.
 - When all employees in the UAGC faculty are brought into the University, they will be a separate faculty and separate students with a separate IPED and OPIE number. They will not have representation in Faculty Senate and will have their own shared governance as they do today.
 - Future discussions about UAGC's involvement in shared governance at the University will be forthcoming. UAGC employees will be State of Arizona employees, therefore, their Employee Retirement Account (ERA) will be the same as every other employee at the University of Arizona.
 - Robbins stated there are different criteria for a Branch Campus from the Department of Education, HLC, and WSCUC, nomenclature is currently being worked on. Robbins affirmed UAGC has a new OPM and that there are no plans to extend that to other parts of UArizona.
 - Robbins confirmed UAGC is currently separate and will remain a separate operating entity within UArizona. There is also a physical location that was moved from San Diego, California to Chandler, Arizona where there are a small number of employees that work in-person. There will be no President or Provost for UAGC, there may be some type of Executive Director although, this has not been officially determined.
 - Tuition for UAGC is ~\$400M, which will provide a good margin for UArizona. There are currently ~10,000 students in the University of Arizona Online program. Robbins isn't aware of UArizona administrators with dual appointments at UAGC, but there are four faculty members who have UAGC Board seats.
 - A Senator questioned how Faculty will be evaluated, Robbins was unsure on the current process for peer review and evaluation but speculates that a process is in place.

11. **DISCUSSION ITEM: FURLOUGH COLA FOLLOW-UP FOR AD HOC COMMITTEE – PROFESSOR GARY RHOADES (01:37:58)**

- Rhoades introduced himself and discussed the University-wide furloughs of staff and faculty in 2020 and 2021. According to Rhoades, the levels of the furloughs were the most extreme in the State of Arizona and three to four times more than of any peer institution nationally as reported by the General Faculty Financial Advisory Committee appointed by Faculty Senate. Over the course of six-plus months after the initial announcement of the furloughs, they were revised in response to campus-wide feedback and agitation, as well as input from Coalition for Academic Justice at UArizona.
 - Although reduced by half, they remained the worst in the State of Arizona and nation and were accompanied by a significant number of layoffs and non-renewals of contingent faculty, staff, and student employees. Rhoades shared a statement from President Robbins addressing furlough programs. Rhoades is unaware of any revisiting to these matters in March 2021, if it did, there was no further adjustment or reimbursement. There is a need to revisit the issue of the furloughed monies and reinvest in the faculty and staff who were recognized by the President for sacrificing and overcoming many challenges.
- Rhoades recognizes that NAU and Michigan State have since implemented policies fully repaying furloughed employees their lost wages. This past December, CFO Lisa Rulney shared that the total amount of furloughed monies was \$43.5M, possibly less given regular turnover. Over a four-to-five-year period, there would be ~ \$8-10M per year which is a manageable amount given the University's financial position. There is a question on whether there is a will to prioritize reinvestments.
- Although salary raises were given over the summer, they are considerably less than what most in this room were furloughed, which was 8%. The raises were less than the 10% most state employees received, and less than the cost-of-living increases. This is particularly problematic for lower paid staff, junior faculty, and professors of practice.
- The furlough program was set by central administration and therefore, needs to be central administration's targeted reallocation, depicting how RCM previously and now AIB work. A process of reallocating from the units to the center through targets or taxes. Rhoades urges Faculty Senate to devote time, first to reviewing the relevant documents and the financial enrollment considerations, and secondly to discussing the possibility of developing a multi-year plan to pay back the furlough monies and reinvest in the staff and faculty.
- Hymel and Hudson stated this may be referred to an Ad-Hoc Committee in the future.
- Senator M. Witte suggested reviewing the Athletic budget to look at reallocation due to changes in the athletic revenue regarding the furlough.

12. **DISCUSSION ITEM: RII SENATE SEAT – SECRETARY OF THE FACULTY, TESSA DYSART (01:48:23)**

- Dysart opened by explaining the Research Faculties’ request to receive a Faculty Senate seat. The Committee on Faculty Membership met over the summer and determined that the Bylaws, Article VIII, Section 2 authorized the seat without any further action by the Senate.
 - The definition of General Faculty is in the Constitution, Article II, Section 1. The college of Veterinary Medicine has eight General Faculty members and is the smallest college. There are forty-six Research Faculty in the Common College.
- Algorithms were created to scan all Faculty employees to filter out who meets the criteria of General Faculty, where they are coded to vote with the College they fit with best. There are about eight members of the General Faculty in the College of Veterinary Medicine (Vet Med), the bulk of the other Faculty in Vet Med are adjuncts with less than .5 FTE. There are about twenty-two people who may qualify for voting rights after the four-year provision. The Common College has sixty-four members of the General Faculty with ~ten in the Honors College, forty-six members fall under the Research Faculty Category in RII.
- Dysart shared the August 28, 2017, Faculty Senate minutes where the Bylaws change was made to Article VIII, Section 2 increasing representation to include non-academic units with the intent of giving the smaller units Faculty Senate representation. This change was approved by the entire General Faculty. At that time, the smallest college was the College of Medicine in Phoenix who had twenty-two members. The General Faculty noted that non-college units are at severe disadvantages at electing their representation to the Senate when they passed this provision. These documents are appended to this agenda.
- Different components of RII include the Arizona State Museum, Udall Center, AZ Institute for Resilience, BIO5 Institute, University Animal Care, and Research Innovation & Impact.
- The next step forward would be for the Elections Committee to hold a special election to fill the RII Faculty Senate seat, consistent with what is done for vacancies longer than one semester. The Committee on Faculty Membership can address the issue of the Honors College representation. If Faculty Senate is not in favor of the Bylaws provision, discussions can be held to change it. When the change was made in 2017, the libraries received representation with no further votes taken in the Committee on Faculty Membership or the Faculty Senate.
- Professor Elliott Cheu reiterated Brescia’s comment in Open Session that currently there is no Common College representation in Faculty Senate because people don’t feel the Common College represents their endeavors. Cheu’s appointment to RII was to create a culture of excellence and inclusion.
- Dysart introduced Chief Data Officer, Ravneet Chadha, who displayed the census of the General Faculty and provided instructions on how to obtain access.
- A Senator asked for clarification on whether there is regulation for the Arizona State Museum and University Animal Care to be subject to academic program review and if they have PhD levels for faculty.
 - A Senator responded by saying Veterinary Medicine College and University Animal Care are not included in Faculty but there are employees with PhD levels who are doing animal care.
 - Dysart stated she has documents which detail the exact number of voting faculty that are available for viewing.
 - Chair Hudson stated her opposition for moving forward quickly with a decision on the RII Senate Seat. There is worry for enfranchisement, currently all RII Faculty are enfranchised under the Common College and have a vote. Hudson pointed out Senator Dial’s comment which states the Veterinary Medicine College has sixty-five Faculty where ~ thirty-one of those will have voting rights. Hudson stated there is a larger issue and it is imperative to look at why those faculty are not currently recognized as having voting rights. If there is a rush to define seats for poorly defined units, there can be undermining of votes for larger colleges who only have three votes for hundreds of faculty members.
 - Senator M. Witte agreed with Hudson’s statement and viewed this as opening the “floodgates,” for small administrative units. M. Witte stated her concern for choosing between an administrative role or faculty role.
 - Dysart emphasized her concern for not following the Bylaws and Constitution, it would be against accordance of these documents to not give RII a seat in the Faculty Senate.
 - The discussion will continue at the next faculty meeting.

13. **ADJOURNMENT**

There being no further business, the meeting was adjourned at 5:03 p.m.

**Tessa Dysart, Secretary of the Faculty
Jane Cherry and Jasmin Espino,
Recording Secretaries**

Motions of September 12, 2022 Faculty Senate Meeting

[Motion 2022/23-1] Motion to approve The Resolution concerning the process for electronic votes. Motion was seconded. Motion passed with forty-seven in favor, three opposed, and no abstentions. Text of Resolution:

Resolution concerning the process for electronic votes.

Purpose: To make the process of casting votes through Zoom equivalent, as nearly as possible, to the in-person process. This resolution does not cover how Zoom voters shall cast a secret ballot.

Resolution:

Votes cast through Zoom, during a Faculty Senate meeting, shall be valid and equivalent to votes cast in-person in the following circumstances.

A. For votes by raising hands:

- i. In-person and Zoom votes shall be cast simultaneously.
- ii. Before the vote, all Zoom hands shall be down; if necessary, the Presiding Officer can declare that specific raised hands shall be ignored for the purpose of the vote.
- iii. Anyone wishing to cast a vote on Zoom must have their face visible on Zoom, raise their Zoom hand, and keep it raised, until all voters are released by the Presiding Officer.

B. For roll-call votes:

- i. The sequence of the roll call shall be alphabetical and independent of whether members are attending in person or on Zoom.
- ii. Anyone wishing to cast a vote on Zoom must, when called, have their face visible on Zoom and cast their vote orally.

C. The Presiding Officer is responsible for enforcing these procedures.

D. The first agenda item of the first Senate meeting held after May 31, 2023, shall be the renewal of this resolution or the adoption of alternative procedures. Unless renewed, this resolution shall expire and have no effect after that meeting is adjourned.

[Motion 2022/23-2] Motion to approve the Faculty Senate Agenda. Motion was seconded. Motion passed with forty-eight in favor, none opposed, and no abstentions.

[Motion 2022/23-3] Motion to approve the minutes of May 2, 2022. Motion was seconded. Motion passed with forty-nine in favor, none opposed, and three abstentions.

[Motion 2022/23-4] Consent agenda seconded motion from Undergraduate Council BS in Religious Studies for Health Professionals. Motion carried with fifty in favor, none opposed, and no abstentions.

[Motion 2022/23-5] Consent agenda seconded Motion from Undergraduate Council UG Minor in Southwest Studies. Motion carried with fifty in favor, none opposed, and no abstentions.

FACULTY CENTER
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THE UNIVERSITY OF ARIZONA®
FACULTY SENATE AGENDA
Law 164
3:00-5:00 P.M.
Monday, September 12, 2022

1. Call to order.
2. Approval of the Agenda: Vice Chair of the Faculty, Mona Hymel (5 minutes)
3. Approval of the minutes from May 2, 2022 (2 minutes)
4. Consent Agenda – BS in Religious Studies for Health Professionals; UG Minor in Southwest Studies – Chair of the Undergraduate Council, Molly Bolger. (5 minutes)
5. Statement from the Chair of the Faculty – Leila Hudson (5 minutes)
6. Open Session. Time limit is 2 minutes. Maximum number of speakers is four. No comments or votes will be taken. (8 minutes)
 - A. Remembering Former Chair of the Faculty, Wanda Howell. **TBD** (10 minutes)
7. Reports from the President, Provost, Faculty Officers, APPC, RPC, SAPC, DEI, Graduate Council, Undergraduate Council, SPBAC, ASUA, GPSC, UArizona Staff Council, Gen Ed Office with UWGEC.
8. Old Business
 - A. Research Policy Committee (RPC) – Facilities & Administrative (F&A) Costs – David Cuillier & Paul Gordon (10 minutes)
 - B. UAGC Update/Discussion – Gail Burd & Jane Hunter (15 minutes)
9. New Business
 - A. RII Senate Seat Discussion – Tessa Dysart & Elliott Cheu (10 minutes)
 - B. Child Care Center – Tessa Dysart (5 minutes)
 - C. COVID update – **TBD** (10 minutes)
 - D. General Education – Susan Miller-Cochran & Joan Curry (10 minutes)
10. Adjournment.

<Webinar Link Information>
Supplemental Documents

**MINUTES
FACULTY SENATE
MAY 2, 2022**

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<http://arizona.openrepository.com/arizona/handle/10150/107812>

Visit the faculty governance webpage at:

<http://facultygovernance.arizona.edu/>

1. CALL TO ORDER

Presiding Officer of the Faculty Senate, Melanie Hingle, called the final Faculty Senate meeting of the semester to order at 3:04 p.m. via Zoom. Hingle welcomed all Faculty Senators, guests, and Observers. Hingle instructed all Panelists and invited guests to remain muted and to raise their Zoom hand to speak.

Present: Senators Addis, Alfie, Behrangi, Bolger, Bourget, Brewer, Brummund, Casey, Citera, Cooley, Diroberto, Downing, Durán, Fink, Folks, Gephart, Gerald, Gordon, Hammer, Helm, Hingle, Hudson, Hurh, Hymel, Ijagbemi, Jones, Kline, Lawrence, Leafgren, Lee, Little, Lucas, McDonald, Milbauer, Murphy, Neumann, Ottusch, Pau, Rafelski, Robbins, Rodrigues, Rosenblatt, Russell, Schulz, Sen, Simmons, J. Smith, S. Smith, Stone, Su, Summers, Vedantam, Witte, R. Witte, and Ziurys. M. Stegeman served as Parliamentarian.

Absent: Senators Devereaux, Dial, Domin, Goyal, Haskins, Knox, Reimann, Slepian, Valerdi, Vega, and Zenenga.

2. ACTION ITEM: APPROVAL OF THE FACULTY SENATE AGENDA FOR MAY 2, 2022

Hammer moved [**Motion 2021/22-51**] to approve the agenda. Motion was seconded. The agenda was approved as presented.

3. ACTION ITEM: SENATE ELECTIONS FOR UNIVERSITY COMMITTEE ON ETHICS AND COMMITMENT, COMMITTEE ON CONCILIATION, UNIVERSITY HEARING BOARD, SHARED GOVERNANCE REVIEW COMMITTEE, GRIEVANCE CLEARINGHOUSE COMMITTEE, SENATE EXECUTIVE COMMITTEE (VOTES WILL BE UTILIZED THROUGH QUALTRICS SURVEY DURING THE MEETING)

Hingle instructed Faculty Senators to vote during the meeting, and results of the election would be shared at the end of the meeting. Secretary Brewer announced the results at that time:

Committee on Conciliation

*Diaz, Duarte (26)
*Zwinger, Lynda (25)
*Classen, Albrecht (24)
Romero, Elaine (21)
Abraham, Matthew (16)

Committee on Ethics and Commitment

*Lanza, Fabio (36)
*Taylor-Piliae, Ruth (34)

Grievance Clearinghouse Committee

*Dial, Sharon (38)

University Hearing Board

*Chertudi, Mikel Andres (31)
*Hoch, Kristie (30)
*Werchan, Henry (26)
*Jolie, Ruth Burgett (25)
Jolie, Edward A. (19)

Senate Executive Committee

*Simmons, Caleb (30)
*Ziurys, Lucy (24)

Shared Governance Review Committee

*Downing, Ted (21)
*Simmons, Caleb (21)
A coin toss will be scheduled to break the tie.

**Elected*

4. APPROVAL OF THE MINUTES OF APRIL 4, 2022

Hingle moved [**Motion 2021/22-52**] to approve the minutes of April 4, 2022. Motion was seconded. [**Motion 2021/22-52**] passed with one abstention, and is detailed at the end of these minutes.

5. 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 Hudson thanked Faculty Center staff Jane Cherry, Sabrina Smith, and Nicholas Rivas for all their hard work and support of shared governance this year. Hudson thanked all outgoing Faculty Senators and outgoing Faculty Officers Jessica Summers, Melanie Hingle and Michael Brewer for their work. Hudson also thanked Parliamentarian Mark Stegeman, adding that she and Hymel have asked Stegeman to stay on as Parliamentarian while he transitions to a College Representative Faculty Senator role. Roberts Rules does not prohibit such an arrangement, and Stegeman has come up with a protocol for how his dual role will be handled and will share the plan with the new Faculty Senate.

Senator Ziurys thanked the outgoing Faculty Officers and Faculty Senators. Ziurys pointed out an ever-increasing concern among the faculty and Regents Professors of the ever-increasing bureaucratic burdens that have been placed upon the faculty by administration for a series of training courses and conflict of interest forms. A conflict of interest form will be necessary for peer review, to assign a paper, or submit grant proposal. This sort of bureaucratic process detracts from the obvious mission of the faculty; teaching, research, and other scholarly activities, is an immense waste of time, and is degrading the faculty into a role of kindergarten students who have to constantly be busied with meaningless tasks. The future Faculty Senate should discuss bureaucratic burdens placed on faculty. Thank you.

Senator Witte said the University of Arizona's mantra is *Wonder Makes Us*, but how do we actually encourage and display that wonder across campus? Our Questionarium Project goes to the heart of that curiosity connectivity. As a spin off of the NIH funded curriculum Witte's medical and other ignorance, which focuses on encouraging and sharing questions among diverse, multi-level student researchers and faculty mentors. Witte would like to spread question gathering cross campus to stimulate and eventually match faculty and student questioners in a type of mating game or speed dating style. In a 2013 Ted-X Bloomington Talk, Witte described the questionarium as a key space in the Envision Ignorance University dedicated to all we have yet to learn and discover. We have used the questionarium platform as a mixer, a collaboration tool, a research and action agenda developer for entrepreneurs at the Karolinska Institute for burka-clad high school teachers in Kuala Lumpur, for the helicopter pilots transporting distress neonates across the Italian Riviera, the Chorale Music Society, and next July, at the Cokethorpe Prep School commencement celebration in Oxfordshire, UK. Witte asks each Faculty Senator, as she did with Committee of Eleven and College of Medicine Dean's Research Committee members before, to submit in the Chat or email her at lymph@u.arizona.edu, a favorite, most important question you are currently working on in your discipline. A simple sentence, no discussion, ending with a question mark. For example, Einstein's would be, "What time is it, really?" Nobelist Joshua Lederberg submitted his questions to our questioning summer high school students, "Are bacteria really cells?" A foundational question for molecular biology and the human genome project. Witte's own lifetime questioning clock includes what stimulates and what inhibits lymphatic vessels' growth, and overarching, her question is how do we nurture curiosity in ourselves and in our students. Please take the remaining time to enter in the Chat or email your own wonder just so that we can share and build in the future. Thank you.

Professor David Gibbs from the Department of History spoke to the University of Arizona Center for Philosophy of Freedom and its offshoot the Department of Political Economy and Moral Sciences (PEMS). Gibbs has spoken multiple times on the issue specifically of his concerns that the donors who have helped to create these institutes and lavishly funded them, have been influencing the hiring of faculty in an ideological direction. Gibbs prefaced that he has nothing against Libertarian ideology and shares some of it himself, the issue is inappropriate, ethically questionable influence. New documents have been released under the Arizona Open Records Act, which contain very dramatic and unambiguous evidence/proof, of direct donor influence on hiring in ways that are clearly incorrect. Gibbs reads a 2009 email from Freedom Center Director, David Schmitz, to a University administrator, "Jim Pearson from the Thomas W. Smith Foundation confirms that I've run McKenna's name by him by phone, which explains why I have no record." Evidently, Schmitz didn't want to keep a record of the approval with the donor. McKenna was hired at that time, but the Smith Foundation checked the name before authorizing its funds for the faculty salary, These actions define donor approval and donor influence. There is no reason to think that donors know anything about philosophy or have credentials in this area, and clearly goes against the basic standards of how the process is supposed to work. Donors are not supposed to influence hiring decisions in any manner. In addition, there are multiple statements by University administrators over a period of years that flat out deny this process occurs. In 2011, the *Tucson Weekly* quoted a high-level administrator, "*I've looked into this and can report there has been no donor influence over the hires we've made at the Freedom Center.*" In 2019, an external review of the Freedom Center essentially repeated this claim, which is factually incorrect, and raises a number of issues. First is the inappropriate donor influence and violation of basic academic standards of how hiring is supposed to work and how donations are supposed to be used. Secondly, if factually incorrect statements are made before both faculty and the Arizona public, we should not forget that this is a State University and have obligation to the public. As a faculty member with thirty-two years' experience at the University of Arizona, Gibbs is generally unhappy with the state of affairs, and thinks all should be unhappy as well. These issues raise basic questions as to how the Freedom Center and its offshoot PEMS has been run, and whether or not the administration is able to administer it correctly. Gibbs proposes that as soon as possible, the Faculty Senate appoint an independent committee of faculty to do a proper evaluation of donor influence and to make recommendations to correct this problem. Thank you.

6. **ACTION ITEM: CONSENT AGENDA – PROPOSAL DOCTOR OF PHYSICAL THERAPY; PROPOSAL MASTER OF PHYSICIAN ASSISTANT PRACTICE – CHAIR OF THE GRADUATE COUNCIL, RON HAMMER**

Both proposals come to Faculty Senate as seconded motions from Graduate Council. [Motion 2021/22-53] Proposal Doctor of Physical Therapy and [Motion 2021/22-54] Proposal Master of Physician Assistant Practice carried and are detailed at the end of these minutes.

7. **ACTION ITEM: CONSENT AGENDA – BS IN NUTRITION AND HUMAN PERFORMANCE – CHAIR OF THE UNDERGRADUATE COUNCIL, MOLLY BOLGER**

The proposal comes to Faculty Senate as a seconded motion from Undergraduate Council. [Motion 2021/22-55] carried and is detailed at the end of these minutes.

8. **ACTION ITEM: CONSENT AGENDA: NAME CHANGE NORTON SCHOOL OF HUMAN ECOLOGY – DIRECTOR, CURRICULAR AFFAIRS, LIZ SANDOVAL**

[Motion 2021/22-56] comes as a seconded motion from Curricular Affairs. [Motion 2021/22-56] carried and is detailed at the end of these minutes.

9. **REPORTS FROM THE PRESIDENT, PROVOST, FACULTY OFFICERS, APPC, RPC, SAPC, DEI, GRADUATE COUNCIL, UNDERGRADUATE COUNCIL, SPBAC, ASUA, GPSC, UARIZONA STAFF COUNCIL**

Hudson asked Folks for details about the medical program with Western Australia University mentioned at the last ABOR meeting. Folks said there is a discussion underway to offer a dual medical degree between the University of Western Australia and the University of Arizona. Folks clarified that a dual degree process would not ordinarily be under ABOR's purview, but was routed that way due to the tuition and fees component.

10. **INFORMATION ITEM: UPDATE ON THE CAREER-TRACK AD HOC SENATE COMMITTEE – CO-CHAIRS BILL NEUMANN AND KASI KIELBAUGH**

Neumann gave an overview of the history of the *ad hoc* committee, which was established in 2013. At the time, the Non-Tenure Track Task Force as it was called, undertook twenty-three different issues associated with contracts, reviews, promotions, career advancement, and how this population engages with the University and shared governance. Neumann thanked the Provost and Vice Provost for Faculty Affairs for helping move many of the initiatives forward. In terms of shared governance, over 1,200 Non-tenure eligible faculty were originally represented by one APAC representative in Faculty Senate, have now joined the General Faculty. The committee worked diligently to bring Career-track faculty as a broad designation for Non-tenure eligible faculty in the ranks of Instructor, Lecturer, and three Professorial titles of clinical research and Professor of Practice. Previously, only faculty with multi-year contracts were eligible to vote. A change to the Faculty Constitution now allows Career-track faculty voting eligibility based on three out of four years of service, expanding enfranchisement to Career-track faculty over the past ten years. Over 100 unique titles were condensed into three tracks for Instructor, Lecturer, and Professorial titles. More consistent criteria for promotion within units for Lecturer, Instructors, and Professorial tracks as they move from the unit to the Vice Provost for Faculty Affairs office. A number of faculty had "adjunct" or "visiting" modifiers added to their titles, which was limiting their rights in terms of annual reviews and promotions. This group of faculty were full-time, permanent employees, and with the help of senior leadership support, have been moved into other titles so they can benefit from the rights and protections that give them the ability to move forward. In conjunction with Arizona State University and Northern Arizona University, ABOR changed the policy where the number of multi-year contracts for Career-track faculty was raised from 15% to 30%, allowing for institutional flexibility and managing in-house advancement for this particular group of faculty. Multi-year contracts at UArizona fall in the 4% range. Equity and opportunity advances led to a review of salaries and workload that resulted in raises for many of the lowest paid Career-track faculty on campus and supported efforts leading to the Provost's campus-wide Career-track salary equity study. Senator Brewer started efforts with the *ad hoc* committee in 2013, and many thanks go to Amy Fountain, Mika Galilee-Belfer, and Kasi Kiehlbaugh for their continued efforts and expertise. An annual report will be forthcoming. McDonald was contacted by a colleague who asked about the inequity for Career-track faculty not being able to appeal a negative promotion decision and asked for elaboration. Neumann said that this particular issue was not brought to the committee's attention, but would defer to the Provost or Vice Provost for Faculty Affairs for follow up. M. Witte applauded the efforts made for Career-track faculty, but no efforts have been made for Tenure-track and Tenured faculty. Witte asked for the number of Career-track faculty that have been enfranchised in comparison to the number of Tenure-track faculty. Neumann didn't have the exact number but said it may be in the 700-800 range. Folks provided the numbers in Chat: ~1,100 Career-track/~1,530 Tenure-track faculty, and Brewer added that the number denotes General Faculty. Vice Provost for Faculty Affairs posted links in Chat directing Faculty Senators to the requested information on the Faculty Affairs website. Hudson asked why only 4% of faculty have multi-year contracts. Neumann confirmed and said the reason is delegated to the units to determine

contracts. Ziurys stated that the posted report reflects that hiring of Tenure-track faculty decreased to 11% of all faculty hiring in 2021.

11. ACTION ITEM: DOCUMENTS DESCRIBING IMPLEMENTATION PLAN AND GUIDING PRINCIPLES FOR SHARED GOVERNANCE, FACULTY AND ADMINISTRATORS – VICE CHAIR OF THE FACULTY, MELANIE HINGLE

Hingle moved **[Motion 2021/22-57]** that Faculty Senate approves the presented documents describing shared governance agreements to become our Guiding Principles and Implementation Plan replacing the existing 2005 Memorandum of Understanding (MOU). Motion was seconded. Downing moved **[Motion 2021/22-58]** to amend **[Motion 2021/22-57]** for the Faculty Senate to compliment the Shared Governance Review Committee for its ongoing work to draft a proposed faculty-administration agreement or MOU, and the MOU agreement be referred back to the committee to identify successful shared governance agreements and other institutions of higher education, including but not limited to the following sections: 1) a definition section, 2) a linkage of the agreement to the current University policy architecture, 3) operational statements on academic freedom, 4) intellectual property rights, 5) conflict resolution, 6) adjunct faculty role retention, 7) faculty work assignments, 8) notification of vacancy processes for evaluations, 9) recall of administrators, and, 10) election processes. A revision of the outline components can be presented to the faculty for discussion by January 2023. Hingle explained that many of the proposed amendments Downing has identified are already in policy, the Shared Governance Review Committee agreed to minimize details in the documents themselves, thereby streamlining verbiage. The policies are referenced in the documents. Downing rebutted that the reason for the motion is that the way the policy architecture exists, when looking at the MOU, it's imprecise as to how the MOU fits within the overall structure of policy at the University, beginning with UHAP. Downing looked at other Universities to see how they organize their agreements between the faculty and administration to prevent conflicts and disputes. The faculty need an unambiguous idea of what the agreement is applying. The document is a good beginning but hasn't reached the standard you would expect from an agreement at a major University. Hingle said the intention was not to have static documents that didn't address the issues raised, but more to first have principles in place that can be continuously worked on. M. Witte said parliamentary procedure should be followed instead of back and forth conversation. Witte moved **[Motion 2021/22-59]** to table the document until September for further discussion. Ziurys seconded. Hammer agreed with Downing that the document is a good start, but feels having an agreement in place is needed. Ziurys said the document is flawed without a definition of shared governance, among other things, and is not ready to be voted on. Simmons feels the newer document is more relevant to upholding standards than the previous document, and urges to have something in place today for the revision process to continue. Hurh asked hypothetically if faculty governance was achieved in the UAGC decision, would the new MOU have constrained the administration to take another step to involve faculty before decisions were made. Downing reiterated that a well thought out document was achieved at Arizona State University and has been in existence for over twenty years. Hudson, who worked on the document as part of the Shared Governance Review Committee and will eventually have to sign the document, received complaints from her constituents in her college, but agrees with Downing to send it back to the committee with specific instructions rather than tabling it. Simmons agreed. Witte withdrew **[Motion 2021/22-59]** and supports Downing's motion. Ziurys seconded. Downing clarified that his motion states the word "including," and that the committee itself may instruct the Faculty Senate or any other entity to add to the document. **[Motion 2021/22-58]** failed. **[Motion 2021/22-57]** passed, and both are detailed at the end of these minutes.

12. INFORMATION AND POSSIBLE ACTION ITEM: UAGC UPDATE AND UAGC FACULTY SENATE RESOLUTION – PRESIDENT ROBERT ROBBINS, VICE PROVOST, GAIL BURD, AND PROVOST LIESL FOLKS

Robbins opened by explaining that UAGC was notified of temporarily losing its veteran's funding for its eligible students, a decision that was reversed retroactively a week ago so it could continue its veteran's funding from the Veteran's Administration for its eligible students. Zovio filed its 10K, and Senior Vice Provost Burd and others are working on issues with accreditation with the Higher Learning Commission (HLC) and WASC. If UAGC were to come into UArizona, what would be the most beneficial model. Burd added that UAGC is student-centered, and a non-profit, private institution established in Arizona, working with KPI's and shared governance agreements with their OPM to provide those services. Services are controlled by the agreement. Zovio, who is providing the OPM services has accommodated and changed many of its top personnel, notably the past chair and several serving under him. Additionally, some of the practices that happened prior to 2017 that were noted in the California Attorney General case have been rectified in the sense that UAGC is requiring different practices on the part of the OPM with regard to accepting students. Students must complete their Free Application for Federal Student Aid prior to admittance. Students who have never taken college credit courses are put into a program that helps them learn how to succeed. The Board is looking at how the OPM is functioning and a good relationship has been established in order to make sure that the needed services provided. The UAGC student population is a different population from the UArizona student population. UArizona's students typically are eighteen-year-olds, and UAGC is supporting adults who may have families and are working. This type of student typically takes one course at a time. Burd said she has undertaken a true understanding of the leadership and practices at UAGC as she has helped them to develop the agreement. UAGC is committed to working hard to develop practices that are in concert with UArizona's principles and values and Burd fully supports UAGC's integration

into UArizona. Robbins added that there are 36M people in this country with some college credits and no degree, which represents the student population of UAGC. UAGC is working to identify through data analytics the students who are most likely to fail who have twelve to fifteen hours of college credits coming into the institution. Hudson asked Burd when presenting an optimistic picture of UAGC, if she is speaking as a Board member with fiduciary duties to UAGC or speaking as Senior Vice Provost of UArizona with fiduciary duties to UArizona. Burd responded her support is first and foremost to UArizona always and secondly is serving on the Board of UAGC. All UAGC Board members are working in one direction, and that is to support UAGC coming into UArizona. One group is working together to make a very strong movement of UAGC into UArizona. Not every student is able to come to UArizona and succeed, and having another type of program available is beneficial to many students. Hudson asked when faculty will exercise shared governance at UArizona over the singular entity, since there has been none as required by law. Burd responded that the Vice Chair of the Faculty is serving on the Steering Committee, as well as a faculty member from UAGC. The Steering Committee is working with both entities and a recommendation will be announced. No shared governance can take place until the legal and fiduciary work is complete to garner a recommendation. Hudson stated that shared governance is procured through its elected representatives, and appointing faculty member to a Task Force is explicitly bypassing shared governance. Downing asked Robbins as President and administrator of one of the largest state Universities, does the 36M students without degrees take priority over UArizona and the Arizona system itself. Robbins responded his priority is people in the Arizona system, but conveyed that the hypothetical choice is not an "either/or." Robbins serves the people in the system, yes, but that doesn't preclude offering what UArizona can provide in terms of educational offerings to another type of student. Ziurys asked Burd if D2L was going to be revised with another system. Burd responded that it was speculation, but an RFP is underway to look at what is available and is in no way connected to UAGC. M. Smith explained to Burd that information and statistics have been requested pertaining to applied curricula leading to employment in specific disciplines and none has been provided. Hurh asked how resources are flowing between both entities and if there has been any shift of resources, and if so, what amount. Robbins responded that there was a \$20M payment from UAGC to UArizona for a signed services agreement, and Burd added that the funds were for using UArizona's marks and brand. Ziurys requested Hudson to clarify shared governance in this transaction. Hudson said that Helm mentioned that SPBAC was involved in making recommendations in 2020. The Faculty Senate was surprised at the initial agreement, and learned after the fact that Non-disclosure agreements (NDA) were signed by those involved in making recommendations. Questions remain whether SPBAC made forthcoming recommendations under the NDA's because hypotheticals instead of actual information about the companies was given. A Task Force that is hand-selected may be perfectly acceptable, but is not shared governance, and should be comprised of faculty who are committed to constituents. Hudson moved **[Motion 2021/22-60]** *"We, the Faculty Senate at the University of Arizona, herewith disagree with the past and ongoing integration efforts of UAGC as an operating branch of the University of Arizona, disavow the consequences which harm the University of Arizona's academic mission, operations, reputation, and financial health, call for the discharge of student loan debt incurred by students at UAGC, and strongly urge an orderly unwinding consistent with Arizona statute, of the UAGC affiliation with the purpose of divorcing the University of Arizona and the University of Arizona Foundation entirely from UAGC and Zovio."* Downing seconded the motion. Simmons asked Summers for clarification on her comment in Chat, *"If shared governance is to be engaged, Senate should appoint an ad hoc committee to work with the steering committee in order to maintain transparency and communication in the UAGC plan development. Hudson's motion essentially shuts down information access by condemning the process before it even begins"* Summers replied that Faculty Senate's concern for having a process of shared governance being gauged in the development of plans is absolutely well-founded and rooted in the traditions of shared governance, but believes that before the process gets started, this motion essentially shuts down access to those processes. A Faculty Senate *ad hoc* Committee should be formed to work with the Steering Committee. Simmons feels there are a lot of distressed emotions tied to the Resolution with the way things have unfolded, and urges senior leadership to continue to engage with Faculty Senate on this issue of integration. Simmons cannot agree or disagree with ongoing integration efforts because he feels that he, as well as many others, know very little about how this is going to work. Coming from a similar background as the UAGC students, abandoning them at this point is not an option, and more information is required to make a fully informed decision. Burd responded that Hingle has provided a list of elected faculty and Faculty Senate representatives to sit on the six ad hoc committees to figure out the academics, institutional structure, student success, oversight and compliance, risk management, and continuous improvement, which is where the faculty are needed to make decisions on how to bring in UAGC as an independent/isolated entity currently and work to see what kinds of relationships and work UArizona would do to increase communication and efficiencies for the aforementioned six areas. McDonald said he needed a better understanding of the consequences and would like clarification on one point of argument. If this Resolution were to pass, and the University separated its relationship with the entities, what is the financial liability consequence to the University. Robbins responded that the University has no relationship with Zovio. If this motion passes, then it will put the University at risk because a TPPPA with the Department of Education. UArizona would be at financial risk for students and teaching them out because, essentially, we are taking responsibility for the students. Robbins estimates the liability would be in excess of \$100M. M. Witte stated that she agrees only partially with Hudson's Resolution for a variety of reasons, and agrees with Simmons on the unknowns. Possibly further discussion can take place at a future meeting. Chair of APPC Dysart said that Summers and Hingle have the power to appoint committees in their elected roles. There may be long-standing legal implications with Hudson's motion because Faculty Senators have not had

enough time to digest its implications. Dysart moved to table the motion in order for the incoming Chair and Vice Chair of the Faculty to constitute a committee to look at the legal implications over the summer with the new Faculty Senate and leadership to address concerns in the fall. Hudson called for Point of Order and asked Presiding Officer Hingle if Dysart is a Faculty Senator. Dysart replied that she is not a Faculty Senator, and she retracted her statement and motion because only Faculty Senators have permission to conduct business in Faculty Senate. Hudson amended the Resolution per M. Witte's suggestion to read, "*We, the Faculty Senate of the University of Arizona herewith disagree with the past and ongoing integration efforts of UAGC as an operating branch of the University of Arizona, disavow the consequences which harm the University of Arizona's academic mission, operations, reputation and financial health and call for a full risk assessment of a full unwinding of the deal by September 2022.*" Ziurys said that UArizona has a contract with Zovio until June 30, 2036. Zovio's predatory practices on students alluded to the Senate *ad hoc* Committee calling the organization an absolute scam. Deceptive advertising, predatory recruiting, high prices, weak educational offerings, two lawsuits it lost, is UAGC's history. Simmons supports charging an *ad hoc* committee. Robbins clarified that UArizona does not have a contract with Zovio – never has, never will. The California Attorney General's case was against Zovio, not UAGC, not the University of Arizona. Since 2017, no evidence was ever found of ongoing malicious practices that Ziurys mentions, therefore, that information is erroneous. Milbauer reminded the body that the Faculty Senate had a Global Campus Senate Advisory Committee (GCSAC) that issued a report in December 2020 that he provided in Chat. Before another *ad hoc* committee is tasked, please read the report. McDonald moved **[Motion 2021/22-61]** to table the Resolution until September based on work being done in real time, new incoming Senators, to obtain more information, and confer with constituents' opinions. Summers seconded the motion. Fink asked how one tables something in full motion when September will be too late to obtain information, form an opinion, nor appoint a committee. Simmons pointed out the Resolution stops nothing from moving forward and is ineffective. Hudson said after two years, requested information has been ignored. The *ad hoc* committee's work was ignored, and it would have prevented the liability we are currently experiencing. Information is obtained from people with conflicts of interest and no outside source of information. Summers called the question. Hingle stated that the vote is for tabling the Resolution. Parliamentarian Stegeman reminded Hingle that cutting off discussion is not advisable. Downing feels tabling has a consequence, and in this case it's a lump in someone's throat for up to \$100M for damages. A statement from Faculty Senate as to how it feels being ignored multiple times is important and feels tabling will do more damage. Hingle reminded the body that the motion to table was on the floor. M. Witte is against tabling because Faculty Senate is expressing its moral indignation and scolding indicates that the people who made the decision that the process was wrong and we disagree with the decision. Ottusch said he agreed with the first version of the Resolution absent the full risk assessment addition because it's important to voice our disagreement with what has transpired. Burd's work is appreciated on UAGC, but it's also fair to say that Faculty Senators disagree with the acquisition. The risk assessment would be a good thing to address in the fall. A symbolic vote on how Faculty Senators feel versus working on something specific should be separated. **[Motion 2021/22-61]** to table until September failed and is detailed at the end of these minutes. Hudson clarified the amended **[Motion 2021/22-60]**, "*We, the Faculty Senate of the University of Arizona herewith disagree with the past and ongoing integration efforts of UAGC as an operating branch of the University of Arizona, disavow the consequences which harm the University of Arizona's academic mission, operations, reputation, and financial health and call for a full risk assessment of a full unwinding of the deal by September 2022.*" Motion passed 19:15, with six abstentions, and is detailed at the end of these minutes.

Hingle thanked outgoing Faculty Senators Brewer, Devereux, Diroberto, Gephart, Haskins, Helm, Hingle, Hurh, Jones, Kline, Lee, McDonald, Milbauer, Murphy, Rafelski, Reimann, Rosenblatt, Sen, Summers, Valerdi, and Vega.

13. **ADJOURNMENT**

There being no further business, the meeting was adjourned at 5:20 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 April 4, 2022**
2. **Proposal for Doctor of Physical Therapy**
3. **Proposal Master of Physician Assistant Practice**
4. **BS in Nutrition and Human Performance**
5. **Name Change Norton School of Human Ecology**
6. **Report from the President**
7. **Report from APPC**
8. **Report from SAPC**

9. Report from SPBAC
10. Report from UArizona Staff Council
11. Report from the Gen Ed Office with UWGEC
12. Civic Learning Addendum
13. Implementation Plan
14. Guiding Principles
15. UAGC Resolution proposed by Leila Hudson

Motions of May 2, 2022 Faculty Senate Meeting

[Motion 2021/22-51] to approve the agenda. Motion was seconded. Motion passed.

[Motion 2021/22-52] to approve the minutes of April 4, 2022. Motion was seconded. Motion passed.

[Motion 2021/22-53] Seconded motion from Graduate Council Proposal Doctor of Physical Therapy. Motion carried.

[Motion 2021/22-54] Seconded motion from Graduate Council Proposal Master of Physician Assistant Practice. Motion carried.

[Motion 2021/22-55] Seconded Motion from Undergraduate Council BS in Nutrition and Human Performance. Motion carried.

[Motion 2021/22-56] Seconded motion from Curricular Affairs Name Change Norton School of Human Ecology. Motion carried.

[Motion 2021/22-57] Motion to approve the Implementation Plan and Guiding Principles for Shared Governance. Motion was seconded. Motion passed.

[Motion 2021/22-58] Motion to amend the **[Motion 2021/22-57]** for the Faculty Senate to compliment the Shared Governance Review Committee for its ongoing work to draft a proposed faculty-administration agreement or MOU, and the MOU agreement be referred back to the committee to identify successful shared governance agreements and other institutions of higher education, including but not limited to the following sections: 1) a definition section, 2) a linkage of the agreement to the current University policy architecture, 3) operational statements on academic freedom, 4) intellectual property rights, 5) conflict resolution, 6) adjunct faculty role retention, 7) faculty work assignments, 8) notification of vacancy processes for evaluations, 9) recall of administrators, and, 10) election processes. from Undergraduate Council Change of Schedule Policy Revision. Motion was seconded. Motion failed.

[Motion 2021/22-59] Motion to table the document until September for further discussion. Motion was seconded. Motion was withdrawn.

[Motion 2021/22-60] Faculty Senate Resolution *"We, the Faculty Senate of the University of Arizona herewith disagree with the past and ongoing integration efforts of UAGC as an operating branch of the University of Arizona, disavow the consequences which harm the University of Arizona's academic mission, operations, reputation, and financial health and call for a full risk assessment of a full unwinding of the deal by September 2022."* Motion was seconded. Motion passed.

[Motion 2021/22-61] Motion to table the Resolution until September based on work being done in real time, new incoming Senators, to obtain more information, and confer with constituents' opinions. Motion was seconded. Motion failed.

FACULTY CENTER
1216 E. Mabel
PO Box 210456

New Academic Program Workflow Form

General

Proposed Name: Religious Studies Health Profs

Transaction Nbr: 00000000000122

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Science

Do you want to offer a minor? Y

Anticipated 1st Admission Term: Fall 2022 

Details

Department(s):

HMNT

DEPTMNT ID	DEPARTMENT NAME	HOST
0405	Religious Studies and Classics	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 51.3204, Medical/Health Humanities.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Religious Studies for Health Professionals

Transcript: Y Religious Studies for Health Professionals

Conditions for Admission/Declaration for this Major:

None

Requirements for Accreditation:

None

Program Comparisons

University Appropriateness

This degree program will align the University of Arizona's Religious Studies program with the UArizona Strategic Plan to "prepare our students with the skills and mindsets to lead the 4IR" (Pillar 1: Wildcat Journey). The BS in Religious Studies for Health Professionals will be the first of its kind in the United States. As such, it will draw new students to the University of Arizona who are interested in robust training in religious studies that will prepare them to navigate both the cultural diversity and the religiously inflected controversies and challenges that shape the world of health and medicine today. As students seek to set themselves apart in an increasingly competitive STEM world, a major like ours would showcase the University of Arizona's unique interdisciplinary profile. The University of Arizona is a hub for innovative undergraduate education preparing students with a broad range of interests for health careers, by offering distinctive pathways to professional schools and jobs in health and medicine.

The College of Humanities has become a national leader in developing cutting edge applied humanities programs. The College of Humanities has attracted substantial national attention for its innovative programming, and the number of requests from around the country for advice on creating applied humanities programs have led the Dean's office to design a menu of fee-based consulting services. The Religious Studies for Health Professionals major builds on COH's strengths in applied humanities. (Note that Religious Studies is a nonsectarian academic/humanities discipline, not to be confused with the separate discipline of theology or with the practice of religions.) The program draws from our department's expertise and the strengths of the interdisciplinary field of Religious Studies for addressing how people interpret and assign meaning to issues of sickness and health; analyzing the historical and social role of religion in health and medicine in the United States and around the world; and developing

intercultural competence in light of religious diversity.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
01876466	Stephanie Springer	0472	Senior Lecturer	Master Public Health	5.00
03103791	Alison Jameson	0405	Assit. Prof. Pract.	Doctor of Philosophy	5.00
03179174	Hester Oberman	0405	Lecturer	Doctor of Philosophy	5.00
22059116	Andrea McComb Sanchez	0405	Assit. Prof	Doctor of Philosophy	5.00
22062266	Caleb Simmons	0405	Assoc. Prof	Doctor of Philosophy	5.00
22063597	Max Strassfeld	0405	Assit. Prof	Doctor of Philosophy	5.00
22071487	Rae Dachille-Fitzgerald	0405	Assit. Prof	Doctor of Philosophy	5.00
22079779	Kristy Slominski	0405	Assit. Prof	Doctor of Philosophy	10.00

Additional Faculty:

N/A

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0405	109	23	21.46

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0405	109	117	125	23	23	23	21.00	21.00	21.00

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

Existing facilities and equipment are sufficient.

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

All faculty and courses are already in place.

Other Support Needed over the Next Three Years:

None

Comments During Approval Process



NEW ACADEMIC PROGRAM – MAJOR Preliminary Proposal Form

I. Program Details

- a. **Name (and Degree Type) of Proposed Academic Program:** Major in **Religious Studies for Health Professionals**, Bachelor of Science (BS) and Minor in Religious Studies for Health Professionals
- b. **Academic Unit(s)/College(s):** Department of Religious Studies and Classics, College of Humanities
- c. **Campus/Location(s):** University of Arizona, Tucson Main Campus
- d. **First Admission Term:** Fall 2022
- e. **Primary Contact and Email:** Dr. Karen Seat, kkseat@email.arizona.edu

II. Executive Summary:

- a. The BS in Religious Studies for Health Professionals will be the **first of its kind** in the United States. As such, it will draw new students to the University of Arizona who are interested in robust training in religious studies that will prepare them to navigate the cultural diversity and the religiously inflected controversies and challenges that shape the world of health and medicine today. As students seek to set themselves apart in an increasingly competitive STEM world, this major will showcase the University of Arizona's unique interdisciplinary profile. We can imagine the University of Arizona marketing itself as a hub for innovative undergraduate education preparing students with a broad range of interests for health careers, by offering several unique pathways to health-related professional schools – from bachelor's degrees in “Care, Health, and Society” to “Applied Humanities—Public Health” to “Religious Studies for Health Professionals.” With the shortage of health professionals in the state of Arizona and nationally, along with the calls from health professions for universities to train a diverse, culturally competent workforce, this unique degree would add a distinct and important pathway to health professions. We have received letters of support from the directors of the Care Health, and Society and Applied Humanities programs, the dean of the College of Medicine—Tucson, and other important stakeholders attesting to the value of this proposed major.
- b. The degree is being proposed as a BS because it is aimed at students who wish to pair substantial training in the sciences with applied religious studies. Students with this degree will be required, at minimum, to complete 12 units of a science core, in addition to a health/science minor that will help prepare them for their intended health-related career goals, such as the **Pre-Health Thematic minor**. Students completing this degree will be prepared to apply for professional schools and jobs in the areas of health and medicine. As stated on the A-Center's [Pre-Health Thematic](#)

[Minor webpage](#), the “Pre-Health Thematic Minor is designed to support the academic goals of students planning to become health professionals and who choose a non-science major.” This minor requires first semester Organic Chemistry (CHEM 241A & 243A, which requires completion of general chemistry); second semester Physics (PHYS 103 & 182 which requires completion of PHYS 102 & 181); Biochemistry (BIOC 384 or 385, which require completion of CHEM 241A & MCB 181R), as well as an additional 7 units of upper division science course work. We have confirmation from Leticia Soto-Delgadillo, Executive Director of the A-Center (which oversees the Pre-Health Thematic Minor) that they have capacity to advise more students in the Pre-Health Thematic Minor and that we are welcome to send RSHP majors their way.

- c. While our proposed major is innovative in its focus on Health Professionals, Religious Studies BS programs are offered at many universities. We are aware of at least 11 other public universities in the country that offer a BS in Religious Studies, including the University of Wisconsin-Madison (an ABOR-approved peer institution of UArizona). Religious Studies is an interdisciplinary field that can be a component of either a BA degree (with a focus on humanities, language, and social science) or a BS degree (with a focus on math and science).
- d. This is a **low-cost and low-risk proposal**, as there are no new costs associated with the creation of this degree. The courses and faculty for this major are already in place. We propose to package already existing resources in a way that will offer an attractive, new option to students to earn a distinctive degree that will offer them the content they want and help them to stand out as they pursue entrance into professional schools and careers in the health sciences. Our academic advisors for the Religious Studies B.A. have the capacity to advise students for this proposed RSHP B.S.
- e. The program develops the growing student interest in applying humanities skills and the growing academic interest in Applied Religious Studies (note that Religious Studies is a nonsectarian academic/humanities discipline, not to be confused with the separate discipline of theology or with the practice of religions).
- f. The program builds upon our department’s expertise and the strengths of the interdisciplinary field of Religious Studies for addressing how people interpret and assign meaning to issues of sickness and health; analyzing the historical and social role of religion in health and medicine in the United States and around the world; and developing intercultural competence in light of religious diversity.
- g. The program answers the demand among medical schools and other healthcare training programs for students who have skills in intercultural competence, critical thinking, and communication skills. With the demand for students from a broad range of backgrounds to enter health professions, the University of Arizona is distinguishing itself as a leader in providing innovative pathways for diverse student populations to prepare for health-related careers.

III. **Brief Program Description:**

The Religious Studies for Health Professionals (RSHP) major develops students' abilities to apply critical thinking, intercultural competence, and communication skills to the areas of health and science. By applying the interdisciplinary approaches of Religious Studies to these topics, RSHP majors will gain a well-rounded education geared toward health-related careers. Our courses demonstrate how diverse religious beliefs and practices have shaped understandings and experiences of health, illness, healing, and dying; diverse religious perspective on life cycle issues from birth through the end of life; as well as the impact of religion on past and present healthcare, including the politics and policies surrounding healthcare. This undergraduate degree will help future professionals to navigate these complex human and institutional relationships and meanings in ways that are both informed and respectful.

Within the department, faculty specialties include religion, science, and health in the Americas; religions, the body, and sexuality; Buddhism and medicine; Native American and indigenous religious traditions (encompassing topics of healing and health); and religions and psychology. Many of the courses in the RSHP curriculum include an emphasis on diversity and equity, gearing our curriculum toward topics of religious, racial, ethnic, gender, sexual, and class diversity.

IV. **Program Rationale:**

The **Religious Studies for Health Professionals (RSHP) major** will build on the University of Arizona's world-class opportunities for education in preparation for health professions, across the Main and Health Sciences campuses (and increasingly through the Arizona Online campus).

- The University of Arizona is a hub for innovative undergraduate education preparing students with a broad range of interests for health careers. There are a multitude of careers available in the health professions, and thus multiple ways to prepare for those careers. UArizona undergraduates can receive pre-health professions degrees from multiple departments across campus, including the Anthropology major's Human Biology Emphasis; Biology's multiple areas of emphasis; Chemistry's multiple areas of emphasis; General Studies' Science, Technology, Health, and Society emphasis; Mathematics' Life Sciences Emphasis; Neuroscience and Cognitive Science; Nursing; Nutritional Sciences; Physiology and Medical Sciences; the Applied Humanities major's Public Health emphasis; Public Health; Sociology's Care, Health, and Society major; the Spanish major's Translation and Interpretation Emphasis (medical Spanish); and others.
- **The RSHP major will provide an additional pathway to health careers for our diverse student population.**

- The **letters of support** we have received for the RSHP major from UArizona colleges and programs, including COM-T, COM-P, the Care, Health, and Society Program in SBS, and the Department of Public and Applied Humanities in COH, **all emphasize that this degree would be a valuable addition to the University of Arizona as the university continues its expansion of degree options for undergraduates seeking to distinguish themselves as future leaders in healthcare.**
- Innovative programs such as the relatively new major in Applied Humanities in the Department of Public and Applied Humanities (PAH) are drawing new students to the University of Arizona and are bringing national attention to the University. While the original proposal for the PAH major projected there would be around 100 new majors within the first five years (by 2023), the number of students attracted to the program since its launch in Fall 2018 are more than double that, with the program currently enrolling 229 majors (as of November 2021), with 69 of those majors being incoming students who matriculated at the University of Arizona in Fall 2021 as declared majors. Our proposed degree, Religious Studies for Health Professionals, is designed to be another unique humanities degree bringing new students to the university. The College of Humanities has attracted substantial national attention for its innovative programming, and the number of requests from around the country for advice on creating applied humanities programs have led the Dean's office to design a menu of fee-based consulting services.

Our proposed major in Religious Studies for Health Professionals is timely and important as the country grapples with disparities in public health and healthcare. Religion is among the most prominent factors shaping patient wellness and decision-making related to health and matters of life and death. While the University of Arizona currently has a BA in Religious Studies, the department has identified a need for a major with a more applied focus specifically tailored to students preparing for healthcare careers. The BS in RSHP is tailored for students pursuing health professions with more targeted and hands-on training to prepare them for the diversity of human experiences and perspectives they will encounter throughout their careers in healthcare. Religion intersects in significant ways with race, class, and regional diversity, making religious studies a useful asset in addressing healthcare disparities in the United States and in other countries.

The comparison chart below outlines how our proposed BS in Religious Studies for Health Professionals (RSHP) is distinct from our current BA in Religious Studies (RS). While the current major in Religious Studies offers a wide range of flexibility for students to pursue many different interests and subfields, the RSHP major is focused on courses related to health, medicine, and science. The applied focus of the RSHP major is distinctive, including its requirement to complete a different capstone course than the RS major (the newly created "RELI 406: Religious Diversity in Healthcare: Intercultural Training") and the internship sequence PAH 383 and PAH 493 (a collaboration plan that has been approved by the Department of Public and Applied Humanities).

As mentioned above, Religious Studies is an interdisciplinary field that can be a component of either a BA or a BS degree. Proposing the RSHP major as a Bachelor of Science enhances this degree with more science-intensive coursework, which will help students learn how humanities skills are relevant to and can be combined with their science-focused studies. The BS in RSHP will be available for students who plan to take a rigorous math and science curriculum while enrolled at the University of Arizona, in preparation for careers in the health industry. This major requires a minor focused on science/health.

Offering interested students pursuing health-related careers a major in Religious Studies for Health Professionals gives them access to a number of benefits they would not otherwise have. Religious Studies has three endowed funds (established by University of Arizona alumni) that offer scholarships to majors. We have a **new endowed scholarship specifically for majors pursuing Religious Studies for Health Professionals (the Fred and Barbara Borga Award)**, funded by a donor who found the study of Religion at the University of Arizona to be so meaningful to his career as a medical doctor that he wanted to establish this fund to encourage future health professionals to engage in the academic study of religion. In addition, the College of Humanities and the School of International Languages, Literatures, and Cultures (SILLC) housed in COH offer scholarships and awards to majors. Beyond this, a major provides a way for students to transcript robust coursework and studies in a particular field.

V. **Projected Enrollment for the First Three Years*:**

Year 1	Year 2	Year 3
10 majors	20 majors	30 majors

*More information on our enrollment projections can be found in the Academic Program Additional Information form in section X: Anticipated Student Enrollment.

VI. **Evidence of Market Demand:**

According to the Arizona Department of Labor, healthcare careers in Arizona are projected to be among the fastest growing job sectors, reflecting a national trend. “The need for new workers is at historic levels in most locations. As a matter of fact, the national demand for medical field personnel is so high that the 2018 Job Openings and Labor Turnover Survey reports that around half of all jobs are presently unfilled nationally” (<https://medicalfieldcareers.com/healthcare-careers-arizona/>). The University of Arizona is addressing the shortage of healthcare workers by creating numerous pathways to health careers for undergraduates with a wide range of interests. Preparing undergraduates pursuing humanities degrees to become healthcare professionals will orient them to a job market that needs their talents.

The Religious Studies for Health Professionals (RSHP) major helps fulfill the employment needs of the state and nation for more healthcare professionals. The Religious Studies for Health Professionals major will create a new pipeline for a more diverse population of health professionals trained in Health Humanities, providing a skillset in demand in the healthcare industry. According to the American Academy of Arts and Sciences' *Graduates in the Workforce and Beyond* study (2018), 53% of workers with a Humanities Bachelor's degree had a job in the top 5 industries identified by Eduventures (2020): 1. Nursing/Health Care; 2. Psychology/Psychiatry/Counseling; 3. Medical/Dental Professional; 4. Engineer 5. Management/Business.

Burning Glass data on degrees related to "Health Professions Education, Ethics, and Humanities, Other" (51.3299) and "Medical/Health Humanities" (51.3204) provides the following information:

- The number of jobs is expected to grow over the next 10 years for graduates with these degrees, in the state of Arizona and nationally.
- The median salary in Arizona for graduates with these degrees is \$68K, above the average living wage for Arizona of \$33K.
- There currently are no institutions in the state of Arizona conferring degrees in these areas.

VII. **Similar Programs Offered at Arizona Public Universities:**

There are no other programs in Arizona that focus on Religious Studies in preparation for careers in Health Professions.

The chart on the following page (p. 7) details the differences between the BA in Religious Studies and the BS in RSHP.

In addition, the chart on p. 8 details the difference between the Religious Studies minor and the RSHP minor.

RS BA vs RSHP BS. For both majors, at least 18 credits (6 courses) must be at the 300 level or higher

Current RS Major (30 credits)

- **2 courses in Approaches to Religious Studies (6 credits)**
RELI 200: Intro to the Study of Religion
+ one additional approaches course
- **3 courses in Global Religions (9 credits)**
One course in each area: Asian Religions, Abrahamic Religions, and Indigenous Religions
- **3 courses in a Concentration Area (9 credits)**
With the consultation and approval of an undergraduate advisor, three RELI courses are to be selected so that the courses build competence in a designated area of concentration. The area of concentration will be determined by students in consultation with an academic advisor, based on available courses. A culminating academic paper, project, and/or engagement assignment based on the student's interest will be completed in the Senior Capstone course (RELI 498).
- **1 RELI Elective (3 credits)**
- **Senior Capstone: RELI 498 (3 credits)**
- **+ B.A. degree requirements**

Major in RS for Health Professionals (30 credits)

- **RELI 200: Intro to the Study of Religion (3 credits)**
- **Choose 2 in Religion, Science, & Health (6 credits)***
RELI 303: Spirituality & Sickness: Religion & Health in the U.S. RELI 326: God, Humanity, & Science
RELI 336: Spirituality, Psychology & the Mind
RELI 359: Buddhism & Healing
**Any taken beyond 6 credits count toward the 9 concentration credits.*
- **3 additional courses in Health Concentration (9 credits)**
RELI 203: Religion & Medicine in Western Healing Traditions
RELI 211: Life After Death in World Religions & Philosophies
RELI 212: Intro to American Indian Religious Traditions
RELI 313: Health & Medicine in Classical Antiquity
RELI 360: Religion, Nature, and Climate Change
RELI 363: Religion & Sex
RELI 367: Yoga
REL 381: African/Indigenous Religions
RELI 404: Religion, Gender, & the Body
RELI 428A: Globalization, the Environment, & Indigenous Religions
RELI 482: Tantric Buddhism
EAS/RELI 333: Buddhist Meditation Traditions
MAS/AIS/RELI 405: Traditional Indian Medicine
CHS 309: Ethical Issues Common to the Helping Professions
- **Choose 1 additional RELI Elective (3 credits)**
- **RELI 406: Religious Diversity in Healthcare (3 credits)**
- **Internship: PAH 383 (3 credits) & PAH 493 (3 credits)**
- **+ 12 units science core in addition to a Pre-Health Thematic minor, or a similar science/health minor (with the approval of an advisor). Students must have at least 30 units of science and/or health related coursework to complete the RSHP B.S. degree.**

Comparison of the **RS minor** and the **RSHP minor**. For both minors, at least 9 credits (3 courses) must be at the 300 level or higher.

Current RS Minor (18 credits)	Minor in RS for Health Professionals (18 credits)
<ul style="list-style-type: none"> • A minor in Religious Studies requires eighteen (18) credit hours of Religious Studies coursework (6 courses) at the 200 level or higher, including at least 9 credit hours (3 courses) of upper division work (300 level and higher). • Any qualifying course with a RELI prefix can count toward the completion of the Religious Studies minor. 	<ul style="list-style-type: none"> • A minor in RSHP requires eighteen (18) credit hours of coursework (6 courses) at the 200 level or higher, including at least 9 credit hours (3 courses) of upper division work (300 level and higher), as follows: <ul style="list-style-type: none"> • Choose 2 in Religion, Science, & Health (6 credits) RELI 303: Spirituality & Sickness: Religion & Health in the U.S. RELI 326: God, Humanity, & Science RELI 336: Spirituality, Psychology & the Mind RELI 359: Buddhism & Healing RELI 406: Religious Diversity in Healthcare <i>*Any taken beyond 6 credits count toward the 9 concentration credits.</i> • 3 additional courses in Health Concentration (9 credits) RELI 203: Religion & Medicine in Western Healing Traditions RELI 211: Life After Death in World Religions & Philosophies RELI 212: Intro to American Indian Religious Traditions RELI 313: Health & Medicine in Classical Antiquity RELI 360: Religion, Nature, and Climate Change RELI 363: Religion & Sex RELI 367: Yoga REL 381: African/Indigenous Religions RELI 404: Religion, Gender, & the Body RELI 428A: Globalization, the Environment, & Indigenous Religions RELI 482: Tantric Buddhism EAS/RELI 333: Buddhist Meditation Traditions MAS/AIS/RELI 405: Traditional Indian Medicine • Choose 1 additional RELI Elective (3 credits)

At-A-Glance: Curriculum for B.S. in Religious Studies for Health Professionals (RSHP)

RSHP MAJOR (30 units):

RSHP Core (choose 6 units)

- RELI 303: Spirituality & Sickness: Religion & Health in the U.S.
- RELI 326: God, Humanity, & Science
- RELI 336: Spirituality, Psychology & the Mind
- RELI 359: Buddhism & Healing

RSHP Concentration (choose 9 units)

- RELI 203: Religion & Medicine in Western Healing Traditions
- RELI 211: Life After Death in World Religions & Philosophies
- RELI 212: Intro to American Indian Religious Traditions
- RELI 313: Health & Medicine in Classical Antiquity
- RELI 360: Religion, Nature, & Climate Change
- RELI 363: Religion & Sex
- RELI 367: Yoga
- RELI 381: African/Indigenous Religions
- RELI 404: Religion, Gender, & the Body
- RELI 428A: Globalization, the Environment, & Indigenous Religions
- RELI 482: Tantric Buddhism
- EAS/RELI 333: Buddhist Meditation Traditions
- RELI/MAS/AIS 405: Traditional Indian Medicine
- CHS 309: Ethical Issues Common to the Helping Professions

Other Required Courses (15 units)

- RELI 200: Intro to the Study of Religion
- RELI 406: Religious Diversity in Healthcare
- Internship: PAH 383 & PAH 493
- 1 additional RELI Elective

RSHP Science Core (12 units)

Courses with CHEM, MCB, ECOL, PHYS, and/or PSIO prefixes, such as:

- CHEM 151: Chemical Thinking I (4 units) or other CHEM course.
- MCB 181R: Intro Biology I (3 units) + MCB 181L: Intro Biology Laboratory I (1 unit) or other MCB course with a lab.
- ECOL 182R: Intro Biology II (3 units) + ECOL 182L: Intro Biology II Lab (1 unit) or other ECOL course with a lab.
- PHYS 102: Intro Physics I (3 units) + PHYS 181: Intro Laboratory I (1 unit) or other PHYS course with a lab.
- PSIO 201: Human Anatomy & Physiology I (4 units) and PSIO 202: Human Anatomy & Physiology II (4 units).

**Students should pursue a science core that will fulfill pre-reqs for a required health-related science minor that will help prepare them for their intended health-related career.*

University Gen Ed (23 units)

- **UNIV 101** - Intro to Gen Ed (1 unit)
- **Exploring Perspectives - (12 units)**
 - Social Scientist course
 - Humanist course
 - Natural Scientist course
 - Artist course
- **Building Connections - (9 units)**
- **UNIV 301** – Gen Ed Capstone (1 unit)

Health/Science Minor (18 units):

Example: Pre-Health Thematic

Designed for “students planning to become health professionals and who choose a non-science major.”

- CHEM 241A & 243A Organic Chemistry (pre-req: general chemistry)
- PHYS 103 & 182 Physics (pre-req: PHYS 102 & 181)
- BIOC 384 or 385 Biochemistry (pre-req: CHEM 241A & MCB 181R)
- + 7 additional units of upper-division sciences from approved list:
 - ACBS 312, ACBS 419, ACBS 420, ACBS 423, ACBS 432, ACBS 438, ECOL 320, ECOL 326, ECOL 379, ECOL 409, ECOL 432, ECOL 437, MCB 301, MCB 302, MCB 304, MCB 305, MCB 340, MCB 404, MCB 410, MCB 411, MCB 422, MCB 433, MCB 455, MCB 470, MIC 340, MIC 419, MIC 420, MIC 433, MIC 438, PCOL 423, PLS 312, PLS 333, PLS 340, PSIO 380

**RSHP majors must have at least 30 units of science and/or health-related coursework after completing their required science core and required science/health minor.*

Other requirements:

- **M-strand Math**
- **2nd-semester 2nd Language**


VIII. **Resources:**

- a. **Summarize new resources required to offer the program:**
 - i. No new resources required
- b. **Estimate total expected cost: None.**
- c. **Estimate total expected revenue of the program: \$77,000 by year 3 (RCM revenue)**


IX. **Required Signatures** *(the following should be included in the notification memo to campus after ABOR approval):*a. **Program Director/Main Proposer:**

- i. **Signature:** 
- ii. **Name and Title: Dr. Kristy Slominski, Assistant Professor of Religion, Science, and Health**
- iii. **Date: 10/15/2021**

b. **Managing Unit/Department Head:**

- i. **Signature:** 
- ii. **Name and Title: Dr. Karen Seat, Head, Department of Religious Studies & Classics**
- iii. **Date: 10/15/2021**

c. **College Dean/Associate Dean:**

- i. **Signature:** 
- ii. **Name and Title: Dr. Kim Jones, Vice Dean for Academic Affairs, College of Humanities**
- iii. **Date: 11/24/2021**



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

I. MAJOR REQUIREMENTS

UNDERGRADUATE

Total units required to complete the degree	120
Upper-division units required to complete the degree	42
Foundation courses	
Second language	2 nd Semester Proficiency
Math	M-Strand
General education requirements	<p>UNIV 101 - Introduction to General Education (1 unit)</p> <p>Exploring Perspectives - 4 courses Social Scientist course (3 units) Humanist course (3 units) Natural Scientist course (3 units) Artist course (3 units)</p> <p>Building Connections - 3 courses (9 units)</p> <p>UNIV 301 - General Education Capstone (1 unit)</p>
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	None
Major requirements	



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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<p>Minimum # of units required in the major (units counting towards major units and major GPA)</p>	<p>30</p>
<p>Minimum # of upper-division units required in the major (upper division units counting towards major GPA)</p>	<p>18</p>
<p><u>Minimum # of residency units to be completed in the major</u></p>	<p>18</p>
<p>Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p><u>12 units science core for RSHP BS:</u> 12 units selected from courses with CHEM, MCB, ECOL, PHYS, and/or PSIO prefixes, such as the following:</p> <ul style="list-style-type: none"> • CHEM 151 - Chemical Thinking I (4 credits) or other CHEM course • MCB 181R - Introductory Biology I (3 credits) + MCB 181L - Introductory Biology Laboratory I (1 credit) or other MCB course with a lab. • ECOL 182R - Introductory Biology II (3 credits) + ECOL 182L - Introductory Biology II Lab (1 credit) or other ECOL course with a lab. • PHYS 102 - Introductory Physics I (3 credits) + PHYS 181 - Introductory Laboratory I (1 credit) or other PHYS course with a lab. • PSIO 201 - Human Anatomy and Physiology I (4 credits) and PSIO 202 - Human Anatomy and Physiology II (4 credits). <p>Students are encouraged to pursue a science core that will fulfill prerequisites for a health/science minor that will help prepare them for their intended health-related career goals, such as the Pre-Health Thematic minor. <i>Students should have at least 30 units of science and/or health related coursework after completing their required science core and minor.</i></p>
<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home</p>	<p><u>All courses listed are 3 units.</u></p> <p>RELI 200: Intro to the Study of Religion (3 units)</p> <p><i>Religion, Science, & Health Core* (choose 2, 6 units)</i></p> <p>-RELI 303: Spirituality & Sickness: Religion & Health in the U.S. -RELI 326: God, Humanity, & Science -RELI 336: Spirituality, Psychology & the Mind -RELI 359: Buddhism & Healing</p> <p><i>*Any core courses taken beyond 6 units count toward the 9 concentration credits.</i></p>



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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<p>department head(s) for courses not owned by your department.</p>	<p><i>Religion & Health Concentration (Choose 3, 9 units):</i> -RELI 203: Religion & Medicine in Western Healing Traditions -RELI 211: Life After Death in World Religions & Philosophies -RELI 212: Intro to American Indian Religious Traditions -RELI 313: Health & Medicine in Classical Antiquity -RELI 360: Religion, Nature, and Climate Change -RELI 363: Religion & Sex -RELI 367: Yoga -RELI 381: African/Indigenous Religions -RELI 404: Religion, Gender, & the Body -RELI 428A: Globalization, the Environment, & Indigenous Religions -RELI 482: Tantric Buddhism -EAS/RELI 333: Buddhist Meditation Traditions -RELI/MAS/AIS 405: Traditional Indian Medicine -CHS 309: Ethical Issues Common to the Helping Professions</p> <p>1 additional RELI Elective (3 units)</p> <p>RELI 406: Religious Diversity in Healthcare (3 units)</p> <p>Internship sequence (6 units): -PAH 383 Pre-Internship -PAH 493 Internship</p>
<p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p>	<p>Yes. Complete 6 units: PAH 383 (3 units), PAH 493 (3 units). Students complete internship in a healthcare-related setting.</p>
<p>Senior thesis or senior project required (Yes/No). If yes, provide description.</p>	<p>Yes. RELI 406: Religious Diversity in Healthcare serves as a senior capstone for this major.</p>
<p>Additional requirements (provide description)</p>	<p>A minimum 2.0 GPA is required in the major coursework.</p>



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To be used once the preliminary proposal has been approved.

<p>Minor (specify if optional or required)</p>	<p>Required. Students must select a health/science minor that will help prepare them for their intended health-related career goals, such as the Pre-Health Thematic minor.</p> <p><i>Minors with at least 18 units of science and/or health related coursework will be approved. Students should have at least 30 units of science and/or health related coursework after completing their required science core and minor.</i></p>
<p>Any double-dipping restrictions (Yes/No)? If yes, provide description.</p>	<p>No double dipping restrictions for the major. Students must complete at least 30 units of science and/or health related coursework through their required science core and minor. Students should check with the advisor for their selected minor regarding double dipping restrictions for their minor.</p>

II. CURRENT COURSES–

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
RELI 200	3	Intro to the Study of Religion	None	In-person	Sp	
RELI 303	3	Spirituality & Sickness: Religion & Health in the U.S.	None	In-person	Sp	
RELI/PHIL 326	3	God, Humanity, & Science	None	In-person	F/Sp	
RELI/PSY 336	3	Spirituality, Psychology & Mind	None	In-Person & Online	F/Sp	
RELI/EAS 359	3	Buddhism & Healing	None	In-person	F/Sp	
RELI 203	3	Religion & Medicine in Western Healing Traditions	None	In-person & Online	F/Sp	



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

RELI 211	3	Life After Death in World Religions & Philosophies	None	In-Person & Online	F/Sp	
RELI 212	3	Intro to American Indian Religious Traditions	None	In-person	F/Sp	
RELI/CLAS/ANTH/CHS/HIST/HPS 313	3	Health & Medicine in Classical Antiquity	None	In-Person	F/Sp/Sum	
RELI 360	3	Religion, Nature, and Climate Change	None	In-Person	F/Sp	
RELI 363	3	Religion & Sex	None	In-person	F/Sp	
RELI 367	3	Yoga	None	In-Person & Online	F/Sp/Sum	
RELI 381	3	African/Indigenous Religions	None	In-Person	F/Sp	
RELI 404	3	Religion, Gender, & the Body	None	In-person	F/Sp	
RELI 428A	3	Globalization, the Environment, & Indigenous Religions	None	In-person	F/Sp	
RELI 482	3	Tantric Buddhism	None	In-person	F/Sp	
EAS/RELI 333	3	Buddhist Meditation Traditions	None	In-Person & Online	F/Sp/Sum	Yes, Letter from EAS
MAS/AIS/RELI 405	3	Traditional Indian Medicine: Health, Healing and Well Being	None	In-person	F/Sp	Yes, Letter from MAS
CHS 309	3	Ethical Issues Common to the Helping Professions	None	In-person	F/Sp	Yes, Letter from CHS
RELI 406	3	Religious Diversity in Healthcare: Intercultural Training	None	In-person & online	F/Sp	
PAH 383	3	Pre-Internship: Building Career Readiness	None	In-Person	F/W/Sp/Sum	Yes, Letter from PAH.
PAH 493	3	Internship	None	In-Person	F/Sp/Sum	Yes, Letter from PAH.



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed. Is a new prefix needed? If yes, see below table.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
None									

*In development (D); submitted for approval (S); approved (A)

a. Subject description for new prefix (if requested). Include your requested/preferred prefix, if any: N/A

VI. **FACULTY INFORMATION-**

Faculty Member	Involvement	UA Vitae link or Box folder link
Kristy Slominski	Teach RELI 303, 326, 363, 406, Core faculty	https://profiles.arizona.edu/person/slominski
Rae Dachille	Teach RELI 200, 359, Core faculty	https://profiles.arizona.edu/person/raedachille
Hester Oberman	Teach RELI 203, 336, Core faculty	https://profiles.arizona.edu/person/hoberman
Stephanie Springer	Teach PAH 383, 493; Internship supervisor	https://profiles.arizona.edu/person/stephks
Max Strassfeld	Teach RELI 363, 404	https://profiles.arizona.edu/person/mstrassfeld
Andrea McComb Sanchez	Teach RELI 200, 360	https://profiles.arizona.edu/person/amccomb
Julian Kunnie	Teach RELI 381, 428a	https://profiles.arizona.edu/person/jkunnie
Caleb Simmons	Teach RELI 367	https://profiles.arizona.edu/person/calebsimmons
Alison Jameson	Teach RELI 211	https://profiles.arizona.edu/person/ajameson

**This represents current faculty teaching RELI courses in this proposed program. Other faculty are eligible to teach RELI 200 and others.*



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To be used once the preliminary proposal has been approved.

VII. **GRADUATION PLAN** – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. *Undergraduate programs: refer to [Degree Search](#) for examples. Use generic title/placeholder for requirements with more than one course option (e.g., Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2).* Add rows as needed.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Second Language	4	Second Language	4	Gen Ed Social Scientist EP + attribute	3	RELI 200 (required)	3
ENGL 101	3	ENGL 102	3	Gen Ed Artist EP + attribute	3	RELI 303 (core)	3
MATH	3	Math	3	MATH or Science needed for M-strand math and/or science minor	3	Gen Ed Scientist EP + attribute (Science course to count toward science minor)	3
RELI 212 - Gen Ed Humanist EP + D&E, WCS attributes + RELI course to count toward major (concentration)	3	RSHP Science Core	4	RSHP Science Core	4	Gen Ed Building Connections + attribute	3
UNIV 101	1			RELI 203 (concentration)	3	Gen Ed Building Connections + attribute	3
Total	14	Total	14	Total	16	Total	15



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Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
RELI 326 (core)	3	RELI 363 (concentration)	3	RELI 482 (elective)	3	RELI 406 (required)	3
RELI 211 (concentration)	3	Elective	3	PAH 383 (required)	3	PAH 493 (required)	3
Elective	3	Upper-division elective	3	Upper-division minor course	3	Upper-division elective	3
Elective	3	Minor course	3	Upper-division minor course	3	Upper-division elective	3
Minor course	3	Minor course	3	Elective	3	Upper-division minor course	3
UNIV 301 - General Education Capstone	1						
Total	16	Total	15	Total	15	Total	15



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VIII. **Curriculum Map and Assessment Map** - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table, please contact the [Office of Instruction and Assessment](#).

Program: BS in Religious Studies for Health Professionals

<p>Learning Outcome #1 <u>Religious Diversity and Health</u>: Students will be able to recognize religious diversity and explain its influence on understandings and experiences of sickness and healing.</p>
<p>Concepts: religious diversity; health diversity; cultural competency</p>
<p>Competencies: Students will demonstrate skills in religious literacy and cultural competency in relation to health topics. They will do this by demonstrating their knowledge of how religious beliefs, practices, and identities of people from a variety of cultural backgrounds impact those peoples’ understandings and experiences of health and healthcare within historical and contemporary case studies. This requires a basic knowledge of religious and cultural identities, recognition of common religious practices and beliefs, and the ability to analyze the influence of those factors within case studies of health and healthcare. <i>For example, students might learn about diverse Jewish understandings of when life begins and ends and how that impacts various Jewish stances and practices related to reproductive technologies and end-of-life care. Students might also compare and contrast Jewish perspectives with a variety of other religions’ perspectives on these issues.</i></p>
<p>Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.</p> <ul style="list-style-type: none"> • Indirect assessment: The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “If presented with a media story, an academic article, or a health case study, how confident are you that you could recognize that diverse religious views or diverse religious groups were present within that source (even if you don’t fully understand the details about each group)?”; “Can you explain some of the ways in which diverse religions promote different understandings of health and sickness?”; and “Can you explain some of the ways in which people from various religions experience sickness differently?”. • Direct assessment: The direct assessment by the faculty will assess this outcome through “intercultural training exercise” assignments within RELI 406 and compared across our core courses to check progress within the major.
<p>Measures:</p>

- **Indirect assessment:** For our indirect assessment of Learning Outcome #1 Religious Diversity and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students' responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the "intercultural training exercises" that are part of the RELI 406 curriculum. The students' grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #2 Religious History of Science and Medicine:

Students will be able to demonstrate increased research-based knowledge of religious history and how religions have interacted with and influenced the fields of science and medicine.

Concepts: History of religion, science, and medicine; cross disciplinary; religious impact on health.

Competencies: Students will demonstrate skills in religious studies analysis and historical competency. They will do this by examining evidence from primary and secondary sources pertaining to the history of religions in relation to the history of science and medicine. They will examine this evidence using a religious studies approach that seeks to understand the practices and beliefs of religious people and groups on their own terms, while also contextualizing these religious people and groups within relevant social, cultural, and historical contexts, especially those related to science and medicine. *For example, students might study medical advances by Muslims within medieval Islamic empires and use that to critique European myths about Islam's relationship to science. In another example, students might study the history of religiously affiliated hospital systems in the United States and examine how this history has shaped healthcare policy in this country.*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: "Can you explain several historical ways in which religions have influenced the field of science?"; "Can you explain several historical ways in which religions have influenced the field of medicine?"

- **Direct assessment:** The direct assessment by the faculty will assess this outcome through exams within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #2 Religious History of Science and Medicine, students completing RELI 406 will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students' responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the exams that are part of the RELI 406 curriculum. The students' grade (ABCDE) on these exams will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #3 Critical Reading of Sources on Religion and Health:

Students will be able to demonstrate independent critical thinking by assessing and critiquing a variety of sources on religion and health, including popular and scholarly discourses.

Concepts: Critical reading; critical thinking; effective use of information

Competencies: Students will demonstrate skills in critical analysis of diverse sources addressing religion and health through their ability to do the following: identify the type of source it is; contextualize the author's perspective and purpose in relation to religion and/or health; identify how the argument is constructed, the type of evidence used, and the limitations of the evidence; and compare the source to other sources on the topic. *For example, students might analyze popular media about Buddhist meditation and be able to contextualize those perspectives in relation to Buddhist religious traditions, secularized health discourses, Asian cultural practices, Western orientalist perspectives, and other relevant influences.*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following

questions: “If given a popular media source on religion and health, can you evaluate which perspective the author is representing and what major assumptions are being made?” and “If given a scholarly article on religion and health, can you evaluate which disciplinary perspective the author is representing and what major assumptions are being made?”

- **Direct assessment:** The direct assessment by the faculty will assess this outcome through “Arizona Case Study: Source Analysis” assignment within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #3 Critical Reading of Sources on Religion and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the “Arizona Case Study: Source Analysis” assignment that is part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #4 Communication on Religion and Health:

Students will be able to research, interpret, and communicate ideas and data about religion and health effectively for multiple types of audiences.

Concepts: Religious studies concepts; interdisciplinary research; effective communication

Competencies: Students will demonstrate effective written and oral communication skills through course papers, presentations, and in-class discussions on the complexity of relationships between religion and health. They will consider questions from various perspectives, including religious perspectives, biomedical perspectives, and various scholarly disciplines that address religion and health (religious studies, sociology, anthropology, history of medicine, psychology, bioethics, health sciences). They will also demonstrate their oral communication skills within their internship settings, documented through reflective writing assignments.

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “Can you describe to the following people why healthcare professionals should know about religions: your family, your doctor, a news reporter, a future employer?”; and “If you have a question about the interaction of religion and health, how confident are you in your ability to find reliable sources to help you answer it?”.
- **Direct assessment:** The direct assessment by the faculty will assess this outcome through “Arizona Case Study: Final Project” assignment within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #4 Communication on Religion and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the “Arizona Case Study: Final Project” assignment that is part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #5 Academic-based Claims in Religious Studies:

Students will be able to differentiate academic-based approaches in the field of Religious Studies from faith-based approaches.

Concepts: Religious studies approaches; critical thinking; effective use of information

Competencies: Students will demonstrate skills in recognizing academic approaches to religion and explaining how they are different than faith-based approaches. Students will demonstrate this within class discussions, within their analysis of course

readings, and by writing from a Religious Studies scholarly perspective in their course papers. Students will also identify faith-based approaches and treat them as primary sources within course discussions and papers, explaining the perspective by contextualizing it within that particular religion's beliefs, practices, communities, and history. *To practice these skills, for example, students might be asked to compare articles from the Journal of the American Academy of Religion with conservative Protestant creationist publications on a specific topic such as debates about public school science curricula and discuss why one is an academic publication and the other is a faith-based publication. Students might also be asked to translate faith-based statements like "humans are special creations from God" into more neutral, academic statements like "Christians who hold a creationist perspective believe that humans are 'special creations' from God."*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: "Can you identify the main differences between a faith-based approach and a religious studies approach?" and "How confident are you in your ability to explain what religious studies is to your family, peers, and future employer?"
- **Direct assessment:** A direct assessment by faculty will occur during the required course RELI 200 - Introduction to the Study of Religion, during students' final presentations. Another direct assessment will occur when faculty assess this outcome through "in-class case studies" assignments within the required capstone course RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #5 Academic-based Claims in Religious Studies, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students' responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty members teaching RELI 200 and RELI 406 (the two required courses for the major) will assess student achievement via direct assessment of the final presentations in RELI 200 and the "in-class case studies" assignments that are part of the RELI 406 curriculum. The students' grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).



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Curriculum Map:

Student Learning Outcomes:	Academic-based Claims in Religious Studies: Students will be able to differentiate academic-based approaches in the field of Religious Studies from faith-based approaches.	Religious Diversity and Health: Students will be able to recognize religious diversity and explain its influence on understandings and experiences of sickness and healing.	Religious History of Science & Medicine: Students will be able to demonstrate increased research-based knowledge of religious history and how religions have interacted with and influenced the fields of science and medicine.	Critical Reading of Religion & Health Sources: Students will be able to demonstrate independent critical thinking by assessing and critiquing a variety of sources on religion and health, including popular and scholarly discourses.	Communication on Religion and Health: Students will be able to research, interpret, and communicate ideas and data about religion and health effectively for multiple types of audiences.
Courses and Learning Activities:					
Entrance Survey (indirect)	A	A	A	A	A
RELI 200 Faculty Evaluation (direct)	A				
RELI 200 Introduction to Religious Studies	I				
Curric. Req. 1 Rel, Sci, Hel. CORE (2 courses)	I	I	I	I	I
Curric. Req. 2 Health CONCENTRATION (3 courses)	P	P	P	P	P
Internship		P		P	P
RELI 406 Rel. Diversity in Healthcare	P	P	P	P	P
RELI 406 Faculty Evaluation (direct)	A	A	A	A	A
Exit Survey (indirect)	A	A	A	A	A
Legend:	A: Assessed	P: Practiced	I: Introduced		



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IX. **PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Students' Initial Self-Assessment of Knowledge	Entrance Survey (Self-Assessment)	Administered upon joining the B.S. major
Students' Prior Knowledge	Entrance Quiz (Direct Assessment)	Administered upon joining the B.S. major
Students' Self-Assessment of Knowledge Gained in Program	Exit Survey (Self-Assessment)	Administered at the end of RELI 406
Faculty's Assessment of Students' Knowledge Gained in Program	Faculty Evaluation (Direct Assessment)	Completed at the end of RELI 200 and RELI 406
Academic Program Review	Reviewers' responses	Every 7 years
Job Placement Statistics	Alumni Survey	At graduation and as part of alumni survey



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X. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	10	20	30	40	50

Data/evidence used to determine projected enrollment numbers:

Students at the University of Arizona are interested in degrees that provide them an opportunity to study cultures and societies, develop applied humanities skills, and prepare for careers in specific industries, including health professions. This can be seen with the successes of the University of Arizona’s innovative majors such as the Care, Health, and Society B.S. (currently 339 majors) and the Public and Applied Humanities B.A. (currently 229 majors).

Innovative programs such as the relatively new major in Applied Humanities in the Department of Public and Applied Humanities are drawing new students to the University of Arizona and are bringing national attention to the University. While the original proposal for the PAH major projected there would be around 100 new majors within the first five years (by 2023), the number of students attracted to the program since its launch in Fall 2018 are more than double that, with the program currently enrolling 229 majors (as of November 2021), with 69 of those majors being incoming students who matriculated at the University of Arizona in Fall 2021 as declared majors. Our proposed degree, Religious Studies for Health Professionals, is designed to be another unique humanities degree bringing new students to the university.

Our proposed degree will give students the opportunity to study religion as it relates to health and medicine; this content is not provided by any other program at the University of Arizona. While we do not anticipate that this major will draw the same number of students as other more broadly construed majors (such as CHS or PAH), we project that the RSHP degree would draw a sustainable number of majors. We are being conservative in our projections regarding the number of majors we might initially attract, but these relatively modest projections should not be an issue of concern because we are offering to the university a **low-cost and low-risk opportunity at innovation**. The courses and faculty for this major are already in place and are already fully subscribed. Our academic advisors for the Religious Studies B.A. have the capacity to advise students for this proposed RSHP B.S. **What we are proposing here is to package already existing resources in a way that will offer an attractive option to students seeking a unique degree providing them the content they want and that will help them to stand out as they pursue entrance into professional schools and careers in health and medicine.**



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Our proposed major would attract new students to the University of Arizona, because ours would be the first of its kind in the country. More than ever, students entering health professions are aware of the impact of religion on public health, healthcare delivery, and healthcare policy and politics. A major in Religious Studies for Health Professionals would attract students who wish to receive robust training in religious studies that will prepare them to navigate both the cultural diversity and the religiously inflected controversies and challenges that shape the world of health and medicine today. As students seek to set themselves apart in an increasingly competitive STEM world, a major like ours would showcase the University of Arizona’s unique interdisciplinary profile. **We can imagine the University of Arizona showcasing itself as a hub for innovative undergraduate education preparing students with a broad range of interests for health careers, by offering several unique pathways to health-related professional schools** – from bachelor’s degrees in “Care, Health, and Society” to “Applied Humanities—Public Health” to “Religious Studies for Health Professionals.” With the shortage of health professionals in the state of Arizona and nationally, along with the calls from health professions for universities to train a diverse, culturally competent workforce, this unique degree would add a distinct and important pathway to health professions. We have received letters of support from the directors of the Care Health, and Society and Applied Humanities programs, the dean of the College of Medicine—Tucson, and other important stakeholders attesting to the value of this proposed major.

In addition to attracting new students to the University of Arizona, our proposed RSHP B.S. would make it possible for existing students to pursue a course of study integrating humanities and science coursework. The B.A. in Religious Studies currently has 40 majors and 50 minors. Over the years, numerous minors have indicated that they would like to pair a religious studies-focused major with science-focused courses preparing them for a health-related career, and students like these would be drawn to the B.S. in Religious Studies for Health Professionals. In 2021, a survey of current Religious Studies majors and minors further confirmed our experience over the years of hearing students request a BS in Religious Studies. Student comments in the survey included: “I WOULD LOVE THERE TO BE A B.S IN RELIGIOUS STUDIES!!!!!!!!!!”; “plz plz plz enact a religious studies b.s.”; and “a b.s would be amazing.”

Offering interested students pursuing health-related careers a major in Religious Studies for Health Professionals gives them access to a number of benefits they would not otherwise have. Religious Studies has three endowed funds (established by University of Arizona alumni) that offer scholarships to majors. We have a **new endowed scholarship specifically for majors pursuing Religious Studies for Health Professionals (the Fred and Barbara Borga Award)**, funded by a donor who found the study of Religion at the University of Arizona to be so meaningful to his career as a medical doctor that he wanted to establish this fund to encourage future health professionals to engage in the academic study of religion. In addition, the College of Humanities and the School of International Languages, Literatures, and Cultures (SILLC) housed in COH offer scholarships and awards to majors. Beyond this, a major provides a way for students to transcript robust coursework and studies in a particular field.

Our program has content that students want to study and that will help them distinguish themselves from their peers. Our proposed B.S. in RSHP will make it possible for students to receive a major on their transcript for taking the courses they want to take and to be more fully integrated into the University of Arizona’s Religious Studies program, including eligibility for our scholarships reserved for majors.



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A 2021 survey of 89 students pursuing degrees in the College of Humanities, College of Public Health, and the Department of Physiology— of which 75% indicated an interest in pursuing careers in health professions—yielded the following information:

- 93% responded that it was important for health professionals to have an understanding of religious diversity.
- 94% agreed that religions can impact how people think about sickness and/or healing, and that religions can impact how patients make healthcare decisions.
- 76% indicated interest in taking Religious Studies courses.
- 43% indicated interest in majoring or double-majoring in a B.S. in Religious Studies for Health Professionals.
- 64% indicated interest in minoring in Religious Studies for Health Professionals.
- 53% indicated that they believed other students they know would be interested in a B.S. in Religious Studies for Health Professionals.

XI. **ANTICIPATED DEGREES AWARDED**- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	1	5	10	15	20

Data/evidence used to determine number of anticipated degrees awarded annually:

We are aware of at least one student now who is taking coursework in hopes of being able to graduate with a BS in Religious Studies for Health Professionals in 2022-2023. (If this is not possible, however, the student will graduate with the current BA in Religious Studies.) We expect the pipeline of degrees to increase over the first five years as students enroll in the major and complete it within a 2-4 year period.

The following data is from [National Center for Education Statistics College Navigator](#) (for AY 2019-2020):

While there is no other university in the country that offers a degree like our proposed major, we present here data on degrees offered in Health Humanities:

- Baylor University (14,399 undergraduates) offers a bachelor’s degree in Medical/Health Humanities with **51 degrees** awarded in AY 2019-2020.
- The University of Texas at San Antonio (29,959 undergraduates) offers a bachelor’s degree in Medical/Health Humanities with **139 degrees** awarded in AY 2019-2020.



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XII. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

1. Marketing the Major

- a. Develop marketing materials with the College of Humanities marketing team (website, pamphlets, posters, poster board, social media, etc.). Marketing materials will be disseminated throughout the University, community colleges, and to targeted high school populations as part of the COH and University of Arizona student recruitment initiatives.
- b. Marketing in coordination with our Borga Scholarship and Borga Annual Lecture in Religion and Health.

2. Student Recruitment Activities

- a. Working with the College of Humanities recruitment team to advertise the major to high school students and other prospective applicants to the University of Arizona – including mailers, social media, recruitment presentations.
- b. Advertising through Pre-Health Advising Center, including a booth at their events.
 - i. Sending degree information to Pre-Health Thematic minors
- c. Meet Your Major Fair
- d. Presentations in large Religious Studies courses (**the Department of Religious Studies and Classics teaches over 20,000 undergraduate SCHs every academic year**).

IX. Program Fees and Differential Tuition (PFDT) Request – For implementation of fees, you must work with [University Fees](#). The annual deadline is December 1. For any questions, please contact the [University Fees Program Manager](#).

N/A



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Appendix A. Minor Requirements. Complete if requesting a corresponding minor.

MINOR

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to the minor	9
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	None
Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p><i>Choose 2 in Religion, Science, & Health core (6 credits):</i></p> <ul style="list-style-type: none"> -RELI 303: Spirituality & Sickness: Religion & Health in the U.S. -RELI 326: God, Humanity, & Science -RELI 336: Spirituality, Psychology & the Mind -RELI 359: Buddhism & Healing -RELI 406: Religious Diversity in Healthcare <p><i>*Any taken beyond 6 credits count toward the 9 concentration credits.</i></p> <p><i>3 additional courses in Health Concentration (9 credits)</i></p> <ul style="list-style-type: none"> -RELI 203: Religion & Medicine in Western Healing Traditions -RELI 211: Life After Death in World Religions & Philosophies -RELI 212: Intro to American Indian Religious Traditions -RELI 313: Health & Medicine in Classical Antiquity -RELI 360: Religion, Nature, and Climate Change -RELI 363: Religion & Sex -RELI 367: Yoga -REL 381: African/Indigenous Religions -RELI 404: Religion, Gender, & the Body -RELI 428A: Globalization, the Environment, & Indigenous Religions -RELI 482: Tantric Buddhism -EAS/RELI 333: Buddhist Meditation Traditions -MAS/AIS/RELI 405: Traditional Indian Medicine <p><i>Choose 1 additional RELI Elective (3 credits)</i></p>



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Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	n/a
Any double-dipping restrictions (Yes/No)? If yes, provide description.	No

Appendix B. Emphasis Print Information-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as “ _____ Emphasis”.

Emphasis	Print on transcript	Print on diploma
N/A		



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Appendix C. ABOR Form

Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at helen.baxendale@azregents.edu

University: University of Arizona, Tucson campus

Name of Proposed Academic Program: B.S. in Religious Studies for Health Professionals
Academic Department: Religious Studies and Classics
Geographic Site: Tucson, Main campus
Instructional Modality: In-person, iCourses. Religious Studies has a robust slate of courses offered for the Arizona Online Campus, and we also aspire to offer the B.S. in Religious Studies for Health Professionals for the Arizona Online campus in the future.
Total Credit Hours: 120
Proposed Inception Term: Fall 2022
Brief Program Description: The Religious Studies for Health Professionals (RSHP) major develops students' abilities to apply critical thinking, intercultural competence, and communication skills to the areas of health and science. By applying the interdisciplinary approaches of Religious Studies to these topics, RSHP majors will gain a well-rounded education geared toward health-related careers. Our courses demonstrate how diverse religious beliefs and practices have shaped understandings and experiences of health, illness, healing, and dying; diverse religious perspective on life cycle issues from birth through the end of life; as well as the impact of religion on past and present healthcare, including the politics and policies surrounding healthcare. This undergraduate degree will help future



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

professionals to navigate these complex human and institutional relationships and meanings in ways that are both informed and respectful.

Within the department, faculty specialties include religion, science, and health in the Americas; religions, the body, and sexuality; Buddhism and medicine; Native American and indigenous religious traditions (encompassing topics of healing and health); and religions and psychology. Many of the courses in the RSHP curriculum include an emphasis on diversity and equity, gearing our curriculum toward topics of religious, racial, ethnic, gender, sexual, and class diversity.

This degree program will align the University of Arizona's Religious Studies program with the UArizona Strategic Plan to "prepare our students with the skills and mindsets to lead the 4IR" (Pillar 1: Wildcat Journey). The BS in Religious Studies for Health Professionals will be the **first of its kind** in the United States. As such, it will draw new students to the University of Arizona who are interested in robust training in religious studies that will prepare them to navigate both the cultural diversity and the religiously inflected controversies and challenges that shape the world of health and medicine today. As students seek to set themselves apart in an increasingly competitive STEM world, a major like ours would showcase the University of Arizona's unique interdisciplinary profile. The University of Arizona is a hub for innovative undergraduate education preparing students with a broad range of interests for health careers, by offering distinctive pathways to professional schools and jobs in health and medicine.

Learning Outcomes and Assessment Plan:

Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome #1 Religious Diversity and Health:

Students will be able to recognize religious diversity and explain its influence on understandings and experiences of sickness and healing.

Concepts: religious diversity; health diversity; cultural competency

Competencies: Students will demonstrate skills in religious literacy and cultural competency in relation to health topics. They will do this by demonstrating their knowledge of how religious beliefs, practices, and identities of people from a variety of cultural backgrounds impact those peoples' understandings and experiences of health and healthcare within historical and contemporary case studies. This requires a basic knowledge of religious and cultural identities, recognition of common religious practices and beliefs, and the ability to analyze the influence of those factors within case studies of health and

healthcare. *For example, students might learn about diverse Jewish understandings of when life begins and ends and how that impacts various Jewish stances and practices related to reproductive technologies and end-of-life care. Students might also compare and contrast Jewish perspectives with a variety of other religions' perspectives on these issues.*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “If presented with a media story, an academic article, or a health case study, how confident are you that you could recognize that diverse religious views or diverse religious groups were present within that source (even if you don’t fully understand the details about each group)?”; “Can you explain some of the ways in which diverse religions promote different understandings of health and sickness?”; and “Can you explain some of the ways in which people from various religions experience sickness differently?”.
- **Direct assessment:** The direct assessment by the faculty will assess this outcome through “intercultural training exercise” assignments within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #1 Religious Diversity and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the “intercultural training exercises” that are part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #2 Religious History of Science and Medicine:

Students will be able to demonstrate increased research-based knowledge of religious history and how religions have interacted with and influenced the fields of science and medicine.

Concepts: History of religion, science, and medicine; cross disciplinary; religious impact on health.

Competencies: Students will demonstrate skills in religious studies analysis and historical competency. They will do this by examining evidence from primary and secondary sources pertaining to the history of religions in relation to the history of science and medicine. They will examine this evidence using a religious studies approach that seeks to understand the practices and beliefs of religious people and groups on their own terms, while also contextualizing these religious people and groups within relevant social, cultural, and historical contexts, especially those related to science and medicine. *For example, students might study medical advances by Muslims within medieval Islamic empires and use that to critique European myths about Islam’s relationship to science. In another example, students might study the history of religiously affiliated hospital systems in the United States and examine how this history has shaped healthcare policy in this country.*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “Can you explain several historical ways in which religions have influenced the field of science?”; “Can you explain several historical ways in which religions have influenced the field of medicine?”.
- **Direct assessment:** The direct assessment by the faculty will assess this outcome through exams within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #2 Religious History of Science and Medicine, students completing RELI 406 will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.

- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the exams that are part of the RELI 406 curriculum. The students' grade (ABCDE) on these exams will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #3 Critical Reading of Sources on Religion and Health:

Students will be able to demonstrate independent critical thinking by assessing and critiquing a variety of sources on religion and health, including popular and scholarly discourses.

Concepts: Critical reading; critical thinking; effective use of information

Competencies: Students will demonstrate skills in critical analysis of diverse sources addressing religion and health through their ability to do the following: identify the type of source it is; contextualize the author's perspective and purpose in relation to religion and/or health; identify how the argument is constructed, the type of evidence used, and the limitations of the evidence; and compare the source to other sources on the topic. *For example, students might analyze popular media about Buddhist meditation and be able to contextualize those perspectives in relation to Buddhist religious traditions, secularized health discourses, Asian cultural practices, Western orientalist perspectives, and other relevant influences.*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: "If given a popular media source on religion and health, can you evaluate which perspective the author is representing and what major assumptions are being made?" and "If given a scholarly article on religion and health, can you evaluate which disciplinary perspective the author is representing and what major assumptions are being made?"
- **Direct assessment:** The direct assessment by the faculty will assess this outcome through "Arizona Case Study: Source Analysis" assignment within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #3 Critical Reading of Sources on Religion and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students' responses will be gauged by their confidence in their skills and

recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.

- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the “Arizona Case Study: Source Analysis” assignment that is part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #4 Communication on Religion and Health:

Students will be able to research, interpret, and communicate ideas and data about religion and health effectively for multiple types of audiences.

Concepts: Religious studies concepts; interdisciplinary research; effective communication

Competencies: Students will demonstrate effective written and oral communication skills through course papers, presentations, and in-class discussions on the complexity of relationships between religion and health. They will consider questions from various perspectives, including religious perspectives, biomedical perspectives, and various scholarly disciplines that address religion and health (religious studies, sociology, anthropology, history of medicine, psychology, bioethics, health sciences). They will also demonstrate their oral communication skills within their internship settings, documented through reflective writing assignments.

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “Can you describe to the following people why healthcare professionals should know about religions: your family, your doctor, a news reporter, a future employer?”; and “If you have a question about the interaction of religion and health, how confident are you in your ability to find reliable sources to help you answer it?”.
- **Direct assessment:** The direct assessment by the faculty will assess this outcome through “Arizona Case Study: Final Project” assignment within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #4 Communication on Religion and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the “Arizona Case Study: Final Project” assignment that is part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #5 Academic-based Claims in Religious Studies:

Students will be able to differentiate academic-based approaches in the field of Religious Studies from faith-based approaches.

Concepts: Religious studies approaches; critical thinking; effective use of information

Competencies: Students will demonstrate skills in recognizing academic approaches to religion and explaining how they are different than faith-based approaches. Students will demonstrate this within class discussions, within their analysis of course readings, and by writing from a Religious Studies scholarly perspective in their course papers. Students will also identify faith-based approaches and treat them as primary sources within course discussions and papers, explaining the perspective by contextualizing it within that particular religion’s beliefs, practices, communities, and history. *To practice these skills, for example, students might be asked to compare articles from the Journal of the American Academy of Religion with conservative Protestant creationist publications on a specific topic such as debates about public school science curricula and discuss why one is an academic publication and the other is a faith-based publication. Students might also be asked to translate faith-based statements like “humans are special creations from God” into more neutral, academic statements like “Christians who hold a creationist perspective believe that humans are ‘special creations’ from God.”*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “Can you identify the main differences between a faith-based approach and a religious studies approach?”

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and “How confident are you in your ability to explain what religious studies is to your family, peers, and future employer?”.

- **Direct assessment:** A direct assessment by faculty will occur during the required course RELI 200 - Introduction to the Study of Religion, during students’ final presentations. Another direct assessment will occur when faculty assess this outcome through “in-class case studies” assignments within the required capstone course RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #5 Academic-based Claims in Religious Studies, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty members teaching RELI 200 and RELI 406 (the two required courses for the major) will assess student achievement via direct assessment of the final presentations in RELI 200 and the “in-class case studies” assignments that are part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

PROGRAM ASSESSMENT PLAN:

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Students’ Initial Self-Assessment of Knowledge	Entrance Survey (Self-Assessment)	Administered upon joining the B.S. major
Students’ Prior Knowledge	Entrance Quiz (Direct Assessment)	Administered upon joining the B.S. major
Students’ Self-Assessment of Knowledge Gained in Program	Exit Survey (Self-Assessment)	Administered at the end of RELI 406
Faculty’s Assessment of Students’ Knowledge Gained in Program	Faculty Evaluation (Direct Assessment)	Completed at the end of RELI 200 and RELI 406
Academic Program Review	Reviewers’ responses	Every 7 years
Job Placement Statistics	Alumni Survey	At graduation and as part of alumni survey



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PROGRAM ASSESSMENT PLAN:

	Outcomes:				
	Academic-based Claims in Religious Studies: Students will be able to differentiate academic-based approaches in the field of Religious Studies from faith-based approaches.	Religious Diversity and Health: Students will be able to recognize religious diversity and explain its influence on understandings and experiences of sickness and healing.	Religious History of Science & Medicine: Students will be able to demonstrate increased research-based knowledge of religious history and how religions have interacted with and influenced the fields of science and medicine.	Critical Reading of Religion & Health Sources: Students will be able to demonstrate independent critical thinking by assessing and critiquing a variety of sources on religion and health, including popular and scholarly discourses.	Communication on Religion and Health: Students will be able to research, interpret, and communicate ideas and data about religion and health effectively for multiple types of audiences.
Courses and Learning Activities:					
Entrance Survey (indirect)	A	A	A	A	A
RELI 200 Faculty Evaluation (direct)	A				
RELI 200 Introduction to Religious Studies	I				
Curric. Req. 1 Rel, Sci, Hel. CORE (2 courses)	I	I	I	I	I
Curric. Req. 2 Health CONCENTRATION (3 courses)	P	P	P	P	P
Internship		P		P	P
RELI 406 Rel. Diversity in Healthcare	P	P	P	P	P
RELI 406 Faculty Evaluation (direct)	A	A	A	A	A
Exit Survey (indirect)	A	A	A	A	A
Legend:	A: Assessed	P: Practiced	I: Introduced		



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Projected Enrollment for the First Three Years:

Please provide anticipated enrollment numbers for each of the first three years of the proposed program

Year 1: 10

Year 2: 20

Year 3: 30

Evidence of Market Demand:

Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g., Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. If job market data is unavailable or not applicable, please explain why and elaborate another justification for the proposed program.

According to the Arizona Department of Labor, healthcare careers in Arizona are projected to be among the fastest growing job sectors, reflecting a national trend. “The need for new workers is at historic levels in most locations. As a matter of fact, the national demand for medical field personnel is so high that the 2018 Job Openings and Labor Turnover Survey reports that around half of all jobs are presently unfilled nationally” (<https://medicalfieldcareers.com/healthcare-careers-arizona/>). The University of Arizona is addressing the shortage of healthcare workers by creating numerous pathways to health careers for undergraduates with a wide range of interests. Preparing undergraduates pursuing humanities and social science degrees to become healthcare professionals will orient them to a job market that needs their talents.

The Religious Studies for Health Professionals (RSHP) major fulfills the employment needs of the state and nation for more healthcare professionals. The Religious Studies for Health Professionals major will create a new pipeline for a more diverse population of health professionals trained in Health Humanities, providing a skillset in demand in the healthcare industry. According to the American Academy of Arts and Sciences’ *Graduates in the Workforce and Beyond* study (2018), 53% of workers with a Humanities Bachelor’s degree had a job in the top 5 industries identified by Eduventures (2020): 1. Nursing/Health Care; 2. Psychology/Psychiatry/Counseling; 3. Medical/Dental Professional; 4. Engineer; 5. Management/Business.

Burning Glass data on degrees related to “Health Professions Education, Ethics, and Humanities, Other” (51.3299) and “Medical/Health Humanities” (51.3204) provides the following information:



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- The number of jobs is expected to grow over the next 10 years for graduates with these degrees, in the state of Arizona and nationally.
- The median salary in Arizona for graduates with these degrees is \$68K, above the average living wage for Arizona of \$33K.
- There currently are no institutions in the state of Arizona conferring degrees in these areas.

Similar Programs Offered at Arizona Public Universities:

List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

There are no other degree programs that apply Religious Studies to Healthcare Professions. Our proposed degree would be the first of its kind in the country.

FOR CURRICULAR AFFAIRS USE ONLY

Objection(s) Raised by Another Arizona Public University? YES NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):

No new resources needed.

Plan to Request Program Fee/Differentiated Tuition? NO

Estimated Amount: n/a

Program Fee Justification: n/a

Specialized Accreditation? NO



THE UNIVERSITY
OF ARIZONA

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To be used once the preliminary proposal has been approved.

Accreditor: n/a

The name of the agency or entity from which accreditation will be sought



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Major in Religious Studies for Health Professionals

Budget Contact Person: Gennady Sare	Projected		
	1st Year 2022-2023	2nd Year 2023-2024	3rd Year 2024-2025
METRICS			
Net increase in annual college enrollment UG	5	10	20
Net increase in college SCH UG	60	120	240
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)	13,046	25,675	51,545
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 13,046	\$ 25,675	\$ 51,545
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 13,046	\$ 25,675	\$ 51,545
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty			
Other Personnel			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ -
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -
Net Projected Fiscal Effect	\$ 13,046	\$ 25,675	\$ 51,545

30 September 2020

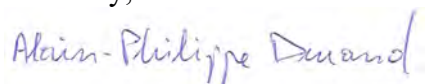
To Whom It May Concern:

The College of Humanities supports this proposal for a new major in Religious Studies for Health Professionals. Our college is on the cutting edge of developing applied humanities degrees that provide the skills our graduates need to succeed in the twenty-first century, and this major offers just that kind of programming. With this major, students preparing for careers in the health industry will receive training in the skills provided by the humanities, including critical thinking, effective communication, adaptability, and the ability to respectfully engage with diverse cultures and worldviews.

This proposed major in Religious Studies for Health Professionals (RSHP) stands apart from our current major in Religious Studies. First, RSHP is an applied major, requiring students to examine case studies focused on religious diversity in healthcare settings and to apply their knowledge in a two-semester internship sequence. While the general major in Religious Studies offers a three-course concentration in “Religious Studies for Health Professionals,” the RSHP major offers substantially more in-depth training for future health professionals, through requiring 18 units of coursework examining the relationship of religion, science, health, and medicine in a variety of traditions and a required upper-level course on Religious Diversity in Healthcare. While the general Religious Studies major offers a broad overview of world religions and flexibility for students to explore a variety of interests (including the relationship of religion with a wide range of topics such as art, politics, area studies, literature, and world history), the RSHP major is specifically focused on curriculum of direct interest to students preparing for health professions. It also directly addresses the skills requested by healthcare employers for employees who can integrate medical knowledge with intercultural and communication competencies.

The College of Humanities houses outstanding faculty experts in Religious Studies, including scholar-educators specializing in religion, science, health, and medicine. This proposed RSHP degree program will harness these strengths and enhance the profile of the University of Arizona as a leader in the fourth industrial revolution, by integrating the study of humanities, science, and medicine for an increasingly complex healthcare landscape.

Sincerely,



Alain-Philippe Durand
Dean



THE UNIVERSITY OF ARIZONA
College of Medicine
Tucson

1501 N. Campbell Ave.
P.O. Box 245017
Tucson, AZ 85724

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OFFICE OF THE DEAN

September 29, 2020

Alain-Philippe Durand, PhD
Dean, College of Humanities
The University of Arizona

Dear Dean Durand,

The University of Arizona College of Medicine-Tucson strongly supports the proposal for a new major in Religious Studies for Health Professionals. With this major, students preparing for careers targeting the healthcare industry will receive intercultural competence training that will strengthen their ability to effectively navigate the diverse and complex social-cultural issues impacting the health and healthcare of patients and their families.

The current major in Religious Studies has a three-course concentration in “Religious Studies for Health Professionals”. However, this proposed stand-alone major will provide future healthcare professionals with more robust and applied training. This proposed major will prepare students for the diversity of human experiences and perspectives they will encounter throughout their career, through completion of 18 units of coursework examining the relationship of religion, science, health, and medicine in a variety of traditions (throughout world history and specifically in the United States), a required upper-level course on Religious Diversity in Healthcare, and a two-semester internship sequence. Students graduating from the program will have a better understanding of the variety of worldviews influencing their patients and families. In addition, this major will provide a better understanding of the historical and current roles of religion in shaping healthcare institutions and policies in the United States.

This major will complement other undergraduate degree programs offered at the College of Medicine-Tucson, and constitutes the only degree offering training specifically in issues of religious diversity and religious history, with courses offered by faculty specializing in religious studies, global cultures, and health.

Sincerely,

Michael M.I. Abecassis, MD, MBA
Dean, College of Medicine – Tucson
Professor, Departments of Surgery and Immunobiology

September 29, 2020

Alain-Phillipe Durand, PhD
Dean. College of Humanities
The University of Arizona

Dear Dr. Durand,

It is with great enthusiasm that I am writing in support of a new major in “Religious Studies for Health Professionals”. Caring for the patient as a whole, includes an appreciation and understanding of how, why and when religion becomes a focus in patient care. History has shown that the art of medicine brings compassion and empathy to the bedside, and a critical understanding for a patient’s need for an unbiased recognition of the patient’s religion. This major embraces the elements for respect, understanding and appreciation for cultures, history of medicine, and faith-based approaches to medicine.

As a retired pediatric intensivist having practiced critical care for 40 years, and as a medical ethicist, caring for the patients in the ICU, I often found myself entering into the circle of faith that the parents and the child embraced. I often asked a simple question that embodied the respect and need for religion/faith at the bedside: “In times of crisis do you have a faith you turn to?” If the answer was yes, I always brought their faith into the treatments and found that by doing so, a strong foundation of a physician-patient relationship was formed.

This major, “Religious Studies for the Health Professional” will give all who engage in its content, a formative understanding of “the who”, the patient and their faith as it relates to their illness.

Sincerely,



David H. Beyda, MD
Chair and Professor,
Department of Bioethics and Medical Humanism
Director, Global Health Program
dbeyda@email.arizona.edu
Direct: (602) 827-2108

Dr. Karen K. Seat
Director, School of International Languages, Literatures, and Cultures (SILLC)
Head, Department of Religious Studies and Classics

Dr. Kristy Slominski
Assistant Professor, Department of Religious Studies and Classics

December 4, 2020

Dear Drs. Seat and Slominski,

Here in the Care, Health & Society program in the School of Sociology, we are enthusiastic supporters of the Department of Religious Studies and Classics' proposed major, Religious Studies for Health Professions. This interdisciplinary major comes at an important time for the University of Arizona undergraduate body, as the healthcare sector continues to grow and evolve to better address many of the core questions addressed in this new major. Your students who concentrate in those courses will be in particular position to serve a great need in our State's workforce. As you are aware this is an important strategic direction for the University of Arizona.

We are also happy to support the inclusion of our current course, CHS 309: Ethical Issues Common to the Helping Professions, as an option for your major. And in the future, we look forward to discussions about dual and double-major opportunities between the Care, Health & Society program and the Religious Studies for Health Professions major.

Sincerely,



Brian Mayer
Associate Professor of Sociology
Director of Undergraduate Studies and Director of Care, Health & Society
University of Arizona

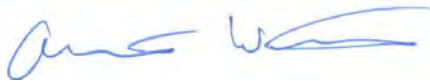
September 24, 2020

To Whom It May Concern:

The Department of East Asian Studies supports the inclusion of “EAS/RELI 333: Buddhist Meditation Traditions” as an optional course in the “**Religious Studies for Health Professionals**” major. Although EAS/RELI 333 has been offered only intermittently in recent years, the inclusion of the Center for Buddhist Studies in the new Andrew Weil Center for Integrative Medicine, as well as its inclusion as an optional course in the “Religious Studies for Health Professionals,” means that incentive for offering the course will be greatly advanced, with at least one such anticipated offering on an annual basis.

Please let me know if you have any questions.

Sincerely,



Albert Welter, PhD

Professor and Head, Department of East Asian Studies <https://eas.arizona.edu>

Associate Director, School of International Languages, Literatures, and Cultures

<https://silc.arizona.edu/#>

Affiliate Faculty, Department of Religious Studies and Classics <https://religion.arizona.edu>

Executive Committee and Academic Advisory Board, Center for Buddhist Studies

<https://cbs.arizona.edu>

Editor, Journal of Chinese Buddhist Studies <http://chinesebuddhiststudies.org>

Honorary Professor, Hangzhou Academy of Social Sciences

Vice Chairman, International Confucian Association

Learning Services Building #102

1512 E First Street

Tucson, AZ 85721-0105

awelter@email.arizona.edu

Phone: 520-621-7505





COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

**Mexican American
Studies**

Ada M. Wilkinson-Lee, Ph.D., Acting Head
Department of Mexican American Studies
College of Social & Behavioral Sciences
César Chávez Building, Rm. 214
University of Arizona

1110 E. James E. Rogers Way
PO Box 210023
Tucson, AZ 85721-0023
520-626-7766
<http://mas.arizona.edu>

December 2, 2020

Karen K. Seat, Ph.D.
Director, School of International Languages, Literatures, and Cultures (SILLC)
Head, Department of Religious Studies & Classics
1512 E. First Street
PO Box 210105
Tucson, AZ 85721-0105

RE: Religious Studies for Health Professionals Major

Dear Dr. Seat,

On behalf of the Department of Mexican American Studies at The University of Arizona, I am pleased to support the new major "Religious Studies for Health Professionals". We welcome a partnership with your department in listing our MAS 405: Traditional Indian Medicine and MAS 435: Mexican Traditional Medicine courses as elective courses for the major program. We eagerly look forward to our working together and to further develop the intellectual intercultural flexibility skills students need in order to be culturally responsive throughout their University of Arizona experience and when they transition into the work place.

This letter is to officially provide support for the Religious Studies for Health Professionals major and to provide approval for listing MAS 405 and MAS 435 within the elective category of the major program.

We look forward to our collaboration and thank you for including the Department of Mexican American Studies in this new major program.

Sincerely,

Ada M. Wilkinson-Lee
Associate Professor and Acting Department Head



DEPARTMENT OF PUBLIC & APPLIED HUMANITIES

Richard A. Harvill Building
Room 337
1103 E. 2nd Street
PO Box 210076
Tucson, Arizona 85721-0076
Tel: (520) 621-3025

www.pah.arizona.edu

September 22, 2020

Karen Seat, PhD

Director | School of International Languages, Literatures & Cultures | College of Humanities
Associate Professor and Head | Department of Religious Studies & Classics | College of
Humanities
kkseat@email.arizona.edu

Dear Dr. Seat:

Subject: Proposed Major in Religious Studies for Health Professionals

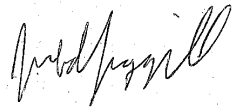
On behalf of the Department of Public & Applied Humanities, I write this letter in support of the proposed Major in Religious Studies for Health Professionals.

The Department is also pleased to approve the following courses for use in the major, courses which are offered every Fall and Spring and are able to accommodate Religious Studies for Health Professionals students:

- PAH 383—Pre-Internship: Building Career Readiness (3 units)
- PAH 493—Internship (3 units)

The proposed Major in Religious Studies for Health Professionals looks very exciting, and will no doubt be well received by students and employers. Please let me know if there are additional ways we can help support the proposal.

Sincerely,



Judd Ruggill, PhD

Professor and Head | Department of Public & Applied Humanities | College of Humanities
Affiliate Faculty:

- Africana Studies Program | College of Humanities
- Department of English | College of Social & Behavioral Sciences
- Graduate Interdisciplinary Program in Social, Cultural & Critical Theory
- Institute for LGBT Studies

- School of Information | College of Social & Behavioral Sciences
- School of Theatre, Film & Television | College of Fine Arts
jruggill@email.airzona.edu

cc Kimberly Jones, PhD
Vice Dean for Academic Affairs | College of Humanities

Affiliate Faculty:

- Graduate Interdisciplinary Program in Second Language Acquisition & Teaching
kjones@email.arizona.edu

From: Stanescu, Claudia I - (stanescu) <stanescu@arizona.edu>
Sent: Friday, March 25, 2022 10:31 AM
To: Seat, Karen K - (kkseat) <kkseat@arizona.edu>; Delamere, Nicholas A - (delamere) <delamere@arizona.edu>; Eggers, Erika D - (eegggers) <eegggers@arizona.edu>
Subject: RE: Request for permission to list PSIO course in proposal

Hello Karen,

Thank you for the additional information. The Department of Physiology supports the inclusion of PSIO 201 and PSIO 202 as optional courses in the science core for the proposed “**Religious Studies for Health Professionals**” major. These courses are offered every academic year and have the capacity to accommodate enrollments associated with this degree.

Please let me know if you have any questions.

Best,

Claudia

—
Claudia Stanescu, Ph.D.
Associate Professor (Educator Scholar)
Pronouns: she/her
Associate Department Chair for Education, Physiology
Director, Physiology Undergraduate Program
Director, Musculoskeletal Block COM-T
Department of Physiology, University of Arizona
Tucson, AZ 85721
stanescu@arizona.edu

Seat, Karen K - (kkseat)

From: Mazumdar, Sumitendra - (mazumdar)
Sent: Friday, April 1, 2022 9:48 AM
To: Seat, Karen K - (kkseat)
Subject: Re: Religious Studies for Health Professionals major and physics courses.

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Professor Seat:

The Department of Physics supports the inclusion of PHYS 102 and PHYS 181 as options in the science core for the proposed “Religious Studies for Health Professionals” major. These courses are offered every academic year and have the capacity to accommodate enrollments associated with this degree. We look forward to the collaboration.

Sumit Mazumdar
Professor and Head
Department of Physics

Seat, Karen K - (kkseat)

From: Schroeder, Joyce A - (joyces)
Sent: Thursday, March 24, 2022 4:23 PM
To: Seat, Karen K - (kkseat); Gutenkunst, Ryan N - (rgutenk)
Subject: Re: Request for permission to list MCB course in proposal

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Karen,

Yes, you have my approval to list our course as an option. We have the capacity to take increased students. Let me know if you need a formal letter as such,
Joyce

Joyce Schroeder, PhD
Professor and Head, Molecular and Cellular Biology
University of Arizona

1007 E Lowell St 444
Tucson AZ 85721
520-626-1384
joyces@arizona.edu

From: Seat, Karen K - (kkseat) <kkseat@arizona.edu>
Date: Wednesday, March 23, 2022 at 4:56 PM
To: Schroeder, Joyce A - (joyces) <joyces@arizona.edu>, Gutenkunst, Ryan N - (rgutenk) <rgutenk@arizona.edu>
Subject: Request for permission to list MCB course in proposal

Dear Drs. Schroeder and Gutenkunst,

I hope you are well. I am writing to request your written permission for the Department of Religious Studies and Classics to include MCB among the options for the “science core” for a new degree program we are proposing. The recommended MCB option listed would be MCB 181R & MCB 181L (or a higher-level MCB course).

To give you the background, the Religious Studies program currently offers an informal concentration in [Religious Studies for Health Professionals](#). To better meet the needs of students who are interested in the connections between Religious Studies and their healthcare profession goals, we are now proposing the creation of a BS in Religious Studies for Healthcare Professionals (RSHP). I have attached a 2-page overview of the proposal, including the proposed science core listing the recommended MCB course.

We have received letters of support for this proposed major from the Dean of the College of Medicine-Tucson, as well as the director of the BS in Care, Health, and Society, among other campus leaders.

I am happy to provide more details if you would like additional information. Thank you for your time and consideration.

Best wishes,
Karen

Dr. Karen K. Seat, Ph.D.

Director, School of International Languages, Literatures, and Cultures ([SILLC](#))

Head, Department of [Religious Studies](#) and [Classics](#)

College of Humanities

The University of Arizona

Pronouns: she/her/hers

Note: I understand that we may be working on different schedules. Please do not feel rushed to respond if you receive this email outside of a time that you normally respond to emails.

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

Seat, Karen K - (kkseat)

From: Worobey, Michael - (worobey)
Sent: Wednesday, March 23, 2022 5:02 PM
To: Seat, Karen K - (kkseat)
Cc: Hackett, Jeremiah D - (hackettj); Lauren Petrullo
Subject: Re: Request for permission to list "ECOL" course in proposal

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Karen,

I'm happy to do this, yes.

Best,

Mike

On Mar 23, 2022, at 4:52 PM, Seat, Karen K - (kkseat) <kkseat@arizona.edu> wrote:

Dear Drs. Worobey and Hackett,

I hope you are well. I am writing to request your written permission for the Department of Religious Studies and Classics to include ECOL among the options for the "science core" for a new degree program we are proposing. The recommended ECOL option listed would be ECOL 182R & ECOL 182L (or a higher-level ECOL course).

To give you the background, the Religious Studies program currently offers an informal concentration in [Religious Studies for Health Professionals](#). To better meet the needs of students who are interested in the connections between Religious Studies and their healthcare profession goals, we are now proposing the creation of a BS in Religious Studies for Healthcare Professionals (RSHP). I have attached a 2-page overview of the proposal, including the proposed science core listing the recommended ECOL course.

We have received letters of support for this proposed major from the Dean of the College of Medicine-Tucson, as well as the director of the BS in Care, Health, and Society, among other campus leaders.

I am happy to provide more details if you would like additional information. Thank you for your time and consideration.

Best wishes,
Karen

Dr. Karen K. Seat, Ph.D.

Director, School of International Languages, Literatures, and Cultures ([SILLC](#))
Head, Department of [Religious Studies](#) and [Classics](#)
College of Humanities

The University of Arizona

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<Proposed RSHP Major 2022.pdf>



THE UNIVERSITY OF ARIZONA
COLLEGE OF SCIENCE
COLLEGE OF MEDICINE TUCSON
**Chemistry
& Biochemistry**

Craig Aspinwall, Ph.D.
Professor and Department Head
Chemistry & Biochemistry (CBC)
aspinwal@email.arizona.edu

1306 East University Blvd.
Biosciences West 368
Tucson, AZ 85721-0041
Tel: (520) 621-5672

March 23, 2022

To Whom It May Concern:

The Department of Chemistry & Biochemistry supports the inclusion of CHEM 130 and CHEM 151 as optional courses in the science core for the proposed “Religious Studies for Health Professionals” major. These courses are offered every academic year and have the capacity to accommodate enrollments associated with this degree.

If there are any questions, please feel free to contact me directly.

Sincerely,



Email Correspondence with the Department of Chemistry and Biochemistry

From: Aspinwall, Craig A - (aspinwal) <aspinwal@arizona.edu>
Sent: Wednesday, March 23, 2022 5:01 PM
To: Seat, Karen K - (kkseat) <kkseat@arizona.edu>; Belle-Oudry, Deirdre A - (dbelle) <dbelle@arizona.edu>
Subject: RE: Request for permission to use "CHEM" prefix

Dear Karen,

We are happy to support this request but I would like to draw your attention to another CHEM course that may fit well into your curriculum. CHEM 130 - Chemistry for Allied & Public Health is a one semester course that addresses the fundamentals of chemistry as a foundation of many central topics in allied health fields. If you think this may be a good alternative, we would be happy to support it as well.

Please let me know your preference and then we will get the memo back.

Best,
Craig



Craig A Aspinwall, PhD

Department Head and Professor
Chemistry & Biochemistry
THE UNIVERSITY OF ARIZONA
PO Box 210044 | Tucson, AZ 85721
Office: 520-621-6338 | Cell: 520-245-3398
aspinwal@arizona.edu

Executive Assistant: Lisa Arrotta
Office: 520-621-5672
lisaarrotta@arizona.edu

cbc.arizona.edu

The University of Arizona Purpose & Values:
Working together to expand human potential,
explore new horizons and enrich life for all.

**Integrity • Compassion • Exploration
Adaptation • Inclusion • Determination**

From: Seat, Karen K - (kkseat) <kkseat@arizona.edu>

Sent: Wednesday, March 23, 2022 4:46 PM

To: Aspinwall, Craig A - (aspinwal) <aspinwal@arizona.edu>; Belle-Oudry, Deirdre A - (dbelle) <dbelle@arizona.edu>

Subject: Request for permission to use "CHEM" prefix

Dear Drs. Aspinwall and Belle-Oudry,

I hope you both are well. I am writing to request your written permission for the Department of Religious Studies and Classics to include a CHEM course among the options for the “science core” for a new degree program we are proposing. The recommended CHEM option listed would be CHEM 151 (or a higher-level CHEM course).

To give you the background, the Religious Studies program currently offers an informal concentration in [Religious Studies for Health Professionals](#). To better meet the needs of students who are interested in the connections between Religious Studies and their healthcare profession goals, we are now proposing the creation of a BS in Religious Studies for Healthcare Professionals (RSHP). I have attached a 2-page overview of the proposal, including the proposed science core listing the recommended CHEM course.

We have received letters of support for this proposed major from the Dean of the College of Medicine-Tucson, as well as the director of the BS in Care, Health, and Society, among other campus leaders.

I am happy to provide more details if you would like additional information. Thank you for your time and consideration.

Best wishes,
Karen

Dr. Karen K. Seat, Ph.D.

Director, School of International Languages, Literatures, and Cultures ([SILLC](#))

Head, Department of [Religious Studies](#) and [Classics](#)

College of Humanities

The University of Arizona

Pronouns: she/her/hers

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From: [Marchello, Elaine V - \(evm\)](#)
To: [Seat, Karen K - \(kkseat\)](#); [Sandoval, Liz - \(esandmar\)](#); [Novodvorsky, Ingrid - \(novod\)](#)
Cc: [Jones, Kimberly A - \(kjones\)](#); [Heileman, Greg - \(heileman\)](#); [Madden, Melanie Christine - \(melaniecmadden\)](#); [Slominski, Kristy - \(slominski\)](#)
Subject: RE: Proposal with revised Learning Outcomes RE: Updated RSHP BS proposal - still possible to move forward for approval this year?
Date: Tuesday, July 5, 2022 11:12:03 AM
Attachments: [image006.png](#)
[image007.png](#)
[image008.png](#)
[image009.png](#)
[image010.png](#)

Karen,

I reviewed your assessment information and I do not have any changes to recommend.

Elaine

Elaine Marchello, Ph.D.
Assistant Director, Assessment
University of Arizona
Office of Instruction and Assessment
Integrated Learning Center Bldg 70
Room 105A
Tucson, AZ 85721
(520) 621-1328

From: Seat, Karen K - (kkseat) <kkseat@arizona.edu>
Sent: Wednesday, June 29, 2022 5:03 PM
To: Sandoval, Liz - (esandmar) <esandmar@arizona.edu>; Marchello, Elaine V - (evm) <evm@arizona.edu>; Novodvorsky, Ingrid - (novod) <novod@arizona.edu>
Cc: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Heileman, Greg - (heileman) <heileman@arizona.edu>; Madden, Melanie Christine - (melaniecmadden) <melaniecmadden@arizona.edu>; Slominski, Kristy - (slominski) <slominski@arizona.edu>
Subject: Proposal with revised Learning Outcomes RE: Updated RSHP BS proposal - still possible to move forward for approval this year?
Importance: High

Hello Liz and all,

We are continuing to work on moving our proposed B.S. in Religious Studies for Health Professionals (RSHP) through the approval process. We have now expanded our Learning Outcomes on the attached "Additional Info" form on pp. 9-14 (and copied again on pp. 24-30), in response to your request below. Please do let us know if this will fulfill expectations.

Also, I've added the preliminary proposal PDF with a graphic inserted on p. 9 to give an overview of the degree, to help clarify all the components of the proposed B.S. in Religious Studies for Health Professionals.

As you know, this proposal has now received full approval from UGC and U-CAAC.

Thank you,
Karen (with Kristy Slominski)

Dr. Karen K. Seat, Ph.D.

Director, School of International Languages, Literatures, and Cultures ([SILLC](#))

Head, Department of [Religious Studies](#) and [Classics](#)

College of Humanities

The University of Arizona

Pronouns: she/her/hers

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From: Sandoval, Liz - (esandmar) <esandmar@arizona.edu>

Sent: Tuesday, April 26, 2022 10:55 AM

To: Seat, Karen K - (kkseat) <kkseat@arizona.edu>; Marchello, Elaine V - (evm) <evm@arizona.edu>;

Novodvorsky, Ingrid - (novod) <novod@arizona.edu>

Cc: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Heileman, Greg - (heileman)

<heileman@arizona.edu>; Madden, Melanie Christine - (melaniecmadden)

<melaniecmadden@arizona.edu>

Subject: RE: Revised proposal RE: Updated RSHP BS proposal - still possible to move forward for approval this year?

Let's shoot for July 1. Thanks Karen!

Liz

From: Seat, Karen K - (kkseat) <kkseat@arizona.edu>

Sent: Monday, April 18, 2022 4:42 PM

To: Sandoval, Liz - (esandmar) <esandmar@arizona.edu>; Marchello, Elaine V - (evm)

<evm@arizona.edu>; Novodvorsky, Ingrid - (novod) <novod@arizona.edu>

Cc: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Heileman, Greg - (heileman)

<heileman@arizona.edu>; Madden, Melanie Christine - (melaniecmadden)

<melaniecmadden@arizona.edu>

Subject: RE: Revised proposal RE: Updated RSHP BS proposal - still possible to move forward for approval this year?

Dear Liz and all,

Thank you for the feedback. We will continue to work on our learning outcomes section.

When should we get our revised learning outcomes to you? It would be helpful to have a specific deadline in mind as we head into the final stretch of the semester.

Thanks again,
Karen

Dr. Karen K. Seat, Ph.D.

Director, School of International Languages, Literatures, and Cultures ([SILLC](#))

Head, Department of [Religious Studies](#) and [Classics](#)

College of Humanities

The University of Arizona

Pronouns: she/her/hers

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From: Sandoval, Liz - (esandmar) <esandmar@arizona.edu>

Sent: Thursday, April 14, 2022 10:00 AM

To: Marchello, Elaine V - (evm) <evm@arizona.edu>; Novodvorsky, Ingrid - (novod) <novod@arizona.edu>

Cc: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Seat, Karen K - (kkseat) <kkseat@arizona.edu>; Heileman, Greg - (heileman) <heileman@arizona.edu>; Madden, Melanie Christine - (melaniecmadden) <melaniecmadden@arizona.edu>

Subject: FW: Revised proposal RE: Updated RSHP BS proposal - still possible to move forward for approval this year?

Hello OIA and RSHP teams,

I've taken a look at the learning outcomes in this proposal, and they are not as detailed as we need them to be for ABOR. We can route these through our internal committees as is, but cannot send them to ABOR until more detail has been added to the competency area. For example, this is from Learning outcome #1:

Students will demonstrate skills in religious literacy and cultural competency in relation to health topics.

We need to know what religious literacy skills and what cultural competency skills as well as how or what areas of health topics these skills are related to? The more detailed the better. I'm also attaching Ron Hammer's Learning Outcomes as they were presented in the ABOR form which recently passed after three revisions. I realize that your proposal is not related to medicine nor research however you will see how detailed Ron made them.

If you have any questions, please let me and Greg know.

Thanks,

Chair of the Faculty Statement

September 12, 2022

Leila Hudson

Thank you and welcome to our returning and new Senators, to all our *ex-officio* non-voting members, and to our guests.

I'd like to devote my time as Chair of the Faculty to awakening the faculty, not only to its rights, but also to its responsibilities in governing the University. In service to the people of this state, the student experience, the economy and ecology of our desert, we are privileged to work in and for a commons, in and for the public good.

I look forward to working with the Chair of the Senate, Arthur W Andrews Professor of Law, Mona Hymel, with our Secretary, Tessa Dysart also of the Law College, our parliamentarian, Dr. Mark Stegeman of the Eller College and, of course, with the Faculty Center staff. They have all worked thoughtfully and tirelessly to balance our business meeting between two imperatives - on the one hand, the ratification of routine institutional business and on the other, the public debate of policy matters of the day.

The law charges us, as the elected representatives of the faculty, to share responsibility for instruction/curriculum

and academic personnel matters, as well as general policy. To that end, we look forward to continuing engagement, improvement, and eventual endorsement of the General Education Refresh. It is high time also to systematically review Arizona International's many microcampuses and the international dual degrees that are in process. And we will provide checks and balances on the UAGC venture which will attempt to combine the instructional programs and faculty of a very different entity into our University.

On the question of academic personnel, I am optimistic about partnering with the President and the Provost's office to recenter the faculty. I have found common ground and engaged concern with President Robbins this summer in advocating for faculty members. With Provost Folks and with Senior Vice Provost Andrea Romero, we have already found common cause on one specific aspect of faculty concern - multiyear contracts. ABOR allows 30% of career track faculty to have multi year contracts and the University as a whole only made that happen for 3% of our colleagues. I was happy to see that the Provost's office is as committed as I am to making sure that each college quickly reaches that threshold as the first step in expanding job security for many of us. Other personnel matters ahead include refining research and conflict of interest policy, initiating timely and meaningful

administrative reviews, and addressing the disparities in compensation dynamics between stagnant and uncompetitive rank and file faculty and staff salaries and the rapid expansion of upper administrative positions and salaries. I will fight for repayment of the unnecessary 2020 furloughs as well as for the 10% cost of living adjustment raises that all state employees except University employees received. I hope we will also match Arizona State University's 60K salary floor for lecturers and instructors. I believe that our partners, the President and Provost, do see that the faculty and staff are not a resource to be exploited and exhausted, but an invaluable asset to be cared for and invested in.

The work ahead also includes assuring the integrity of the faculty side of shared governance. Adequate funding for governance, fair and inclusive processes, clean elections, and effective grievance pathways will be among the topics of discussion in the Faculty Center, the governance committees and here in the Senate.

The business of the Senate includes open discussion and debate on public university policy as well as routine oversight. I remind all of us that self governance will be tedious, frustrating and messy at times, that the formality of parliamentary procedure is the best way we know to

mediate difference, and that civility certainly facilitates the discussion of differences, while never replacing it.

Without our vigilance and commitment to active governance, our big, beautiful university is easy prey for corporatization, privatization and deepening exploitation of the workforce. We are the custodians of an amazing machine for the production, recombination and application of knowledge. It needs attention, maintenance and upkeep from those who embody it and understand it best - we, the faculty, along with our staff and students. Not only is our standing among our peers in jeopardy if we abdicate responsibility; so is our basic academic freedom and our right to tenure and stable dignified employment in these perilous political times. I want us together to begin to turn that around, and to position the University of Arizona as the emerging leader in faculty-led reinvestment in our people and our academic mission. That turning tide will raise all the boats.

Thank you! I look forward to the work of the year ahead.

Thank you to faculty leadership for inviting me to today to share some memories about our late colleague, Distinguished Professor and former Chair of the Faculty, Dr. Wanda Howell.

Wanda was a force of nature. You know you've left a mark on the world when people refer to you as a force of nature. Here are some other ways colleagues have described Wanda: passionate, feisty (she liked that one), fierce, committed, and an unapologetic advocate of students and faculty and women in academia. She also LOVED Elvis; in fact, when she received a tile at the Women's Plaza of Honor upon her retirement, Elvis temporarily left the building to participate in the ceremonies. Wanda had a great sense of humor; she was also famously direct. Like it or not, you always knew where you stood with her.

Wanda Howell was a major influence in the early growth of the School of Nutritional Sciences and Wellness' Didactic Program in Dietetics and was instrumental in us achieving our initial accreditation for this program (now a top program U Arizona). Wanda was a pioneer in the field of clinical nutrition, contributing to advances in enteral feeding practices. She was recognized for teaching excellence by her colleagues at U Arizona, and worked tirelessly on behalf of her students, writing more than 500 recommendation letters over the course of her career.

Wanda's contributions to shared governance were extensive. She served in Faculty Senate for a decade; 8 of those years was as Chair of the Faculty. As Chair, she championed the importance of faculty governance as a core value of our university, providing a strong faculty voice in decisions that impacted the breadth and quality of instruction, research, outreach activities. I offer two examples:

- Wanda laid the foundation for career track faculty becoming full voting members of the faculty and of Senate by initiating a task force focused on this group of colleagues
- She, along with other Senate colleagues, proposed the inclusive view of scholarship that we use today in our Promotion & Tenure processes

I was Wanda's neighbor in the Shantz Building before she retired in 2015. In fact, she is the reason I ran for the Senate. I'd like to leave you with her words of advice for me - verbatim from an email she wrote to me in

September of 2016, right after I began my first term as elected Senator representing CALS.

"Melanie, hang in with Faculty Senate; it will be boring and frustrating at first. The real work is done in committee, so think about which of the senate or university committees you want to join. Faculty leadership is always on the lookout for smart and concerned faculty who believe in working to make the U of A the best it can be. Let me know if I can be of help in networking or deciphering the politics. This is a great opportunity to develop your skills and make a difference. Your voice is needed, and I am so happy that you have chosen to do this important work. I am already proud of you!"

Thanks for letting me share a bit about my colleague today. I hope you have a better sense of who Wanda was to her colleagues and her students, and how she shaped who we are as Faculty today. Many of you knew her and appreciated those contributions. For those who didn't, I hope you'll consider her advice: join a senate or university committee, develop your skills, and make a difference.

Thank you very much and have a productive year.

Wanda H. Howell

December 18th, 1949 – July 17th, 2022

Wanda Howell of Cincinnati passed away peacefully and surrounded by family on the morning of Sunday, July 17th, 2022.

Wanda Lou Ford was born to Dorothy Marie Knott and Willie James Ford on December 18th, 1949 in Henry County, Tennessee. Wanda, the second of three daughters, grew up on a small subsistence farm in rural Tennessee until the family moved to Memphis and then to Cincinnati when she was nine. While Wanda was in grade school, a teacher told her mother that she was a gifted student and should go to college. Dorothy saved over the years, and Wanda became one of the first two members of her extended family to earn a university degree.

After receiving a B.S. from Miami University of Ohio, an M.Ed. from the University of Cincinnati, a Ph.D. from the University of Pennsylvania, and working as a registered dietician for hospitals and universities in Cincinnati, Milwaukee, Atlanta, and Philadelphia, Wanda began her career in academia in Tucson, Arizona. Wanda started at the University of Arizona in 1986 as a lecturer in the Department of Nutritional Sciences, and retired thirty years later as a University Distinguished Professor and Director of the Didactic Dietetics Program. Throughout her career, Wanda was at the forefront of research in her field, publishing widely in respected scholarly journals and monographs, and receiving dozens of honors and awards. Due to her research on the health benefits of eggs, she proudly accepted the title of “The Egg Lady.” Wanda also shaped future generations of scholars and dieticians, teaching thousands of undergraduates and mentoring over a dozen Ph.D. and masters students. In addition to her own achievements, Wanda always gave back, serving as the Chair of the Faculty Senate for nearly a decade, and writing over 500 letters of recommendation for her students and colleagues.

Outside of her professional life, Wanda was always curious and adventurous. She pursued many interests, including cheerleading, skiing, fencing, bowling, bridge, aerobics, and piloting small aircraft. She also loved to travel, visiting places like Japan, South America, the Caribbean, Europe, Egypt, and the United Arab Emirates. She also enjoyed spending quiet time either with loved ones or on her own, reading, cooking, tending her plants, or solving incredibly complicated puzzles. Whether at work, at home, or on an adventure, Wanda loved life, loved her family, and loved her friends. She touched many lives and will be missed deeply by all who knew her.

Wanda is preceded in death by her father and her mother, and is survived by her husband, Nelson Howell, her son, James Howell, her sisters, Patsy McCamey and Betty Hoevenaar, and her nephew, Jeremy Hoevenaar. Wanda’s family would like to extend special thanks to the nurses, aides, staff, and volunteers at Hospice of Cincinnati. They embraced Wanda with compassion and dignity, and allowed her to spend her final weeks surrounded by warmth and love. Therefore, in lieu of flowers or gifts, Wanda asked that donations be made to Hospice of Cincinnati (<https://hospiceofcincinnati.org/donate/>).



UArizona Divest
uazdivest@gmail.com

The UArizona Foundation Fails Once Again to Meet Students' Needs: Recent UArizona Divest Meeting with Foundation leads to Campus Rally

Student goals for fossil fuel divestment and sustainable financial policies met with denial and apathy

On August 23rd, 2022, UArizona Divest, a student-led fossil fuel divestment campaign, met for the fourth time with the UArizona Foundation's CEO JP Roczniak and UArizona CFO Lisa Rulney regarding UArizona Divest's requests. The UArizona Foundation is a non-profit institution that serves as the governing body and investment committee for the University of Arizona's billion-dollar endowment. The Arizona Foundation currently has \$64 million invested in private equity in the oil industry. At this meeting, after three years of continued dialogue and a set of modified requests from UArizona Divest to avoid impact on student scholarships, the UArizona Foundation stated at the August meeting that they have no plans to meet any requests regarding a public commitment to fossil fuel divestment. The UArizona Foundation also described their internal conversations and interest in continued dialogue in regards to UArizona Divest's goals on sustainable investment policy and the inclusion of student voices in the Foundation. However, we know there is significant progress to be made before our requests are fulfilled.



Why Now for DIVEST?

OPINION
GUEST ESSAY

Harvard and Other Schools Make a Choice on Fossil Fuels

Oct. 2, 2021



Monica Jorge for The New York Times

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By Naomi Oreskes and Sofia Andrade

Dr. Oreskes is a professor of the history of science at Harvard. Ms. Andrade is a sophomore at Harvard and an organizer with Fossil Fuel Divest Harvard.

The New York Times

PLAY THE CROSS

OPINION
GUEST ESSAY

This Movement Is Taking Money Away From Fossil Fuels, and It's Working

Oct. 26, 2021



A coal miner near Price, Utah. Robert Gumpert/Redux

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By Bill McKibben

Mr. McKibben, a founder of the progressive organizing group Third Act, teaches environmental studies at Middlebury College and is the author of "Falter: Has the Human Game Begun to Play

How to Help?



UArizona Divest FACULTY & STAFF Petition

**** ATTENTION: IF YOU HAVE ALREADY SIGNED OUR PETITION BUT BEFORE FEBRUARY 2022, WE HAVE UPDATED OUR DEMANDS AND WE ASK THAT YOU PLEASE SIGN AGAIN ****

UArizona Divest is a student-led movement on the University of Arizona campus in Tucson, Arizona committed to collaborating with the UArizona community to align the university's endowments, controlled by the UA Foundation, with mission-driven investments to combat the climate crisis. Check out our instagram (@uazdivest) and website (<https://uazdivest.wixsite.com/fossilfree>) for more information!

Our demands are as follows:

1. The University of Arizona Foundation complete a phased divestment from fossil fuels by 2029.
2. The UA Foundation publicly commit to no further investments in the fossil fuel industry from this point on.
3. The UA and UA Foundation concretely define and implement Environmental, Social Governance (ESG) investment policies and partnerships.
4. The UA Foundation include student representation, with voting power, on the Board of Trustees and the Investments Committee.

Signing onto this petition will indicate your support for our demands, and show the UArizona Foundation that the UArizona faculty and staff cares about this issue. Thank you

Also, reach out, I can provide tons of information: sbarra@arizona.edu

Good afternoon. I am Michael Brescia, curator of Ethnohistory in the Arizona State Museum, which is part of Research, Innovation and Impact (RII), and I hold other faculty affiliations across campus. I joined the U of A faculty in 2005, and I'm here to speak on behalf of RII faculty during this open session of the Faculty Senate. We are faculty that cut across tenure, continuing, and career tracks; we conduct original, synthetic, and applied research; we develop and implement creative activities and programs, and we contribute regularly to classroom teaching; we advise graduate students, integrate undergraduates in our research, and we are campus leaders when it comes to public outreach and engagement. In sum, RII faculty embody the land-grant mission of the University of Arizona.

Currently, RII and other non-academic units such as the Honors College fall under the Common College umbrella, which used to go by the awkward moniker, Non-College. At the moment, there is no faculty member representing the Common College, and since the Common College is an assortment of multiple units that fulfill the university mission in different ways, RII faculty is seeking its own representation on the Faculty Senate as an explicit way to recognize RII faculty in shared governance and enfranchise its substantial

contributions to the university mission. Under the leadership of Dr. Betsy Cantwell, there is a noticeable focus on cultivating faculty identity and, by providing RII representation on the Faculty Senate, additional and diverse faculty voices will add much to shared governance. Finally, RII is not the only non-academic unit interested in Faculty Senate representation. It is my understanding that units smaller than RII, such as the Honors College, are looking for their own seat. I urge the Faculty Senate to consider RII's request and provide it with its own faculty representative. Thank you for your time and thoughtful consideration.

REPORT TO FACULTY SENATE

FROM: Senior Vice President for Academic Affairs and Provost Liesl Folks
<https://provost.arizona.edu>

DATE: Sept. 12, 2022

ACCOMPLISHMENTS:

- **Student Success District** Approximately 12,000 daily visits. The first of its kind in the nation, the center offers 24/7 support to undergraduate students.
- **General Education** refresh now operating at scale with more than 8,900 new students and 374 UNIV 101 sections underway.
- **Provost Investment Fund**: More than \$18M allocated in FY 2021-22 to units and colleges to support strategic programs and initiatives, such as increasing student retention, enhancing research impact, augmenting teaching & learning experience and faculty salary support, **Strategic Priorities Faculty Initiatives**, and awards. Over 160 proposals were submitted during the fall and spring cycles.
- **Arizona Native Scholars Grant program**, the first of its kind for a public Arizona university, was announced at the start of the semester. It will fill in the difference between a student's tuition, mandatory fees, tuition differentials, program fees and all other gift aid the student receives. The program full-time undergraduate students from Arizona's 22 federally recognized tribes who are studying on the main campus. The program will be administered by UArizona **Enrollment Management**.
- Welcome to the **three new deans**: Robert Berry III (Education), Karthik Kannan (Eller), Lori Poloni-Staudinger (SBS), and thank you to John Pollard (Honors interim), and Kathy Insel (Nursing interim) for their service.
- **Undergraduate Research taskforce** launched and will focus on expanding high-impact research experiences for students. This is a joint effort of the Office of the Provost and Office for Research, Innovation and Impact, led by Kevin Bonine.
- **Live Chat with Liesl** shifted to in-person meetings by college. All gatherings are scheduled for the fall semester and offer faculty and staff an opportunity to provide input and share ideas.

GOALS:

Office of the Provost Focus Areas AY 2022-23

- Retention and Completion Improvements
- Grow graduate student enrollment
- Increase student experiential learning
- Increase entrepreneurship opportunities across campus
- Diversity, Equity, and Inclusion

REPORT TO FACULTY SENATE

FROM: Tessa L. Dysart, Secretary <http://facultygovernance.arizona.edu/>

DATE: September 12, 2022

ACCOMPLISHMENTS:

Met with Research Faculty & Committee on Faculty Membership to discuss Research Faculty receiving representation in the Senate. Please see the Committee on Faculty Membership Report and the attached memo for more details.

Worked on updating Faculty Senate Bylaws and Constitution to ensure that most current version is on the Faculty Governance Website.

GOALS:

Empty box for listing goals.

REPORT TO FACULTY SENATE

FROM: Research Policy Committee (David Cuillier, chair)

DATE: September 6, 2022

ACCOMPLISHMENTS:

The RPC, which met Aug. 29, is making progress on incentivizing campus researchers through a direct distribution from grant indirect cost revenues (IDC – also called Facilities & Administration, or F&A). An overview of the issues is provided in attached accompanying documents. The committee invites Senators to provide feedback/thoughts on the specific questions we will address during the next few months, either directly to the chair or at the Sept. 12 Faculty Senate meeting. The committee will provide its recommendations to the Faculty Senate before the end of fall semester. Committee members for this academic year are:

David Cuillier, Journalism (chair, newly appointed this year)
Paul Gordon, Family & Community Medicine (immediate past chair)
Marlys Witte, Surgery
Stanley Pau, Optical Sciences
Wolfgang Fink, Electrical and Computer Engineering
Jenny Lee, Education
Addison Coen, GPSC, Chemistry
Kristin Morrill, post doc, Nursing
Megan Wong, ASUA

GOALS:

At its Aug. 29 meeting, the committee agreed to explore the following issues this year:

1. Direct distribution of IDC to researchers (following up on last year's work and assisting the UA in working through the details before implementation this spring).
2. The impact of AIB on research, as well as on Research, Innovation & Impact.
3. How the university's conflict of interest policies and practices affect researchers.
4. Follow up previous survey research by the committee on how researchers on campus view the campus core research facilities.

Have other issues related to research on campus? Feel free to reach out to RPC Chair David Cuillier at cuillier@arizona.edu.

FROM: David Cuillier, Research Policy Committee chair

TO: Faculty Senate

DATE: Sept. 6, 2022

RE: Update information on Facilities & Administration direct distribution to researchers

Dear colleagues,

This memo serves as an update to the issue of how the university should manage Facilities & Administration (F&A, also called indirect cost revenue) from grants to the principal investigator (PI) researchers who garner them. I have attached at the end the memo that Dr. Paul Gordon provided to the Faculty Senate in April, as background.

Background

Some colleges have long given PIs a direct distribution from the F&A they accumulate in their grants, intended to incentivize research and help researchers build their programs to acquire more funding. Some colleges, however, do not provide this incentive, basically leaving it up to the discretion of departments, which vary in their practices. Last year, the RPC studied allocation of indirect costs throughout the university, and in that research we learned of a report on the new AIB budgeting model that recommended not giving PIs a direct distribution from their indirect costs. This task force was comprised primarily of college budget/research officers, not PIs, so the recommendation was not unexpected. The RPC in April provided the recommendation (below) to the Faculty Senate, suggesting they meet this fall to take up the issue and urge the university to provide a direct distribution to PIs. At the same time, I was told, the SPBAC executive committee agreed with the idea, as did the provost and vice president for research, although I have not talked to them directly. As a result, AIB was approved and launched in July with the provision that PIs should receive 2% from their grants' F&A. The provost emailed me Aug. 10 to ask the RPC, and ultimately the Faculty Senate, for input on how to work out some of the details. This is our charge.

The money flow

Under this plan, a PI will receive 2% of his or her F&A taken from grants (not the total grant amounts). For example, say a researcher has a federally funded project with budgeted direct costs (salaries, ERE, equipment, etc.) of \$500,000. The federal agency would pay 53.5% on that \$500,000, or \$267,500 toward F&A (53.5% multiplied by \$500,000). And then that \$267,500 in F&A is distributed by the formula:

1. 2% (of \$267,500) to the researcher or \$5,350
2. 48% to the university's strategic budget allocation, which is ultimately administered by the president and may go back to colleges, depending on institutional priorities (\$128,400)
3. 38% to the colleges, which may distribute as they see fit, including to departments and/or additional funds to PIs (\$101,650)
4. 12% to Research, Innovation & Impact (RII) research development fund (\$32,100)

Prior to 2015, distribution was 75% to support units, including RII, and 25% to colleges. That changed over time until last year, when colleges received 48% and support units 52%.

Questions

The provost and others have raised good questions about how to make this happen – to develop guidelines to best serve researchers, the colleges and the university as a whole. Here are the questions posted so far that we can tackle this fall (and perhaps we will have further questions):

1. Timing of payments to the PI?

IDC is taken out of a grant as the grant is spent out. One possible approach is to pay it all out annually, for simplicity. Through the year, as I spend out my grant, those percentages above would be taken out, and a total derived at the end of the third quarter (March 30). Then the recipients (PI, college, RII, central administration) would get their funds sometime in the fourth quarter – April 1 through June 30. Or, should this be done quarterly?

2. When do PI payments start?

Technically, AIB started April 1, 2022, for the purposes of collecting IDC. So the PI distributions would come from any money spent on their grants since last April 1. If it is decided to make annual payments then the PIs would receive their funds sometime April 1 through June 30, 2023. They would not receive funds from anything spent before April 1, 2022.

3. What can PIs spend the money on?

IDC has a lot of flexibility compared to state funds, but should there be guidelines that colleges apply to ensure PIs are spending the money in the spirit it is given – to grow research programs and incentivize further grants? Perhaps guidelines are vague, saying just that and leaving it up to deans to monitor. Or, do we provide further detail or examples for these guidelines (e.g., lab supplies, professional development, student research support)?

4. How do we handle small distributions?

Campus wide, 49% of PIs would receive less than \$50 from this 2% distribution. Is that worth the time of college financial officers to process? If so, what is not? Is \$8 worth it? Is there an annual cutoff we should recommend?

5. How do we avoid accumulated excessive balances?

The university is sensitive to funds going unused. What if a PI decides to save up funds and not spend them out toward advancing the research mission? What if a PI wants to save up funds over several years toward buying that important piece of equipment? Or is this not a concern to faculty/Pis?

6. What about colleges that already give out more in direct payments to PIs?

Some colleges already incentivize their researchers by providing direct payments to PIs from their IDC, much higher than 2%. Do we recommend that the 2% of the minimum cap, and that colleges may provide higher payouts from their own distributions if they wish?

When do we need to have recommendations firmed up?

Perhaps more questions will be raised in our discussions, or by the Faculty Senate. If these details are to be worked out before the first PI IDC distributions in late spring 2023, it is likely the provost will need firm recommendations no later than January.

Aug. 10 email from the Provost Liesl Folks:

Dear David,

I am reaching out to you in your capacity as the chair of the FS Research Policy C'tee, following a good discussion with Leila in the past week.

As you may be aware, one small but important piece of the Activity Informed Budgeting (AIB) model is that 2% of F&A will be distributed directly to employee PIs, including to PIs that are within support units (e.g., Libraries, Core facilities, HSI Initiatives, Office of Inclusion and Equity, etc.). In doing this, we are seeking to more explicitly reward positive research outcomes, and also to practically address the fact that research-related expenses are incurred at all levels of our organization, including at the level of the individual PI's lab or group.

As ever, there are details that still need to be worked out, and I am writing to ask if we could solicit input from your c'tee as we formulate clear plans / guidance for campus.

I am also including Garth here, as you may well have technical questions that he is well placed to answer!

Here is a quick summary of where we are at in the discussion, with unresolved items in blue, for your c'tee's consideration;

- 1) **Timing of the payments to PIs?:** We have resolved that the actual payments to PI accounts will happen immediately at or after the end of the FY. This is a practical requirement because F&A is only available to be utilized in strict proportion to the spend-down of the grant or award, so we simply can't project how much each PI would be provided until the end of the FY, when the books are closed.
- 2) **What can the PI's spend the F&A money on?:** The institutional priority is to encourage the PI to invest in research capacity, e.g., professional development, student support, dissemination of knowledge, lab supplies, etc. However, F&A funds have somewhat looser restrictions than state funds, so there is plenty of flexibility on this question.
- 3) **How to handle very small F&A allocations?:** Please see spreadsheet attached, prepared by Garth's team – many PIs in the prior year would have been allocated very small amounts of F&A funds, raising the question of the value of starting an account to even handle these small amounts. This is a function of small grant awards, coupled with funders who limit the % F&A allowable, coupled with the PI slice being set at 2%. (e.g., 49% of PIs would have received less than \$50.). What would the c'tee recommend as an approach to handling these small awards, that appropriately balances the desire to send the funds to the PIs vs. the administrative cost of handing small allocations being an unreasonable burden?
- 4) **How to ensure that PI's do not accumulate excessive balances?** It is important to our collective success that our limited resources are not going under-utilized. What approaches would the c'tee recommend we establish to ensure that PIs do not "hoard" large fund balances "for a rainy day" rather than investing in success and the research mission in the short-term?

Very likely your committee members will have other questions which we are certainly eager to hear and discuss. Garth and I will happily join the discussion and / or answer any questions.

Please let me know if you are willing to take this on as an item for review / discussion / input.

With thanks,

Liesl

Aug. 10 email from Garth Perry, UA Chief Budget Officer:

Hello,

Please see Liesl's email at 4:13p on next actions regarding the PI 2%. As to your question as to where you can find reference to it the main resources page for AIB is here: [Model Resources | Activity Informed Budgeting \(arizona.edu\)](#)

On this page you will find a link to the Quick Reference Guide which references this decision on page 2 under the F&A heading. [All Funds Planning Calendar | Budget & Planning System \(arizona.edu\)](#)

It is also referenced throughout the model linked on the resources page to this box folder: <https://arizona.box.com/s/bvhdp8fi93qndiw9726kaya4cca3igo>

Please let me know if I can do more.

Take care,

Garth

April 4, 2022 memo from RPC Chair Paul Gordon to the Faculty Senate

Dear Fellow Senators:

As Chair of the Research Policy Committee, I would like to share some of our committee's work.

In an attempt to gain greater understanding, we have been exploring the flow and distribution of Indirect Cost (IDC) dollars, also called Facilities and Administrative Costs (F&A).

Independently from RPC, the the Steering Committee. at the recommendation of the Stakeholder Advisory Group (for the AIB) convened a working group named: "AIB Facilities and Administrative Costs (F&A) Working Group". With their permission, we have pasted their report from December 1, 2021 on the following pages.

Separately, one of our members, Dr. David Cuillier, did some investigation and his report is also pasted at the end of this report.

The AIB Facilities and Administrative Costs (F&A) Working Group addressed five questions (see Executive Summary, page one).

The RPC agrees with its conclusions and recommendations for all five – except #4:

"Should Principal Investigators receive a direct distribution of F&A from RII that bypasses the colleges? Recommendation: No."

It is the RPC's belief that this does not appropriately address one of the AIB Guiding Principles: Reward Positive Research Outcomes and incentivize researchers. It also goes against the principles of Faculty Governance. We are also troubled that at least 10 of the 15 group members are budgetary people in Dean's offices, only one is from RII and none is a non-Dean faculty member. This does not appear to be a representative group for the Principal Investigators about whom this recommendation is made. We are not suggesting that the entire IDC go to the PI. We ask the Senators to acknowledge that PIs often do not have discretionary funds to start pilot projects, pay students, or even for something as small as a new printer or other materials & supplies (not allowed on Federal budgets). An agreed upon percentage would benefit the PI and help incentivize ongoing research productivity.

We move that at the first Faculty Senate meeting of the new academic year (AY2022/2023): **"Principal Investigators receive a direct distribution of F&A from RII."**

AIB Facilities and Administrative Costs (F&A) Working Group Report December 1, 2021

I. Executive Summary

The F&A Working Group was convened to review funding of research support activities and RCM F&A distribution models, with the goal of incentivizing research, supporting the growth of research infrastructure, and aligning with the AIB Guiding Principles: 1. Ensure Adequate Funds Centrally to Meet Institutional Strategic Opportunities; 2. Reward Positive Research Outcomes; 3. Build Innovation and Interdisciplinary Approaches; 4. Reduce Complexity.

The Working Group met seven times between the beginning of July and October 2021 to consider the following questions related to research infrastructure funding and F&A distribution:

1. Should the RII Operating Budget scale with changes in research activity?

Recommendation: Yes.

- The RII Operating budget should scale annually with research activity as measured by changes in sponsored MTDC using a three-year average.
- The RII operating budget should continue to be funded by the Strategic Budget Allocation through Revenue Sharing (SBA) mechanism and not through direct allocation of F&A returns.

2. Should the RII Research Development Fund fluctuate with changes in research activity?

Recommendation: Yes.

- Allocations to the Research Development Fund should scale with annual changes in F&A return to the University.

3. Should Facilities charges that are supported by F&A (support unit space charges) fluctuate with changes in F&A returns?

Recommendation: No.

- Support for facilities costs should not fluctuate with annual changes in F&A revenue, although they should scale with research activity over a multi-year time-period to accommodate long term growth in research support operations.

4. Should Principal Investigators receive a direct distribution of F&A from RII that bypasses the colleges?

Recommendation: No.

- Decisions about F&A allocation, including incentivizing distributions to faculty, are best made at the college level.

5. Should the F&A returns to colleges continue to be determined using a “look back” to FY15 as a Base Year, should a new Base Year be selected, or should returns fluctuate each year with changes in F&A returns (no Base Year)?

Recommendation: No Census Reached.

II. Background and Discussion

The transition from RCM to AIB provides an opportunity to review research support units are funded and how F&A, (also commonly referred to as *Indirect Cost Recover [ICR]*) is being used to support research infrastructure and incentivize research activities. It's important to clarify that F&A is not a revenue source but rather reimbursement from research sponsoring agencies for the portion of the real costs of conducting research that cannot be reasonably apportioned to a specific sponsored project. Although a portion of F&A returns to the university is used to fund those support activities from which the costs derive, F&A also supports a variety of incentivizing activities including allocations to colleges. The AIB F&A Working Group addressed the principles for funding research support activities and potential changes to how F&A is currently being used under RCM. The Working Group struggled with having an incomplete understanding of institutional funds flows and the resulting lack of clarity about how different options for reapportioning of F&A to specific uses might lead to shortfalls elsewhere.

The following discussion provides more detailed background information for each of the recommendations summarized in the Executive Summary above.

1. Should the RII Operating Budget scale with changes in research activity?

Working Group Feedback: There was unanimous consensus that the RII operating budget should scale with research activity as reflected by F&A returns, but that a direct F&A allocation should not be used to fund the RII operating budget (0 Yes, 9 No, 1 undecided/not participating).

Background: In the current RCM model, a tax on all sources called the “Support Center Expense Recovery” (SCER) has been used to support all non-college activities including RII operations and infrastructure, research facilities, the Research Development Fund, sponsored award administration, research core facilities, research centers and institutes, and research administration broadly. F&A retained centrally represents one component of the SCER (in AIB the SCER is called Strategic Budget Allocation through Revenue Sharing [SBA]).

RII Operations funds increased by roughly \$3M during the first three years of RCM, were held flat for three years and saw a \$4.3M decline in FY21 in alignment with most support units on campus.

Sources	2016	2017	2018	2019	2020	2021
Base Budget	24,227,759	24,521,402	27,287,979	27,271,362	27,328,880	23,038,071

Figure 1: RII Operating Base Budget FY2016-FY2021

Advantages of scaling RII operating budget with research activity: Aligns with guiding principles as stated – growth in F&A returns would result in growth in support for RII Operations. This approach could incentivize optimizing RII Operations funds management to drive research expenditure growth and overall UA research performance.

Disadvantages: Declines in F&A returns could result in reduced RII Operations funds available for investment, perhaps precisely when they would be needed to spur new activity.

2. Should the RII Research Development Fund scale with changes in research activity?

Working Group Feedback: 6 YES, 1 NO, 3 members undecided or not participating

Background: UArizona research expenditures (MTDC) have increased 20%¹ from 2015-2020 with little or no adjustment to research operations budgets or development programs and no institutional mechanism for scaling budgets with increasing research activity. To date, changes to the Research Development Fund and RII operations budget have relied on leadership decisions without regard to changes in research activity. As we transition from RCM to AIB, it is generally agreed that mechanisms are needed to ensure that support for research operations and development programs scales with changes in research activity.

Leadership decisions during the first few years of RCM resulted in increases to the Research Development Fund of approximately \$875,000, though the budget has not changed since FY19 and is currently \$13.55M (Figure 2). As core operations costs have increased and budget challenges have arisen (for example the COVID-19 pandemic), RII leadership also shifted some RII operation costs to the Research Development Fund as a tool for managing budget reallocations/reductions. As part of the FY22 All Funds budget allocation process, \$3.24M was provided to RII to so that these costs could be moved off the Research Development Fund, restoring the entire \$13.55M for direct investment in research growth.

BUDGET OWNERSHIP Pre-RCM/RCM	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Research Investment/Development	12,986,406	12,674,003	13,374,003	13,624,003	13,550,153	13,550,153	13,550,153

Figure 2: Research Development Fund Budget FY2015-FY2021

Advantages: This recommendation aligns with AIB Guiding Principle 1) *Ensure Adequate Funds Centrally to Meet Institutional Strategic Opportunities*, and 3) *Reward Positive Research Outcomes* by ensuring that the Research Development Fund increases along with growth in overall research activity. It could also optimize management of the Research Development Fund to drive research expenditure growth and overall UArizona research performance.

Disadvantages: Declines in F&A returns will lead to a reduction in the Research Development Fund precisely when they might be needed to spur new activity.

3. Should Facilities costs supported by F&A (support unit space charges) fluctuate with annual F&A returns?

Working Group Feedback: 0 YES, 9 NO, 1 member undecided or not participating

The Working Group's position is that funds to support unit space charges should not fluctuate annually with changes in F&A because this could be disruptive, though support should scale in the longer term as needed to support changes in research activity.

Background: In RCM all physical space allocated to colleges is supported by a flat \$/sq. ft charge applied to all occupied space, while support unit space occupancy charges are recovered through the above referenced SCER tax on multiple sources, including F&A. Any long term increases in support unit occupancy of research space would be paid from the SCER (SBA in AIB).

¹ FY15 MTDC \$203.99M and FY20 MTDC \$244.92M per UAccess Analytics RCM.RCM Sponsored F&A Report

Advantages: Might provide RII with more flexibility to respond to near term increased space needs.

Disadvantages: Support unit space needs are relatively fixed over the short term and so annual fluctuations tied to F&A return could be disruptive should F&A revenues decline.

4: Should Principal Investigators receive a direct distribution of F&A from RII that bypasses the colleges?

Working Group Feedback: 2 members felt that there should be Direct PI F&A distribution from RII; 6 members were against a direct distribution because they felt that decisions regarding PI distributions should be made at the college level; 2 members were undecided or did not participate.

This issue led to considerable discussion among Working Group members. Most members felt that a direct distribution from RII unnecessarily bypassed college dean authority and failed to accommodate the diversity of college cultures and financial models. The two members who voted for a central distribution felt that their colleges were not handling F&A appropriately and that central distribution was a mechanism to directly support faculty.

Background: In RCM, the college dean has sole discretion to determine how F&A distributed to the colleges is utilized. Each college currently has its own process, reasoning, and approach to distributing or not distributing F&A earnings to individual PIs.

Advantages of Direct PI Distribution: Could be seen as aligning with Guiding Principles 3 – Reward Positive Research Outcomes and 4 – Build Innovation and Interdisciplinary Approaches. Potentially creates an incentive for PIs to actively seek new funding and to minimize F&A rate reductions or waivers since they will be a direct beneficiary of F&A returns. Potentially aligns PI research interests with university goals of growing research expenditures.

Disadvantages of Direct PI Distribution: RCM and AIB are college-level funding models, and a direct PI distribution would bypass college/dean authority and represent a significant shift in philosophy. A direct distribution might also reduce strategic alignment of use of funds with university and/or college level strategic goals. It also places the strategic investment of these funds in a more distributed framework, which could be seen as a violation of Guiding Principle 1 – Ensure Adequate Funds Centrally to Meet Institutional Strategic Opportunities. Management of distribution to ensure proper accounting would add administrative overhead to the F&A distribution process.

5: Should the F&A returns to colleges continue to be determined using a “look back” to FY15 as a Base Year, should a new Base Year be selected, or should returns fluctuate each year with changes in F&A returns (no Base Year)?

Working Group Feedback: 2 YES, 8 undecided or not participating in vote.

Background: Two overriding philosophies were adopted going into the first year of RCM with respect to budget changes: the concepts of “hold harmless” and that RCM should not change budget or accounting practices. This first principle of “hold harmless” meant that college budgets would not significantly change at the outset of RCM and that budget allocation decisions made before RCM would not be immediately undone but could be redressed over time. This approach ensured that RCM would not be the singular cause of the collapse of a given unit’s operational budget. The philosophy of not changing accounting or budgeting practices meant that the 25% F&A returns colleges received prior to RCM would continue (the “true up”), while a new process would begin of “looking back” to the first year before RCM started (FY15), also called the Base Year. All colleges began RCM with 25% “budget ownership” of their FY15 F&A returns.

Subsequent increases in F&A returns above their FY15 “base year” amount were proportionally split between the college and support unit budget authority at a rate of 87.616% to colleges and 12.384% to support units for FY16-20 and beginning in FY21 87.216% to colleges/12.784% to support units.

Although consistent with the RCM principle of allocating maximum resources to the revenue generating colleges, in time this allocation approach resulted in significant disparities between colleges in the percent of F&A budget authority, because if a college was at a “low water mark” for F&A returns in FY15 and had a lot of upside potential then it received significantly more budget authority for your F&A returns than if FY15 was a high-water mark year.

As two concrete examples, the Eller College of Management had F&A returns in FY15 of ~\$0.75M and therefore had F&A budget authority in FY15 of ~\$0.19M (25%). Their F&A returns declined to ~\$.483M in FY21 and so now have negative F&A budget authority of ~\$0.052M (-11%). On the other hand, the Arizona Health Sciences Centers and Divisions had F&A returns in FY15 of ~\$4.58M and corresponding budget authority of ~\$1.15M (25%). Their F&A returns increased to ~\$13.59M in FY21 and so their current F&A budget authority is ~\$9M (66%).¹¹

This approach has increased overall F&A budget authority to colleges since the beginning of RCM from 25% in FY15 to 41% in FY21, corresponding to \$22.6M in new F&A allocations to colleges. In contrast, funds used to support the Research Development Fund, research related facilities costs, and general institutional support costs, including RII Operations, declined from 75% budget authority of F&A funds to 59%, corresponding to just \$3.6M of new investment in these centralized costs. Continuing this F&A allocation approach is in apparent violation of AIB guiding principles 1. Ensure Adequate Funds Centrally to Meet Institutional Strategic Opportunities 3. Reward Positive Research Outcomes, and 8. Reduce Complexity.

Due to challenges in understanding the complexities of funds flows, and lacking information about the total current central support unit shortfall, the Working Group struggled to determine how best to realign the current F&A budget distribution mechanism. Lacking this information, and how other AIB related changes might alter central budget authority, the Working Group felt that they could not rationally identify an optimal method for realigning the current F&A distribution method to meet overall institutional support unit needs.

Advantages of Keeping the FY15 Base Year: F&A budget authority “earned” in RCM would not require reconsideration in other parts of the AIB model so long as taxation/revenue sharing was held relatively constant/similar to what it is in RCM. Keeping the RCM Base Year approach would mean changes to the F&A portion of the AIB model would have minimal impact on the Strategic Budget Allocation amounts required to keep budget authority of the RCM “winners” intact so long as taxation/revenue sharing was held relatively constant/similar to what it is in RCM.

Disadvantages of Keeping the FY15 Base Year: It’s unclear how the AIB model could move away from decisions made by past leadership going into the adoption of RCM. Significant changes in revenue sharing/tax in AIB to align with Guiding Principle 1 (Ensure Adequate Funds Centrally to Meet Institutional Strategic Opportunities) would essentially create a new Base Year for “taxation” that is distinct from the Base Year for calculating budget authority which would require significant adjustments in other parts of the model, particularly in the Strategic Budget Allocation for these units. The Base Year look-back essentially ensures RCM revenue sharing needs will remain the same. If revenue sharing is to align with Guiding Principle 1 then removing the Base Year concept altogether and adjusting the Strategic Budget Allocation for colleges to accommodate for this change would make more sense.

Advantages of Changing the Base Year to FY22: Resets the budget authority calculations to align with the implementation of the AIB model. F&A budget authority “earned” in RCM would not require reconsideration in other parts of the AIB model even if there were major changes in taxation/revenue

sharing to accommodate for Guiding Principle 1. Budget authority “earned” both prior to RCM and during the RCM years would be “baked into” the F&A budget authority calculated in AIB.

Disadvantages of Changing the Base Year to FY22: Inequities of budget authority “earned” in RCM would remain, not fundamentally addressing the low-water mark/high-water mark disparities outlined in the background section. Eller would continue to retain ~11% of their earned F&A as budget authority while AHS Centers & Divisions would continue to retain ~66% of theirs. With assumed higher revenue sharing percentages in AIB, the majority of incremental changes in FY23 and beyond would not accrue to colleges, essentially ensuring this budget authority would not materially change with changes in F&A, likely undermining any incentive structure that remains in AIB. Stated another way, a combination of a new base year and higher revenue share percentages means F&A budget authority would likely not change much in future years even with significant changes in F&A returns.

Advantages of Eliminating the Base Year Concept: Allowing F&A budget authority to fluctuate each year based on a fixed % of returns (pre-RCM model) drastically reduces the complexity of the AIB model and is in close alignment with Guiding Principle 8 – Reduce Complexity. It allows for an even playing field for all colleges and does not “bake in” inequities or disparities from prior years. This approach eliminates issues above related to high-water/low-water mark F&A earnings years and allows all colleges to participate equally and proportionally. It allows for the realignment of fund and budget authority that was obfuscated in RCM with the “true-up” methodology and allows for much more transparency into the reporting of F&A funds flow, further supporting Guiding Principle 4. It would allow for the realignment of budget authority with the implementation of a new budget model and would allow for and support Guiding Principles 1 & 3.

Disadvantages of Eliminating the Base Year Concept: This methodology would require realignment in other parts of the AIB model, specifically Strategic Budget Allocation would need to be assigned to units who had benefited significantly from the RCM Base Year methodology to minimize significant budget authority change going into FY23. Of note, since SBA will need to be reassigned to accommodate for other significant model changes such as the changes in SCH weighting, Course Owner assignment, and Degrees Awarded, adding to the list of SBA adjustments for F&A is likely not a significant or impactful disadvantage.

There has traditionally been some alignment between the actual incurred F&A costs and the distribution of F&A. Although this relationship has changed since the implementation of RCM, with only 59% of F&A funds flowing to central support units (where most of our actual F&A costs are incurred), removing the Base year without also changing the SBA share % could result in a large portion of F&A funds flowing to colleges which is not where the actual F&A costs supporting those funds were generated. This could be remedied in part by significant changes in the SBA share %, however, existing strategic growth plans being enacted within colleges could be hindered by a drastic change in the SBA share %.

[\[1\]](#) See supplemental spreadsheet for a detailed break-down on RCM budget authority changes by college, the Research Development Fund, F&A support of facilities, and all other F&A support unit budget authority.

Working Group Members:



Garth Perry—Co-Chair
Sangita Pawar—C-Chair
Parker Antin—Report Author
David Elmer
David Gonzalez
Kelly Grimm
Jason Marr
Kriss Pope
Pete Reiners
Janis Rutherford
Joan Sweasy
Mikel Tsipis
Mark Van Dyke
Justin Walker
Jason Wertheim

Folks,

I hope you had a restful holiday and are avoiding the covid!

Just looping back to see if you would like me to invite Parker to talk with us at our Feb. 24 meeting, to answer questions about the F&A working group report. I attached it again. Some things I noticed:

- They support tying RII's budget to research activity, as reflected by F&A returns, to incentivize research support.
- Research facilities costs should not be tied to F&A returns – keep them stable and predictable.
- Pls should NOT receive a direct distribution of F&A, that it be left up to the colleges to determine what they get. This was not unanimous (6 for, 2 against, 2 undecided).

I would be curious who was for and against, based on their positions/titles. Out of curiosity, I looked up the working group members, listed below, and noticed the working group was pretty packed with college finance officers. From what I can tell, nine of the 15 people represent the interests of college deans' finances or central administration finances. A few folks appear to represent the research of colleges. I think I see one department head. No faculty or people without a big title, from what I can tell. It appears their input reflects the perspectives of the colleges and central administration, but not research faculty, or even department heads. I suppose that's where our input could be useful.

Also, notice on page 2 they state they "struggled with having an incomplete understanding of institutional funds flows and the resulting lack of clarity about how different options for reapportioning of F&A to specific uses might lead to shortfalls elsewhere." That's saying something, given the university financial expertise on the working group!

Want me to reach out to Parker to have him come chat with us?

Dave

F&A Working Group

1. Garth Perry, co-chair, VP/Chief Budget Officer
2. Sangita Pawar, co-chair, VP of Operations at RII
3. Parker Antin, report author, Associate Dean for CALS
4. David Elmer, Associate VP for Finance, Health Sciences
5. David Gonzalez, Director of Finance, Optical Sciences
6. Kelly Grimm, Assistant Dean of Finance, College of Science
7. Jason Marr, Assistant Dean of Finance, College of Medicine
8. Kriss Pope, Assistant Dean of Finance, Engineering
9. Pete Reiners, Department Head, Geosciences (left for University of Northern British Columbia?)
10. Janis Rutherford, Director of Finance, CALS
11. Joann Sweasy, Director of Cancer Center
12. Mikel Tsipis, budget analyst, provost's office
13. Mark Van Dyke, associate dean of research, Engineering
14. Justin Walker, associate dean for business, Optical Sciences
15. Jason Wertheim, vice dean of research, College of Medicine

REPORT TO FACULTY SENATE

FROM: Student Affairs Policy Committee

DATE: September 12, 2022

ACCOMPLISHMENTS:

The committee's focus in 2022-23 will remain on student success, including basic needs, course materials, and health and wellness. A representative from Student Success & Retention Innovation (SSRI) will join our committee since their work is closely aligned. SAPC's first meeting is 9/13.

The committee would like to make Senate aware of the following student-focused news and resources:

- [CatCloud](#), a new, all-in-one digital hub for students to actively manage their academic and student life, is now available campus-wide for all University students. CatCloud pulls in information from D2L, Trellis, and UAccess, improving students' ability to view classes and grades, organize assignments and quizzes, receive enrollment notifications, and much more. [Learn more about CatCloud](#).
- Applications for the Richard H. Tyler Student Emergency Fund (RHTSEF) will be available to Fall 2022 enrolled students in the coming weeks. Students should check the [Dean of Students page](#) for details about applying, as well as for other emergency resources.
- Students can check out laptops, mobile wifi hotspots, assistive technology, and other equipment from the UA Libraries. The [Borrow Technology page](#) lists available equipment and locations.
- [Campus Pantry's](#) Fall hours are Tuesday: 2-6 pm, Wednesday: 11-3 pm, and Friday: 11-3 pm. Its [Instagram page](#) reports that 1,410 people used the Pantry during the first week of Fall classes. The Pantry is located downstairs in the Student Union and serves anyone with a CatCard.
- Transit services on [Sun Tran, Sun Link Streetcar, and Sun Express](#) remain free through the end of December 2022.
- Students can find jobs and internships at [Career Days](#), starting Sept. 13.
- Student Engagement & Career Development is offering [Career Champions trainings](#) for employees who want to help students achieve career success. A new series of trainings starts Sept. 28.
- [UAlert](#) is a free service that delivers emergency alerts to registered students and employees. Use this [direct link to sign up](#). UAlert registration needs to be renewed every year, or any time you change your cell phone carrier.

GOALS:

- Have active representation from ASUA, GPSC, and Student Success & Retention Innovation
- Continue to support basic needs initiatives and increase awareness of resources
- Explore student-affecting policies that changed and reverted during the pandemic to assess their continued applicability
- Continue to actively seek information about current student challenges and concerns; the committee welcomes contact from our colleagues about any student issue you may hear about; please email co-chairs Cheryl Casey (ccuillie@arizona.edu) and Diane Ohala (ohalad@arizona.edu).

REPORT TO FACULTY SENATE

FROM: Committee on Faculty Membership

DATE: September 12, 2022

ACCOMPLISHMENTS:

The Committee on Faculty Membership met on July 7, 2022, to discuss RII receiving a Faculty Senate seat pursuant to Art. VIII, Sec. 2 of the Bylaws, which states:

The Colleges shall include each academic college as well as any unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college. Those General Faculty members who are not part of any academic college and whose numbers in their individual units do not meet the above criteria shall conduct an election as if they constitute a common college.

Chair Dysart explained that this provision was approved by a vote of the General Faculty in 2017. The smallest college at that time had 22 general faculty members, but currently the smallest college (Veterinary Medicine) has 7 general faculty members.

The Committee agreed that RII, which has 40+ general faculty members that do not vote with other colleges has met the standard in the Bylaws and should have a seat in a Senate. As the Committee understood the provision, no further vote by the Committee or Senate was needed for RII to receive its seat.

The Committee then reviewed two faculty members who had less than .5 FTE positions at RII. The faculty were emeritus, with previous appointments at other Colleges. We determined that faculty with joint appointments should be coded to vote with their tenure home college. We further determined that these emeritus faculty should vote with their tenure home college, especially because their RII positions were less than full time and would not, themselves, be sufficient to fall under the definition of general faculty.

GOALS:

Report on our meeting to the Senate and see RII assume its seat in the Senate as soon as possible.

SGRC Notes 8.25.2022

Call to order: 3:03 p.m.

CM: Went over agenda and shared screen- Intro's and items-

CM2: Reviewed Doc's- Not a lot on student body governments- how to help constituents and get info to proper places and have more of a connection between both-

CM3: good job last year and would like to put effort into improving this year-

CM4: on committee last year- have a number of issues: 1) internal shared governance/ medical school: dissolution of faculty council- 2) shared governance structures in each college 3) sign MOU with change of new faculty officers- 4) questions of proportionality and thresholds in senate representation

CM5: a few things: 1) development of routine process for what happens when someone/entity outside of committee brings shared governance challenge to us 2) Annual signing of MOU (year between)- how do we want to accomplish the most within that year without regressing

CM6: 51st year in faculty- IRR- shared governance has special meaning- in Az we are mentioned and mandated by state statute- president of AAUP and pushed for it to become a law- talked about annual report- if reviewed 10 years, 9/10 committee submitted same report which is charge of committee- likes procedure idea- has gotten complaints already about breaches of shared governance in different areas- what can we pro-actively improve interaction btw faculty and admin with improvement to students and staff-

CM7: happy to be on committee- loves shared governance- excited to help us get better at it- it's about commitment- likes that MOU is on mind and is document that needs careful thought and consideration- finding those places where shared gov doesn't exist or isn't being done properly- make sure there are pathways to highlight process by which faculty members can show breach- at local level its very difficult- mapping shared governance at UA- and teeth behind the breach of shared governance-

CM1: coordinate with other committees so as not to overdo the same thing-

CM5: Policies, procedures and pathways

CM3: mapping what is- try to understand before we try to make changes-

CM2: recognition- the diff governance constituents are unknown to student population- GPSC hosting AZ gov debate- students believe ASUA and GPSC are same-

CM1: Charge: everything on list addresses SGRC charge- read charge aloud- to see how MOU falls out in terms of charge- Will send out- no recording of meeting but minutes taken-

CM5: 2 categories: 1) establishing rules and processes for committee function 2) substantive ongoing issues-

CM6: structure of shared governance as it emerges- multiple committees that are shared governance- this committee is considered the oversight committee- architecture of what policy is- elected faculty and admin- that's law- uses "shall"- balance- staff and student reps are here as invited ex-officio-

CM6 Chat: Arizona law (ARS 15-1601b) mandates the faculty ("shall") participate in the shared governance. It states that "subject to the responsibilities and powers of the board and the university presidents, the faculty members of the universities, through their elected faculty representatives, shall share responsibility for academic and educational activities and matters related to faculty personnel. The faculty members of each university, through their elected faculty representatives, shall participate in the governance of their respective universities and shall actively participate in the development of university policy.

CM1: statute says we are to be involved in curriculum, faculty hiring decisions, etc- that can inform a lot where the legislature says- statute requires 2 parties: faculty and administration- we have to do it together- streamlining the MOU-

CM4: start with definition of shared governance and go from there- since we have it signed off, something that meets most peoples needs- we did create starting definition-

CM5: 2 approaches described aren't incompatible- start with what we have: reading of old MOU with fresh eyes-

CM4: we don't know what community will bring as breaches of shared gov- we will discover things about community- many things the units need to manage within themselves-

CM6: from mgmt. pov- we will get overwhelmed- part of our job is to delegate- if caft problem, goes to caft etc- focus on higher issues- MOU should be looked at as to whether it matches what requirement is by law-

CM3: we don't want to become go to for every situation- not reasonable- our responsibility is to examine process and come up with solution that is effective and what other groups on campus will be contact- then we can be escalation team-

CM1: work out what to do when breach happens-

CM7: mapping is a start- structure may show where holes are etc- looking for structure instead of breaches-

CM1: Process issues and substantive issues-

CM5: we can get the issue to where it needs to go- regulate intake of breaches, complaints, inquiries in formal manner-

CM4: if we get into the role of auditing shared governance we are in deep hole that not comfortable in- assessment should carry weight- don't view weight as becoming a requirement- make sure community self-audits- when there are bigger issues then they are brought to committee-

CM5: when people don't know where to go it comes to chair of faculty- another body on top of C11 may be more appealing so that things get balanced out-

CM4: should we think about educational role/creating a higher capacity amongst community to utilize shared governance-

CM6: read from another universities information on role- come up with statement as to structure of shared governance- should be clear where to go if there is an issue- we need an administrative structure- take on educational function and issue statement- MOU is living document-

CM3: staff council partners with other places to get solutions for staff- educating campus is great goal- we need to see what's here first- make improvements on process to what's there- elected faculty representatives are the minimum- appointed task force isn't shared governance bc lacks elected reps-

CM1: possible mapping of shared governance from Liesl Folks talk on shared governance-

- 1) Mapping of Shared Governance- where things get resolved (Read MOU)- homework

Adjourned: 4:03pm

REPORT TO FACULTY SENATE

FROM: Luis Irizarry, GPSC President <http://www.gpsc.arizona.edu/>

DATE: September 12, 2022

ACCOMPLISHMENTS:

During the start of my term in May 15th till today September 12th GPSC has made the following accomplishments:

1. On an internal level:
 - a. Hiring of Graduate Assistants. Currently have 6 of the 7 positions filled.
 - b. Distribution of committee throughout the council members.
2. On an external level:
 - a. Coordinated and held the traditional Graduate Student Orientation and Resource Fair which had a turnout of 542 registered participant. For the resource fair, we had around 200 students attend and for the general orientation held on August 17th, we had a attendance of 185 students in person and around 100 students that attended virtually via YouTube.
 - b. First GPSC Social Event, welcome back BBQ at Himmel Park on August 20th. We had an excellent turnout of about 75 students.

GOALS:

GPSC's goals for the next month are the following:

1. From our office of Institute:
 - a. Conduct an updated version of the Financial Stress survey with a focus on Graduate and Professional Students
2. From our office of Policy:
 - a. Craft and distribute voting guides for the upcoming midterm elections.
3. From the Grans Office:
 - a. Start Rolling out our two newly approved grants, the Basic Needs Microgrant (by the beginning of October) and the Completion Grant (Mid-October)
4. From the Events Office:
 - a. Host a social event for the month of September
 - b. (Pending Discussion) start organizing NAGPS's National Conference if the Council decides to host.

“Old Business” remarks (agenda item 8.3) presented to the Faculty Senate by Professor Gary Rhoades on 9/12/22

I am Gary Rhoades, a Full Professor here in the Center for the Study of Higher Education which I directed for 19 years, a sociologist by training who studies the restructuring of institutions and professions, and a member of United Campus Workers AZ, Local 7065 of the CWA.

My brief remarks today are about the salary monies that were swept by central administration in university-wide furloughs of staff and faculty, in 2020-2021. The furlough levels were the most extreme in the state (ASU had none), and among peer, similar types of institutions nationwide, by threefold to fourfold, as detailed by a general faculty financial advisory committee appointed by the Senate. Over the course of six-plus months, the furloughs were revised, partly in response to campus-wide feedback and response, including from the Coalition for Academic Justice, UA. In the Fall 2020, they were reduced by roughly half. But they remained the worst in the state and nation, by far. And they were accompanied by significant numbers of layoffs and non-renewals of contingent faculty, staff, and student employees.

When President Robbins announced the reduced furloughs on Sept 17, 2020, he did so with these words:

“As you may recall, I promised to revisit these [furlough] programs in October of this year following fall census and again in March 2021, and to make any necessary or warranted adjustments. Our recruiting and retention efforts this summer and fall have yielded better than expected results in net tuition revenue, and this positive difference over projections will be applied to the FY2021 budget. As a result, I am pleased to share with you that the Furlough and Furlough-based Salary Programs will end earlier than previously announced.”

To my knowledge, that revisiting in March 2021 did not take place, and in any event did not lead to a further adjustment to or reimbursement of the furloughed monies.

Now, it is clear that we are in even better shape financially and enrollment-wise than we were 2 years ago. It is past time to revisit the issue of the furloughed monies and to reinvest in the staff and faculty who the President has rightly noted have sacrificed much and overcome many challenges. In doing so, it is worth recognizing that in our own state, NAU, and nationally the peer with one of the next largest furlough programs, MSU, have since implemented policies repaying furloughed employees their lost wages.

This past December 2021, CFO Rulney shared that the total amount of furloughed monies was \$43.5M. It is likely less now, with normal employee turnover, as well as with departures related in part to the furloughs. Thus, over a 4- to 5-year period, that would be a mere \$8-10M/year. That is quite a manageable amount given our financial position, and would not compromise our financial health and work. The question is neither whether we have the financial wherewithal, nor whether there are possible mechanisms for achieving this reinvestment in the university’s staff and faculty through the restoration of furloughed monies; rather the question is whether there is the will to do so.

I am mindful and appreciative of the salary raises that we received this summer. I will note however, that they remained considerably less than that most in this room were furloughed, less than what other state employees received this summer, and less than the cost of living increases we have all experienced. That is particularly problematic for junior faculty and profs of practice, the majority of whom were furloughed at the same level as me, a Full Professor, and particularly problematic specially for lower paid staff, for whom any salary loss takes far longer to make back up over time.

The furlough program was set by central admin, and swept from the units. The repayment needs likewise to be a central admin targeted reallocation. And that is precisely how previously RCM, and now AIB work. Through a process of reallocation to the center from the units to targets, “taxes” central admin sets, and sweeps from the units.

In closing, I urge you as a Faculty Senate to devote time first to review the relevant documents and financial and enrollment considerations, and then second to discuss the possibility of developing a payback plan, over a multi-year period.



Faculty Senate Presentation

Tessa L. Dysart

Faculty Senate Secretary



THE UNIVERSITY
OF ARIZONA

Key Points

- ▶ Research Faculty (RII) meet the standard in the Bylaws and should have a Senate seat.
- ▶ Bylaws Committee can consider changes to representation provision this year.

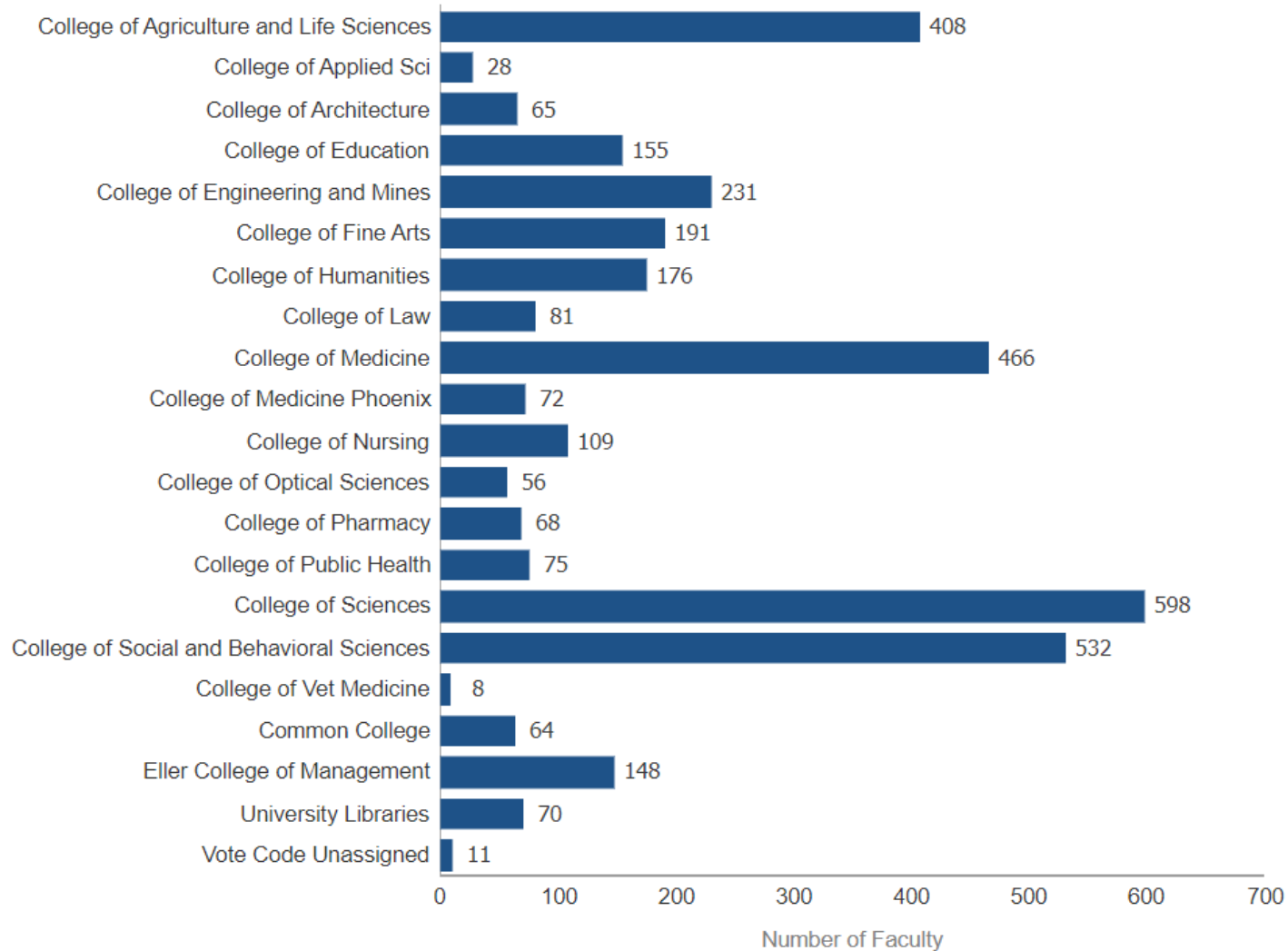
Art. VIII, Sec. 2 (Membership)

“A minimum of one member shall be elected prior to June 1 of the even-numbered years by each College Faculty. The Colleges shall include each academic college as well as any unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college. Those General Faculty members who are not part of any academic college and whose numbers in their individual units do not meet the above criteria shall conduct an election as if they constitute a common college.”

Const. Art. II, Sec. 1

Definition of General Faculty

- ▶ At least half-time TT/TE or C/CE tenure-eligible faculty appointments,
- ▶ At least half-time multi-year career-track appointments
- ▶ Employees who have held at least half-time yearly career-track faculty appointments for three (3) of the past four (4) years and who currently hold lecturer or ranked professorial titles, and
- ▶ Individuals who hold Emeritus status.



College Numbers

- ▶ College of Applied Science – 28
- ▶ College of Vet Medicine – 8
- ▶ Common College – 64
- ▶ Research Faculty – 46

Art. VIII, Sec. 2 (Membership)

“A minimum of one member shall be elected prior to June 1 of the even-numbered years by each College Faculty. The Colleges shall include each academic college as well as any unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college. Those General Faculty members who are not part of any academic college and whose numbers in their individual units do not meet the above criteria shall conduct an election as if they constitute a common college.”

Faculty Senate Minutes

The term “common college” refers to the group of General Faculty members who do not belong to an academic college, or to a non-academic unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college, currently the College of Medicine Phoenix. The change would allow smaller “common college” units to be better represented by allowing them Senate representation.

Currently, the 'non-College' category includes 124 members of the General Faculty, or 4.4% of the total. If 'non-College' were a traditional academic college, it would be the 9th largest of the 17 colleges at the UA. Some units currently included in the 'non-College' category are themselves larger than the smallest academic college (which includes 22 members of the General Faculty). Because of this, smaller non-college units are at a severe disadvantage in electing their representatives to Senate.

RII

- ▶ Arizona State Museum
- ▶ Udall Center
- ▶ AZ Institute for Resilience
- ▶ BIO5 Institute
- ▶ University Animal Care
- ▶ Research Innovation & Impact

Next Steps

- ▶ Special Election
- ▶ Honors College?
- ▶ Amend Bylaws?

▶ Questions?

- ▶ Non-departmental Units and Programs
 - ▶ Budgetary Units having a Financial Reporting System and Personnel Services Operating System (FRS/PSOS) unit number and funding faculty, professionals, or staff but not meeting the definition of a department. Examples include many centers, institutes, laboratories, offices, sections, or bureaus. The heads of budgetary units will be categorized as managerial professionals.

<https://policy.arizona.edu/administration/defining-administrators-and-administrative-structure>

Slide 1:

Slide 2:

Discuss how research faculty in RII meet the standard in our bylaws for a seat in the faculty senate.

The issue of whether the representation provision in our bylaws should change is a distinct question, and one that the bylaws committee can and should consider this year. But, in a sense, claiming that the provision should change is an implicit acknowledgement that RII meets the language of the provision.

Slide 3:

Let me start with the language of our bylaws, which was changed in 2017 by a vote of the general faculty.

At least one member should be elected each even number year from the colleges.

The colleges shall include each academic college and any unit whose Gen Faculty membership exceeds the number of Gen Faculty in the smallest college

Slide 4:

So who constitutes the general faculty? You have to be at least half-time TT or TE or C or CE. You can be career track and have a MY contract.

Or, if you are CT and have a yearly contract, you have to have held faculty appts for 3 of the past 4 years.

Slide 5:

There are currently more than 3600 members of the general faculty.

Ravneet Chadha, who is the chief data officer at UArizona has created algorithms that identify members of the general faculty among employees.

These employees then go into the “census of the general faculty,” which you can view on UAnalytics. Here is a screenshot from this weekend.

Slide 6:

Here is a close up of some numbers.

We have College of App Sci and Vet med as the two smallest colleges with 28 and 8 members.

If you look at Vet Med in the factbook or on their website, it will look like they have more faculty, but 30+ vet med faculty are not halftime. There are about 22 other Vet Med faculty who are CT and have not met the GF definition.

Research faculty make up 46 of the 64 members of the common college.

I should be clear that faculty are only coded to vote in one place. The system does not allow for double coding.

Slide 7:

As I mentioned, the current bylaws language on representation was approved by the Senate at an Aug. 28, 2017 meeting.

This language means that units that include members of the General Faculty can now achieve representation on the Senate if their numbers exceed the number of the smallest college.

This provision is clear that these units are then no longer part of the common college.

Slide 8:

As the minutes from the August 28 Faculty Senate meeting explain this change—that it would apply to non-academic units and it was designed to allow smaller units to be better represented in Senate, apart from the common college.

You can find this in attachment A.

Slide 9:

In sending this change to the full General Faculty for a vote, the Senate offered the following rationale, noting that it gave smaller non college units a severe disadvantage in electing representatives to senate.

Further noted that smallest college at the time had 22 members—COM Phoenix.

You can find this in attachment B

This change was approved by the full General Faculty at a special election that ended on September 26, 2017. It was

under this change that the Libraries received representation in the Senate. There were no further Senate votes for the Libraries to receive their representation.

Slide 10:

This brings us to RII. At the present time, RII has 46 members of the general faculty. These members are currently coded to vote with the Common College.

This includes faculty at

- Arizona State Museum
- Udall Center
- AZ Institute for Resilience
- BIO5 Institute
- University Animal Care &
- RII itself.

RII serves, in fact, as the tenure home for a small number of faculty

Elliott?

Slide 15:

Next steps—

Committee on Elections should hold a special election to fill the seat, which is consistent with what is done when a vacancy occurs due to a resignation and the term to be filled is longer than one semester.

Honors college has requested representation. Faculty Membership should meet and report back on if it qualifies.

If the Senate doesn't like the current Bylaws, the Bylaws Committee should consider a revision to the language.

To: Faculty Senate Officers

From: Tessa L. Dysart, Chair of the Committee on Faculty Membership & Secretary of the Faculty Senate

Date: July 5, 2022

Re: 2017 Bylaws Changes

At the August 28, 2017, Faculty Senate meeting, the Faculty Senate approved a change to the Bylaws. As explained in the minutes:

the . . . revision would change the terminology for “non-college” as non-academic units, to “common college” as listed in the bylaws. The term “common college” refers to the group of General Faculty members who do not belong to an academic college, or to a non-academic unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college, currently the College of Medicine Phoenix. The change would allow smaller “common college” units to be better represented by allowing them Senate representation.

This motion was seconded and passed by the Senate. I have attached these minutes as Attachment A, with the relevant language highlighted.

Because this change was a change to the Bylaws, it was subject to a vote of the General Faculty. The rationale shared with the General Faculty explained that our then-current bylaws did not allow for non-college units to “be recognized as a college for purposes of Faculty Senate Representation.” It then explained that:

Currently, the 'non-College' category includes 124 members of the General Faculty, or 4.4% of the total. If 'non-College' were a traditional academic college, it would be the 9th largest of the 17 colleges at the UA. Some units currently included in the 'non-College' category are themselves larger than the smallest academic college (which includes 22 members of the General Faculty). Because of this, smaller non-college units are at a severe disadvantage in electing their representatives to Senate.

The Senate further explained that because

Populations of different units also change over time, so it would be ill-advised to construct policy based only on current numbers. Units currently included in the ‘non-College’ category vary in their administrative structures, with some (i.e. UA South, the Libraries) organized under a Dean, and others not. Administrative structures also change over time, so constructing policy based on current structures would also be unwise.

I have attached this rationale document as Attachment B, with the relevant information on page 2 of the document.

The General Faculty held a special election from September 13, 2017, to September 26, 2017. There were three Bylaws Revisions on the ballot, including the one noted above, which was

Revision 2. Revision 2 was approved by the General Faculty by a vote of 409 to 106 (79.42% in favor and 20.58% against). The election results are attached as Attachment C.

Following the approval of this Bylaws change, the Libraries were given representation in the Faculty Senate. After reviewing the reports of the Faculty Membership Committee and the minutes of the Faculty Senate, it appears that no other action was taken by either entity for the Libraries to receive its representative.

* * *



THE UNIVERSITY OF ARIZONA

Research, Innovation
& Impact

Administration 601
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Ofc: 520-621-3513
Fax: 520-621-7507
research.arizona.edu

DATE: June 29, 2022

TO: Tessa Dysart, Chair, Committee on Faculty Membership

FROM: Elliott Cheu, Associate Vice President, University Research Institutes, RII

SUBJ: RII Faculty Senate Seat

The Office of Research, Innovation and Impact (RII) serves as the home unit for approximately 40 faculty members. According to the Faculty Senate bylaws dated July 28, 2020, any non-academic unit that has at least as many General Faculty members as the smallest academic college should have representation by a least one Faculty Senate member. Given that the College of Veterinary Medicine has seven General Faculty members, RII clearly qualifies to have a seat on Faculty Senate. I respectfully request that RII be granted a seat on Faculty Senate beginning in AY22-23.

For context, I would add that while RII has a significant number of faculty, we are just beginning to institute policies and practices that will go a long way towards fostering a culture of excellence and inclusion in RII. As RII General Faculty members have long been part of the common college, having a seat in Faculty Senate will help to develop a shared culture within our unit. In addition, issues that are probably unique to RII faculty will be able to be highlighted by Faculty Senate representation. Further information about RII can be found at <http://research.arizona.edu>, with the organizational structure of RII detailed here: <https://research.arizona.edu/organizational-chart>.



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* * *



Faculty Senate Minutes August 28, 2017

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**MINUTES
FACULTY SENATE
August 28, 2017**

Once approved, these minutes may be accessed electronically at:

<http://arizona.openrepository.com/arizona/handle/10150/107812>

Visit the faculty governance webpage at:

<http://facultygovernance.arizona.edu/>

1. CALL TO ORDER

The meeting was called to order by Vice Chair of the Faculty, Michael Brewer at 3:03 p.m. in the Old Main Silver and Sage Room. Brewer.

Present: Senators Abraham, Baxter, Bell, Benson, Bourget, Brewer, Colina, Comrie, Conway, Cuillier, Driscoll, Duran, Eden, Field, Fink, Fountain, Frey, Ghosh, Goldberg, Hildebrand, Hingle, Hurh, Johnson, Labate, Leafgren, Lin, Lubisich, Martin, Meixner, Nadel, Neumann, Ohala, Oxnam, Paiewonsky, Pau, Pietz, Provencher, Ray, Richardson, Robbins, Romagnolo, Ruggill, Schon, Schwartz, Slepian, Spece, Stock, Story, Thiyagarajaperumal, Vaillancourt, M. Witte, R. Witte and Wooridge.

Absent: Senators Cook, Dahlgran, Hammer, Hymel, Le Hir, McGarey, Myrdal, Pollard, Ritter, Russell, Yeager and Ylimaki.

Brewer announced that a Special Election for the General Faculty will commence in approximately two weeks. The items to be voted on will be Constitution and Bylaws revisions from the May 1, 2017 Senate meeting, as well as Constitution and Bylaws changes listed on agenda item #9 at today's meeting.

2. APPROVAL OF THE MINUTES OF MAY 1, 2017

The minutes of May 1, 2017 were approved with one correction and one abstention.

Brewer, on behalf of the Faculty Officers, the Co-chairs of SPBAC, and Program Coordinator, Senior, Jane Cherry, announced the retirement of Program Coordinator, Barb Kuehn of the Faculty Center. Kuehn has been a hub of the Faculty Center for the past eight years, and her dedication to faculty governance, working with the Faculty Officers, and the chairs of the University committees, her support has been genuinely appreciated and valued by all at the University. The Faculty Senate would like to take this time to acknowledge her service, and a celebration of her retirement will be held at the end of today's meeting. (Applause)

3. ACTION ITEM: SIGNING OF THE GUIDELINES OF SHARED GOVERNANCE MEMORANDUM OF UNDERSTANDING – PRESIDENT ROBERT C. ROBBINS, PROVOST ANDREW COMRIE, CHAIR OF THE FACULTY, LYNN NADEL, AND VICE CHAIR OF THE FACULTY, MICHAEL BREWER

Brewer announced that when the University administration or Faculty leadership changes, it is necessary for the new parties in the elected or appointed positions to sign the Guidelines of Shared Governance Memorandum of Understanding. The Guidelines were implemented on April 4, 2005 and reflects the commitment to shared governance between administration and the faculty leadership. This year, with the appointment of President Robbins, the parties will re-sign the document.

4. REPORT FROM THE FACULTY OFFICERS – CHAIR OF THE FACULTY, LYNN NADEL

Nadel announced that the issues raised at the May 1, 2017 Senate meeting by Senator M. Witte were answered by Senior Vice President for Research, Discovery and Innovation, Kim Espy, and are attached to the agenda for viewing. The Committee of Eleven White Paper, *"The Organization, Administration, Allocation of Resources, and Faculty Prerogatives and the University of Arizona"* is also attached to the agenda. Nadel spoke of his sabbatical in Australia. While there, he met with his counterparts, The Chair of the Academic Board of the University of New South Wales, and the former Vice Chancellor of a University near Sydney. The Chair sits on the equivalent of the Board of Regents, and is paid a full-time salary for the elected position he holds. Nadel referred to his Chair Talk 4.2 regarding shared governance, and the signing of the Memorandum of Understanding. Nadel received feedback from some faculty who told him that shared governance doesn't exist in certain colleges. While Nadel speaks of shared governance at the University as a whole, it does not exist campus-wide. Nadel's goal is to address the issue of shared governance at the unit level.

5. **QUESTION AND ANSWER FOR ASUA, GPSC AND APAC**

There were no questions.

6. **REPORT FROM THE PROVOST – PROVOST ANDREW COMRIE**

Comrie reported that Tannis Gibson has been appointed as the new Interim Dean for the College of Fine Arts, Nancy Pollock-Ellwand has been appointed as the new dean for the College of Architecture, Planning and Landscape Architecture, Terry Hunt has been appointed as Dean of the Honors College, and David Besselsen has been appointed as the Interim Dean of the College of Veterinary Medicine. The UA welcomed over 300 new faculty members to campus, including more than 100 who are tenured/tenure-track, and 200 who are career track faculty in teaching, research, clinical and other categories. The dean search for the College of Education will be continuing this year. The search process for the permanent dean in the College of Fine Arts will be initiated soon. A committee will be formed to look at the third year of RCM. Comrie will be assessing and reorganizing the Office of Global Initiatives. A campus conversation for the new cluster hire initiatives will begin this semester, and the latter two will align with the President's new UA Strategic Plan. The evaluation and promotion process for Career-track faculty will be revised in the coming year.

7. **QUESTION AND ANSWER FOR PROVOST AND FACULTY OFFICERS' REPORTS**

Senator M. Witte addressed Chair Nadel and informed him of the faculty's role in establishing shared governance in Arizona. In 1992, the faculty went to the Arizona Legislature with a forward bill that was passed. The law states, "...the faculty members of the universities, through their elected faculty representatives, shall share responsibility for academic and educational activities and matters related to faculty personnel. The faculty members of each University, through their elected faculty representatives, shall participate in the governance of their respective Universities and shall actively participate in the development of University policy." Regarding the Senior Vice President for Research, Discovery and Innovation, Kim Espy's, response to Senator Witte's nine points of concern, Witte feels that these nine issues should be addressed and discussed during the coming year's Senate meetings. A detailed discussion period should be set aside to also address the Committee of Eleven's aforementioned White Paper. Senator Paiewonsky asked Provost Comrie about a report received in the College of Fine Arts regarding RCM. Paiewonsky stated that the price per square footage was projected to go up incrementally over the next several years, and asked if an assessment could be made according to state's costs, and if there would be any impact on student credit hours. The figures associated with student credit hours could potentially go in the opposite direction. Comrie responded that not knowing what source the information emanated from, he couldn't address the specifics. There would likely be some sort of inflationary slope with regard to space costs, as well as facilities costs, and as multi-year budgeting progresses in all units, slow increases will probably continue due to inflation, salary increases, etc. These will be determined, but are not yet formulated. On the issue of revenue generated by student credit hours (SCH), and the balances between the revenue generated via SCH and majors, the numbers are formulated annually and upcoming shifts have not been discussed yet. Senator Duran expressed enthusiasm for the upcoming discussion on cluster hires. Duran also wanted any updates on the Diversity Task Force (DTF) Report submitted last year and asked if there is any correlation between the report and cluster hires. Comrie deferred major issues of the DTF report to the President, since it was written to President Hart last year. One of the requests in the DTF report was to consider diversity more in cluster hiring. The DTF prioritized many points in the report precisely to allow the administration to address each issue individually. M. Witte said that previous cluster hires should be able to be reviewed to gauge the success of those candidates to date.

8. **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. 8 MINUTES OR LESS.**

There were no speakers.

9. **ACTION ITEM: CONSTITUTION AND BYLAWS REVISIONS – CHAIR OF THE CONSTITUTION AND BYLAWS COMMITTEE, AMY FOUNTAIN**

Fountain explained that Constitution and Bylaws Committee has brought forth revisions that may be simple housekeeping changes that will only require Senate approval, and others that may be substantive and require a vote of the General Faculty. The first proposal is a terminology change in the Constitution to change "nontenure-eligible" to "career track." Fountain asked for a motion [**Motion 2017/18-01**] to accept this revision as a housekeeping change. Motion was seconded. Fountain asked for any discussion, and Senator Bourget asked if there was a vote of the faculty on the initial change in terminology. Fountain replied that the change was a result of a multi-stage process with the Nontenure Track Task Force, the Provost's Office, and various working groups throughout the University over a several-

year period. A campus-wide survey was administered by the Chair of the Faculty to get input from faculty, and the conclusion was that the majority of faculty favored the term “career track.” Bourget asked if it would be possible for this terminology change to go the General Faculty for a vote, and Nadel responded that it could, hence the reason it is now before the Senate, but Brewer reiterated that since the terminology change is not a change in policy, it can be considered a housekeeping change. Fountain asked for a vote, and **[Motion 2017/18-01]** passed, and is detailed at the end of these minutes. Fountain explained the next revision would change the terminology for “non-college” as non-academic units, to “common college” as is listed in the bylaws. The term “common college” refers to the group of General Faculty members who do not belong to an academic college, or to a non-academic unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college, currently the College of Medicine Phoenix. The change would allow smaller “common college” units to be better represented by allowing them Senate representation. Fountain asked for a **[Motion 2017/18-02]** to move this change to the ballot for the upcoming Special Election. Motion was seconded. Senator Martin asked if the “common colleges” would have the same voting privileges and the current non-college. Fountain affirmed the question. **[Motion 2017/18-02]** passed and is detailed at the end of these minutes. The third and fourth proposals involve adding two separate voting seats to the Faculty Senate. The first proposal is from the President of Classified Staff Council (CSC), Christina Rocha, requesting that CSC be granted an *ex officio* voting seat in Senate in order to further CSC’s involvement in shared governance. CSC is currently a member of President’s Cabinet. Fountain asked for a **[Motion 2017/18-03]** on the proposal, which was seconded. Martin asked if Classified Staff in general is requesting the addition to Senate, and Rocha replied that the Council represents all 4800 Classified Staff positions at the UA, and yes, the Council is requesting the addition. Bourget said given the name “Faculty Senate,” which deals mostly with academic matters, and with CSC already being represented on President’s Cabinet, feels it inappropriate, and CSC should not be granted a voting seat in Senate. Fountain responded that currently, there are non-faculty members represented in Senate with the Appointed Professionals Advisory Council (APAC), and ASUA (7) and GPSC (4) students. Many of the *ex officio* members of Senate are not faculty, but hold voting status in Senate. In keeping with shared governance traditions at the UA, and being an inclusionary institution, a yes vote would move this proposal to the General Faculty for a vote. Nadel said that discussions have started with renaming the Senate body as a University Senate rather than Faculty Senate, which would better reflect what the UA’s Senate has become. Many institutions name their Senate body a University Senate, and discussion on the renaming will be explored in the coming year. The bigger question is whether we should share governance with all communities at the UA, and faculty leadership think doing so would present a positive change. Fountain called the question. **[Motion 2017/18-03]** passed with one abstention, and is detailed at the end of these minutes. The final proposal relates to appointment of an *ex officio* voting member to Senate representing the Postdoctoral scholar population at the UA by the Director of Postdoctoral Affairs. Senator Ghosh asked if the position was appointed rather than elected, and stated that the appointment varies from other University models. M. Witte asked if a temporary position could be implemented, held by an elected representative of the students to better represent the population, rather than an appointed administrator. Bourget asked if the proposal could be implemented in interim steps. Brewer said the reason for the proposal was to allow for representation of a group that monitors themselves, and have consistently fallen through the cracks. Nadel moved **[Motion 2017/18-04]** that the proposal be forwarded to the Special Election for a vote by the General Faculty. Motion was seconded. Senators’ concerns ranged from stipulation that the appointed person be a faculty member, to a broader discussion on the topic. Because of the varied discussion, and Senators feedback that the vote seemed rushed, Fountain asked for a vote to defer the proposal for consideration to a later time. An “Aye” vote prevailed. Proposal will be deferred to a later time for broader discussion.

10. **ACTION ITEM: APPROVAL OF THE UNDERGRADUATE MINOR IN EDUCATIONAL PSYCHOLOGY – CHAIR OF THE UNDERGRADUATE COUNCIL, DENNIS RAY**

This item comes before Senate as a seconded **[Motion 2017/18-05]** from Undergraduate Council. Senator Conway asked if the proposal considers Oklahoma State University and Georgia State University as UA peers? Ray said yes, at least with regard to the relevant undergraduate programs. He said that although this is stated in the proposal, the two Universities were not considered in the review of the proposal. The Council looked at the courses already in place, and the fact that no additional funds or faculty were being requested. The idea for the proposal was generated by students, with the intent to help students with the graduate program by the addition of a minor in the program. Executive Director for Academic and Curricular Affairs, Pam Coonan, replied that this is the first undergraduate program minor offered, and no degree is offered at the undergraduate level. Senior Vice Provost, Gail Burd, said that she wasn’t certain if all twelve peers were offering an undergraduate minor in Educational Psychology, but wanted to show similar institutions to the UA that offer the same minor. Brewer asked for a vote, and **[Motion 2017/18-06]** passed, and is detailed at the end of these minutes.

11. **ACTION ITEM: APPROVAL OF THE PROPOSED DEPARTMENT OF MORAL SCIENCES – COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES DEAN, J.P. JONES, AND CENTER FOR THE PHILOSOPHY OF FREEDOM DIRECTOR, DAVID SCHMIDTZ**

Schmidtz explained that political economy and philosophy saw a separation in the mid-1800's, followed by a separation of political science and economics in the late 1800's, as economists developed mathematics tools for modeling supply and demand. Today, the specialization is trained in the analytic tradition, working with language of necessary truths and necessary conditions, a resemblance of geometry rather than science, moral philosophy is becoming increasingly limited in its implications for real-world, moral questions. Debates with economic, political, or social dimensions have become unresolvable, as dueling intuitions. Is the behavioral principle rational? Yes, in a mathematical model designed to crank out theorems. For human beings whose characters are outcomes of their choices, not only makers of their choices, at some point, we can respond to evidence, look for correlations, and embrace the risk of disconfirming predictions and hypotheses. The name Moral Sciences suggests a Scottish enlightenment tradition with which will be continuous with the intellectual position of the proposed unit. The name signals a political theory and economic history, plus a synthesis in reintegration that goes far beyond. Faculty will be sought for the new department whose interests are dedicated to these types of projects. UA is ranked the number one Political Philosophy program in the world, and it is the only University listed in the Group One category. The Department of Philosophy faculty feel that adding the new department will enhance the current cordial relations already existent in the department, and that rededicating the tenure and curriculum homes will reintegrate philosophy and social science. Senator Fink asked for clarification on the anticipated size of the department. Jones responded that with the current funding, the intention is to create a search for three new faculty members, and the Center for Philosophy of Freedom has four faculty members who will move in to the new department, and an additional two faculty members. There will also be part-time appointments to reflect the teaching contributions from other departments such as Political Science, Economics and Agricultural Economics. Schmidtz responded to a question regarding efforts to get the word out and testing the market in this area, and stated that efforts are not only being made communally, but also aiming to reach out nationally and internationally. The Philosophy, Politics and Economic (PPE) major has approximately 200 students enrolled, with anticipated growth. As an aside, the University of Maryland had a tenure-track position opening for Philosophy/Business, and all four finalists were students from the UA program. Bourget asked about the ranking of the department being threatened with the appointment of part-time faculty. Philosophy Department Head, Michael Gill, responded that none of the faculty in the Department of Philosophy will be leaving the department, they will have joint appointments. The ranking will not be affected, only enlarging the Department of Philosophy. Current faculty will have joint appointments, new hires will be designated in the new department. Brewer called the question. **[Motion 2017/18-06]** passed with nine abstentions, and is detailed at the end of these minutes.

12. **INFORMATION ITEM: REMARKS BY PRESIDENT ROBERT C. ROBBINS**

Nadel took this time to thank Presiding Officer of the Faculty Senate, Michael Brewer, for his service as Chair of the Faculty during Nadel's sabbatical. Robbins thanked Nadel in his capacity as advisor, and Comrie in his capacity as Provost for his support. Robbins reiterated that he will undertake a University-wide strategic planning process that is already underway. Third-party facilitators will be consulted, and Robbins anticipates that the process will take twelve to fifteen months. The deans and department chairs will be an integral part of the process, as well as SPBAC and Faculty Senate. Robbins met with the Mayor of Tucson regarding the Honors College developments, and everything seems to be headed in the right direction to move to ABOR in September 2017 with construction starting in November 2017. An executive search firm has been selected for the Senior Vice President for Health Sciences vacancy, and a search committee is being assembled. Executive search firms and search committees are being implemented to start with the process of filling the vacancy for Senior Vice President for Marketing and Communications. The Veterinary Medical School is moving forward, and the UA is anticipating accreditation in the near future. Robbins mentioned before taking questions, that he supports Classified Staff gaining a voting seat on the Faculty Senate, and with his experience, have always been an underrepresented segment of the University. Robbins mentioned that he believes that the Faculty Senate at the UA already exemplifies the idea of a University Senate.

Senator Duran asked President Robbins about his perspective on the recommendations set forth by the Diversity Task Force last year. Robbins said he met with Vice Provost for Inclusive Excellence and Senior Diversity Officer, Jesús Treviño, Senior Vice President for Student Affairs, Melissa Vito, and Senior Vice President for Business Affairs, Gregg Goldman, and the sensitivity is whether or not to make the recommendations publicly available. Robbins would like to revisit the student groups to find out what has been addressed, and what needs to be addressed. Robbins considers diversity a core aspect of the UA, and has made a commitment for quarterly meetings with department chairs that address issues associated with diversity. Robbins will prepare a report in short order to address the issues that were raised by the marginalized students. M. Witte asked about the Honors Undergraduate Student Research Program started in the mid-1980's. The program was a collaborative agreement between the Research Policy Committee and the Administration, and offered \$30,000 per year to provide research scholarships across campus. The program was discontinued two years ago. Witte would like to know if \$30,000 can be reallocated to continue the program. Robbins

said that his understanding was that Senior Vice President for Research, Discovery and Innovation, Dr. Kim Espy, has designated more than that amount for this purpose, and will follow-up with Witte on the matter. Bourget asked about a report circulated last year with respect to the faculty who have left the University. The data showed that faculty retention is lacking at the UA. Bourget asked if Robbins had seen the report, to which he stated he hadn't. Robbins has been in discussions about key people who the UA has lost in the last several months, and believes that many of the faculty retention issues can be addressed in the strategic planning process. Nadel asked Robbins about his strategy surrounding faculty salaries to better serve the UA citizens. The UA doesn't have as many as endowed professorships as most other Universities, and increasing endowed chairs would help increase fundraising in most areas. Robbins does not anticipate that the solution will be remedied with state monies. Robbins also anticipates addressing faculty salaries with the new strategic planning process, and raise tuition with international and out-of-state students. Senator Stock said that the transparency with salary increases has been very ambiguous. The department head is usually in charge of disbursement of the monies to faculty in this situation, and Stock doesn't see any consistency with the allocation of these funds between colleagues. Robbins told Senators that he hopes more community involvement, running the institution more efficiently, developing better partnerships with industry, and strengthening the infrastructure for grant support, will all contribute to retaining faculty and increasing funds for the University. There is \$400M currently available for deferred maintenance, with Building 90 designated as the highest priority with \$200-220M. The UA also needs new construction as an investment in its mission. The collaborative strategic plan will be a roadmap for the next campaign, with a goal to raise \$3-4B in the next five years. Robbins would like to pioneer in the area of technology development and diversify from technology transfer to technology commercialization campus-wide. Nadel asked about the University's moral position on the DACA students. Robbins responded that the whatever is mandated by Supreme Court law needs to be followed, but does not forbid the University from protesting whatever future laws may prohibit the inclusion of DACA students, and there are certainly other work-around approaches to continuing to help the DACA students that is within the law.

17. OTHER BUSINESS

There was no other business.

18. ADJOURNMENT

There being no further business, the meeting adjourned at 5:01 p.m.

Amy Fountain, 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. Senate Minutes of May 1, 2017
2. Guidelines for Shared Governance Memorandum of Understanding
3. Report from the Faculty Officers
4. Addendum by Senior Vice President for Research, Discovery and Innovation, Dr. Kimberly Espy
5. Committee of Eleven White Paper, "The Organization, Administration, Allocation of Resources, and Faculty Prerogatives and the University of Arizona"
6. Report from ASUA
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11. Executive Summary and Request to Establish a New Academic Unit or Recognize and Existing Unit, the Department of Moral Sciences

Motions of the Meeting of August 28, 2017

[Motion 2017/18-01] Seconded motion from the Constitution and Bylaws Committee to change the terminology in the Constitution from "nontenure-eligible" to "career track." Motion passed.

[Motion 2017/18-02] Motion to approve the change in the terminology "non-college" to "common college" as listed in the bylaws. Motion was seconded and passed.

[Motion 2017/18-03] Motion to approve the proposal from Classified Staff Council to add an *ex officio* voting seat in Faculty Senate. Motion was seconded and passed with one abstention.

[Motion 2017/18-04] Motion to add an *ex officio* voting seat in Faculty Senate for Postdoctoral Scholar representation. Motion failed.

[Motion 2017/18-05] Seconded motion from Undergraduate Council to approve the Undergraduate Minor in Educational Psychology. Motion passed.

[Motion 2017/18-06] Motion to approve the Request to Establish a new Department of Moral Sciences. Motion was seconded and passed with nine abstentions.

FACULTY CENTER
1216 E. Mabel
PO Box 210456

All changes that were forwarded to a vote of the General Faculty by Faculty Senate concern the bylaws.

Proposal 1 (approved May 1):

Remove the 'nomination of candidates' petitions process, and replace it with a 'declaration of candidacy'.

Affects: Bylaws, Article IV Sections 1 and 2, pages B-3 and B-4. Also affects the index, page B-1:

The new Article IV ('Committee on Elections') Section 1 would read:

1. Declaration of candidacy: Candidates for elective office shall declare their candidacy to the Committee as directed on the Faculty Governance website.
 - a. Declarations shall identify the office being sought, and shall provide a means for candidates to affirm their eligibility for and willingness to hold the office. Electronic or hard-copy signatures shall be acceptable.
 - b. The Committee on Elections shall verify the eligibility of each nominee.

Section 2 would also be altered to remove reference to nomination petitions.

Rationale: Current rules require candidates for elective office to circulate hard-copy petitions for candidacy, and gather a number (which varies depending on the office sought) of signatures from eligible voters in order to appear on the ballot. This process was intended to address two needs: first to ensure that candidates were eligible for the office they are seeking, and second to ensure that candidates would seek support from eligible colleagues before running for office.

In the current environment, however, we find cases in which the petitions-gathering step has become a barrier to participation of eligible and interested candidates. The goal of the current proposal is to remove that barrier, in the hopes of increasing faculty participation in the elections process. Verification of eligibility can be done without going through the petitions process. This proposal would eliminate the petition-gathering step, and allow the Committee on Elections to verify eligibility of candidates to run.

We believe that doing this may remove a barrier to participation in the process for potential nominees, while still ensuring that nominees are eligible for the office they are seeking (Article IV, Sections 1 and 2).

Proposal 2: (approved August 28)

Adopt a mechanism for recognizing 'non-College' entities as colleges for purposes of Faculty Senate representation, change terminology from 'non-College' to 'common college'.

Affects: Affects Bylaws Article VIII, Section 2B, page B-24 - B-25.

The new Article VIII Section 2b, subsection ii would read:

"A minimum of one member shall be elected prior to June 1 of the even-numbered years by each College Faculty. The Colleges shall include each academic college as well as any unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college. Those General Faculty members who are not part of any academic college and whose numbers in their individual units do not meet the above criteria shall conduct an election as if they constitute a common college. Elected members of the Faculty Senate in addition to the twenty elected by the General Faculty and the ones elected by each College Faculty, including the common college, shall be apportioned among the several colleges, essentially in proportion to the number in each College Faculty. Such apportionment is to be established in accord with the published census of the General Faculty by the Committee on Faculty Membership."

Rationale: The number of faculty who are included in the 'non-College' category (those who are housed in units other than the traditional academic colleges) has increased dramatically with the inclusion of long-term career-track faculty in the General Faculty. There is no rationale currently in our Constitution or Bylaws documents that governs when a unit whose faculty have historically been included in the 'non-College' category should be recognized as a college for purposes of Faculty Senate Representation.

Currently, the 'non-College' category includes 124 members of the General Faculty, or 4.4% of the total. If 'non-College' were a traditional academic college, it would be the 9th largest of the 17 colleges at the UA. Some units currently included in the 'non-College' category are themselves larger than the smallest academic college (which includes 22 members of the General Faculty). Because of this, smaller non-college units are at a severe disadvantage in electing their representatives to Senate.

Populations of different units also change over time, so it would be ill-advised to construct policy based only on current numbers. Units currently included in the 'non-College' category vary in their administrative structures, with some (i.e. UA South, the Libraries) organized under a Dean, and others not. Administrative structures also change over time, so constructing policy based on current structures would also be unwise.

Finally, the naming of 'non-College' as a category is infelicitous because it defines the category based on what it is not; we propose a term that would better identify the category based on what it is. The term 'common college' already existed in the Bylaws, we propose using that term consistently.

Proposal 3 (approved August 28):

Add a new voting member to the Faculty Senate representing Classified Staff Council.

Affects Bylaws Article VIII, Section 2 (adding 2e), page B-25.

The new subsection would read:

"One Representative of the Classified Staff: one member of the Classified Staff Council (CSC) of the University of Arizona shall be appointed annually by the Chair of CSC. The member will hold voting membership and be afforded the full privileges thereof."

Rationale:

The Faculty Senate has a unique status in the structure and function of shared governance at the University of Arizona, in that it not only takes on the traditional role of recommending academic curricula and academic personnel policies, but also contributes to decision-making in the strategic and financial planning process, and in developing policies and procedures relative to the general operations of the University.

The Faculty Senate therefore takes an active role in shared governance activities that affect all segments of the University of Arizona community. A number of non-Faculty constituencies are currently represented by voting members on the Faculty Senate - these include the Appointed Professionals Advisory Council (APAC, with one voting seat), as well seven voting seats for students (four representing ASUA and three representing GPSC).

The Classified Staff Council has requested a single voting seat on Faculty Senate. This seat would represent a constituency of more than 4800 Classified Staff employees. This constituency is affected by and affects many of the proposals brought to Faculty Senate for consideration. Classified Staff play a crucial role in the integrity and mission of the University, and they serve the everyday needs of students, faculty and the University community as a whole.

The CSC has recently been included in the President's Cabinet, a decision reflecting a commitment from senior leadership to practice shared governance in a way that is increasingly inclusive. The inclusion of a voting seat for CSC at Faculty Senate would be consistent with this inclusive view of shared governance.

CONSTITUTION OF THE GENERAL FACULTY OF THE UNIVERSITY OF ARIZONA

Approved June 25, 2010, revised April 10, 2015,

Approved by President Ann Weaver Hart July 7, 2015

Approved by President Ann Weaver Hart February 2, 2017

Approved by Faculty Senate May 1, 2017

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PREAMBLE

This Constitution sets forth the basic organization and processes through and by which the General Faculty of the University of Arizona shall function, within the scope of its authority and responsibility, under state law and the policies and regulations of the Board of Regents authorized by that law.

ARTICLE I
Responsibilities

The General Faculty has fundamental responsibilities in the areas of academic personnel policy; instruction and curriculum policy; research policy; student affairs policy; ethics and commitment; advice on budget and University support; and acts on such other matters affecting the welfare of the University as are brought for consideration in accordance with University policy and Shared Governance Guidelines and Agreements as may be entered into from time to time.

The General Faculty shall exercise its authority through its elected representatives in the Faculty Senate, although the General Faculty shall retain appellate power over all official actions of the Faculty Senate as provided in Article VII, Section 1.

Nothing in this Constitution and Bylaws is intended to imply assumption of authority not vested in the General Faculty by state law or Board of Regents policy.

ARTICLE II
Members

Section 1. For purposes of University government, the General Faculty of The University of Arizona is composed of:

- a. Individuals who hold at least half-time tenured or tenure-eligible faculty appointments,
- b. Academic professionals who hold at least half-time continuing or continuing-eligible appointments,
- c. Individuals who hold at least half-time multi-year career-track appointments,
- d. Individuals who have held at least half-time year-to-year career-track faculty appointments for three (3) of the past four (4) years and who currently hold lecturer or ranked professorial titles that do not include an adjunct or visiting modifier, and
- e. Individuals who hold Emeritus status.

- Section 2. No candidate for a degree at the University of Arizona shall be a member of the General Faculty.
- Section 3. This membership provision shall become effective upon approval by the President.
- Section 4. Members of the General Faculty are eligible to vote in matters of faculty governance, to hold offices, and to serve on committees established in accordance with this Constitution. Faculty with administrative appointments vote in their home college. Should any faculty member's home college change (i.e. due to the transfer of an individual to another unit, or due to a unit reorganization or merger), voting privileges move to the new college.
- Section 5. Faculty Shared Governance. In matters of faculty governance, the elected and at-large representatives to Faculty Senate represent not only members of the General Faculty, but also those career-track, visiting, and adjunct faculty who do not meet the criteria for membership in the General Faculty. These include:
- a. Individuals with career-track lecturer or ranked professorial titles who have not held at least half-time or more year-to-year appointments for three (3) of the last four (4) years, and
 - b. Individuals in adjunct or visiting positions, or who have instructor ~~and adjunct, visiting,~~ or other career-track appointments who do not otherwise qualify for membership in the General Faculty.

ARTICLE III Officers

- Section 1. The officers of the General Faculty shall consist of the Chair, Vice Chair, and Secretary.
- Section 2. Chair of the Faculty.
- a. The Chair shall serve as:
 - i. The chief executive officer of the General Faculty, including serving as Director of the Faculty Center and as a member of the Strategic Planning and Budget Advisory Committee and the Shared Governance Review Committee.
 - ii. The chief representative of the faculty before public and University bodies including the University administration, alumni, Arizona Board of Regents, and Arizona Legislature.
 - b. The Chair shall be elected by the General Faculty in even-numbered years for a term of two years beginning June 1, and shall be eligible for re-election.
- Section 3. Vice Chair of the Faculty.
- a. The Vice Chair shall:
 - i. Preside over Faculty Senate meetings.

- ii. Serve as chair of the Faculty Senate Executive Committee, the Naming Advisory Committee and the Shared Governance Review Committee.
 - iii. Perform any other duties as delegated by the Chair.
- b. The Vice Chair shall be elected by the General Faculty in even-numbered years for a term of two years beginning June 1, and shall be eligible for re-election.

Section 4. Secretary of the Faculty.

- a. The Secretary shall:
- i. Review the minutes of Faculty Senate meetings prior to distribution.
 - ii. Serve as chair of the Committee on Faculty Membership, the Constitution and Bylaws Committee and the Committee on Honorary Degrees.
 - iii. Perform any other duties as delegated by the Chair.
- b. The Secretary shall be elected by the General Faculty in even-numbered years for a term of two years beginning June 1, and shall be eligible for re-election.

Section 5. Resignation, absence, or incapacity of faculty officers.

- a. In the event of the temporary absence or incapacity of the Chair of the Faculty, his or her duties shall be exercised by the Vice Chair of the Faculty, or in the absence of both, by the Secretary of the Faculty.
- b. In the event of the resignation or permanent absence or incapacity of the Chair, the Vice Chair shall become the Chair if the remaining term of the Chair is six months or less. If the remaining term exceeds six months, a special election conducted by the Committee on Elections shall be held to fill the remaining term of the Chair.
- c. In the event of the resignation or permanent absence or incapacity of the Vice Chair or Secretary, the Chair shall appoint, subject to approval of the Faculty Senate at a regularly scheduled meeting, a replacement for the unexpired term of the Vice Chair or Secretary.

ARTICLE IV
Meetings of the General Faculty

Section 1. Meetings of the General Faculty, limited to the purpose(s) stated in the call, shall be held:

- a. On the call of the Chair of the Faculty.
- b. On the call of the Faculty Senate.
- c. On written petition from members of the General Faculty, as specified in the Bylaws Article III, Section 1.

Section 2. Five percent (5%) of the General Faculty shall constitute a quorum for the purposes of voting.

ARTICLE V General Faculty Standing Committees

Section 1. The Committee on Elections, the Committee of Eleven, the Committee on Faculty Membership, the Nominating Committee, the Committee on Ethics and Commitment, the Grievance Clearinghouse Committee, the Committee on Conciliation, and the Committee on Academic Freedom and Tenure, and such other committees as may, from time to time, hereafter be established shall be standing committees of the General Faculty.

Section 2. The Committee on Elections shall conduct elections for offices and committee memberships of the General Faculty, and elections for Faculty Senators representing the several College Faculties in accord with procedures specified in the Bylaws.

Section 3. 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 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.

Section 4. The Committee on Faculty Membership shall interpret the provisions of Article II of this Constitution and Article I of its Bylaws, determine Senate apportionment and submit recommendations to the Faculty Senate for consideration and action. It shall be responsible for producing a roster of the General Faculty each year.

Section 5. The Nominating Committee shall recommend members of the General Faculty to the Chair of the Faculty for appointment or nomination to all committees of the General Faculty. Upon request of any administrative officer of the University, the committee shall also recommend persons for appointment to new or existing committees whose appointments lie within the discretion of such requesting officer.

Section 6. 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.

Section 7. The Constitution and Bylaws Committee shall be responsible for proposing changes to the Constitution and Bylaws of the General Faculty necessitated by revisions to applicable law or policy and for proposing changes recommended by the General Faculty or its committees. The amendment process is specified in Article X of the Constitution. This committee also reviews and, if appropriate, recommends changes to the University Handbook for Appointed Personnel (UHAP).

Section 8. 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.

Section 9. The Committee on Conciliation and the Committee on Academic Freedom and Tenure (CAFT) shall be the faculty committees that conduct all investigations and/or hearings regarding recommendations against, or complaints and grievances by or against members of the General Faculty as hereinafter prescribed and not otherwise. 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, 6-301 and 6-302: 1) matters involving contractual agreements between members of the General Faculty and the University/ Board of Regents; and 2) internal matters relating to grievances against or by any member of the General Faculty. Protection of academic freedom and tenure is the principle obligation of CAFT. (Certain preliminary steps for dismissal situations are described in Chapters 3 and 4 of the *University Handbook for Appointed Personnel* and Sections 6-201, 6-301 and 6-302 of the *Arizona Board of Regents Policy Manual*.) Principles of law and policy require that members of the General Faculty have a forum in which grievances can be aired and examined and a known and effective procedure by which this can be done. That procedure, involving the examination of a grievance by the professional associates of the member affected, must reflect both the requirements of the law and the usages and traditions of the academic profession. Such investigations and hearings as are undertaken require the judicious consideration of facts, but they are not and must not be limited by the considerations of judicial hearings. Rather, they are investigations and hearings conducted by professional peers, the purpose of which is to safeguard and protect not only the individual rights of the members affected but also the collective rights of members of the University community. Committees constituted for these purposes perform an indispensable function in providing the due process of law to which every member of the faculty is entitled.

- a. The Committee on Conciliation shall have jurisdiction to make inquiry and to meet and discuss any problem involving any member of the General Faculty in his or her relationship with the University. This committee may consult and advise but shall not conduct hearings. It shall be the duty of the committee, after careful investigation, to offer advice to the person or persons involved. Following the completion of the conciliation process, the President of the University shall be informed of the results. In addition, if conciliation has been unsuccessful, both parties shall be notified accordingly in writing with the member being advised that the grievance at issue may be presented to the Grievance Clearinghouse Committee for assignment.
- b. 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, 6-301 and 6-302 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, 6-301 and 6-302 of the Arizona Board of Regents Policy Manual.)

- Section 10. The University of Arizona bears a responsibility to exercise leadership in labor and human rights matters. To this end, the University Committee for Monitoring Labor and Human Rights Issues strives to ensure that fundamental labor and human rights, particularly those articulated in the April 30, 1999 Commitments Relating to Sweatshops, are implemented by University licensees.
- a. The committee makes recommendations to the President regarding fundamental labor and human rights issues including codes of conduct for licensees, monitoring of licensees, efforts to improve licensee compliance, and relations with non-compliant licensees.
 - b. The committee is also charged with educating the University community and the broader public about these issues.

ARTICLE VI

University-wide Committees with Shared Governance Participation

- Section 1. 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.
- Section 2. The University Committee on Corporate Relations makes recommendations to the President of the University (or his/her designee, upon request) about potential or changeable relationships between any part of the University of Arizona and one or more businesses or corporations. These recommendations will always consider how much any proposed new or altered relationship accords with -- or violates -- The University of Arizona Policy on Corporate Relations as approved by the President in a memo to the Chair of the Faculty dated January 29, 1999. This Policy mandates that the committee consider proposals in three areas:
- a. Use of the University's name or symbols by an external entity;
 - b. Implied University endorsement of a particular service, product, company, individual; or
 - c. Public display of advertisements or other corporate symbols.

The committee is also charged with recommending modifications to this Policy or proposing additional policies, so long as its policy-change proposals are approved by the Faculty Senate before they become recommendations to the President.

- Section 3. The Naming Advisory Committee: The President shall forward all proposals for honorary naming of any site on University property to the attention of the Naming Advisory Committee. After review and deliberation, the committee forwards a written recommendation on each proposal to the President for further action.
- Section 4. The Undergraduate Council reviews all undergraduate curricular action items forwarded from academic units, colleges, auxiliary units, the University-wide General Education Committee, any General Faculty Standing Committee or Senate Standing Committee or *ad hoc* committee. All action items approved by the Undergraduate Council are reviewed by the College Academic Administrators Council, Provost's Council, and the Senate Executive Committee before advancing to the Senate for approval.
- a. The Academic Programs Subcommittee deals with the creation, deletion, suspension or modification of undergraduate academic units, majors, options, minors, degrees, certificates, and programs of study. Curriculum and academic policies issues may also be reviewed by this subcommittee as needed or as time permits.
 - b. The Curriculum/Policies Subcommittee deals primarily with all aspects of undergraduate curriculum and academic policies recorded in the General Catalog, including creation, revision, and deletion of academic policies pertinent to instruction, majors, options, minors, degrees, transfer credits, general education, academic progress, and requirements for graduation. Academic program issues may also be reviewed by this subcommittee as needed or as time permits.
- Section 5. The University-wide General Education Committee (UWGEC) is charged with the review and approval of all curriculum changes in general education across the University, assessment of the program, and disseminating General Education information to the campus community and its partners. All instruction and curriculum action items approved by the UWGEC are forwarded to the Undergraduate Council for review and submission to the Faculty Senate for approval.
- Section 6. The Graduate Council provides a forum in which matters of concern to graduate education are discussed and the mission of the Graduate College fulfilled. The Council works with the Graduate College to review, establish, and update policies affecting graduate education. Among its roles, the Council is a part of the University process for creating or changing graduate degree programs in the planning and implementation stages. The Council recommends and reviews the policies and procedures of the Graduate College, including but not limited to admission requirements, degree certification, graduate teaching and research assistantships and recommends priorities for graduate education and supports efforts to achieve them. All instruction, curriculum, and policy action items approved by the Graduate Council are forwarded to the College Academic Administrators Council, Provost's Council and the Senate Executive Committee before advancing to the Faculty Senate for approval.
- Section 7. The Strategic Planning and Budget Advisory Committee (SPBAC) in consultation and dialogue with the President, the Provost, and the University community, supports and enhances the success of the University through thoughtful and informed advice relating to: strategic planning, assessment of institutional priorities, review of budgetary policies, and the evaluation of programs and services. The SPBAC chair(s) shall provide regular reports to the Faculty Senate.

In partnership with the University, SPBAC:

- a. Develops and disseminates the University's strategic plan.
- b. Identifies issues that facilitate or impede the pursuit of the University's mission.
- c. Provides advice on budget policies, significant budgetary actions, and institutional priorities consistent with the strategic plan of the University.
- d. Evaluates the effectiveness of plans, policies, and the assessments that affect the entire infrastructure of the University.
- e. Develops guidelines for setting planning and budgeting priorities.

ARTICLE VII Faculty Senate

- Section 1. Functions. The Faculty Senate is the legislative body responsible to the General Faculty. Actions of the Faculty Senate may be appealed to the General Faculty by petition, under the provisions of the Bylaws Article III, 1, within eleven class days of the date under which Faculty Senate minutes reporting such actions were distributed to the General Faculty.
- Section 2. Membership. The Faculty Senate shall consist of elected and *ex officio* members as provided in the Bylaws. Senators' terms begin June 1st.
- Section 3. Officers. The Vice Chair of the Faculty shall preside over the Faculty Senate meetings and, in his or her absence, the Secretary of the Faculty shall do so.
- Section 4. Meetings. The Faculty Senate shall meet regularly the first working Monday in each month during the academic year. Changes to the calendar can be made, as voted upon and approved by the Faculty Senate. Its meetings shall be open to the public, except when the body decides to meet in executive session. Additional meetings may be called by the President of the University or the Chair of the Faculty. The agenda of each meeting shall be set by the Faculty Senate Executive Committee.
- Section 5. The Faculty Senate shall establish such standing committees and such *ad hoc* committees as may be required. The charge to the *ad hoc* committees shall include a proposed duration of the committee and a reporting date. Senate *ad hoc* committees that cease to meet or yield no findings will be disbanded within one calendar year of the initial charge, after review by the Senate Executive Committee in consultation with the *ad hoc* committee chair.

ARTICLE VIII The College Faculties

The general charge of each College is entrusted to its College Faculty, subject to the Board of Regents and the authority vested by the Board in the President of the University. Voting rights and participation in shared governance in College matters shall generally be accorded to General Faculty members as defined in Article II above, and to such other individuals as the College Faculty may decide. General Faculty members should only be excluded from those shared governance activities that are not relevant to their contract status (e.g., voting on a Promotion and Tenure committee composition; emeritus faculty participation on an annual performance review committee, etc.) Any such exclusions should be detailed in College or unit Bylaws. Bylaws for each College should be established in accordance with the current Shared Governance Guidelines and Agreements and adopted by the appropriate College Faculty and made available to each member. A copy must be filed with the Office of the Provost and in the Faculty Center. In matters of faculty governance, members of the General Faculty not included in a College shall be regarded collectively as a College (Non-College).

ARTICLE IX Parliamentary Authority

In all matters not provided for in the Bylaws of the General Faculty of the University of Arizona, the rules contained in the latest edition of *Robert's Rules of Order, Newly Revised*, shall govern.

ARTICLE X Amendments and Ratification

- Section 1. Revisions to allow for minor corrections or administrative or clerical updates to the Constitution or Bylaws that do not materially change intent may be approved by the Faculty Senate, and not require a vote of the General Faculty, unless the Faculty Senate determines otherwise.
- Section 2. Constitution. Amendments to this Constitution may be proposed by the Faculty Senate or by petition to the Chair of the Faculty signed by five percent (5%) or one hundred (100) members of the General Faculty, whichever is smaller. The Chair of the Faculty shall send copies of such proposals to all members of the General Faculty and shall convene a special meeting of the General Faculty to consider them not fewer than ten (10) class days after distribution. The proposed amendment(s) shall then be submitted to an electronic ballot of the General Faculty. A three-fourths majority of the votes cast is necessary for adoption. Immediately upon adoption, the amendments shall be transmitted to the President of the University. Upon consideration and approval by the University President, the amendments shall become effective. The President's consideration shall be preceded by written analyses by University Counsel and by Board Counsel within 90 days following the General Faculty vote that the amendments are consistent with Arizona Board of Regents Policies.¹
- Section 3. Bylaws. Amendments to the Bylaws may be proposed by the Faculty Senate or by petition to the Chair of the Faculty signed by five percent (5%) or one hundred (100) members of the General Faculty, whichever is smaller. The Chair of the Faculty shall send copies of such proposals to all members of the General Faculty. Not fewer than ten (10) class days nor more than fifteen (15) class days after distribution, an electronic ballot shall be distributed to all members of the General Faculty together with the arguments pro and con. A two-thirds majority of the votes cast is necessary for adoption. Immediately upon adoption, the amendments shall be transmitted to the President of the University. Upon consideration and approval by the University President, the amendments shall become effective. The President's consideration shall be preceded by written analyses by University

Counsel and by Board Counsel within 90 days following the General Faculty vote that the amendments are consistent with Arizona Board of Regents Policies.¹

¹ To comply with Arizona Board of Regents Policy 1-113

At the
BYLAWS OF THE GENERAL FACULTY OF THE UNIVERSITY OF ARIZONA
Approved June 25, 2010, revised April 10, 2015,
Approved by President Ann Weaver Hart July 7, 2015
Approved by President Ann Weaver Hart February 2, 2017

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APPENDIX I: 2005 Shared Governance Memorandum of Understanding
 “Guidelines for Shared Governance” updated signatures 9/15/2014

**ARTICLE I
 Membership**

- Section 1. Membership in the General Faculty is as defined in Article II, Section 1 of the Constitution.
- Section 2. Each year the Committee on Faculty Membership shall conduct and publish a roster of the General Faculty to maintain accurate voting rolls.

**ARTICLE II
 Officers**

- Section 1. The officers of the General Faculty shall consist of the Chair, Vice Chair, and Secretary as provided for under Article III of the Constitution of the General Faculty.
- Section 2. The Parliamentarian, who shall be appointed by and serve at the pleasure of the Chair of the Faculty, shall serve the needs of the General Faculty and the Faculty Senate.
- Section 3. The representatives to the Arizona Faculties Council shall be the Chair, Vice Chair, and Secretary.

**ARTICLE III
 Meetings**

- Section 1. Written petitions of five percent (5%) or one hundred (100) members of the General Faculty, whichever is smaller, shall be sufficient to call a Meeting of the General Faculty. Such petition, presented to the Chair of the Faculty, shall state the purpose(s) of the intended meeting.
- Section 2. Notice of Meetings. Notice shall be given at least one week in advance of any meeting, and shall contain a copy of any substantive proposal to be presented.
- Section 3. Meetings of the General Faculty shall be open to the public except when that body decides to meet in executive session.
- Section 4. Methods of Voting.

- a. At meetings of the General Faculty, voting shall be by *viva voce*, by a show of hands, by a rising vote, or by ballot, as decided by the presiding officer, provided, however, that it shall always be in order to move for a vote by ballot.
- b. By a majority vote at a meeting of the General Faculty the pending action may be subject to a mail or electronic ballot by the General Faculty.

ARTICLE IV
Committee on Elections and Election Procedures

The General Faculty Standing Committee on Elections shall consist of three members of the General Faculty appointed by the Chair of the Faculty, after consultation with the Faculty Senate Executive Committee, from among candidates recommended by the Nominating Committee, or by other members of the General Faculty, for three-year staggered terms. The committee shall elect its chair from those of its members who have served at least one year on the committee, and shall follow these procedures: Candidates for any positions elected by the General Faculty or the Faculty Senate shall provide a candidate statement.

Section 1. ~~Nomination of candidates~~ Declaration of candidacy. Candidates for elective office shall ~~be nominated by petitions issued and accepted by~~ declare their candidacy to the committee as follows directed on the faculty governance website:

- ~~a. Candidates for Chair of the Faculty, Vice Chair of the Faculty, and Secretary of the Faculty shall have signatures of not fewer than forty members of the General Faculty on their petitions.~~
- ~~b. Candidates for the Committee of Eleven, Senator-at-Large, the Nominating Committee or the Senate Committee on Budget and Strategic Planning/Strategic Planning and Budget Advisory Committee shall have signatures of not fewer than twenty members of the General Faculty on their petitions.~~
- ~~c. Candidates for Senator representing a College Faculty shall have the signatures of not less than ten percent (10%) of the members of their College Faculty on their petitions, except that a minimum number shall be the signatures of three College Faculty members, and the maximum need be no more than twenty.~~
- d a. Declarations shall identify the elective office being sought, and shall provide a means for candidates to affirm their eligibility for and willingness to hold the office. Electronic or hard-copy signatures shall be acceptable.
- d Candidates shall affirm in writing their willingness to hold office by signing their petition
- e b. The Committee on Elections shall verify the eligibility of each nominee.

Section 2. Conduct of elections:

- a. The Committee on Elections shall notify the General Faculty, no later than

January 15 each year, of elective offices to be filled that year.

~~b.~~ The committee shall issue nominating petitions no later than January 15. The nominating petitions for appropriate offices will be available until ten (10) class days prior to the election.

e. b. The committee shall accept completed nominating petitions declarations of candidacy no later than the close of business ten (10) class days prior to the election.

~~d.~~ c. The committee shall conduct general elections for elective offices no later than March 1, allowing ten (10) class days from the opening of the online election to the close of the election.

e. d. The committee shall notify members of the General Faculty of the results of general elections no later than March 22.

f. e. The committee shall conduct run-off elections for faculty offices no later than April 1, allowing ten (10) class days from the opening of the online election to the close of the election.

~~g.~~ f. The committee shall notify the General Faculty of the results of the run-off election no later than April 25. Results will include a list of any individuals elected and policies adopted, as well as an overall participation rate for the election. Requests for vote counts in individual races may be made to the Committee on Elections.

h. g. In the event of a tie vote, the decision shall be made by lot. Lots are cast by the Committee on Elections. The candidates or their designated witnesses are invited to observe the casting of lots.

Section 3. Election of candidates:

a. Chair of the Faculty, Vice Chair of the Faculty, or Secretary of the Faculty: A candidate who receives a majority of the votes cast in the general election shall be declared elected. When no one receives a majority of the votes in the general election, the two candidates receiving more votes than anyone else will be nominated for the runoff election ballot. That candidate receiving the majority of general election votes shall be declared elected.

b. Faculty Senate, at-Large: If forty or fewer, but more than twenty are nominated, the twenty nominees receiving the largest number of votes in the general election shall be declared elected. If more than forty are nominated, the forty receiving the largest number of votes in the general election shall be candidates on runoff election ballot provided only that anyone who receives a majority of votes in the general election shall be declared elected. The candidates receiving the largest number of votes in runoff election shall be declared elected to the positions to be filled.

c. Faculty Senate, College Representatives: If the number of nominees from a College is not more than twice the number to be elected, those candidates equal in number to the number of positions to be filled who receive the largest number of

votes in the general election shall be declared elected. If more than twice the number are nominated, those receiving the largest number of votes in the general election, totaling twice the number of positions to be filled, shall be candidates on runoff election ballot, provided only that any candidate who receives a majority of votes in the general election shall be declared elected. Nominees receiving the largest number of votes in the run-off election shall be declared elected to the positions to be filled.

- d. Committee of Eleven: If more than ten are nominated for the Committee of Eleven, the ten nominees receiving the largest number of votes in the general election shall be candidates on the run-off election ballot, provided only that any candidate who receives a majority of votes in the general election shall be declared elected. Nominees receiving the largest number of votes in the run-off election shall be declared elected to the positions to be filled.
- e. Strategic Planning and Budget Advisory Committee: If more than four are nominated for the Strategic Planning and Budget Advisory Committee, the four receiving the largest number of votes in the general election shall be candidates on run-off election ballot, provided only that any candidate who receives a majority of votes in the general election shall be declared elected. The nominees receiving the largest number of votes in run-off election shall be declared elected to the positions to be filled.
- f. Committee on Academic Freedom and Tenure: Names of members of the General Faculty who have been nominated in accord with the provisions set forth in Article V, Section 8, of these Bylaws for membership on the Committee on Academic Freedom and Tenure shall be included on the ballot for general election each year.

ARTICLE V

General Faculty Standing Committees: Memberships and Terms

- Section 1. The Committee of Eleven shall be composed as follows: ten members of the General Faculty, five of whom are elected by the General Faculty each year for a term of two years; the Chair of the Faculty shall be, *ex officio*, the eleventh voting member, and shall call the first meeting of the committee, at which meeting the committee shall elect its chair. To this number shall be added one voting student delegate selected annually by the Associated Students of the University of Arizona and one voting student delegate selected annually by the Graduate and Professional Student Council in whatever manner those bodies determine. The two student delegates shall be invited to attend all regular meetings of the committee.
- Section 2. The Committee on Faculty Membership shall be composed of the Secretary of the Faculty who shall serve as chair, and three members of the General Faculty appointed by the Chair of the Faculty after consultation with the Faculty Senate Executive Committee from among candidates nominated by the Nominating Committee or by other members of the General Faculty for two-year staggered terms.
- Section 3. The Nominating Committee shall be composed of six members who are tenured or continuing members of the General Faculty elected by the General Faculty for three-year staggered terms. No more than two members shall be elected from any one College faculty and no member shall serve consecutive terms. The committee shall elect its chair from those of its members who have served one year or more on the committee.

- Section 4. The University Committee on Ethics and Commitment shall be composed of six members who are tenured or continuing members of the General Faculty elected by the Faculty Senate to serve staggered three-year terms, from nominations by the Nominating Committee or by other members of the General Faculty. The Research Integrity Officer serves as an *ex officio* non-voting member. The committee may, in consideration of individual cases or issues, expand itself by no more than three additional General Faculty members having expertise in the subject matter of the case(s) being investigated.
- Section 5. The Constitution and Bylaws Committee is composed of the Secretary of the Faculty (committee chair) and four General Faculty members appointed by the Chair of the Faculty. The Provost or Provost's designee serves as an *ex officio* non-voting member.
- Section 6. If a member of a General Faculty Standing Committee (Sections 1-5) resigns or becomes ineligible for membership, this member will be replaced for the remainder of the term of the departing member by the following:
- a. If elected, the candidate who received the next highest number of votes in the same election will be offered the vacancy, with ties broken by the Chair of the Faculty. If there is no eligible candidate, the Chair of the Faculty will fill the vacancy by appointing a member of the General Faculty.
 - b. If appointed, the Chair of the Faculty will fill the vacancy by appointing a member of the General Faculty.
- Section 7. The Grievance Clearinghouse Committee consists of the current chairs of the Committee on Academic Freedom and Tenure, the Committee on Conciliation and the University Committee on Ethics and Commitment, a representative of the Office of Institutional Equity, and a faculty representative elected by the Faculty Senate at its May meeting. The Vice chair of CAFT shall also serve on the Grievance Clearinghouse Committee as a non-voting member. The chair of the Committee on Academic Freedom and Tenure will function as the *ex officio* voting chair of the Grievance Clearinghouse Committee.
- Section 8. The Committee on Conciliation shall be composed of six members who are tenured or continuing members of the General Faculty other than deans of any rank, elected by the Faculty Senate by secret ballot upon nomination by the Nominating Committee or other members of the General Faculty, which shall furnish twice as many names as persons to be elected. Not more than one member of any College Faculty shall be on the committee at any one time. The term of membership shall be two years. Three persons shall be elected each year. The chair of the committee shall be elected by the committee from among those in at least their second year on the committee. Members may be re-elected to this committee. At the request of the President of the University or of a College Faculty or of any member of the General Faculty who has a grievance and has failed to resolve the matter through discussing the same with the appropriate department head or dean, the committee shall act expeditiously. In the event that the committee is of the opinion that the case load is so great that undue delay will be experienced, the committee may direct that temporary members be selected by the chair from a pool of names provided by the Nominating Committee or other members of the General Faculty, which shall contain not less than twice the number of names as there are temporary members to be selected. The Committee on Conciliation shall conduct its business in meetings rather than hearings, and participation by legal counsel will generally be discouraged.

Section 9. The Committee on Academic Freedom and Tenure shall be composed of twelve tenured or continuing members of the General Faculty other than deans of any rank, four of whom shall be elected each year by the General Faculty for a term of three years. The slate of candidates presented to the General Faculty shall be selected in the following manner:

- a. The Nominating Committee will prepare a list of names containing not fewer than two times the number to be elected. After consultation with the Chair of the Faculty and the President, the committee will reduce the list to a slate of twice the number to be elected, giving due consideration to diversity. For each person listed, a brief description of relevant academic experience, qualifications and background will be provided. This information will also appear on the ballot submitted to the General Faculty along with the names and colleges of continuing members. If the outcome of an election cannot be determined because of a tie vote, a runoff election shall take place.
- b. The Committee on Academic Freedom and Tenure shall elect its chair and vice chair from among those of its regular members who have served at least one year. In the event that the committee is of the opinion that the case load is so great that undue delay will be experienced in the hearing and disposition of all cases before it, the committee may direct that temporary members be installed to hear specific cases. Temporary members shall be selected by the presiding officer of the committee by whatever means he or she deems appropriate from a pool of names provided by the Nominating Committee or by other members of the General Faculty. Such a pool shall contain not less than twice the number of names as there are temporary members to be selected. The Committee on Academic Freedom and Tenure shall select one of its regular members to serve as panel presiding officer in each case. In all cases the tenure of temporary members of the committee shall be limited to the hearing and disposition of the specific case which occasioned their selection.
- c. If an elected member of the Committee on Academic Freedom and Tenure resigns or becomes ineligible for membership, this member will be replaced for the remainder of the term of the departing member with the candidate who received the next highest number of votes in the same election, with ties broken by the Chair of the Faculty. If there is no eligible candidate, the Chair of the Faculty will fill the vacancy by appointing a member of the General Faculty who is otherwise eligible for membership on the committee.

Section 10. The University Committee for Monitoring Labor and Human Rights Issues is composed of seven faculty members nominated by the Nominating Committee or by other members of the General Faculty and approved by the Faculty Senate Executive Committee, two student representatives appointed by the Associated Students of the University of Arizona and the Graduate and Professional Student Council, respectively, and one community member selected by the committee itself. Appointees shall have demonstrated interests and/or areas of expertise in labor and human rights issues. Members shall serve for three-year renewable terms. The Committee will elect a chair and vice chair within the committee who shall serve one-year renewable terms.

Article VI.
University-wide Committees with Shared Governance Participation

- Section 1. The Shared Governance Review Committee is composed of the Chair of the Faculty, the Chair of the Strategic Planning and Budget Advisory Committee (SPBAC), the Presiding Officer of the Senate (committee chair), two Senators (elected by the Senate), one additional member of SPBAC (chosen by the chair of SPBAC), the Provost, and two other members of the administration chosen by the President. These members serve two-year staggered terms, and in addition, there shall be one representative each from Appointed Professionals Advisory Council (APAC), Classified Staff Council (CSC), Associated Students of the University of Arizona (ASUA), and Graduate and Professional Student Council (GPSC), who will be appointed in the terms determined as these organizational bodies see fit.
- Section 2. The University Committee on Corporate Relations (UCCR) is a University-wide committee with shared governance participation. The committee will elect a chair annually who shall be a committee member and a member of the General Faculty. The regular voting membership of the committee shall consist of five members of the General Faculty appointed by the Chair of the Faculty and the remaining voting membership as indicated in the bylaws of the UCCR. If the Chair of the Faculty chooses to attend meetings and is not the committee chair, he or she may attend as an advisor as well. General Faculty members are appointed for two-year renewable terms.
- Section 3. The Naming Advisory Committee consists of the Vice Chair of the Faculty (committee chair), President of the UA Foundation, President of the Arizona Alumni Association, President of the Associated Students of the University of Arizona (ASUA), President of the Graduate and Professional Student Council (GPSC), Provost of the University, President of the Classified Staff Council (CSC), chair of the Appointed Professionals Advisory Council (APAC), a representative of the Dean's Council (elected by the Deans), and a representative from the Faculty Senate (appointed by the Chair of the Faculty). Members serve annual terms.
- Section 4. The Undergraduate Council shall be composed as follows:
- a. The Undergraduate Council (UGC) voting membership shall consist of: the UGC chair; one member of the General Faculty from each college that offers undergraduate degrees; one member from the Library; and one member from the Honors College; each chosen by election in the college OR the appointment by the Dean, after consultation with that college's version of an advisory council in accordance with the shared governance guidelines and agreements. College representatives serve for three-year terms. In addition, the chair of the University-wide General Education Committee or a designated alternate currently serving on the committee; the chair of the University General Petitions Committee or a designated alternative currently serving on the committee; and one to two student representatives from the Associated Students of the University of Arizona (ASUA) appointed to Undergraduate Council by the president of ASUA, shall serve as voting members of the UGC. ASUA members serve one-year terms that may be renewed. The chair shall be appointed by the Chair of the Faculty, on advice of the Nominating Committee and in consultation with the Senior Vice Provost for Academic Affairs, in accordance with the principles detailed in the shared governance guidelines and agreements.

- b. Non-voting members may include others as needed, by invitation of the chair.
- c. The Senior Vice Provost for Academic Affairs, the Senior Director of Academic/Curricular Affairs, the Registrar, the Director of Advising Resource Center, the Vice Provost of Digital Learning & Student Engagement for the Office of Academic Initiatives and Student Success, the Assistant Director of Academic Policies & Organizations are *ex officio* non-voting members.

Section 5. The University-wide General Education Committee shall be composed as follows:

- a. The committee is composed of faculty representatives from each of these colleges: Agriculture and Life Sciences (two voting members); Architecture and Landscape Architecture, Education, Nursing and Pharmacy (one shared voting member); Eller College of Management (two voting members); Engineering (one voting member); Fine Arts (two voting members); Honors College (one voting member); Humanities (two voting members); Science (two voting members); Social and Behavioral Sciences (two voting members); two student representatives, one undergraduate junior or senior, and one graduate, each have one voting member (two voting members); Pima Community College Office of Transfer Curriculum (*ex officio* non-voting); and the Senior Vice Provost for Academic Affairs (*ex officio* non-voting). There is additional non-voting representation from three Foundations programs: English, Mathematics, and Second Language. Each faculty member serves a three-year term; each student will serve a one-year term. Colleges are advised that at least part of the membership should be elected by their faculty, but in order to ensure that certain minority interests are heard, it is reasonable that part of the membership be appointed.
- b. In addition, there is invited, non-voting representation from areas directly involved in general education.
- c. Support for the committee is provided by the Office of the Senior Vice Provost for Academic Affairs.
- d. The chair is chosen in consultation between the Chair of the Faculty and Senior Vice Provost for Academic Affairs, and serves a three-year, renewable term. The chair of UWGEC is a voting member of the Undergraduate Council, and reports to the Senate through or in concert with the UGC chair.

Section 6. The Graduate Council and its officers shall be composed as follows:

- a. Faculty. Faculty members of the Graduate Council shall be chosen by the faculty in each academic college, according to a process approved by the faculty in each college. Faculty representation on the Graduate Council is based on the number of students enrolled in graduate programs within each academic college and the Graduate Interdisciplinary Programs. The number of representatives per college is determined by rank ordering colleges by graduate enrollment. Those colleges whose graduate enrollment is in the upper half will have two members; those in the lower half will have one representative. The term is four years.

- b. Graduate Coordinators. Graduate Coordinators shall elect two members of the Graduate Council. Terms are two years, renewable; and the terms are staggered.
- c. Graduate students. The Graduate and Professional Student Council shall select, according to its own procedures, three members for the Graduate Council. Terms are one year, renewable.
- d. The Dean and the Associate Deans of the Graduate College are *ex officio* voting members of the Graduate Council.
- e. The chair shall be appointed by the Chair of the Faculty, on advice of the Nominating Committee and in consultation with the Dean of the Graduate College, in accordance with the principles detailed in the shared governance guidelines and agreements.

Section 7. The Strategic Planning and Budget Advisory Committee's (SPBAC) membership is comprised of twenty-one voting members and eleven (11) *ex officio* non-voting members.

- a. Eleven of the voting members are faculty: the Chair of the Faculty; six faculty elected by the general faculty for staggered, three-year terms; three faculty selected by the Chair of the Faculty in consultation with the President for three-year rotating terms; and a SPBAC chair. The SPBAC chair is appointed by the President in consultation with the Chair of the Faculty for a two-year term. The President and Chair of the Faculty may also select a SPBAC co-chair from the existing SPBAC membership; under such circumstances, the co-chairs have one shared vote. SPBAC chairs must have served at least one year on the committee prior to appointment as chair. SPBAC chairs may be re-appointed for one additional term, with the consent of a majority of SPBAC voting members.
- b. If an elected faculty representative to SPBAC resigns or becomes ineligible to serve, the candidate who received the next highest number of votes in the same election will be offered the vacancy, with ties broken by the Chair of the Faculty. If there is no eligible candidate, the Chair of the Faculty will fill the vacancy by appointing a member of the General Faculty to serve for the remainder of the term.
- c. The remaining ten voting members are appointed: two deans, two representatives from the President's cabinet, and two non-faculty staff are appointed by the President for three-year rotating terms. Representatives of the Classified Staff Council, Appointed Professionals Advisory Council, Graduate and Professional Student Council and the President of the Associated Students of the University of Arizona (who automatically sits on SPBAC) serve at the will of their governing organizations.
- d. The eleven (11) *ex officio* (non-voting) members are comprised of: Associate Vice President for Institutional Analysis; Associate Vice President in the Budget Office; Senior Associate Vice President for Health Sciences; Vice President for Global Initiatives; Vice President Alumni Relations/President of the Alumni Association; Senior Vice President for Business Affairs and CFO; Senior Vice President for Finance and Administration; President of the University of Arizona Foundation; Vice Provost for Digital Learning & Student Engagement and Associate Vice President for Student Affairs & Enrollment Management; Senior

Vice President and Provost; and Vice Provost for Inclusive Excellence and Senior Diversity Officer.

Article VII
Grievance Policies and Procedures for Faculty

Section 1. Purpose: To provide for review procedures for members of the General Faculty implementing 6-201(N) (See *Arizona Board of Regents Policy Manual* at 6-201(L) and 6-201(M) for procedures applicable to dismissal, suspension without pay or adverse actions concerning promotion, tenure or nonrenewal allegedly based on discrimination or unconstitutional action, and 6-302 for procedures applicable to dismissal or suspension of Academic Professionals.

Source: *Arizona Board of Regents Policy Manual* - 6-201
Arizona Board of Regents Policy Manual - 6-302
University Handbook for Appointed Personnel (UHAP)

Section 2. Grievance Principles

- a. The Board of Regents and the President, administrators and faculty of the University of Arizona (UA) recognize the importance of providing a prompt and efficient procedure for fair and equitable resolution of grievances without fear of prejudice or retaliation for initiating a grievance or participating in the grievance process. Faculty members should have a reasonable amount of time to file grievances to seek redress for perceived harm they have suffered.
- b. Each individual's attempt to rectify a perceived wrong is considered consistent with UA's role as an upholder of individual rights and the integrity of the University.
- c. The existence of a grievance process in no way diminishes the responsibility of faculty and administrators for the exercise of sound judgment.
- d. All grievants shall have clearly defined avenues of appeal and redress that may include mediation and/or an opportunity to present one's concerns to a faculty committee that reports to the President or his or her designee. The President decides the matter and his or her decision is the final agency decision. The grievant's rights to relief in the courts shall not be affected by this policy.
- e. Faculty grievance procedures apply to general faculty as defined in the Constitution of the General Faculty, Article II.
- f. The preferred option is to resolve grievances internally at the level closest to the grievant. By using internal conciliation and hearing procedures first, the grievant should ordinarily be able to obtain acceptable results without escalation to a formal charge with an outside agency.

- g. At each level of the grievance process, the Grievance Clearinghouse Committee or decision maker will advise the grievant of the options available for redress and appeal as part of his or her decision if the grievance is not resolved at that level.
- h. In cases to which they apply, the Arizona Board of Regents Policy Manual 6-201 and 6-302 takes priority. In other cases, a grievant may have his or her issues reviewed by the Grievance Clearinghouse Committee for potential review by the Committee on Conciliation and/or Committee on Academic Freedom and Tenure.
- i. When a matter reaches a formal hearing, faculty may choose to present the grievance before a panel of their peers without counsel present. Alternatively, faculty may choose to be represented by legal counsel at his or her own expense in all hearings.
- j. At any and all times, the faculty members hearing grievances shall have the opportunity, but not the duty, to consult University counsel or any outside counsel who has or will be appointed for consultation purposes. In all matters and proceedings, however, the faculty members considering a grievance shall have the right to make the final decisions on all matters substantive or procedural. The role of University or outside counsel shall be solely to answer questions put to them by the faculty considering the grievance.
- k. Each grievant has the right to a fair and reasonably speedy investigation and judgment by members of the appropriate committee or office.
- l. Two or more faculty members with the same grievance have the right to seek redress jointly or individually.
- m. Grievance committees shall keep written records, as appropriate, which shall be equally available to all parties in the case, except privileged communications or documents that are confidential pursuant to state or federal laws or regulations. Committees are not required to keep records of deliberations.
- n. All parties to a grievance are entitled to notification within three (3) business days of changes in the status of their grievance.
- o. Grievances involving faculty members who work off the main UA campus generally shall be handled by grievance procedures prescribed herein.
- p. Grievants and witnesses are assured freedom from reprisals related to their testimony or participation in the grievance process. A separate whistleblower policy describes whistleblower protections and when those protections are applicable.
- q. Allegations of sexual or other impermissible harassment will be referred to the University Office of Institutional Equity for investigation.
- r. Allegations of discrimination on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or

genetic information will be referred to the Office of Institutional Equity for investigation.

- s. Issues of misconduct in research, scholarship, or creative endeavor; conflict of commitment, and facilities misuse are handled by the University Committee on Ethics and Commitment (UCEC) or other committees designated under a separate policy. In conducting inquiries on those matters, UCEC or other appropriate committees follow the applicable University policies on research integrity, professional commitment, and proper facilities use.
- t. Generally, if a conflict cannot be settled through informal means, a member of the faculty is best served by filing his or her grievance with the single and most appropriate committee or office. The Grievance Clearinghouse Committee will direct the faculty grievant to the appropriate office or hearing body.
- u. The standard of proof for all findings, conclusions, and recommendations relating to grievances shall be a preponderance of the evidence.
- v. No faculty member or administrator can be a decision maker in a dispute in which he or she is a party or in which he or she has a conflict of interest.
- w. No faculty member shall forfeit the right to grieve a matter unless he or she has been harmed, has a right to grieve the matter, and is specifically apprised of any time limits regarding contesting the matter.

Section 3. Grievance Resolution Procedures

The Grievance Clearinghouse Committee shall be composed of the chairs of the Committee on Academic Freedom and Tenure (CAFT), the Committee on Conciliation, the Committee on Ethics and Commitment, a representative of the Office of Institutional Equity, and a faculty representative selected by the Faculty Senate. The vice chair of CAFT shall also serve on the Grievance Clearinghouse Committee as a non-voting member. The chair of CAFT will function as the *ex-officio* voting chair of the Grievance Clearinghouse Committee.

- a. The recommended starting point for resolving grievances is at the head or dean level, whichever is applicable. If, however, the grievant does not wish to follow this route, or this route has not provided acceptable resolution, a grievant has the option of using the Ombuds Program, informal University mediator, or review by the Grievance Clearinghouse Committee.
- b. In most cases, faculty may choose an informal route, (i.e. Ombuds Program or informal mediation). Faculty may request (if appropriate) a review by the Grievance Clearinghouse Committee. Grievances alleging discrimination may be filed with either the Grievance Clearinghouse Committee or directly with the Office of Institutional Equity. If the Grievance Clearinghouse Committee receives a grievance alleging discrimination or harassment, the Committee will forward the grievance to the Office of Institutional Equity.
- c. Informal problem resolution may be requested, or formal grievances may be filed if the grievant believes any of the following:

- i. There has been a violation, a misinterpretation, or an arbitrary or discriminatory application of University policy, regulation, or procedure which, applied personally to that faculty member, infringes upon his or her privileges, responsibilities, or terms and conditions of employment, (e.g., salary, teaching assignment, equipment access, or other inequities); or
- ii. He or she has suffered an adverse employment decision on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information; or
- iii. There has been an infringement on his or her academic freedom.

Section 4. Informal Resolution Procedures

Informal resolution procedures are provided for the faculty member who desires informal assistance in the resolution of a complaint. The Ombuds Program or informal University mediator are available to conciliate and coordinate communication among the grievant, respondent and others related to the complaint. The purpose of these processes is to air differences between the parties and to resolve the complaint to the satisfaction of both parties without resorting to more formal review. In some instances, upon the agreement of the parties and contingent on the availability of resources, an outside mediator may be available to conduct dispute resolution. Informal resolution is strongly recommended.

a. Ombuds Program

The Ombuds Program is a confidential, informal, impartial, and independent resource for effective communication, collaboration, and conflict management. The program provides assistance with a wide variety of faculty issues, concerns, questions, conflicts, and challenges through consultation, coaching, mediation and facilitation, training, and organizational development. The program works on a many levels, from one-on-one to small and large groups, from individual to departmental, organizational, and systemic level concerns/issues. If you aren't sure where to start or what dispute resolution option to choose, the Ombuds Program can help you identify and explore your options for addressing the situation within and outside of the Ombuds Program, and connect you with other helpful resources.

- i. Ombuds Program Confidentiality: Confidentiality is a fundamental element of the Ombuds Program. As such, the Ombuds Program is not authorized to accept notice of allegations of violations of law or other formal complaints on behalf of the University of Arizona or the Arizona Board of Regents. The Ombuds Program treats all communications, and the identities of all visitors, as strictly confidential to the maximum extent permitted by law unless, in the discretion of the Ombuds, failure to disclose information would create an imminent risk of serious harm. No employee or other University constituent may compel the Ombuds Program to disclose information.

- ii. Ombuds Program Informality: The Ombuds Program is an informal and off-the-record resource and as such does not engage in formal processes and is not authorized to make or change policy.
- iii. Ombuds Program Impartiality: As the designated neutral of the organization, the Ombuds Program works with all visitors and situations in an impartial manner. Ombuds do not take sides or advocate for any individual or group.
- iv. Ombuds Program Independence: The Ombuds Program functions independently of other organizational entities.
- v. Ombuds Program Terms of Use: By electing to utilize the voluntary services offered by the UA Ombuds Program, visitors agree to never seek to compel the Ombuds to disclose any information received as part of providing Ombuds services in any other forum, including a formal grievance or lawsuit. In addition, if the Ombuds Program utilizes mediation, facilitation, or another group process the visitors agree (to the extent permitted by law) to: (i) keep any and all communications that take place in the process confidential unless all parties agree otherwise, (ii) waive any right they may have to use communications that take place in the process in any formal grievance or lawsuit, and (iii) participate in good faith towards a mutually satisfactory outcome.

b. “Point of View”-The University’s Informal Mediation Program

The Point of View Informal Mediation, sponsored by Human Resources, provides neutral trained mediators from the University community. Those who elect to use this process are provided an opportunity to share their uninterrupted point of view. The mediator does not decide who is right or wrong; instead, the mediator helps people understand the conflict and brainstorm options to solve it.

Section 5. Grievance Review Procedures

- a. Whether or not a grievant has sought Informal Resolution, he or she may request a review by the Grievance Clearinghouse Committee. The Grievance Clearinghouse Committee shall consider the complaint and assign it to the appropriate committee chair (e.g., Conciliation Committee). If the grievant alleges unlawful discrimination not covered by *Arizona Board of Regents Policy Manual* 6-201(M) or 6-302, he or she may file a complaint directly with the Office of Institutional Equity without first going through the Grievance Clearinghouse Committee.
 - i. Requests for the Grievance Clearinghouse Committee review should be filed at the Faculty Center.
 - ii. If the Grievance Clearinghouse Committee determines the grievant's case contains an allegation of unlawful discrimination, the grievant's case shall be referred to the Office of Institutional Equity.

- iii. The Grievance Clearinghouse Committee has the right and responsibility to decline to forward grievances for further consideration if the complaint does *not* involve:
 - (1) A violation, a misinterpretation, or an arbitrary or discriminatory application of University policy, regulation, or procedure which, applied personally to that faculty member, infringes upon his or her privileges, responsibilities, or terms and conditions of employment (e.g., salary, distribution of effort, equipment access, or other comparable inequities); or
 - (2) An allegation of an adverse employment decision on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, genetic information; or
 - (3) An infringement on his or her academic freedom; or
 - (4) Those grievances covered under Section 5, b, iii, (3).
 - iv. The Grievance Clearinghouse Committee has the right and responsibility to decline to forward grievances for further consideration if the complaint is substantively identical to an earlier grievance by the same individual which has been, or is being, dealt with through the Committee on Academic Freedom and Tenure or the Office of Institutional Equity process.
 - v. If the Grievance Clearinghouse Committee declines to send the grievance forward the grievant has the right to appeal that decision to a special ad-hoc committee comprised of neutral members who are not members of either the Grievance Clearinghouse Committee or the Committee on Academic Freedom and Tenure. Members are appointed by the Chair of the Faculty. The Grievance Clearinghouse Committee shall either affirm the decision to decline to send the grievance forward, or overrule the decision and send the grievance forward.
- b. The grievance review procedure will involve the following steps:
- i. Within thirty (30) days of the date of any informal resolution process or within six (6) months of the grievant's knowledge of the occurrence of the actions which formed the basis for the grievance, the grievant shall make a written request for a formal review to the chair of the Grievance Clearinghouse Committee.
 - ii. The request must be filed by the grievant by hand delivery or by certified mail, return receipt requested, at the Faculty Center and shall contain: grievant's name, address, telephone number, a statement of the complaint, resolution sought, and either the name and address of grievant's attorney, or a statement that grievant is proceeding without an attorney.

- iii. The Grievance Clearinghouse Committee shall review the facts surrounding the allegation(s) and may either decline to forward the grievance for further consideration or forward the case based on the following jurisdictional guidelines:
- (1) Alleged discrimination. If discrimination in employment, program, or activity based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information is the basis of the grievance, the matter will be referred to the Office of Institutional Equity for consideration in accordance with the procedures established by that office.
 - (2) The Grievance Clearing House Committee may decide to forward the grievance for further consideration to the Committee on Conciliation.
 - a. The Committee on Conciliation has jurisdiction to make inquiry and discuss any problem involving any member of the General Faculty in his or her relationship with the University. The committee may consult and advise but shall not conduct hearings. It is the duty of the committee after careful investigation, to offer advice to the person or persons involved.
 - b. Legal counsel may not attend or participate in the Conciliation. A grievant may have an adviser from the University community who has no personal knowledge of the matter, who may attend meetings and review written documentation.
 - c. The Conciliator(s) shall have fifteen (15) days after assignment by the Grievance Clearinghouse Committee to contact the parties, followed by thirty (30) days to try to resolve the conflict. Upon agreement of the parties, the chair of the Conciliation Committee may extend the conciliation period by thirty (30) days.
 - d. The Conciliation results shall be summarized in a **letter** prepared by the Conciliator and sent to the parties.
 - e. If Conciliation provides a mutually satisfactory result the process ends. If the parties cannot resolve the differences, the grievant has thirty (30) days from the date of the Conciliator's **letter** to contact the Grievance Clearinghouse Committee to request that the grievance be reviewed by the Committee on Academic Freedom and Tenure.
 - (3) Other faculty grievances, including infringement on academic freedom and tenure not covered by *Arizona Board of Regents*

Policy Manual 6-201(M) or 6-302, will be reviewed by the Committee on Academic Freedom and Tenure under this policy.

- (a) Under this policy, the Committee on Academic Freedom and Tenure shall review any faculty allegation that a decision affecting his or her employment relation with the University was not determined in substantial compliance with regular University procedures, but only after any administrative appeal mechanism applicable to the decision in question has been exhausted.
- (b) The Committee on Academic Freedom and Tenure shall review other faculty grievances, such as alleged unfair treatment, where no policies or procedures exist or existing policies or procedures have been misinterpreted, misapplied or violated by a University administrator, but only after any administrative appeal mechanism applicable to the decision in question has been exhausted.
- (c) The Committee on Academic Freedom and Tenure review process shall include an interview with the grievant who will be afforded an opportunity to express his or her concerns, and may include interviews with other parties which are required if further action is considered. Within ten (10) days of this interview, the Committee on Academic Freedom and Tenure will either choose to recommend a formal hearing before the Committee on Academic Freedom and Tenure or will determine that the faculty member will not be afforded a formal hearing.

Section 6. Grievance Hearing Procedures

- a. In cases in which a faculty member is suspended or dismissed, receives an adverse decision concerning his or her promotion, tenure, or nonrenewal as a result of allegedly discriminatory or unconstitutional action (including violations of due process or academic freedom), or is released from employment under ABOR Policy 6-201L (Conditions of Faculty Service, Hearing Procedures for Faculty), he or she may request a formal hearing before the Committee on Academic Freedom and Tenure.
 - i. The chair of the Committee on Academic Freedom and Tenure shall forward to the respondent the request for a hearing and the formal grievance within seven (7) days after the Grievance Clearinghouse Committee has referred the case to the Committee on Academic Freedom and Tenure, with instructions to respond within fifteen (15) days. If the grievant has indicated that he or she will be represented by counsel, the time for respondent to respond should be extended as needed in order for the respondent to seek the advice of counsel. The response shall contain

the name, address, telephone number of respondent, a statement of respondent's position on the issue, and the name and address of the respondent's attorney (if any) if grievant elects to be represented by an attorney.

- ii. The chair of the Committee on Academic Freedom and Tenure will appoint a hearing panel within ten (10) days of a case assignment. The chair of the Committee on Academic Freedom and Tenure panel will set a hearing date in conjunction with all parties involved in the case. The hearing should begin within sixty (60) days of the date the grievance is assigned to the hearing panel. The sixty (60)-day period includes only the time when the University is in session. Semester breaks and summer recess are not included unless otherwise agreed to by the Committee on Academic Freedom and Tenure panel chair and the parties. The parties shall receive notice of the hearing date at least twenty (20) days before the hearing date. The notice shall include:
 - (1) A statement of the time, place and nature of the hearing;
 - (2) A statement of the authority and jurisdiction under which the hearing is to be held;
 - (3) A reference to the particular statutes, rules, or policies involved; and
 - (4) A short and plain statement of the matters asserted. If the Committee on Academic Freedom and Tenure is unable to state the matters in detail at the time the notice is served, the initial notice may be limited to a statement of issues involved. Thereafter, upon application, a more definite and detailed statement shall be furnished.
- iii. A grievance shall not proceed if the grievant, after due notice, fails to be present or fails to obtain a continuance. A grievant may withdraw his or her grievance at any stage in the grievance procedure by writing the chair of the panel designated to hear the grievance.
- iv. If a grievant commences a grievance with an outside investigative agency based on the same or similar grounds, either the conciliator or the chair of the hearing panel, depending on the stage of the complaint process of the internal grievance, will continue the internal process unless the grievant withdraws the internal grievance or desires a postponement.
- v. No later than fifteen (15) days before the hearing date, the grievant and respondent must provide written documentation, including exhibits and a list of witnesses, to the chair of the hearing panel. The chair may require additional written submissions such as a written opening statement prior to the hearing.

- vi. The chair of the hearing panel shall send a copy of the written documentation and witness lists submitted by the grievant and the respondent to the panel members within three (3) days after receipt. The grievant's witness list, exhibits, and other required documentation will be forwarded to respondent, and the respondent's witness list, exhibits, and other required documentation will be forwarded to grievant by the chair within three (3) days after receipt of lists from both parties.
- vii. Any member of the General Faculty requested by the panel to appear as a witness in its investigation of a complaint shall consider it an obligation as a General Faculty member to appear and testify. The chair of the panel may call witnesses upon request of either party or on the chair's initiative. The chair may also require the production of books, records, and other evidence. Such requests shall be made either by personal delivery or by certified mail. The chair of the hearing panel shall have the authority to issue subpoenas for the attendance of witnesses and for the production of books, documents, and other evidence.
- viii. The Committee on Academic Freedom and Tenure has an important fact-finding role. The hearing may be conducted in an informal, collegial manner and without adherence to the rules of evidence required in judicial proceedings. To the extent possible, the hearing should be carried out in a non-adversarial, collegial way. Hearings shall be conducted according to the following rules:
 - (1) No fewer than three (3) faculty members shall constitute a hearing panel. Members shall not participate on a hearing panel when there is a conflict of interest.
 - (2) The hearing, but not the deliberations of the committee, shall be recorded.
 - (3) Unless overriding reasons under law or ABOR policy are given to grievant, respondent, and other appropriate parties, all parties shall have access to all information that is presented during the hearing at no expense to them.
 - (4) The chair of the panel shall keep the parties informed about the status of the grievance.
 - (5) Faculty may choose to have a hearing on a grievance before a panel of their peers without legal counsel present. Alternatively, the faculty may choose to be represented by legal counsel present at his or her own expense in all hearings. In cases between a faculty member and an administrator, if the faculty member chooses not to be represented by counsel present at the hearing, then the administrator shall not have counsel at the hearing either. In cases between faculty members, either party may choose to be represented by counsel present at the hearing at his or her own expense. Any party may obtain legal advice

and assistance in preparation for a hearing, even if a legal advisor will not be present at the hearing itself.

- (6) Legal advice to the grievance panel:
 - (a) If neither party is advised or represented by counsel and a University attorney has not been involved in the case on behalf of either party, then a University attorney may provide legal advice to the grievance committee upon request.
 - (b) Outside counsel may be selected by the Committee on Academic Freedom and Tenure from a list of qualified attorneys provided by the University to provide legal advice to the committee if the University attorney is precluded from providing advice to the committee because of a conflict or for other reasons as determined by the Committee on Academic Freedom and Tenure. The role of counsel is to give sound legal advice and assistance to the panel on the matter it is hearing.
 - (c) At the discretion of the Committee on Academic Freedom and Tenure panel, when the parties are represented by counsel, a hearing officer may be secured under the University's agreement with Tri-University Outside Counsel. The hearing officer assists the panel in developing findings, conclusions and recommendations during deliberations and may prepare the written report in consultation with the panel but does not participate in the decision-making process of deliberation.
- (7) For good cause shown, upon request of either party or on the chair's own initiative, the chair may continue the proceedings to another time.
- (8) The hearing shall be closed to the public except that the grievant may, at his or her discretion, demand that the hearing be open to the public.
- (9) The grievant and respondent may be present during the hearing proceeding. Witnesses shall be excluded except while testifying.
- (10) Generally, the panel will allow all witnesses to testify and documents to be presented which are relevant and probative to the complaint or the response. The Committee on Academic Freedom and Tenure panel shall exclude irrelevant, immaterial or unduly repetitious evidence.
- (11) Each party may present an opening statement of his or her position. Generally, the grievant will then present all of his or her witnesses and documents. The panel members may question

the witnesses and parties and ask questions about documents presented throughout the hearing. The respondent may question the grievant and witnesses. After the grievant has presented his or her case, the respondent shall have an opportunity to present witnesses and documents, and the committee members may question the witnesses and ask questions about documents presented. The grievant may question the respondent and witnesses.

- (12) At the completion of the hearing, including any closing statement and receipt of any written memoranda requested by the panel, the panel will deliberate and prepare a written recommendation. The recommendation shall include findings of fact and conclusions, separately stated, based exclusively on the evidence. Within thirty (30) days of the conclusion of the hearing and receipt of all written documents requested of the parties, the panel will forward its recommendation to the President, who will make the final decision. Upon good cause shown, the President may extend the recommendation date by an additional thirty (30) days.
- (13) Within forty-five (45) days of the date of the panel's recommendation and record, the President shall issue a written decision that includes findings of fact and conclusions, separately stated. Copies of the President's decision, including the Committee on Academic Freedom and Tenure recommendation, shall be provided to the Committee and the parties. The President's decision shall include a statement that an appeal to Superior Court pursuant to the Administrative Review Act, A.R.S. § 12-901 et.seq., if desired, must be filed within thirty-five (35) days from the date when a copy of the decision is served upon the party affected. If the President cannot issue a decision within the forty-five (45) day period, the President will notify the parties within that period of a delay in the issuing of the decision, the reasons for the delay, and the date on which the decision can be expected.
- (14) A faculty member who is dissatisfied with the President's decision may request reconsideration of the decision by filing a written request with the President no later than fifteen (15) days following receipt of the President's written decision. If no request for reconsideration is made, the President's decision is effective at the expiration of the period in which to request reconsideration.
 - (a) The request for reconsideration shall be based on one or more of the following grounds:
 - (i) Irregularities in the proceedings, including any abuse of discretion or misconduct by the Committee on Academic Freedom and Tenure

- panel that deprived the faculty member of a fair and impartial hearing;
 - (ii) Newly discovered material evidence which with reasonable diligence could not have been presented at the hearing; or
 - (iii) The decision is not justified by the evidence or is contrary to law.
- (b) If the faculty member requests reconsideration, the President will either deny reconsideration or issue a final decision within twenty (20) days of receiving a request for reconsideration.
 - (c) The President's decision on reconsideration shall include a statement that an appeal to Superior Court pursuant to the Administrative Review Act, A.R.S. § 12-901 et.seq., if desired, must be filed within thirty-five (35) days from the date when a copy of the decision is served upon the party affected.

Cross-References

For the composition of grievance committees, see "Bylaws of the General Faculty of the University of Arizona." Article V, Sections 7, 8, 9.

For the Board of Regents' policy, see *Arizona Board of Regents Policy Manual Section 6-201*, "Conditions of Faculty Service" and *Arizona Board of Regents Policy Manual Section 6-301*, "General Provisions and Definitions for Conditions of Service for Academic and Service Professionals."

**ARTICLE VIII
The Faculty Senate**

Section 1. Functions

Among the functions to be exercised by the Faculty Senate are:

- a. To recommend curricula and degrees for approval. While matters pertaining to courses, major and minor requirements, the kinds of degrees and requirements for each will originate in the various colleges, the final formulation which is to be recommended to the Board of Regents shall be determined by the Faculty Senate.
- b. To formulate and/or recommend for approval policies governing official University catalogs.
- c. To establish committees to assist in carrying out functions assigned to the Faculty Senate by the "Constitution and Bylaws of the General Faculty."
- d. To maintain communication and liaison with the President of the University, administrators, faculty, staff, and students.

- e. To recommend policy concerning academic conduct of students.
- f. To recommend policies concerning promotion, tenure, continuing status, sabbatical leave, and other leaves of absence.
- g. To act upon nominations for recipients of honorary degrees, which may be proposed by one or more of the College Faculties.
- h. To make recommendations relative to the general University policies and procedures.
- i. To discharge responsibilities assigned by the Constitution and Bylaws of the General Faculty.
- j. To act upon matters brought for consideration in accordance with the “Constitution and Bylaws of the General Faculty” and existing University policy.
- k. To execute such other functions as are consistent with the “Constitution and Bylaws of the General Faculty.”

Section 2. Membership

The voting members of the Faculty Senate shall be comprised of the following:

- a. *Ex officio* voting members: The President of the University, the Provost, the Chair of the Faculty, the Vice Chair of the Faculty, the Secretary of the Faculty, the chair of the Strategic Planning and Budget Advisory Committee, the chair of the Undergraduate Council, the chair of the Graduate Council, and the chair of the Committee of Eleven (when the chair is not an elected member of Faculty Senate), shall be voting members of the Faculty Senate. In addition, one member shall represent the Vice Presidents, and one member shall represent the Deans.
- b. Elected members: Elected members of the Faculty Senate will hold office for two years, beginning on June 1 of the year in which they are elected, in accordance with the following:
 - i. Twenty members shall be elected, prior to June 1 of the odd-numbered years, by the General Faculty. These shall be designated Senators-at-Large.
 - ii. A minimum of one member shall be elected prior to June 1 of the even-numbered years by each College Faculty. The Colleges shall include each academic college as well as any unit whose General Faculty membership exceeds the number of General Faculty in the smallest academic college. Those General Faculty members who are not part of any academic college and whose numbers in their individual units do not meet the above criteria ~~not affiliated with any college~~ shall conduct an election as if they constitute a common college. Elected members of the Faculty Senate in addition to the twenty elected by the General Faculty and the ones elected by each College Faculty, including the ~~those acting as a~~ common college, shall be apportioned among the several, ~~but not necessarily all~~ colleges,

essentially in proportion to the number in each College Faculty. Such apportionment is to be established in accord with the published census of the General Faculty by the Committee on Faculty Membership.

- c. Seven students: four students selected annually by the Associated Students of the University of Arizona and three students, selected annually by the Graduate and Professional Student Council in whatever manner those bodies decide.
- d. One Year-to-Year Appointed Professional: one member of the Appointed Professionals Advisory Council (APAC) of the University of Arizona shall be appointed annually by the Chair of APAC. The member will hold voting membership and be afforded the full privileges thereof.

e. One Representative of the Classified Staff: one member of the Classified Staff Council (CSC) of the University of Arizona shall be appointed annually by the Chair of CSC. The member will hold voting membership and be afforded the full privileges thereof.

- f. The Faculty Senate shall fill a vacant Senate seat using the following procedure:

If a Senate seat is vacated due to a Senator's resignation or inability to serve, two circumstances apply: either (a) there were unelected candidates for the position in the election in which the unable-to-serve Senator was elected; or (b) there were no unelected candidates available in that Senator's constituency.

For all vacancies occurring under situation (a), the Committee on Elections will ask the unelected candidate receiving the next highest number of votes to become the successor. If this individual is unavailable, then the next highest vote recipient will be asked to serve, repeating until no unelected candidates are available. All such successors will serve until the return of the regularly elected Senator or until the end of the vacated term, whichever occurs first, but no less than one full semester in any case.

For vacancies occurring under situation (b), two types occur as follows:

1) The vacated term to be filled is longer than one semester, in which case the Committee on Elections will be asked to conduct a special election in the constituency of the vacated seat. An individual elected in this way will serve to the end of the unexpired term of the vacated seat.

2) The vacated term is for one semester, in which case the Nominating Committee will be asked to provide the name of an individual from the vacated Senator's constituency who is willing to serve. An individual selected in this way will serve only until the end of the then current semester.

If vacancies occur because there were not enough candidates from a given constituency in an election, the Chair of the Faculty and the Vice Chair shall seek appropriate faculty members from that constituency who are willing to serve, and present these candidates to the Senate Executive Committee for approval, to fill those vacancies.

Section 3. Method of Voting

At meetings of the Faculty Senate voting shall be by *viva voce*, by a show of hands, by a rising vote, or by ballot as decided by whoever is presiding over the meeting at the time of the vote. Upon request of seven or more members of the Faculty Senate, the vote shall be taken by roll call. Such recorded vote shall be included in the minutes of the Faculty Senate which are distributed to all members of the General Faculty. It shall, however, always be in order to move to vote by ballot. An absent member may send a substitute who shall not vote.

Section 4. Faculty Senate Standing Committees

Each Faculty Senate standing committee, except the Executive Committee, shall consist of seven General Faculty members, a majority of whom must be members of the Faculty Senate. The standing committee members shall be appointed by the Vice Chair of the Faculty, after consultation with the Faculty Senate Executive Committee, from names suggested by the Nominating Committee or other members of the General Faculty. Student members of standing committees shall be nominated by the Associated Students of the University of Arizona and by the Graduate and Professional Student Council. Members of standing committees shall serve one-year terms.

All action items that are forwarded by the Faculty Senate standing committees come to the Faculty Senate as a seconded motion.

- a. Executive Committee. The committee membership shall consist of the Chair of the Faculty, the Vice Chair of the Faculty, the Secretary of the Faculty, chairs of the Faculty Senate standing committees, chair of the Committee of Eleven, chair of the Strategic Planning and Budget Advisory Committee (SPBAC), chair of the Undergraduate Council (UGC), chair of the Graduate Council (GC), one member of the Appointed Professionals Advisory Council (APAC) shall be appointed annually by the Chair of APAC, two members of the Senate elected at the regular May meeting of the Faculty Senate in alternate years from nominees whose names were submitted to the Faculty Center in time for distribution with the agenda for that meeting, the President of the University or his/her designee (non-voting), the Provost or his/her designee, (non-voting), the President of ASUA or his/her designee, the President of GPSC or his/her designee, and the Parliamentarian who shall be non-voting. The committee shall establish the agenda for each meeting of the Faculty Senate and shall receive reports from the officers, the chairs of the Senate standing committees, UGC, GC and SPBAC. The Vice Chair of the Faculty shall serve as chair of the committee.
- b. Academic Personnel Policy Committee. This committee receives reports and considers and forwards action items to the Faculty Senate relating to academic personnel policies (e.g., promotion and tenure/continuing status, policy and procedures, statistical report on decisions from the previous year, sabbatical and leave of absence policy, performance evaluation policy and procedures and their relationship to salaries, definition of faculty membership, and governance). The chair of APPC is appointed by the Chair of the Faculty.
- c. Research Policy Committee. This committee considers matters and forwards action items to the Faculty Senate relating to secrecy, research, conflict of interest, data

retention, intellectual property, research ethics, research parks, interaction with industry, patent policy, Arizona Research Laboratory, research institutes, human and animal research, and safety. One faculty member of the Research Policy Committee shall also sit on the Vice President for Research's Intellectual Property Committee. The chair of RPC is appointed by the Chair of the Faculty.

- d. Student Affairs Policy Committee. This committee considers matters and forwards action items to the Faculty Senate relating to the health, safety, and welfare of the student body, including financial aid, the Student Code of Conduct, Code of Academic Integrity, admission, registration, residency classification, high school and community college relations, recruitment and retention policies, Commencement and matters brought forth from the Division of Student Affairs and Enrollment Management. The chair of SAPC is appointed by the Chair of the Faculty.

Section 5. *Ad hoc* Committees

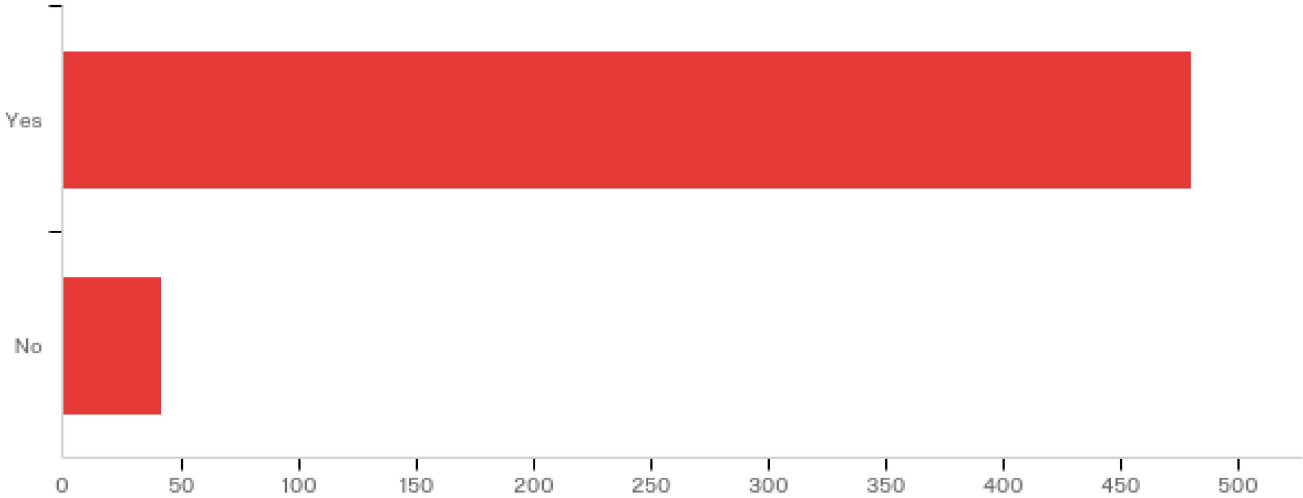
At times, *ad hoc* committees may be created to explore, define, and/or address issues of immediate concern to the faculty. If it is an *ad hoc* committee of the General Faculty, then the Chair of the Faculty shall appoint its members. If it is an *ad hoc* committee of the Faculty Senate, then the Vice Chair of the Faculty shall appoint its members. The appointment of *ad hoc* committee members shall be done by the Chair or Vice Chair only after consultation with the Faculty Senate Executive Committee, from names suggested by the Nominating Committee or by other members of the General Faculty. *Ad hoc* committee charges will contain a duration and reporting date, as specified in the Constitution, Article VII, Section 5.

Default Report

Special Fall 2017 Constitution & Bylaws Revisions

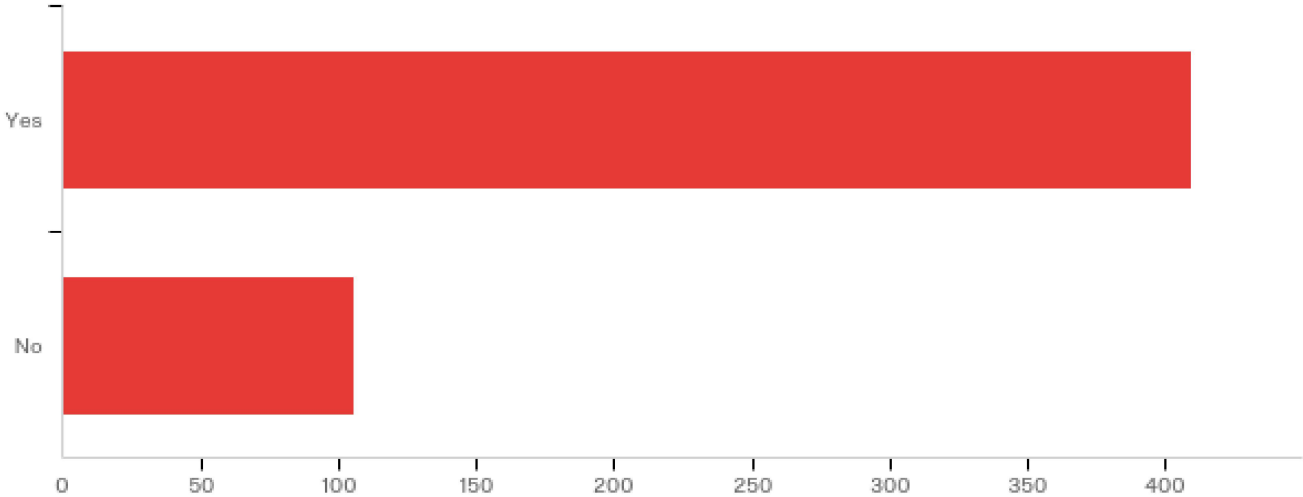
September 28th 2017, 11:35 am MDT

Q4 - Do you agree to the proposed Bylaws Revision 1 of 3 change?



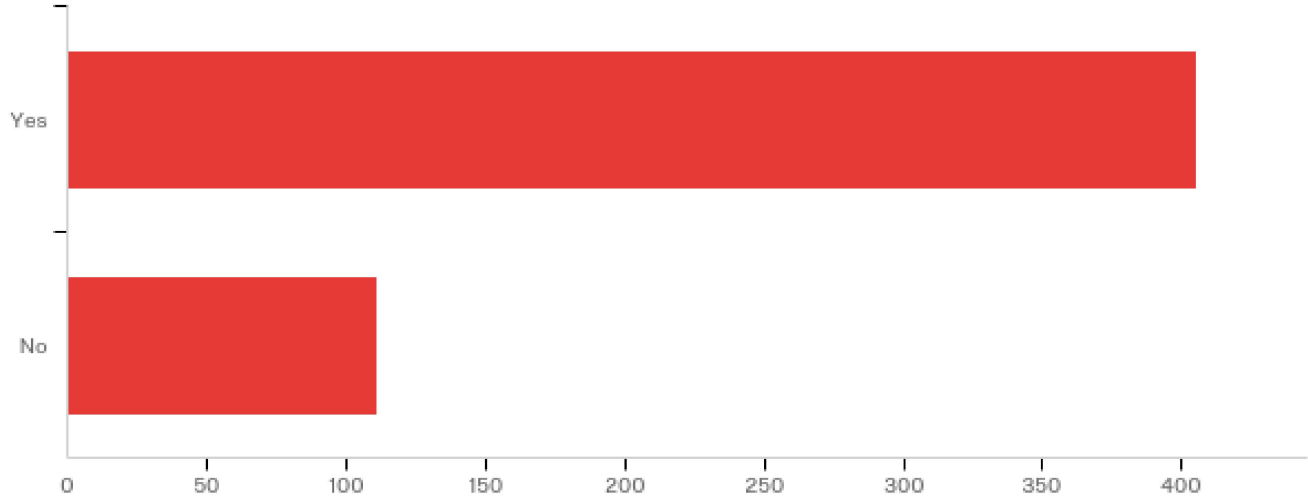
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2	No	8.05%	42
	Total	100%	522

Q8 - Do you agree with the proposed Bylaws Revision 2 of 3 change?



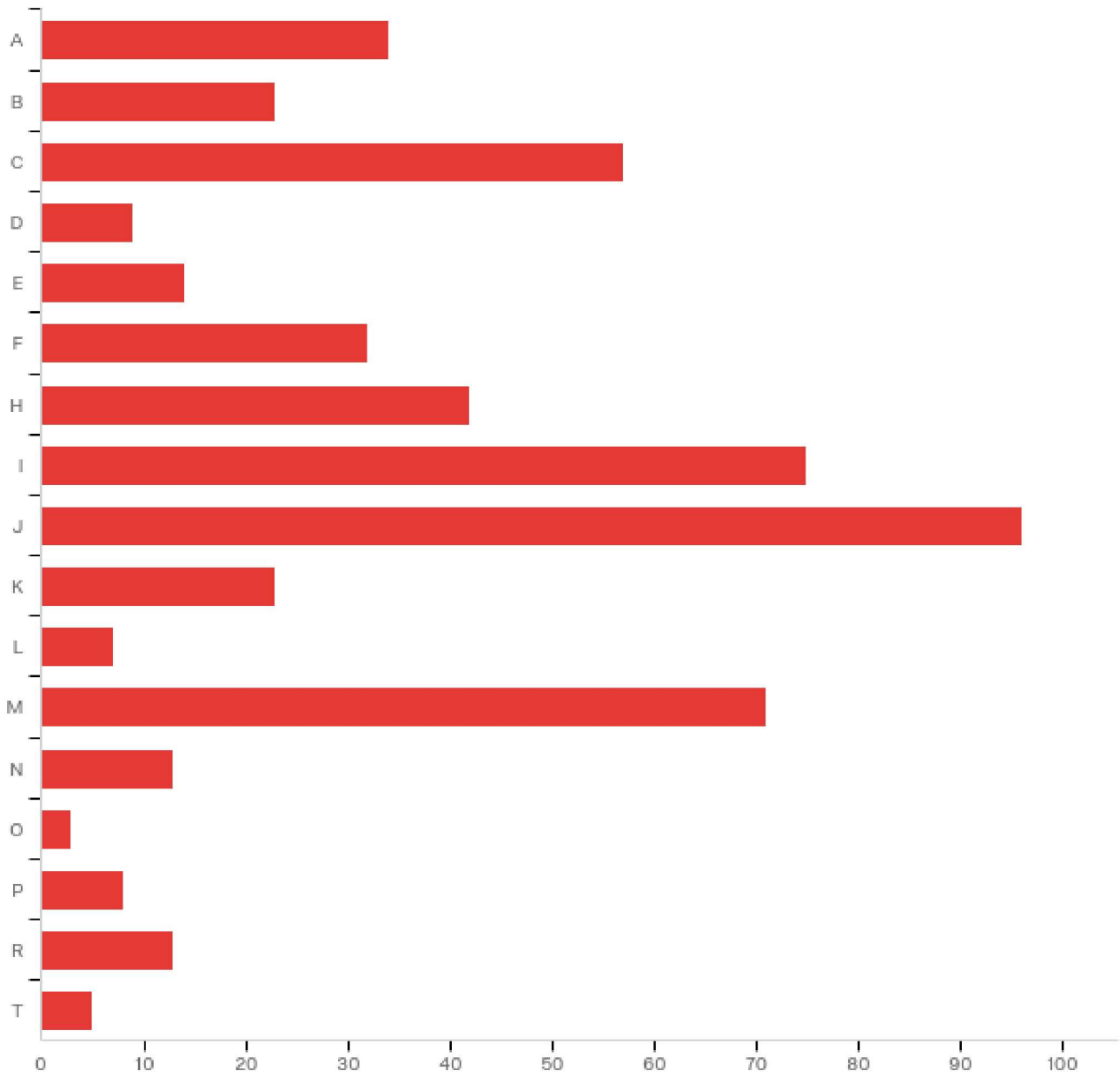
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1	Yes	79.42%	409
2	No	20.58%	106
	Total	100%	515

Q15 - Do you agree with the proposed Bylaws Revision 3 of 3 change?



#	Answer	%	Count
1	Yes	78.49%	405
2	No	21.51%	111
	Total	100%	516

Votingcode



Answer	%	Count
A	6.48%	34
B	4.38%	23
C	10.86%	57
D	1.71%	9
E	2.67%	14
F	6.10%	32

H	8.00%	42
I	14.29%	75
J	18.29%	96
K	4.38%	23
L	1.33%	7
M	13.52%	71
N	2.48%	13
O	0.57%	3
P	1.52%	8
R	2.48%	13
T	0.95%	5
Total	100%	525