

**MINUTES  
FACULTY SENATE  
MAY 3, 2021**

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**1. CALL TO ORDER**

Presiding Officer of the Faculty Senate, Melanie Hingle, called the Faculty Senate meeting to order at 3:00 p.m. via Zoom. Hingle announced that only voting members of Faculty Senate can participate in voting and discussion. During the April 26, 2021 meeting, Faculty Senators voted to reinstitute the practice of hand raising or voice votes during the meeting, as possible, instead of voting by Qualtrics survey. Because Zoom creates special challenges with counting hand raises for those who are unable to use their "zoom" hands, all participants must be muted during votes for easier counting. The Faculty Senate and Senate Executive Committee schedules for AY 21/22 can be found on the Faculty Governance website. Co-chair of APPC Dysart suggested sending calendar invitations for Faculty Senate meetings. It was agreed that calendar invitations would be sent for the next academic year. Hingle acknowledged and thanked outgoing Faculty Senators Acosta, Castro, Colina, Dong, Ghosh, Hassan, Hildebrand, Hiller, Kaufman, Min Simpkins, Oxnam, Provencher, Roussas, Ruggill, Singleton, Spece, Sulkowski, and R. Witte. The Faculty Senate elections will be conducted by secret ballot, as has been past practice, at the conclusion of the meeting via Qualtrics survey for the University Committee on Ethics and Commitment, the Committee on Conciliation, the University Hearing Board, the Grievance Clearinghouse Committee, the Senate Executive Committee Faculty Senate Representative, and the Shared Governance Review Committee.

**Present:** Senators Acosta, Behrangi, Bourget, Brewer, Brummund, Castro, Colina, Cooley, Dial, DiRoberto, Domin, Dong, Durand, Fink, Folks, Frey, Gephart, Gerald, Ghosh, Gordon, Goyal, Hammer, Helm, Hingle, Hudson, Hurh, Hymel, Jones, Knox, Lawrence, Leafgren, Lee, Little, McDonald, Milbauer, Min Simpkins, Murphy, Neumann, Oxnam, Ottusch, Pau, Rafelski, Robbins, Rosenblatt, Roussas, Ruggill, Russell, Sen, Singleton, Slepian, Smith, Spece, Stone, Sulkowski, Valerdi, Vedantam, Vega, M. Witte, and R. Witte.

**Absent:** Senators Cuillier, Durán, Hassan, Hildebrand, Hiller, Kaufman, Provencher, Reimann, Rodrigues, and Summers.

**2. \*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 (WILL BE VOTED ON VIA QUALTRICS SURVEY AT THE CONCLUSION OF THE MEETING)**

**COMMITTEE ON CONCILIATION**

Cynthia White  
Shufang Su  
Michael Grandner

**UNIVERSITY COMMITTEE ON ETHICS AND COMMITMENT**

Kate Bunton  
Damian Baca

**SHARED GOVERNANCE REVIEW COMMITTEE**

Mona Hymel

**UNIVERSITY HEARING BOARD**

Amy Fountain  
Susie Salmon  
Nicole Pagowsky  
Michael Mulcahy

**GRIEVANCE CLEARINGHOUSE COMMITTEE**

Sharon Dial

**SENATE EXECUTIVE COMMITTEE**

Mona Hymel

**3. ACTION ITEM: APPROVAL OF THE MINUTES OF APRIL 5, AND APRIL 29, 2021**

Hudson asked for a correction to the April 5, 2021 minutes concerning the General Education Refresh discussion. Hudson stated that the item was listed as an Information Item, not an Information and Possible Action Item. The minutes describe approval of the process of moving the new General Education program forward, not the content, and requests a more accurate and specific description of what was voted on. Hingle said that during the discussion of the General Education refresh, the mislabeling of the agenda item was discussed, and said discussion is stated in the minutes as

a clerical error that was corrected and approved during the Senate session. Italicized portions are from the April 5, 2021 minutes:

*“Hudson mentioned that the agenda did not state that the General Education Refresh would be voted on and it was listed only as an Information Item. Hingle responded that it was a clerical error, and “possible action item” was omitted, but that many times motions are made during meetings and move forward for a vote without it being listed on the agenda. Russell stated that Faculty Senators choose to attend meetings based on what is scheduled to be voted on.” The wording “[Motion 2020/21-37] to vote on the General Education process and implementation and moving forward with the program, not content since content is still being finalized. Motion was seconded. Motion passed via Qualtrics survey”*

Hingle stated that the vote was to ensure the presence Faculty Senate, members of Faculty Senate, and that the faculty at large have a seat at the table in the implementation of the General Education Refresh initiative. The content of the General Education program is still being developed, and the vote formalized the aforementioned collaborations and implementing the process to move forward. Hingle clarified that the discussion on record in the April 5, 2021 meeting minutes addressed Hudson’s concerns. The minutes of April 5, 2021 were approved with one abstention. The minutes of April 26, 2021 were approved with three abstentions.

4. **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.**

There were no speakers.

5. **INFORMATION AND DISCUSSION ITEM: REPORTS FROM THE PRESIDENT, PROVOST, FACULTY OFFICERS, ASUA, GPSC, APAC, CSC, RPC, APPC, SAPC, DEI, UNDERGRADUATE COUNCIL, GRADUATE COUNCIL**

Outgoing ASUA President Singleton read her report to the Faculty Senate. *Thank you all for your work and efforts on Faculty Senate and other shared governance bodies this year. It has been great to work alongside you all and learn with you. This year has been challenging for all of our constituency groups, so I appreciate your efforts to keep students at the forefront. As you know, the student body president changes every year, but student advocacy efforts remain similar. Getting to be a voice for students has been the highlight of my presidency, especially when the student experience has changed so drastically. I hope that asking for the student's opinion in a genuine way continues, as I think it has greatly improved our ability to advocate this year. Noah Vega, our new student body president, will now take over this role. I know that he will be an essential part of continuing the work that ASUA has done both over my time here and before. Our entire new class of elected officials are eager and excited to be in these positions and truly exemplify the power of student advocacy. After four years at UArizona and in ASUA, three majors and so many great involvements, I will be graduating Summa Cum Laude with a Bachelor of Arts in PPEL, Philosophy and French. Upon graduation I will (pandemic willing) be headed to the University of Glasgow in Scotland, to pursue a Master's in Human Rights and International Politics. I am so excited for this opportunity, and would not have been able to accomplish this without my time at UArizona. Thank you again for this year! If you need anything don't hesitate to reach out. ([taransingleton@email.arizona.edu](mailto:taransingleton@email.arizona.edu)) Good luck Noah! Bear down!*

6. **ACTION ITEM: NON-CONSENT AGENDA: NEW ACADEMIC UNIT APPROVAL REQUEST – SCHOOL OF MINING AND MINERAL RESOURCES – COLLEGE OF ENGINEERING DEAN, DAVID HAHN, AND INTERIM COLLEGE OF SCIENCE DEAN, ELLIOTT CHEU**

Seconded [Motion 2020/21-40] School of Mining and Mineral Resources carried and is detailed at the end of these minutes.

7. **ACTION ITEM: UNDERGRADUATE MINOR IN LIFE SCIENCES EDUCATION – CHAIR OF THE UNDERGRADUATE COUNCIL, NEEL GHOSH**

Seconded [Motion 2020/21-41] Undergraduate Minor in Life Sciences Education carried and is detailed at the end of these minutes.

8. **ACTION ITEM: MS IN DATA SCIENCE – CHAR OF THE GRADUATE COUNCIL, RON HAMMER**

Seconded [Motion 2020/21-42] MS in Data Science carried and is detailed at the end of these minutes.

9. **ACTION ITEM: BS IN MEDICINE, MED SCHOOL PREREQUISITES, AND MEMO REGARDING RESPONSE FROM THE COLLEGE OF MEDICINE – CHAIR OF THE UNDERGRADUATE COUNCIL, NEEL GHOSH**

Hingle explained that this item was first presented at the April 5, 2021 Faculty Senate meeting, and the Sponsor, Dr. Vanderah has adjusted the proposal and has submitted the adjustments for consideration. Vanderah has requested

that his colleagues vote on this today. Two minutes will be allotted for representatives who oppose the proposal to speak to the changes that Vanderah and his colleagues have made, as well as colleagues in support of the proposal. Bolger spoke as a concerned member of Undergraduate Council. The task of Undergraduate Council is to review academic programs and policies to make sure that they are in the best interest of the students and the University. The Council makes recommendations to the Faculty Senate to ensure the highest quality of new programs for all students. On March 30, 2021, prior to the last Faculty Senate meeting, the Council completed a review of the BS in Medicine proposal. The vote was five aye, nine nay, and five abstentions. Bolger feels it is her duty, and the duty of the Undergraduate Council, to represent the interests of the students. Unfortunately, the BS in Medicine proposal does not conform. The majority of the concerns raised by the Undergraduate Council have not been addressed in the most recent version of the proposal and new problems have been introduced. The memo from the Council has laid out its points. At the surface, the new major sounds like a way to connect students with physicians, and to provide an array of medical careers, however, when looking at the details, the major is sprawling and does not adequately prepare students for most of the codes listed. Recent changes in the proposal do include most of the requirements for medical school, but this takes the major to over 120 units and puts unreasonable demands on the students, making completion in four years unlikely for most students. Other proposed careers, such as radiation technologist would turn what is normally a two-year degree into a six-year plan, requiring students to first complete the four-year Bachelor of Science and then an accredited two-year Associate's Degree. Clearly, these plans do not make sense for students. Another concern of Undergraduate Council was the name BS in Medicine. The Council explained that this name could confuse and mislead students, but the College of Medicine has been unwilling to consider a new name. A memorandum was drafted with several proposed compromise solutions to allow the College of Medicine to meet their stated goals and to serve students in ways that make sense, but unfortunately, none of these have been accepted by the College of Medicine. Department Head of Molecular and Cellular Biology, Joyce Schroeder, stated that after reading through proposals and listening to the counter arguments, and arguments from the College of Medicine, the quest for the new degree stems from a lack of understanding of what is already offered at UArizona. Over a dozen pre-health degrees are currently available, including one in Schroeder's department, physiology and medical sciences in the College of Medicine, and a great number of other excellent, outstanding degrees. Many departments have worked for decades to optimize scientific education with cutting edge courses that cover things that students need for a pre-health degree, including neurobiology, genetics, and physiology. A point of contention is that students aren't properly prepared, and from dozens of majors already on campus, our students are going to Harvard, Stanford, and Yale with the current education they are receiving at UArizona. Upper division electives are all shared, so students with any specific major have access to all of these courses. Reasons given for the new proposal were to provide two new clinician-based instruction courses at the 100 and 200 level for clinical thinking. Two courses do not make a major, and offering these courses as electives under current majors was a suggestion, as well as offering the proposal as a minor. Another reason was to expand offerings for technical degrees, and finally as a way to increase pre-health student recruitment. Currently, UArizona has approximately 11,000 pre-health undergraduates on campus, and the majors that currently exist come together to create an initiative called Pathways to Health Professions, which is due to come online in the next year and is a collaborative approach across campus with all current majors. An online microsite for all students will be brought together so students know they have other options, as well as colloquium. The idea that the University needs a new major to increase recruitment is not accurate because all of us are working toward that goal. Department Head of Ecology and Evolutionary Biology, Mike Worobey, introduced himself and stated that his department houses the biology degree that includes a biomedical track, with approximately 700 pre-health majors. In a discussion about what would work well for students at the University, Vanderah agreed with Bolger, Schroeder, and Worobey, that a minor could be the best approach to deliver new, exciting classes to students. Vanderah took the idea back to senior leadership and it stopped there. The BS in Medicine uses M Strand or Moderate Math instead of the S Strand or Substantial Math used by other pre-health programs at the University. Using M Strand for the BS in Medicine is problematic because majors could end up needing anywhere from six to fourteen units of math that doesn't apply toward the 120 units required for the degree. Anything beyond the 120 units adds to the four years, and this is important, especially for minority students who might not have a strong math background. The Undergraduate Council's job is to look at the things mentioned here, and they have done so and voted it down nearly two to one. Hammer thanked Bolger, Schroeder, and Worobey for contributing their thoughts throughout the proposal process. Changes have been incorporated into the proposal since the vote at Undergraduate Council, and changes are continuing to be considered. For example, at the last discussion, Hudson suggested having Memoranda of Understanding between college deans, which is a wonderful way to resolve some of the conflict across colleges. Other issues that have been resolved are availability of the major to first generation, immigrant, and underrepresented minority students. The solution is to lower the minimum grade point average and accept transfers from other colleges and universities, including students transferring from Northern Arizona University or Arizona State University because the program is unique to UArizona. The particular emphases in medicine and society, and integrated practice-focused medicine is not found anywhere else in the State of Arizona and it raises a level of discussion and clinical focus that the clinicians teaching in the program are looking forward to introducing to students. A new level of humanity integrated with biology doesn't exist in many other programs, and is only offered in electives. The potential duplication of efforts and competition among units is true in many new programs. Hammer supports the new program, and issues like the name of the program, and possible expectations from international students getting a degree to practice medicine can be addressed, since no institutions in the United States offer any

accreditations at the Bachelor's level. Gordon stated that he is a physician who has been teaching at the medical school for over thirty-five years, and practicing medicine for forty. The Dean of the College of Medicine is working on Memoranda of Understanding with other deans in other colleges. Contrary to statements made in Senate, Vanderah has not stepped down and is only unavailable to be at Senate today. Comments from Bolger, Schroeder, and Worobey suggest that the proposal creates unnecessary duplication of effort and competition among University units, but it is Gordon's understanding that as an institution of higher education, a diversity of programs is needed to give students a choice, and through competition we strive for excellence. Competition already exists with the College of Medicine Tucson and College of Medicine Phoenix since we compete for the same group of students. Since College of Medicine Phoenix has come online, that has led to an improved quality and qualification of applicants for both schools and increased the total number of M.D. graduates from UArizona. Gordon appreciates the concerns that they are unprepared to include first generation and underrepresented minority students, but assures Faculty Senators that pipeline programs involving these students under the Vice Dean have been going on for decades. The current concentrations in the College of Science, mentioned by Schroeder, give students with other interests an additional pathway. Gordon said he was a student with other interests with an undergraduate degree that combined philosophy, ethics, religious studies, and biology. With regard to the program being a copycat, the program aims to bring a lot of other activities to the students. Gordon teaches one of the two courses mentioned by Bolger, and it is a core course and not an elective. Gordon is certain there are no other undergraduate, pre-health professions programs that have included a blessing ceremony. Gordon shared a photo of his colleague, Dr. Carlos Gonzales, performing a blessing ceremony. Although the blessing ceremony will not secure the student with a higher MCAT, which was mentioned at the last Faculty Senate meeting, after thirty-five years of teaching in the College of Medicine, this ceremony will bring the type of applicant that will make a much better physician; the kind we would all like to care for us. In summary, Gordon wants to highlight the importance of the different emphases that this program offers. The College of Science undergraduate programs are outstanding. This is a different pathway that is very important, and it is important to offer this pathway to students. As a faculty member in the College of Medicine, Gordon takes pride in teaching his students, and students can take pride in having a diploma on their wall that says UArizona College of Medicine. Hingle called for a vote. Witte moved **[Motion 2020/21-43]** for a real-time secret ballot in Qualtrics. Motion was seconded and passed. The link to the Qualtrics survey was provided to Faculty Senators in chat, so as to only to allow votes by those who were present at the meeting and had heard the discussion. One Faculty Senators voted in chat, one Faculty Senator called Faculty Center staff to cast the vote. Seconded **[Motion 2020/21-36]** BS in Medicine passed with 23 Aye, 22 Nay, and 7 abstentions via Qualtrics survey.

**10. ACTION ITEM: ACADEMIC CALENDAR CHANGES – REGISTRAR, ALEX UNDERWOOD**

Underwood acknowledged that the presentation and what is being proposed is not a small ask. The academic calendar is foundational to the academic operations of the University and will impact every faculty member, instructor, staff person, and more importantly, our students. Hundreds of dates and associated deadlines will be impacted. The calendar being presented today would begin Summer 2022. It will consolidate summer offerings and resolve compliance risk for the institution. It will allow for growth and greater collaboration between academic units and opportunities for additional academic offerings like accelerated Master's programs. The updated calendar will simplify and right-size the academic term. If you recall, UArizona had a thirteen-week summer session prior to 2017. In the summer of 2017, the term was extended and included both seven-week and eight-week sessions. This calendar change would bring the summer session back to a thirteen-week session and consolidate the eight/seven/six/five-week sessions into simple six-week sessions, with the pre-session, ten-week, and thirteen-week sessions continuing. The change would bring us into alignment with many of our peers, who have eleven to thirteen-week summer terms. Another goal is to create a week-long fall break similar to spring break. Another goal would be to support an extended undergraduate orientation by beginning the fall term on a Wednesday. When changing the calendar, keeping as many dates intact as possible is the objective. This calendar change which not change any dates for spring terms or the two tentpole dates for the ends of the fall and spring terms. Underwood is asking to modify the calendar guidelines last updated in spring 2017, to revise some of the dates in the academic calendar from summer 2022 through summer 2024, and approve the academic calendar through AY 26/27 for a long runway of planning. Russell asked when the fall term would start in 2022. Underwood responded August 17, 2022, and mapping out through 2027, falling on the third Wednesday in August consistently. Bourget asked how many carousel programs exist and how many students are enrolled. Underwood said it changed because the College of Public Health removed their programs from the carousel, but approximately ten to twelve academic programs, which are primarily online graduate programs that were part of the carousel eight-week terms. Most well-known programs are in Eller College of Management, but Underwood does not have a total head count. Russell asked about starting the semester in the middle of August, a week earlier than usual. Underwood responded that the original start date was August 22. Russell said that is a big ask. Besides adding a week to the semester, Russell will have to redo the syllabi to all her classes. Diroberto said that College of Applied Science and Technology (CAST) students do not participate in orientations, and in being fair, the college will not charge fees for the program. Underwood said the fees would be based on the campus the student is attending. Bourget said that drastic changes are being proposed to accommodate a handful of mostly online graduate programs. The fall break scheduled for Thanksgiving is when the semester is almost over. Underwood said different options for the fall break

were looked at, but the feedback from lab-based programs was that there needed to be an entire week, or else it would impact the set up of the labs. Dysart said the break around Thanksgiving should coincide with what public schools do. Milbauer said his concern was nine-month contracts, and in looking at his contract, there is an added week in addition to the nine months for this current year. If the end date is the same in the spring, will faculty be working nine-and-a-half months and will adjustments be made in the contracts in terms of compensation? Underwood couldn't comment on the compensation piece, but he has been meeting with people in Human Resources, and to his understanding, the contract extends a week prior to the beginning of classes. Milbauer said that voting on this issue today without knowing the impact on faculty contracts would be premature. Ghosh asked how this schedule impacts working mothers. Does the schedule overlap Tucson Unified School District's (TUSD) schedule. Underwood said he didn't look at TUSD's calendar when setting UArizona's academic calendar, but looked at peer institutions and existing dates. When working on spring break's reading days for this term, incorporation of reading days is aligned to Rodeo Days, but has not been able to identify the same pattern of dates for TUSD needed to operationalize at the University. It was noted that the Tucson-area school districts do not plan out their calendars long-term and often use different dates among them for breaks, making it difficult to effectively align with them, Russell stated she is not in favor. DiRoberto said that there was concern at CAST concerning their seven-week summer courses, and that this change might impact students in a negative way. Underwood said it would change the summer schedule to six-week sessions as opposed to seven-week sessions. DiRoberto said in terms of content, people voiced concern that this might be burdensome, but if the retention in the metrics indicated improvement, it would outweigh the disadvantage. Hingle called for a vote. Underwood said that ABOR needs notice one year in advance of any calendar changes. If a vote isn't taken today, a change will need to happen with the summer term as it's not a sustainable situation for the University to continue trying to fit forty-eight weeks of instruction into a fifty-two-week year. Students have been fluid between Arizona Online and main campus, so the impetus is to co-convene the schedule to accommodate both campuses. Bourget suggested postponing the item until questions can be answered. Hingle called for a straw, non-official poll of Faculty Senators to go forward with or postpone the vote. The poll showed overwhelming support to postpone the vote. Underwood looks forward to working toward finding a solution.

11. **INFORMATION ITEM: UPDATED EXTENDED ORIENTATION PROPOSAL FOR MAIN CAMPUS STUDENTS WITH POWERPOINT – VICE PRESIDENT FOR ENROLLMENT MANAGEMENT, KASEY URQUIDEZ**

Urquidez opened by explaining why UArizona would like to offer an extended orientation program and what it looks like. Extended orientation will create a sense of belonging as part of the Wildcat family, as many students find it difficult to connect to campus because of its enormity. Orientation has been a one-day program, which doesn't allow for new students to soak in all the other things the University has to offer. What is evident is that other events and programs the University offers that are scheduled concurrently with orientation do not allow students sufficient time to find a sense of belonging, which coincides with retention and success. Adding extended orientation is not the only strategy being used to help students succeed and feel a sense of belonging. Helping students feel like they are part of the larger UArizona community. Other institutions' return on investment show a 7-9% retention increase, gains in retention into the third year, increased grade point average, and a higher rate of returning the following year. Funding for extended orientation would be effective for fall 2022 enrollees with a small increase in the enrollment fee. The fee will be \$25. Pell eligible students can defer the enrollment fee until fall aid disbursement. The Office of Orientation and New Student Services will lead the planning and implementation of this effort in conjunction with a committee of campus partners and a full plan will be developed throughout summer and fall 2021. The program launch will align with the new General Education curriculum. Bourget noted that the main reason students leave the University is because they can't afford to attend any longer. Wouldn't it more prudent to focus on a targeted approach with students who are at risk for not continuing rather than a blanket orientation. Urquidez responded that her unit has many programs that focus specifically on students who might need extra assistance and modifying financial packages to make sure students that need funds are receiving those funds. Informing students where they can get help for various encumbrances is also a part of this program. Russell asked how the success of the new orientation program will be measured and what metrics are expected. Urquidez responded that first-year retention and ultimate completion will be part of what will be looked at, as well as returning to the campus climate survey to provide more current information. Vega asked about the other Universities who have implemented the proposed orientation. Is this a general extended orientation, or do you plan to use the same model as the other Universities, and how can UArizona expect the same results. Urquidez responded that the orientation would be specific to UArizona and its needs as an institution. What students need has been communicated through surveys, and the extended orientation would be specific to those needs, along with best practices from other institutions and best examples from campus partners. Observer Tax said that retention at other institutions is 10% higher than that of UArizona, and feels that efforts made towards retention of students is important. Neumann said that fraternities and sororities often have activities a week before scheduled classes start. Is this program articulated with those student organizations or would they be asked to also start a week earlier. Urquidez responded that her unit is already working with the student organizations separate from this program. The fraternity and sorority recruitment programs have been pushed back to conform with school start dates. Bourget finds it ironic that the number one reason that 44% of students leave is finances, and the plan to increase the cost of attendance is illogical. The \$25 enrollment fee is not the issue, but the additional three days in dorms and on campus is counterproductive to reducing

costs for students. Urquidez responded that students can sign up for more than one option, and finances are a very important part of the program that has been worked on very closely for many years. Finances will always be a hardship for students across the board, but adding the two days would help students navigate things like using scholarship universe and how to implement an appeal if they needed financial aid. The goal is more of a broad scope to help students find paths to help them as part of the larger picture of strategies that the program is advocating to employ. Hingle said that although finances are a predominate matter for students leaving campus, the other major factor is a disconnect with campus. Urquidez added that there are multiple reasons why students leave the University, but a sense of belonging and connectedness has such an impact on students. Timely information at the start of a semester for new students is what the program will provide so they can get a good go-ahead to ask questions, seek out helpful resources, and know where they can obtain this information.

**12. ACTION ITEM: CONSTITUTION AND BYLAWS REVISIONS – SECRETARY OF THE FACULTY, MICHAEL BREWER**

Brewer asked Faculty Senators if the Constitution and Bylaws revisions could be voted on as a group, or if Faculty Senators would like to vote on them individually. M. Witte moved [**Motion 2020/21-44**] to vote on the revisions as amended as a group. Motion was seconded. Motion passed and is detailed at the end of these minutes.

**13. INFORMATION ITEM: ATHLETICS UPDATE – FACULTY ATHLETIC AND COIA REPRESENTATIVE, RICARDO VALERDI**

Valerdi introduced himself and shared his three-page report, followed by a four-page academic summary report from CATS Academics, an athlete support group, along with the NCAA Attestation signed by President Robbins and Athletic Director Heeke. UArizona has 500 student athletes in approximately forty-five majors on campus, playing in twenty-one different sports. UArizona is a member of the PAC 12 Conference. The PAC 12 has a Division One designation, which is the highest level of college athletics and participates in the Power Five conferences. Power Five conferences include PAC 12, Atlantic Coast, Southeastern, Big 10, and Big 12 conferences. Sixty-five universities participate country-wide and are known as the Autonomy Group because they vote separately from the rest of the college Division One members. Chair of the Intercollegiate Athletics Committee (ICAC) Chair, Terry Rife, advises President Robbins on various athletics related events on campus. Rife will soon be retiring. Faculty involvement on ICAC includes Faculty Senator, Bill Neumann, Lehman Benson, George Gehrels, Cynthia Demetriou, Roy Spece, Ricardo Valerdi, as well as students, community members, and administrators. Valerdi, as the Faculty Athletic Representative (FAR), is involved in the academics of the 500 student athletes, who are evaluated independently from other students. The 3.09 GPA for the fall semester is the highest GPA on record for student athletes. Among this group, 18% earned perfect 4.0 GPA's. The GPA, as well as academic progress rate (APR) is also assessed. The APR is a component of two things: 1) student athlete enrollment, and, 2) academic eligibility, or progress toward degree and minimum required GPA for the NCAA. UArizona has had two PAC 12 scholar athletes of the year; Sam Thomas in Women's Basketball (first time, first female in school history), and Stone Gettings in Men's Basketball. At the beginning of every semester, the FAR checks for three things with new and ongoing student athletes. Is the student athlete making adequate progress toward their degree, being 40% done with their degree by the end of their sophomore year summer, 60% done with their degree by the end of their junior year summer, and if they don't hit those marks, they are ineligible. Student athletes must hold the minimum GPA and be enrolled full-time. The FAR also reviews independent study courses, compares grades for student athletes versus non-student athletes, and is involved in all related COVID-19 waivers, as well as financial aid and substance abuse issues. All areas are connected to the Registrar's and Admissions Offices. A year-and-a-half ago, UArizona had an academic integrity assessment completed by the National Association for Academic and Student Athlete Development Professionals and the University scored very well. Compliance oversight is another aspect of the FAR's role. A Notice of Allegation was sent from the NCAA to the Athletics Department concerned alleged behavior in Men's Basketball, Swimming, and Diving. Those allegations are under investigation and being evaluated under the independent accountability review process offered by the NCAA. Although the FAR is not involved in the process of investigation, these types of issues are tracked closely because Athletics and administration takes these allegations seriously. On related compliance issues, the FAR is involved in any misconduct issues, unauthorized benefits, dean's excuses or any disagreement about dean's excuses, and audits related to our compliance department in Athletics. As is widely known, UArizona's athletics model is not perfect, but is undergoing vast changes. Valerdi wants to highlight many of them since they pertain to student athletes being able to transfer between campuses, and the ability to make money off of name, image, and likeness. Aspects related to gender equity, social justice, transgender, and sports betting are also topics of interest. Although sports betting on college sports is not legal in Arizona, it is legal in Oregon and Nevada, two states UArizona plays competitively. It is essential that Athletics plans and adjusts accordingly and that student athletes are prepared to deal with these issues. In the case of name, image, and likeness, student athletes need to know how to navigate this world if they are to make money off of their abilities. Many of you may have seen an interesting piece on NBC with regard to UArizona's Women's Basketball Coach, Adia Barnes. Barnes was part of a segment on inspirational people, and has done very well with her team taking Women's Basketball to the NCAA finals for the first time in UArizona's history. Team USA took notice and hired her for their coaching staff. New football coach

Jed Fisch from the New England Patriots and new men's basketball coach Tommy Lloyd from Gonzaga have joined the coaching staff at UArizona. Both are committed to academic support and recruitment. In the midst of all these changes, a search is underway for a new Commissioner for the PAC 12, since Larry Scott has stepped down. Valerdi assured Faculty Senators that he is a resource for questions about compliance, or questions on how to interact with student athletes. Coaches are not allowed to email faculty, and if an email is received from a coach, please disregard it and don't respond. All faculty who have student athletes in any class will receive a mid-semester report with a short survey to check how the student athlete is doing in the class. Please respond by filling out the survey to let Athletics know if an intervention is needed. One reason University Presidents are involved with athletics programs is because they are ultimately responsible for compliance. The NCAA holds the President responsible for everything that happens in athletics and is so noted in the Attestation attached. Valerdi said that he will be reaching out to faculty to implement a more focused recruitment effort for student athletes who will be brought to campus who have indicated an interest in specific majors.

**14. INFORMATION ITEM: REVISION OF UHAP DEFINITION OF PROFESSOR OF PRACTICE – SENATOR BILL NEUMANN**

Neumann informed Faculty Senators that the UHAP revisions process is underway, and asked for any comments or recommendations for the new definition of Professor of Practice. SPBAC, APPC, and a number of administrative groups have all been consulted to vet the proposed language. The major difference is providing consistency with the Research Professor and Clinical Professor definitions including a phrase that discusses primary responsibilities of each focused around teaching, but allows for other responsibilities outside of teaching. The definition will be moving forward with the Vice Provost for Faculty Affairs, Andrea Romero as the sponsor to make the UHAP change. Hingle acknowledged the work that Neumann and others have done on the Career Track Faculty Senate Task Force.

**15. DISCUSSION AND POSSIBLE ACTION ITEM: GENERAL ELECTION VOTING MECHANISM – VICE CHAIR OF THE FACULTY, MELANIE HINGLE**

Hingle asked the Senate body what goals it has for future University elections and the election process. M. Witte suggested that nominees' candidate statements be made public for consideration approximately a week in advance of any election. Dysart suggested increasing involvement, because she was disappointed looking at the number of actual voters, and suggests that Faculty Senators work on involving faculty in their own colleges. Dysart also suggested working on a system that minimizes human error. Any system will have some error to a certain extent, but paper ballots maximize human error along with demanding more administrative resources. Hudson commented that great strides have been made this year and commends the Faculty Officers and Faculty Center staff on very nice tabulation graphics documents that go a long way in addressing the issues we've had with the elections. The metadata emphasizes the point that Dysart made about more involvement in voting. Hudson suggested having public forums and debates about matters of concern with shared governance and that might be a great way of raising the general level of participation and interest, and bring more people into shared governance. The University certainly has experts in governance and elections, and a robust investigation of how to do this through secure software versus paper ballot systems and follow best practices. McDonald echoes what Dysart suggested in terms of security and voting, but in terms of goals, a recent poll showed that faculty do not know how to get involved in shared governance. Help through mentoring faculty members as people are onboarded that Faculty Senate and other forms of shared governance are explained to new faculty members through units and colleges to help with the onboarding process. Slepian suggested having some kind of heads up display that is central for people to see what rolling issues are on the table, because what people need to vote on, or what they need to get involved in is a little nebulous. If there was a mechanism display or central place that people would know where to go that would show what is being discussed and is being worked on, and listed as amorphous, granular, or ready to vote to get a sense of where things are in the system. Possibly this would help frame issues.

**16. DISCUSSION ITEM: NEW BUSINESS FOR FUTURE FACULTY SENATE MEETINGS**

Hingle announced that September 13, 2021 will be the next Faculty Senate meeting and hopefully it will be in-person in the Silver and Sage room. Acosta mentioned that more than one faculty member has approached him expressing concern over a reorganization within the Libraries that has been given the name "Future State". Acosta doesn't believe that the general University community is aware of it or its impact. Acosta would like this put on the agenda for the next Faculty Senate meeting and have someone come and talk about what "Future State" means to faculty and the University. Brewer, who is from the Libraries, said it's an internal reorganization to strategically address the 15% cut the Libraries is getting in the state portion of their budget that is not Information Resource-related. The Libraries have historically been treated as a single department entity for policy purposes, and therefore, have not had to go through the same processes as academic departments when restructuring is necessary. That said, the Libraries have engaged their staff, appointed professionals and library general faculty members in the process of envisioning what the future state of the Libraries should look like and deciding where to put our limited resources to be most effective and efficient

in service to the University's teaching, research, clinical, and outreach missions. Hudson asked for permission to attach the last report of the Ashford Acquisition Committee into the record.

17. **ADJOURNMENT**

There being no further business, the meeting was adjourned at 5:17 p.m.

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

**Appendix\***

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

1. **Faculty Senate Minutes of April 5, 2021**
2. **Faculty Senate Minutes of April 26, 2021**
3. **President's Report**
4. **Provost's Report**
5. **Faculty Officers' Report**
6. **ASUA Report**
7. **APAC Report**
8. **SAPC Report**
9. **GCSAC Report**
10. **New Academic Unit Approval Request-School of Mining and Mineral Resources**
11. **Undergraduate Minor in Life Sciences Education**
12. **MS in Data Science**
13. **BS in Medicine**
14. **Med School Prerequisites**
15. **Memo Regarding Response from College of Medicine**
16. **Academic Calendar Change**
17. **Updated Extended Orientation Proposal**
18. **Constitution and Bylaws Revisions**
19. **Athletics Update**
20. **Revision of UHAP Definition of Professor of Practice**
21. **Committee Annual Reports**

**Motions of the May 3, 2021 Faculty Senate Meeting**

**[Motion 2020/21-40]** Seconded motion School of Mining and Mineral Resources. Motion carried.

**[Motion 2020/21-41]** Seconded motion from Undergraduate Council Undergraduate Minor in Life Sciences Education. Motion carried.

**[Motion 2020/21-42]** Seconded motion from Graduate Council MS in Data Science. Motion carried.

**[Motion 2020/21-43]** for a real-time secret ballot in Qualtrics to vote on the BS in Medicine. Motion was seconded. Motion passed.

**[Motion 2020/21-36]** Seconded motion from Undergraduate Council BS in Medicine. Motion passed by secret ballot via Qualtrics Survey. 23 Aye, 22 Nay, 7 abstentions.

**[Motion 2020/21-44]** to vote on the Constitution and Bylaws revisions as amended as a group. Motion was seconded. Motion passed.

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