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# From the Top Down

## An Alternative Furlough/Pay Cut Plan for the UofA

CAJUA Finance Group, May 21, 2020

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We call on  
our leaders to  
demonstrate our  
shared values of  
integrity and  
compassion by  
taking on more of  
the financial burden  
of the pandemic and  
pre-existing  
budgetary crisis  
for the next year

From the University of Arizona strategic plan

## OUR VALUES

Who we are and what we stand for.

### INTEGRITY

Be honest, respectful and  
just.

### COMPASSION

Choose to care.

We propose a **top-to-bottom model** that establishes the floor for salary cuts at \$70K to protect the most vulnerable at the UofA from financial hardship.

The Administration Bottom Up proposal **protects the most economically privileged group of UofA employees by capping cuts at 20% for those making \$200K and above.**

*We call for*

- A **higher floor** on the furlough/pay cut plan
- Larger and proportionate contributions from the most financially secure (a **higher cap**)
- Access to the data** used to create the furlough/pay cut plan to keep improving it



Our top down  
furlough/pay cut  
plan would save\*

\$86,771,982. 92

\*The salary data used for this analysis is the most recent available one, based on 1.0 FTE and a 12 months salary equivalent for academic employees.

The simple Top Down Plan would yield savings of \$86,771,983\*

The current Bottom Up Plan aims to save \$93,000,000, *although data and method have not been shared.*

How much do we actually need to save? Why? For what? Data and metrics please.

\*The salary data used for this analysis is the most recent available one, based on 1.0 FTE and a 12 months salary equivalent for academic employees.

ALTERNATIVE SALARY CUT PLAN			BASED ON 2019-2020 DATA		
Bracket	# of employees	%Cut	TOTAL AMOUNT/bracket	SAVINGS/Bracket	
Above \$300K	199	30%	\$86,994,261.00	\$26,098,278.30	IN 2019-2020 THERE WERE 202 UofA EMPLOYEES MAKING MORE THAN \$300,000
\$290-299.9K	0	29%	\$0.00	\$0.00	
\$280-289.9K	13	29%	\$3,695,163.00	\$1,071,597.27	IN 2019-2020 THERE WERE 528 UofA EMPLOYEES MAKING MORE THAN \$200,000
\$270-279.9K	35	28%	\$9,598,436.00	\$2,687,562.08	
\$260-269.5K	29	27%	\$7,674,894.00	\$1,995,472.44	The 200 UofA employees with higher salaries average earnings of \$437157
\$250-259.9K	45	26%	\$11,450,521.00	\$2,977,135.46	
\$240-249.9K	77	25%	\$9,260,118.00	\$2,315,029.50	
\$230-239.9K	39	24%	\$27,651,471.00	\$6,636,353.04	
\$220-229.9K	38	23%	\$8,528,732.00	\$1,961,608.36	
\$210-219.9K	82	22%	\$26,518,583.00	\$5,834,088.26	
\$200-209.9K	48	21%	\$9,806,961.00	\$1,961,392.20	
\$195-199.9K	20	20%	\$3,944,776.00	\$749,507.44	
\$190-194.9K	32	19%	\$6,153,383.00	\$1,169,142.77	
\$185-189.9K	28	18%	\$5,249,251.00	\$944,865.18	
\$180-184.9K	42	17%	\$7,644,687.00	\$1,299,596.79	
\$175-179.9K	38	16%	\$6,735,556.00	\$1,077,688.96	
\$170-174.9K	41	15%	\$7,078,111.00	\$1,061,716.65	
\$165-169.9K	50	14%	\$8,349,249.00	\$1,168,894.86	
\$160-164.9K	56	13%	\$9,086,048.00	\$1,181,186.24	
\$155-159.9K	58	12%	\$9,116,018.00	\$1,002,761.98	
\$150-154.9K	42	11%	\$6,403,495.00	\$576,314.55	
\$145-149.9K	56	10%	\$8,109,708.00	\$810,970.80	
\$140-144.9K	67	9.5%	\$9,543,097.00	\$906,594.22	
\$135-139.9K	63	9.0%	\$8,664,736.00	\$779,826.24	
\$130-134.9K	79	8.5%	\$10,451,176.00	\$888,349.96	
\$125-129.9K	109	8.0%	\$13,850,120.00	\$1,108,009.60	
\$120-124.9K	129	7.5%	\$15,760,122.00	\$1,182,009.15	
\$115-119.9K	113	7.0%	\$13,282,368.00	\$929,765.76	
\$110-114.9K	149	6.5%	\$16,729,797.00	\$1,087,436.81	
\$100-109.9K	382	6.0%	\$73,464,052.00	\$4,407,843.12	
\$90-99.9K	472	5.5%	\$44,637,902.00	\$2,455,084.61	
\$80-89.9K	632	5.0%	\$122,989,277.00	\$6,149,463.85	
\$70-79.9K	768	4%	\$57,410,912.00	\$2,296,436.48	
			<b>TOTAL SAVINGS</b>	<b>\$86,771,982.92</b>	

## **In our Top Down plan**

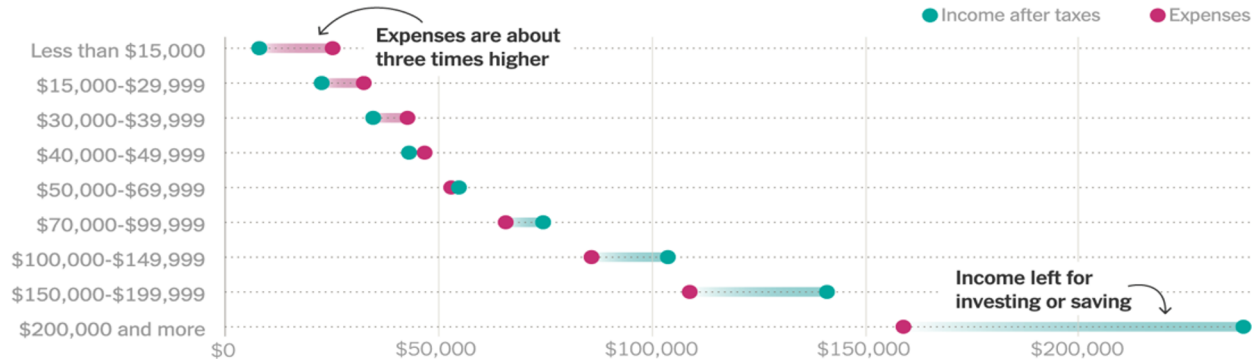
- **Employees making less than \$70K would not take a pay cut**
- **The largest brackets of employees would contribute no more than 5% of their salaries, in line with peer institutions, rather than the extraordinary 15% in the current Bottom Up plan**
- **High earners would have bracketed cuts proportional to their state funded base salaries**

# Why we need a higher pay cut floor

Employees whose salaries are below \$70K are disproportionately affected by financial emergencies, while people whose salaries are above \$200K have an extraordinary financial advantage over the rest of the population in order to survive a pandemic. (The New York Times (4/23/20 “Who Has Enough Cash to Get Through the Coronavirus Crisis?” <https://www.nytimes.com/interactive/2020/04/23/opinion/emergency-savings-coronavirus.html>)

## For lower-income Americans, expenses far exceed income

Average income and expenses, by income before taxes



Source: Consumer Expenditure Survey, 2018

## *Why we need a higher cap*

**In 2019 the U of A had 532 people  
making more than \$200K.**

**Their average salary was \$313,639**

**In addition to financial security, some enjoy enhanced retirement  
and tax benefits not shared by most employees**

## *Why we need access to the data*

A well constructed plan needs accurate data, expert design, and stakeholder review

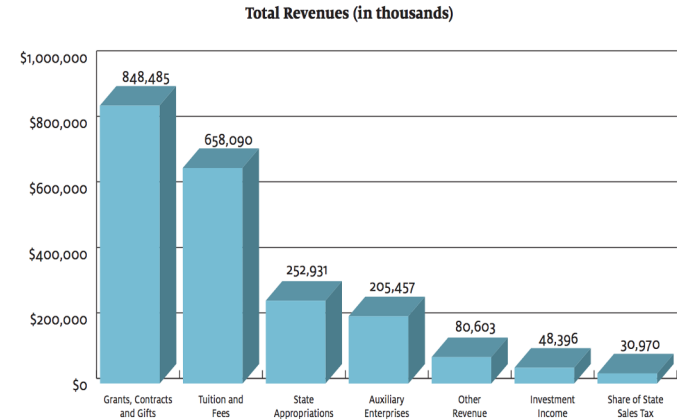
A public university needs transparency, accountability and shared governance

- *Access to data would help us craft a better, fairer plan*

A better plan would recognize that many high earning faculty contribute up to 65% of the University's operating budget through research grants

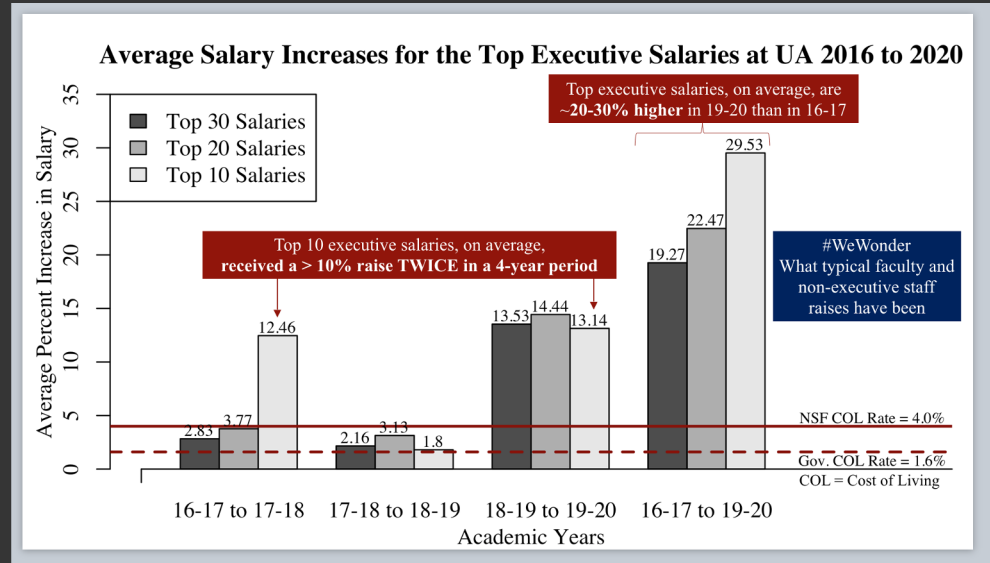
#### Total Revenues

The following chart represents total revenues of \$2,124,932 for fiscal year 2019:



[From the 2019 Comprehensive Annual Review of Finances p. 25](#)

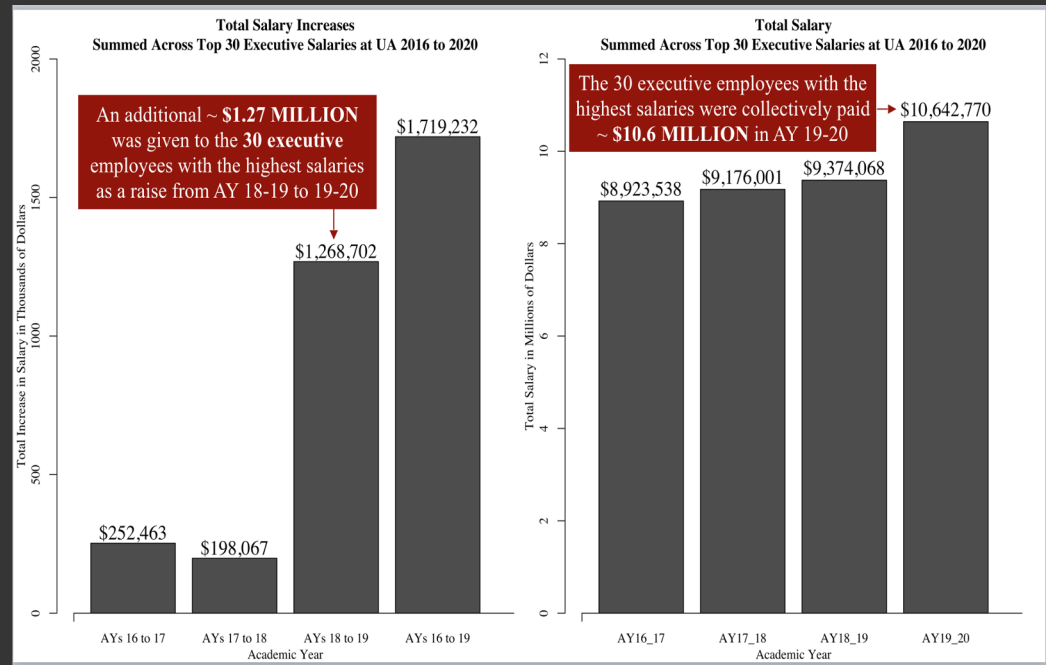
An even better plan would concentrate the high end pay cuts in administration where **executive compensation packages** have increased 20-30% in the last four years...





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# Totalling about \$10.6 million in salaries in 2019- 2020 for the top 30 executive positions\*



\*including President Of The University, Senior Vice President, Academic Affairs-Provost, Senior Vice President, Chief Marketing/Communications Officer, Senior Vice President And Chief Financial Officer, Business Affairs, Senior Vice President, Senior Associate To The President / Secretary Of The University, Associate Vice President, Vice President, Innovation - Office For Research And Discovery, Vice President For Research Senior Vice President, Legal Affairs/General Counsel, Vice Provost, Global Affairs, Associate Vice President, Community Engagement Vice President, Information Strategy - University Libraries, Vice President, Academic Initiatives - Student Success, Assistant Vice President, Research Administration, Vice Provost, Inclusive Excellence, Vice President, Business Affairs And Human Resources, Assistant Vice President, Tech Launch Arizona, Assistant Vice President / Chief Operating Officer, Vice President, University Planning / Design And Operations, Vice President, Strategic Business Initiatives, Associate Vice President, Research, Assistant Vice President, Operations, Vice President, Enrollment Management / Student Affairs Advancement Associate Vice President, Global Initiatives Associate Vice President, Research Assistant Vice President / Chief Of Staff, Operations And Planning Vice Provost/Dean, Graduate Educ. Graduate College Admin

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**....as our institutional financial  
position has deteriorated**

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Compassion

Integrity

Core Mission

Teaching, Research,  
And Community Service

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**#Bearing Down**



# First-Year New Student Enrollment Update Fall 2020

March 9, 2020	Percent +/-	2019	2020
Applications	3.40%	37,191	38,456
Admits	3.22%	31,615	32,632
Enrollment Fee paid	12.34%	3574	4015
Orientation (OR) sign-up	10.02%	2646	2911
June 1, 2020	Percent +/-	2019	2020
Applications	3.92%	40,462	42,049
Admits	5.59%	34,277	36,193
Enrollment Fee paid	-3.87%	8208	7890
Orientation (OR) sign-up	-3.55%	7571	7302

**June 1, 2020**

**Orientation Sign Up**

**2019**

**2020**

**Percent +/-**

**Domestic Non Resident**

3074

2842

**-7.5%**

**International**

346

219

**-36.7%**

**Resident**

4151

4241

**2.2%**

**African American**

419

434

**3.6%**

**Asian**

635

535

**-15.7%**

**Hispanic**

1879

2126

**13.1%**

**Native American**

242

223

**-7.9%**

**Pacific Islander**

70

66

**-5.7%**

**White**

3880

3637

**-6.3%**

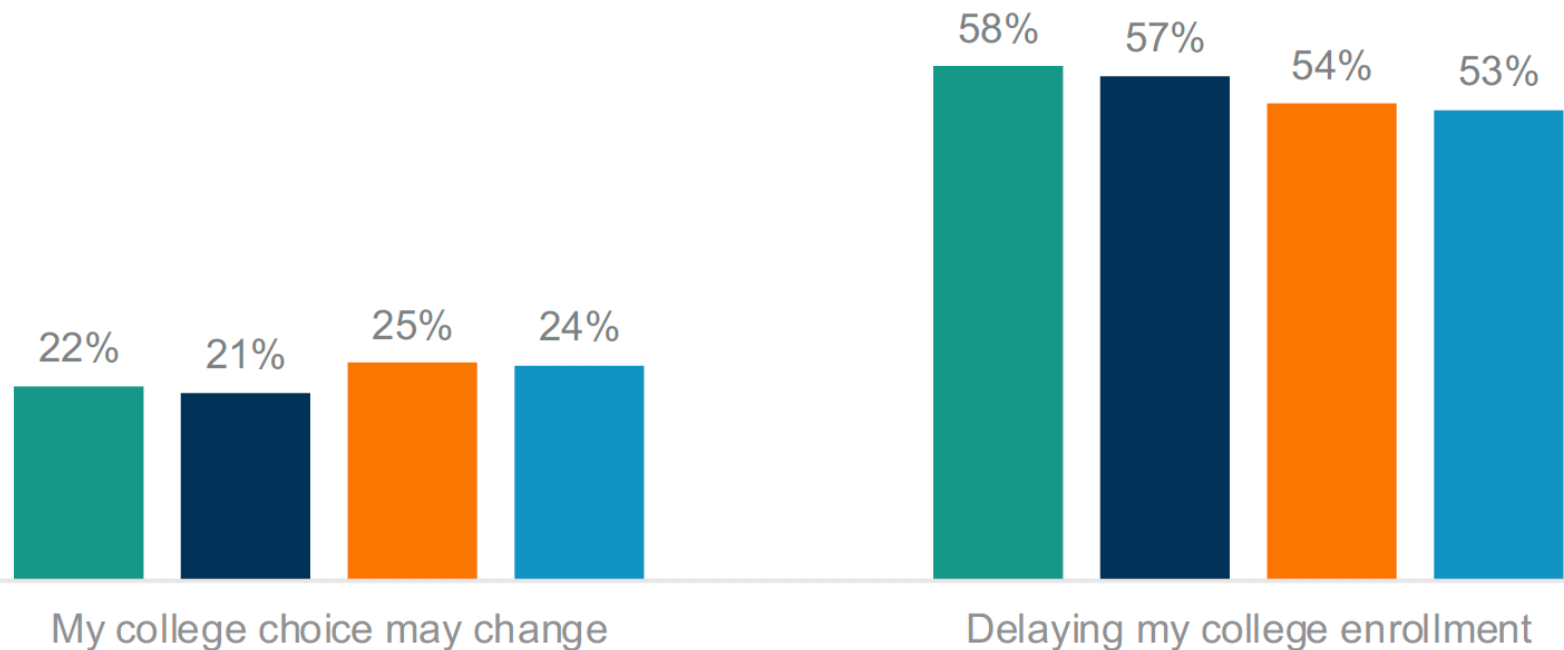
**First Generation**

2229

2241

**0.5%**

As you think about your college choice during this uncertain time, which of the following are you concerned about? By Type of College Attending



■ Community College/Vocational Technical ■ In-State Public ■ Out-of-State Public ■ Private



**Students who have already experienced job loss have a high expectation of delaying their college enrollment or changing their college choice**

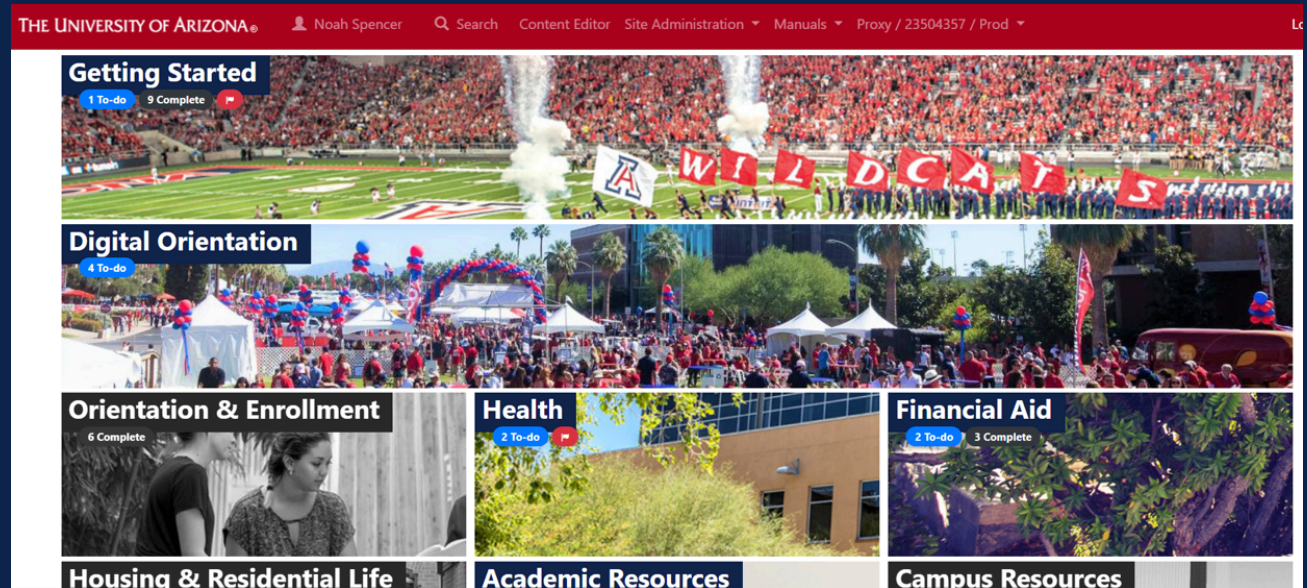
- 34% of all respondents report some lost family income
- Among these students, 64% believe they may experience a delay in college enrollment
- Nearly a third are concerned they may change their choice (30%)
- If enrollment is delayed, they are largely (85%) unsure of how long the delay will be
- Income loss is a regional factor; 49% of students with lost income reside in heavily affected states
- These students are modestly more likely to be first-generation, low-income, and under-represented minority students

# Adjusting and Planning

- Moved application deadline and enrollment fee due dates to June 1 (*will extend again after today*)
  - Continued flexibility to ensure we serve as many qualified students as possible
- Deferral options
  - Spring 2021 or Fall 2021
- Gap Semester program opportunities
- Academic “refresher” course options
- Virtual New Student Orientation



# Online New Student Orientation



## Orientation Day Schedule | First-Year Students *sample*

### **Available All-Day (until 5 p.m.):**

8 a.m.		Orientation Leaders and New Student Services On-Call
9 a.m.		Schedule Review & Assistance (post-advisement only)

### **Meetings & Sessions:**

8-9 a.m.		Schedule for Success Meeting (first-year students only)
10-11 a.m.		Financial Aid Drop-In
11 a.m. – 3 p.m.		Writing Placement Drop-In Advising
2-4 p.m.		Math Placement Drop-In Advising
2-4 p.m.		Second Language Placement Drop-In Advising

All Academic Advising appointments should be scheduled between 9 a.m. and 4 p.m.

# Opportunities to Connect pre- and post-Orientation

Monday		Tuesday		Wednesday		Thursday		Friday	
8 NSO		9		10 NSO		11		12 NSO	
8-5pm OWL Q&A		10-3PM University Information Technology Services		8-5pm OWL Q&A		10-3PM University Information Technology Services		8-5pm OWL Q&A	
8-5pm University Information Technology Services		10-11am English - Foundations Writing Program Drop-In Advising		8-5pm University Information Technology Services		10am Pre-Health Q&A		8-5pm University Information Technology Services	
8am Schedule 4 Success		10-12pm Honors College		8am Schedule 4 Success		10-11am English - Foundations Writing Program Drop-In Advising		8am Schedule 4 Success	
9-5pm Schedule Review Assistance with an OWL		11-1pm Follow up with an OWL		9-5pm Schedule Review Assistance with an OWL		11-1pm Follow up with an OWL		9-5pm Schedule Review Assistance with an OWL	
9-10am School of Government and Public Policy Q&A		12:30pm Eller Q&A		9-10am School of Government and Public Policy Q&A		12-2pm Honors College		9-10am School of Government and Public Policy Q&A	
9-10am Critical Languages Program Drop-In Advising		2pm Pre-Health Q&A		9-10am Critical Languages Program Drop-In Advising		3pm Veterans Education & Transition		9-10am Critical Languages Program Drop-In Advising	
9-3pm Disability Resource Center Drop-In		3pm Pre-Law Q&A		9-3pm Disability Resource Center Drop-In		3pm Parent & Family Programs Coffee Chat		9-3pm Disability Resource Center Drop-In	
9-3pm Schedule 4 Success Help Desk				9-3pm Schedule 4 Success Help Desk				9-3pm Schedule 4 Success Help Desk	
10-11am Financial Aid				10-11am Financial Aid				10-11am Financial Aid	
10-11am Campus Health Q&A				10-11am Campus Health Q&A				11am Fraternity & Sorority Programs	
11am Fraternity & Sorority Programs				11am Fraternity & Sorority Programs				12pm Arizona Assurance	
12pm Arizona Assurance				12pm Arizona Assurance				12pm Meal Plan	
12pm Meal Plan				12pm Meal Plan				12pm Parent Panel	
1pm THINK TANK				1pm THINK TANK				12-1pm Campus Recreation	
1PM Parking & Transportation Services				1PM Parking & Transportation Services				1pm THINK TANK	
2-3pm Critical Languages Program Drop-In				2-3pm Critical Languages Program Drop-In				1PM Parking & Transportation Services	
2-4pm Social & Behavioral Sciences Drop-In				2-4pm Social & Behavioral Sciences Drop-In				2-3pm Critical Languages Program Drop-In	
2-4pm The A Center Drop-In Advising				2-4pm The A Center Drop-In Advising				2-4pm Social & Behavioral Sciences Drop-In	
2-4pm Schedule 4 Success Breakout Room				2-4pm Schedule 4 Success Breakout Room				2-4pm The A Center Drop-In Advising	
3pm Parent Panel				(TBD) Blue Chip Leadership and Career				2-4pm Schedule 4 Success Breakout	
(TBD) Blue Chip Leadership and Career								(TBD) Blue Chip Leadership and Career	

# Non-Stop Virtual Recruitment ... *a few examples*

- Virtual Visit Page: <https://www.arizona.edu/student-life/virtual-visit>
- #WILDCATREADY page: <https://goingto.arizona.edu>
  - Social integration via Gigg
- Wildcat Webinars for future students
  - Over 550 offered to date
- 2000-2500 outbound calls per week
- Parent/Family Webinars and virtual coffee chats
- Information Sessions
  - Offered live and on demand for admissions, financial aid, colleges
- “Ask a Wildcat” Q&A with student ambassadors
- Bear Down Rundown email campaign
- Minecraft virtual signing of the “A” and watch party
- “Bear Down” video
- Videos from President Robbins
- Virtual College Fairs
- Re-recruitment campaign
- High School Counselor webinar and updated website
- Facebook Live sessions for orientation, financial aid, residence life, honors college, academic colleges



# WILDCAT SUMMER SUCCESS COURSES

## FOR NEW FIRST YEAR STUDENTS



These online courses are for-credit and designed to help students get a jump start on university coursework before the fall semester begins. Arizona faculty have designed these courses specifically to support new Wildcats impacted by high school closures or just want to get ahead.

If interested, sign up at [slate.admissions.arizona.edu/register/WildcatSummerSuccess](https://slate.admissions.arizona.edu/register/WildcatSummerSuccess)

**July 27 – August 14, 2020**

**\$150 for one-unit/course | \$125 for two or more units/courses**

*(Additional course materials may be required)*

### **Courses** Three weeks, one credit unit

**ENGL 197A:** UArizona Citizen Writing Bootcamp

**SBS 195A:** Jumping in to Digital & Creative Literacies

**SBS 295:** Design Your University of Arizona

**CHEM 150:** General Chemistry Primer

**Math 196B:** UA Math Bootcamp — Algebra Refresher

**Math 196C:** UA Math Bootcamp —  
Pre-calculus Refresher

**ECOL 195M:** First-Year Seminar: Introduction to  
the Biological Sciences

**PHYS 197A:** Physics Preparation Workshop

**PSY 197A:** Learning to Learn: Or, How to Succeed  
in College Without Going Nuts

**Thank you!**  
Kasey Urquidez, Enrollment Management  
[kurquidez@arizona.edu](mailto:kurquidez@arizona.edu)



## REPORT TO FACULTY SENATE

FROM: President Robert Robbins <http://president.arizona.edu/>

DATE: June 1, 2020

- Effective immediately through the start of the fall 2020 semester, we will hold weekly Reentry Task Force briefings each Thursday at 10:00 a.m. All briefings will be streamed live at [arizona.edu/live](http://arizona.edu/live). Any changes to this schedule will be announced via the University's official Twitter account, <https://twitter.com/uarizona>, and posted on the main [COVID-19 information page](#) (under 'STATUS'). Our press conference last week featured several of our innovative faculty working on testing, tracing and treating.
- Dr. Richard Carmona, the 17<sup>th</sup> Surgeon General of the United States and University of Arizona Distinguished Professor, has been appointed to lead the University's Reentry Task Force. All pandemic-related issues at the university will flow through this taskforce. As Director of the Task Force, Dr. Carmona will head the development and execution of our return-to-campus plan for fall 2020. Dr. Carmona will report directly to the President, and the Reentry Task Force will integrate and be informed by the previous work of Provost Folks, SVP Cantwell, and SVP Dake.
- Zoom Town Halls are continuing with colleges and administrative units across the university. A [Town Hall FAQ page](#) is now live and viewable by any employee with a NetID. This web page is a living document and will be continuously updated with questions and answers as the Town Halls continue.
- The University of Arizona Health Sciences has been awarded \$1.35 million in COVID-19 relief funding to support sixteen rural hospitals across Arizona. The funding will be sent to the Small Rural Hospital Improvement Program at the Center for Rural Health in the Mel and Enid Zuckerman College of Public Health. This funding, which will be critical for the ongoing operations of many rural hospitals, embodies our university's land-grant mission.
- The University of Arizona has begun the process of awarding the \$15.4 million in CARES Act funding designated for direct student support. The first batch of funds was disbursed on May 14 to 8,013 eligible undergraduate, graduate, and professional students who were displaced from campus housing, lost funding for meal plans, had to unexpectedly travel long distances and/or live in rural areas of Arizona. The university is awarding the emergency funds as follows:
  - Approximately \$5 million in direct grants to students
  - Approximately \$5 million via an application process embedded in the current Student Emergency Fund process
  - Approximately \$5 million during summer session and the fall semester
- The search for a Senior Vice President for Native American Advancement and Tribal Engagement is nearing a close as four finalists were interviewed virtually the week of May 25. We hope to announce the selected candidate for this important role soon.



## REPORT TO FACULTY SENATE

FROM: The Faculty Officers <http://facultygovernance.arizona.edu/>

DATE: June 1, 2020

### ACCOMPLISHMENTS:

- We are grateful to you for your hard work, your input, your ideas and your continued engagement in shared governance during these difficult times.
- We continue to work around the clock to support the work of the University and to ensure the prominence of the Faculty voice in shared governance.
- The *Ad Hoc* Committee of the General Faculty on the MOU for Shared Governance has been appointed by Chair Summers and met the first time on May 29<sup>th</sup>. They intend to have a document that can be vetted and approved by Senate, agreed to by Administration, and then signed by the Chair, Vice Chair, Provost, and President early in the Fall Semester. The membership includes:
  - Leila Hudson (SBS),
  - Mona Hymel (Law),
  - Melanie Hingle (CALS) – Co-Chair,
  - Michael Brewer (Libraries) – Co-Chair,
  - Marv Slepian (COM-T),
  - Andrea Romero (Provost's Office),
  - Elizabeth Miller (Office of the General Counsel),
  - Teresa Moreno (Arizona State Museum),
  - Joe Gerald (Public Health),
  - Judd Ruggill (Humanities),
  - Brad Story (Science)
- Chair Summers and Vice Chair Hingle continue to respond to questions through the Discourse Forums for faculty that were set up by Chair Summers in April – <https://uacovid19workgroups.trydiscourse.com/>.
- Responding to requests from senators and from faculty across campus, the Officers have worked with administration to secure the appointment of several more elected faculty representatives to the campus-level task forces that are working on COVID-19 related issues. Most of the task forces now have two elected faculty representatives. These are in addition to any faculty initially appointed for their domain-specific expertise.
- Vice Chair Hingle and Secretary Brewer developed explanatory documents and conducted an informal orientation for new members of Senate. The new documents are expected to be posted on the Website.
- The Senate and other Shared Governance bodies will continue to meet over the summer to support the institutional response to COVID-19 and the financial, health and social effects of this series of events. We appreciate your support and continued efforts in this regard.

## GOALS:

- To ensure a successful, safe, and healthy return to campus life in Fall for all members of the UA community.
- To continue to broaden participation in shared governance to ensure that the University lives up to its values and supports its mission as we move ahead.
- To work with you to all that we, as a community, can do to save lives, support our most vulnerable community members, and increase faculty participation in all decision-making that affects our lives and the long-term health and well-being of all of us.
- Faculty Center Staff, with the assistance of Amy Fountain, will be migrating the Faculty Governance website over to a new version of Drupal and updating it significantly. Those changes should be finalized by mid-June.

## REPORT TO FACULTY SENATE

FROM: Tara Singleton, President ASUA <https://asuatoday.arizona.edu/>

DATE: June 1, 2020

### ACCOMPLISHMENTS:

- Advocating for students on Re-entry committees and the creation of Implementation planning guides
- Working on communications to students and the campus community
- Improving the ASUA office space and programming style

### GOALS:

- Communicate to students regarding the best practices and expectations for the upcoming semesters
- Advocate for students and share the student perspective throughout the Re-entry process
- Ensure transparency in all ASUA communications and initiatives
- Empower students and student leaders to lead by example with PPE and social activities
- Create inclusive programming involving virtual opportunities
- Make sure student involvement opportunities continue and adapt for all students
- Engage students in local and federal election in the coming year

## **RESOLUTION IN SUPPORT OF THE TEMPORARY SPRING 2020 ACADEMIC GRADING & ELIGIBILITY POLICIES**

**WHEREAS** the novel coronavirus COVID-19 is a worldwide pandemic that has significantly impacted the instruction and learning associated the Spring 2020 academic term.

**WHEREAS** the University of Arizona made the decision in mid-March to transition all in-person coursework for Spring 2020 instruction to remote and online modalities.

**WHEREAS** our AAU peers and other institutions of higher education throughout the country have implemented revised pass/fail grading policies.

**WHEREAS** the Senior Vice President for Academic Affairs and Provost, in consultation with administrators, faculty, and staff announced emergency Revised Academic Grading and Eligibility Policies for the Spring 2020 term only (please see: [LINK](#)).

**WHEREAS** the stated guiding principal for these revised policies is: “So that students can stay on track towards graduation, we are striving to maximize credits awarded to students during the Spring 2020 term, while at the same time working to ensure the quality of instruction and student learning subject to the constraints imposed by the pandemic.”

**THEREFORE**, the Faculty Senate of The University of Arizona hereby supports the Revised Academic Grading and Eligibility Policies for the Spring 2020 academic term.



*Academic Personnel Policy Committee*

**FACULTY CENTER**

1216 E. Mabel Street  
Tucson, AZ 85721-0456

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Fax: 520.621.8844

facultycenter@email.arizona.edu

THE UNIVERSITY OF ARIZONA®  
**ACADEMIC PERSONNEL POLICY COMMITTEE**

Faculty Center  
1216 E. Mabel St. (PO Box 210456)  
621-1342 (Fax: 621-8844)  
facultycenter@email.arizona.edu

**APPC Annual Report 2019-2020**

**2019-2020 APPC Members:**

Melanie Hingle, **Chair**, CALS (6/18-5/20)  
Janet Cooley, COP (6/19-5/20)  
Tessa Dysart, LAW, (6/18-5/20)  
Daniel B. Ferguson, RDI (1/19-5/20)  
Ronald Hammer, COM (6/16-5/20)  
Judd Ruggill, COH (6/18-5/20)  
Madison Smith, ASUA (6/19-5/20)  
Dustin Tran, GPSC (6/19-5/20)  
John P. (Pat) Willerton, SBS (6/10-5/20)  
Jerome (Keaton) Wilson, Postdoc (11/17-5/20)

**APPC met 5 times during the 2019-20 year (10/23, 11/18, 1/8, 2/28, 5/8) to review issues & policies summarized below.**

**10.23.19 Meeting**

**Activities:** Oriented new members to APPC and review 2018-19 Annual Report; reviewed Senate Open Session speakers' request to consider a UA policy on donor interference including the document [Institutional Conflicts of Interest in Academia](#) provided to attendees of the October 7, 2019 Senate meeting; reviewed proposal from the ad hoc Committee on Career Track Faculty

**Guest:** Amy Fountain

**Topics proposed by** Jessica Summers, Chair of the Faculty, and Amy Fountain, Secretary of the Faculty

**Summary:** APPC Chair Hingle oriented new members to committee activities and reviewed the annual report. Chair Hingle updated the committee on a document circulated during the Oct. 7 Faculty Senate regarding conflicts of interest in academia. The committee discussed the UA Freedom Center (the example raised at the Senate open session), the UA Gift policy, and expressed interest in knowing the best practices regarding gifts and donors used by other institutions. Committee members discussed restrictions on donations and restrictions on endowed chairs, and disclosure of conflicts of interest. The second part of the session was spent debating whether we need a senate standing committee based on the ad-hoc Committee on Career Track Faculty. A potential workflow was proposed and shared with Amy Fountain,

Co-Chair of the ad hoc group, and Secretary of the Faculty for discussion with Faculty Officers and the ad hoc Committee.

### **11.18.19 Meeting**

**Activities:** Continued October 2019 discussion of potential donor interference; Reviewed and provided feedback on draft policy acknowledging indigenous/AI and HSI “servingness” by faculty and staff

**Guests:** Francine Gachupin, and Maurice Magaña

**Topics proposed by** Andrea Romero, Vice Provost for Faculty Affairs, Maurice Magana, HSI Fellow, and Francine Gachupin, President of the Native Faculty Association at University of Arizona

**Summary:** Committee members discussed gift and conflict of interest policies currently in place and issues with donor influence. Conflict of interest policy revisions are still in progress and will return to the Faculty Senate as an information item. Chair Hingle said she would follow up with Celina Ramirez and the Compliance Office to determine how COI/COC intersect with donor funding/gifts. The Committee reviewed materials provided by Maurice Magaña (HSI Fellow) and Francine Gachupin (UA Native Faculty working list of retention and promotion concerns, strategic actions, list of UArizona Native Faculty). Currently, UA is not a Native American Serving Institution and Gachupin shared strategies to achieve this status including increasing overall numbers and retention. Committee members discussed ways amplify concerns raised by Native Faculty and perhaps integrate similar concerns with the Hispanic Serving Institution Inclusive View of Scholarship proposal brought to the committee by Magaña. Members expressed the importance of this policy including language that addresses all faculty—including career track faculty members.

### **1.8.20 Meeting**

**Activities:** Review proposed changes to General Education Teaching Policy and Conflict of Interest/Conflict of Commitment Policies. Review existing Gift Policies.

**Guests:** Taren Langford and Marie Teemant

**Summary:** Teemant spoke with the committee regarding proposed changes to general education and teaching policies previously discussed with APPC and Gail Burd on May 1, 2019. The proposed changes were passed by UWGEC and were then tabled by UGC. Teemant has been working with Gail Burd, Senior Vice Provost, Academic Affairs / Teaching and Learning, to facilitate a compromise: graduate students cannot teach tier one courses (due to size and the broad nature of topic taught) but can teach tier two courses (as they are specific topics, entry-level courses, and smaller in class size). Committee members debated the necessity and logic of the distinction between tier one and tier two courses and expressed concerns regarding specificity of content on the tier two level. Members decided to direct the policy to the Senate Executive Committee with the statement that the policy has been considered by APPC and the committee recommends no differentiation of grads and faculty regarding teaching general education.

The Committee reviewed the COI and COC policy under consideration plus discussed the [ppt from the January Senate meeting](#) that explains some of the “why” of these revisions, and was asked to weigh in on whether or not revised COI & COC policies adequately addressed concerns raised about donor interference (and lack of an explicit policy here at UA), and/or whether protections against this potential were addressed by the COI/COC policies in conjunction with the [UA Gift Policy](#). Committee members discussed a possible threshold amount for disclosure of support to be necessary. Members also reviewed definitions of roles that would have to disclose sources of support and agreed the financial controller of a unit should be responsible for disclosure even though this duty varies according to unit. Langford provided details to the committee regarding the workflow of the COI office and the steps taken when a source of financial support for a university center or association is disclosed to her office. Currently the university

employs hybrid model of COI/COC policy enforcement: the college or center receiving a source of support must enforce policies and the COI office will provide guidance. No recommendations were made.

#### **2.28.20 Meeting**

**Activities:** Reviewed Interim Campus Use Policy and Interim Political Activity Policy; reviewed and discussed revised COI/COC policies; reviewed and offered suggestions regarding a proposal to streamline new program approvals developed by Greg Heileman and Jessica Summers on behalf of Provost Folks.

**Guests:** Taren Langford, Jessica Summers

**Summary:** Committee members reviewed and discussed the Interim Campus Use Policy and Interim Political Activity Policy. There were no concerns.

Taren Langford met with the committee to continue discussion of revisions to the Conflict of Interest and Conflict of Commitment policies. Recent changes from her Office included a new requirement to disclose donations which may influence academic policy and changes to the language regarding financial interests. Committee members raised concerns that existing policies were aimed at financial conflicts of interest and did not include gifts that may influence faculty and curriculum. Members reiterated the need for a clear policy to ensure gifts are disclosed and reported through appropriate mechanisms.

Jessica Summers presented proposed revisions to the new academic program approval process. The proposal continued to involve shared governance, curricular affairs, and the Provost's office but allowed for some approvals to happen simultaneously. Committee members expressed to Summers concerns about the importance of feedback provided by committees at each step of the approval process as it is currently proposed. Members discussed the possible problems of streamlining the program approval process including the proliferation of similar programs and the lack of sunseting of programs. Final thoughts on this will be submitted to Jessica.


#### **5.8.20 Meeting**

**Activities:** Continue to discuss potential donor interference at University of Arizona with Taren Langford, Director of UArizona Compliance; review new APPC committee roster beginning June 1, 2020.

**Guest(s):** Taren Langford – Director of Compliance, Andrea Romero, Vice Provost for Faculty Affairs

**Summary:** Taren Langford updated the committee on the Conflict of Interest/ Conflict of Commitment SOP with the UA Foundation, and COI meetings with college-level leadership explaining that all gifts must be directed via the UA Foundation (unless the OGC has approved an affiliation/association agreement). Langford spoke to the committee regarding formal training of administrators in COI/COC disclosures, and observed that as more training is provided, the number of disclosures has increased. Langford will continue to work with RII to refine and deliver training materials for administrators that be rolled out with the revised COI/COC policies which will become a required (for administrators and potentially researchers) training module in UAccess. Langford is also working with individual colleges and reviewing outside interests against institutional responsibility to identify potential conflicts, and Deans have been receptive. Andrea Romero spoke about the lack of onboarding processes related to COI/COC for administrators, especially Deans, and offered to develop an onboarding process with Langford that could be delivered via Faculty Affairs. Langford continues to work toward a comprehensive COI/COC system that will allow items to be brought to committees when it appears there is the possibility of undue influence on academic freedom, hiring of faculty, or instructional or research activities.

Respectfully submitted,





Melanie Hingle, Chair, APPC







**Committee on Academic  
Freedom and Tenure**

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# **Committee on Academic Freedom and Tenure Annual Report 2019-2020**

## **Committee Members**

Dr. Dalila Ayoun, Chair	French and Italian	COH
Dr. Diane Li, Vice Chair	East Asian Studies	COH
Dr. Michael Brescia	Arizona State Museum	CC
Dr. Nolan Cabrera	Educational Policy	COE
Ms. Yamila El-Khayat	AZ Health Sciences Library	LIB
Ms. Deanna Fitzgerald	Theatre/Film & Television	COFA
Ms. Monica Kilcullen Pastor	Maricopa County Office	CALS
Dr. Dante Lauretta	Lunar & Planetary Laboratory	COS
Ms. Yvonne Mery	Main Library	LIB
Dr. Stephen Poe	Ag-Biosystems Engineering	CALS
Dr. Janet Meiling Roveda	Electrical Computer Engineering	ENGR
Dr. S. Mae Smith	Disability Psych Ed Studies	COE
Dr. Lynda Zwinger	English	SBS

## **CAFT Mission Statement**

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

## Hearings

In March 2019, the Committee received an appeal of a Notice of Dismissal from a tenured professor. A panel was selected and the hearing was originally scheduled for September 3, 5 and 6, 2019. Due to exceptional circumstances, it had to be rescheduled for November 4, 5, and 8, 2019. The panel made its recommendation to President Robbins on December 11, 2019. The President's decision is pending.

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

Respectfully submitted,

Dalila Ayoun  
Chair, CAFT (2019-2020)

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Faculty Center  
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**Committee on Conciliation**  
**ANNUAL REPORT 2019-2020**

Committee Members	Department	College	Term
Gayatri Vedantam, <b>CHAIR</b>	Animal/Biomedical Sci	CALS	6/18 - 5/20
Dawn Coletta	Medicine	COM-T	6/97 - 5/21
Pearce Paul Creasman	Tree Ring Lab	COS	6/18 - 5/20
John Milbauer	Music	COFA	6/19 - 5/21
James Ratner	Law	LAW	6/18 - 5/20
Joyce Schroeder	Molecular/Cellular Biology	COS	6/19 - 5/21

The Committee on Conciliation did not receive any cases for the 2019-2020 year.

Respectfully submitted.

Gayatri Vedantam, Ph.D.  
Chair, Committee on Conciliation



**University Committee on  
Ethics and Commitment**

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**2019-2020 Annual Report**

**UCEC Members:**

Dr. James Watson, **CHAIR** (6/17-5/20) **(RII)**

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

Dr. S. Patricia Stock (6/17-5/20) **(CALS)**

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

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

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

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

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

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

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

The committee did not receive any cases from the RIO to consider during the 2019-2020 academic year, therefore, held no Inquiry Panels.

The Committee's Annual Meeting was held on September 20, 2019.

Respectfully submitted,

Dr. James T. Watson  
Chair, UCEC

## **University of Arizona Grievance Clearinghouse Committee 2019-2020 Annual Report**

### **Committee Members**

Dr. Dalila Ayoun	Chair, CAFT
Dr. Dian Li	Vice-Chair, CAFT (Non-voting)
Dr. Kristen Klotz	Office of Institutional Equity
Dr. John Leafgren	Faculty Senator
Dr. Gayatri Vedantam	Chair, Committee on Conciliation
Dr. James Watson	Chair, University Committee on Ethics and Commitment

### **Mission**

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

### **Petitions**

The Committee reviewed two petitions in the 2019-2020 academic year:

- A complaint from a faculty member was received on November 26, 2019. The Committee requested supplemental information, but ultimately concluded that the grievance could not be heard because the appeal had been filed past the 30-day deadline and there was no UHAP violation.
- A complaint from a faculty member was received on September 9, 2019 regarding the actions of a supervisor. The committee declined to take action because the bases for the complaint did not fall under the purview of any of the University grievance committees and offices, namely GCC, OIE, Conciliation, and CAFT.

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

Respectfully submitted,

Dalila Ayoun, Chair  
Grievance Clearinghouse Committee



*Research Policy Committee*

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**Research Policy Committee**

**ANNUAL REPORT 2020-20**

**Committee Members:**

Dr. Paul Gordon, Chair, COM-T (6/20-5/20)  
Dr. Abraham Acosta, COH (6/19-5/20)  
Mr. Gomez Ambriz, ASUA (7/19-5/20)  
Dr. Shirin Antia, COE (9/17-5/20)  
Mr. Patrick O'Brien, GPSC (8/19-5/20)  
Dr. Douglas Loy, ENGR (6/18-5/20)  
Dr. Thomas Moon, Postdoc (10/17-5/20)  
Dr. Stanley Pau, OSC (6/11-5/20)  
Dr. Marlys Witte, COM-T (6/13-5/20)

Building on the work of the RPC from last year, we continued to work on the proper structure and governance of the Research and Development offices core facilities. With significant work from member Dr. Thomas Moon, we developed a draft policy statement. This was then reviewed by the committee as we met with leadership from RII. Feedback was received from RII. Our committee reviewed their feedback and will send this revised document back to RII. We will ask them to send RPC their final comments by mid-summer and we anticipate bringing it to the full Faculty Senate in the early Fall. The main components of our policy statement include:

- 1) Governance must include faculty and user participation
- 2) The Core facility must have a vision developed jointly by the users
- 3) Reporting of core facility productivity – publications, impact, use, and finance must be done on an annual basis.
- 4) A clear set of metrics and process for sun setting facilities is needed

At another Research Policy Committee meeting, we had an outstanding presentation from [Research Data Management Services](#).

We realized how little many of us know about the services available to researchers at UA.

It was suggested that we might invite them to Faculty Senate to make a presentation.

Respectfully submitted,

Paul Gordon, MD, MPH  
Chair, RPC





Student Affairs Policy Committee

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**Student Affairs Policy Committee  
Annual Report 2019-2020**

**SAPC Members:**

Diane Ohala, **CHAIR**, Linguistics  
Gomez Ambriz, ASUA  
Sonia Batsheva Kaufman, GPSC  
Cheryl Cuillier, University Libraries-Research & Learning  
Yijun Ding, College of Optical Sciences  
Leila Hudson, Middle Eastern & North African Studies  
Lauri Macmillan Johnson, Landscape Architecture & Planning  
Kimberly Marchesseault, Management and Organizations  
Matthew Mugmon, Fred Fox School of Music  
Jeff Stone, Psychology  
Kendal Washington White, Dean of Students, *ex-officio* (8/09- )

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During the academic year 2019-2020, the committee met September 11, 2019; October 09, 2019; November 6, 2019; December 11, 2019; February 12, 2020; March 18, 2020; April 8, 2020; and May 6, 2020. Details and highlights are provided below.

**Highlights for September 11, 2019 included:**

Update on Costs of Course Materials: According to information provided by UA Bookstore, the average cost of course materials at UA remains below the national average. The committee discussed possible reasons behind this savings including ownership of the bookstore by UA. Committee member Cuillier suggested a mismatch between what students are assigned to buy and what they purchase. Cuillier also raised concerns regarding the impact of the expansion of students utilizing Inclusive Access, which may not be a positive experience for students unless a significant discount is negotiated with the publisher and faculty understand that associated courseware is optional (in some cases, adding additional courseware can raise costs to the student. The committee suggested an update to the Best Practices for Course Materials document to include this information.

Campus Pantry Update: Food insecurity is still an issue on campus and Campus Pantry has expanded hours and a new refrigerator donated by President Robbins. Graduate and international students are particularly in need in summer months, though, when hours are more restricted. Melanie Hingle, Chair of APPC, will initiate a campus-wide food insecurity survey in collaboration with other universities to gather more data about student needs in this area. The committee suggested asking Campus Pantry for another visit to SAPC.

Update on full-time status for graduate students: Issues regarding full-time status for graduate students were discussed by the committee, including the differing amounts of credits necessary for fulltime status across colleges and accrediting bodies encouraging the pairing of retention to time in degree. Chair Ohala discussed this issue with the Dean Carnie of the Graduate College and was told that the lower number of credit hours to achieve full-time status for TAs and RAs is federally mandated and not subject to change at UArizona.

Course Attendance & Absence Policies: Course attendance and absence policies were reviewed by the committee including issues raised by ASUA Diversity Director regarding excused and unexcused absences and their potential to disproportionately affect students of color and other minority populations. The committee discussed different varieties of absences and attendance policies as well as the campus mandate that disallows instructors from asking for documentation of an unexcused absences. ASUA plans to bring this issue forward in collaboration with the Dean of Students and other relevant constituents. The committee expressed support for this initiative but also advised consultation with teaching faculty.

#### **Highlights for October 09, 2019 included:**

Campus Pantry Presentation: Bridget Nobbe, Coordinator of Campus Pantry, presented updated information to the committee, including data from the 2016 UA Campus Climate survey that indicated 29% of undergraduates and 12% of graduate students always or often skipped meals or ate less due to financial constraints and those most affected are from the following populations: Latinx, LGBTQIA+, Students with disabilities, Pell grant recipients. The impacts of food insecurity (lower GPA, higher risk of not graduating, more likely to move) were also explained alongside coping strategies students who are food-insecure utilize. Nobbe also noted that due to cutbacks in housing services on campus, insecurity is not limited to food but also things like toiletries and toilet paper. Chair Ohala and other committee members agreed to follow-up with other campus bodies to coordinate efforts and raise awareness of these issues. *Nb. Chair Ohala and committee member Cullier brought these concerns to the attention of Regent DuVal, among others, during the ABOR breakfast in Fall 2019. Chair Ohala also met with Melanie Hingle, Chair of APPC, which group had also received a visit from Campus Pantry.*

Nobbe introduced a Basic Needs Statement that could be included with syllabi. The statement would include a link to a website that provides a searchable directory of resources available to students. *Nb. These [links](#) and associated statements for course syllabi were subsequently approved by the Undergraduate and Graduate Councils during the Fall 2019 semester. The [texts](#) to include on syllabi for Campus Pantry and other support services were sent to various campus constituents on 4/1/20 and can be readily adopted by any instructor.*

#### **Highlights for November 6, 2019 included:**

LGBTQ+ Affairs Presentation. Director Jen Hoefle Olson presented to the committee on the operations and work of the LGBTQ+ resource center. The center offers a safe space for LGBTQ+ students and has a varied user base from the estimated 5-10% of the student body. The center also supports 5 affiliated student groups: Pride Alliance, DLP, oSTEM, ArospACE, MedPRIDE, and Pride Law. One-on-one and dedicated support groups are offered to students as well as referrals to CAPS; the center can cover the cost of a referral. In addition, financial aid peer advisors (trained by UArizona Financial Aid) are available to students

Committee members asked questions regarding current challenges, which included: the need to clearly communicate to students the location of all-gender restrooms on first day of class; the lack of consistent use of preferred names and pronouns in UAccess resulting in incorrect information on class rosters and in D2L. Committee member Cuillier will follow up on this topic. *Nb. Committee member Cuillier subsequently worked with Mark Felix (Director, Student and Academic Technologies) on this issue. The preferred-name field in UAccess should now share data with class rosters and D2L. However, there may be an extra step in the workflow that students do not know about when entering their preferred name information.*

### **Highlights for December 11, 2019 included:**

Postdoctoral Concerns: Chair Ohala and committee member Ding reported on their recent meeting with the Director of Postdoctoral Affairs, Jeannette Hoit. Topics discussed included increasing awareness of resources available to postdoctoral students on campus, the lack of an official postdoctoral organization, and complications with postdoctoral student titles. Committee members discussed SAPC reviewing postdoc models and best practices from other institutions. Director, Postdoctoral Affairs, Jeannette Hoit was discussed as a future guest of the committee.

Club Sports: Committee members discussed the issue of students pressured to play club sports while injured. The club sports handbook was reviewed by committee member Stone and the evaluation process for students participating in these sports was discussed as was a future visit from those who oversee Club Sports.

Presentation by Bruce Grissom, Director UA VETS Center. Grissom presented to the committee about the UA Vets Center, which provides services to anyone who is military-connected (student veterans, currently serving, dependents, spouses, and family members). Grissom provided details on the unique challenges student veterans experience when transitioning from service to the classroom environment and explained the education benefits available to these students including GI Bill, tuition assistance for active duty, and vocational rehabilitation. He also provided information on the partnership between VETS Center and new student orientation, which covers registration and certification (through the Registrar's office).

Resources made available to students through the center included: VETS Peer Advocacy Liaisons (PALS), VETS Faculty Fellows, Veterans Services office "translation", Student veterans of America, UA Chapter, and a partner organization, Student Veterans of America (SVA), which provides benefits including fundraising, resume workshops, and career assistance.

Committee members discussed the allies training offered by the UA VETS Center which is offered twice a semester in-person over three consecutive Fridays (2-hours each). Committee members suggested an online option that could reach a wider audience as the sessions often fill-up quickly and many interested individuals are unable to participate. The committee referred Grissom to Director Hoefle Olson of LGBTQ+ for a successful online training model that relies heavily on

sharing student views and experiences, which is an important component of the VETS Ally training. The committee also suggested that Grissom visit Faculty Senate to provide other faculty with the information provided to SAPC. *Nb. Chair Ohala proposed this visit to the Chair of Faculty, who scheduled a visit for Spring 2020. This visit was subsequently postponed due to the COVID-19 crisis.*

#### **Highlights for February 12, 2020 included:**

Presentation by Dr. Jenny Hoit, Director of Postdoctoral Affairs. Hoit updated the committee on the structure, personnel, and services offered by University of Arizona Postdoctoral Affairs. Support of Postdoctoral Affairs is split between Research, Innovation, and Impact (RII) and the Graduate College. The University is also part of the National Postdoc Association (NPA) and anyone with UA login credentials may utilize the NPA resources via their website. Hoit noted that there are approximately 500 post-doctoral scholars on the UA campus with the majority working in the Colleges of Science and Medicine-Tucson. There are an additional 25 in Phoenix.

Hoit provided an overview of the services Postdoctoral Affairs offers: workshops geared toward non-academic jobs (a career counselor is in the works), an all postdoctoral scholars' listserv, postdoctoral orientations (three times a year), writing groups and social gatherings, and Postdoctoral Research Development Grants (PRDG; offered annually).

Members asked Hoit about the grievance pathways offered to postdoctoral scholars and expressed concerns with the relationship of supervisor as funder of postdoctoral scholars. Hoit described issues with disparities and issues between different postdoctoral scholars on campus including: onboarding of postdocs under different titles results in disparities in access to benefits, although some have access to training-related expenses that can include insurance, and some are able to enroll as non-degree seeking and utilize UA student health insurance. Also, DCCs cannot use the QTR benefit.

Hoit discussed the need for awareness of the postdoc population. Committee members suggested the drafting of a best practices document to be sent via the all faculty listserv. This document would highlight resources for postdoctoral scholars, may be drafted by SAPC, and sent in January, May, and September to faculty. *Nb. Due to the COVID-19 crisis the best-practices document remains a pending action item. Chair Ohala raised the grievance pathway issue in a subsequent Senate Executive committee and received further information for the committee's consideration. Additional communications with Director Hoit focused on the access to benefits of issue.*

#### **Highlights for March 18, 2020 included:**

Pass/Fail & Communication Issues: Student committee members shared their feelings of stress in connection to the transition to online learning and the possibility of a pass/fail grading scheme. Student committee members reported not knowing UA was fully online through the end of the semester and raised the issue of stress on students when they are not fully informed. Chair Ohala agreed to bring up issues related to this topic at the next Senate Executive Committee (*and did so and also followed up with Provost Folks, specifically about access to WiFi for native students*).

Student Access to Technology. Members discussed the importance of surveying students to identify and address technology issues while courses have shifted to online instruction (per recent

email from Provost Folks). Chair Ohala agreed to share a survey she conducted of her students in regard to technology and issues that have arisen (*and did so*).

Presentation by W. Patrick Bryan, Assistant Director, Mentoring and Cultural Programs. Bryan presented to the committee about the First Cats programming for first-generation students. Bryan shared the definition of first-generation students and noted the definition takes various forms including: a student who comes from a home where neither parent/legal guardian has completed a four-year bachelor's degree, a student whose parent with primary custody or with whom the student lives with a majority of the time does not have a bachelor's degree, a student whose parent(s)/legal guardian(s) completed a bachelor's degree or equivalent in a country outside of the United States, a student who was/is a homeless youth, in the foster care system, or a ward of the state. Bryan informed the committee there are attempts at generating a University-wide definition of first-generation students that would include financial aid aspects and acknowledged there are limitations specific to grants that may supersede First Cats' definitions.

Bryan shared information about First Cats' mentoring efforts, including: cohort approach, 1:1 meeting, and workshops on navigating the University experience, which meets Arizona Assurance requirements and is connected with New Start Summer Program.

Bryan outlined major challenges, including refinement of the definition of first-generation students and ensuring the institution has a common understanding of the term. Bryan also shared ideas from meeting with first-generation students and First Cats staff. Items included suggestions to refine syllabus structure to explain things like office hours, expectations, and opportunities for 1:1 interaction with faculty member and encouragement of faculty to complete First Cats training. Chair Ohala agreed to raise the syllabi suggestions with relevant campus constituents (*and did so*).

#### **Highlights for April 8, 2020 included:**

Pass/Fail Grading/Withdrawals: All students have the opportunity for pass/fail grading in courses. Members discussed faculty member and student confusions on the logistics of pass/fail grading and the impending deadline for student withdrawal and how to increase student awareness.

Student Success and Retention Innovation (SSRI) Memo: Committee members reviewed and discussed items from a memo sent 04-08-2020 by SSRI. Of particular concern was support for mental health issues, which comprised the largest proportion of students' reported stressors as a result of the COVID-19 crisis.

D2L Announcement Addressing Above Concerns: Members proposed an announcement text that could be added to D2L announcements and voluntarily to all D2L course homepages by instructors. The text would include information about pass/fail grading, withdrawal deadlines, and access to support for mental health and other resources. Chair Ohala will follow-up with Lisa Elfring to see if it is possible to include a message on all D2L pages with pertinent information for students. *Nb. Chair Ohala subsequently worked with Lisa Elfring from OIA and Mark Felix from UITS to create this announcement, which was immediately distributed via D2L announcements and updated through the end of term.*

Students Taskforce: The committee discussed the recently formed students taskforce and the mobilization of resources for faculty and students. Members expressed the desire to connect with the taskforce to better understand its remit and whether that remit connected with concerns from

SAPC. *Nb. Chair Ohala subsequently met with members of this taskforce (Barry Brummond, Melanie Hingle, and Sidney Hess). The critical connection between loss of tuition dollars for next AY and poor communication to students and faculty about UArizona was discussed. Each agreed to forward these concerns to various constituents and all subsequently did so.*

**Highlights for May 6, 2020 included:**

Graduate Student Teaching Opt-out and Leases: Committee members Hudson and Kaufman discussed the likelihood of a teaching opt-out for graduate students in response to President Robbins' announcement about at-risk faculty not being present in classrooms but assisted by in-person graduate student proctors. Committee members Hudson and Kaufman also expressed increasing concern for all students with impending lease decisions. Members expressed concerns there may *not* be an opt-out for graduate students with teaching assignments and reiterated the importance of involving graduate students in campus re-entry teaching plans. Member Kaufman informed that the committee that as GPSC is transitioning to new leadership, a separate coalition is pursuing these and other issues related to potential effects of the proposed re-entry plan on graduate students. Chair Ohala and committee member Hudson agreed to raise these issues with relevant administrators. *Nb. Chair Ohala subsequently met with Dean Carnie of the Graduate College, who advised that graduate students should work with departments regarding options for Fall teaching as this depends on specific curricular details. Dean Carnie also advised that international students who have returned to their home country may face particular challenges, such as an inability to return to campus and lack of access to wages if they cannot return (both issues are dictated by policies at the federal level). Committee member Hudson raised these and other graduate student issues at a subsequent Senate Executive Committee meeting and highlighted the need for administrators to respond to all graduate student bodies.*

Campus Re-entry: Members expressed the idea that messaging regarding campus re-entry needs to highlight UA as an institution even if it only meets via online instruction. Members also voiced concern with the messaging that students will be welcomed back to campus, but the administration is nevertheless expecting a portion of the population to become ill, who will then need to be quarantined. The need for consistent and honest messaging to students was again raised. Chair Ohala agreed to raise these concerns at the next Senate Executive meeting (*and did so, noting in particular that campus will not be safe but rather "as safe as they can make it" and that messaging should not promise something that cannot be delivered*).

Summer Meetings: The committee plans to continue meeting over the summer.

Respectfully submitted,

Diane Ohala, Ph.D.  
Chair, SAPC

