

University Wide General Education Committee Update October 4th, 2021

Joan E. Curry

Professor, Environmental Science

Chair, UWGEC

Overview -

Spring 2022

- 45 courses have been approved spanning the range of categories/attributes

Fall 2022

- 502 courses have been nominated by colleges
- QuickStart invitations were sent to all proposers
- 7 additional courses (beyond the Spring 2022 set) have been approved as of 9/29/21
- 111 courses are fully submitted and under review
- 269 additional proposal submissions are anticipated based on QuickStart enrollment and participation.
- February 1st is the Curricular Affairs deadline for approved courses for Fall 2022.



Course Approval Details

Quick Start (Live-Online or Self-Paced)

Purpose:

- Provide information about the new curriculum and course approval process.
- Supports instructors in curating materials for their course proposal form

Product:

Instructor submits course proposal form

Course Proposal
Form (CPF)

NO REVIEW

GE Office Basic Verification

Purpose:

- Ensure all elements of the course proposal are present
- Check for policy fulfillment
- Packaged for UWGEC sub-group review

Instructor revisions requested if:

- Missing CPF elements
- Violation course modification requirements/allowances (e.g., course number change)

Course Proposal
Form (CPF)

Packaged for UWGEC
subgroups

NO REVIEW

GE Faculty Coordinator Recommendations

Purpose:

- Provide a pre-check for significant issues
- Provide suggestions to UWGEC sub-groups
- Assist in organizational flow for UWGEC sub-groups

Course Proposal
Form (CPF)

Faculty Coordinator
Recommendations

NO INSTRUCTOR REVISION
REQUESTS

UWGEC Sub-Group Review

Recommendation to full committee:

- Approve as is
- Approve with potential suggestions
- Conditional approval with required revisions
- Substantial modifications required for review

Instructor revision requests:

- Provide actionable and specific required changes to instructor.

Course Proposal
Form (CPF)

UWGEC Sub-Group
Review Decision

UWGEC Full Committee Review

Full committee vote:

- Proposals brought forward by subgroups

Final decisions made:

- Instructor revision requests provided (if applicable)
- Recommendations sent to Curricular Affairs and Office of the Registrar

Course Proposal
Form (CPF)

UWGEC Sub-Group Review
Decision

UWGEC Full Committee Review
Decision

		General Education Refresh - Spring 2022					
College	# of Tier I/II Spring 2021 Courses	College Nominated Courses	Quick Start Capacity	Not Proposed	Pending Vote	Revisions Pending	Approved Courses
SBS	111	29	12	2	1	1	8
Humanities	102	23	13	0	1	1	11
Fine Art	47	15	6	0	0	1	5
CALS	28	10	5	0	0	1	4
Science	28	11	11	2	0	1	8
Honors	9	10	2	0	0	0	2
CAPLA	6	4	2	0	0	0	2
Education	6	3	2	0	0	0	2
Eller	5	3	2	0	0	1	1
Public Health	3	5	1	0	0	0	1
Law	2	3	1	0	0	0	1
Total	347	116	57	4	2	6	45

Categories by College - Spring 2022

College	Building Connections (BC)	Exploring Perspectives Artist	Exploring Perspectives Humanist	Exploring Perspectives Social Scientist	Exploring Perspectives Natural Scientist	Total
SBS	2	1	2	2	1	8
Humanities	7		4			11
Fine Art		5				5
CALS	3				1	4
Science	1			1	6	8
Honors	2					2
CAPLA	2					2
Education				2		2
Eller				1		1
Public Health	1					1
Law	1					1
Total	19	6	6	6	8	45

New GE Type	D&E - US Context	D&E - Intl/Compe	Quantitativ Reasoning	World Cultures & Societies	Writing	Grand Total
Building Connections	2	3			14	19
Exploring Perspectives Artist	2			1	3	6
Exploring Perspectives Humanist	1	1		2	2	6
Exploring Perspectives Social Scientist	1	1	2		2	6
Exploring Perspectives Natural Scientist			8			8
Grand Total	6	5	10	3	21	45

Spring 2022 courses by
categories and
attributes:

	Courses in the Pipeline - Fall 2022						
College	College Nominated Courses	QuickStart (QS) invitations sent to proposers	QS Live Online Completed Proposal anticipated	QS Live Online Enrolled Proposal anticipated	QS Self-Paced Proposal anticipated	Proposal Under Review	Approved for Fall 2022 (9/29/21)
SBS	220	220	27	21	67	27	2
Humanities	112	112	23	21	18	43	1
Fine Art	56	56	6	6	17	7	1
CALS	38	38	6	6	8	14	2
Science	16	16	2	5	5	2	0
Honors	10	10	1	2	2	5	0
CAPLA	7	7	2	1	1	2	1
Education	16	16	2	4	4	2	0
Eller	3	3	1	1	0	1	0
Public Health	13	13	4	3	2	2	0
Law	2	2	0	0	0	1	0
CAST	2	2	0	0	0	1	0
GIDP	1	1	0	0	1	0	0
Total	502	502	74	70	125	111	7

Spring 2022	College/Course	Building Connections	Exploring Perspectives Artist	Exploring Perspectives Humanist	Exploring Perspectives Social Scientist	Exploring Perspectives Natural Scientist	Grand Total
CALS	ACBS 160D1	1					1
	BE 170A1					1	1
	ENVS 310	1					1
	RNR 150C1	1					1
CAPLA	ARC 160D1	1					1
	LAR 150B1	1					1
Education	SERP 200				1		1
	TLS 150B1				1		1
Eller	ECON 200				1		1
Fine Art	ART 242		1				1
	ART 358		1				1
	DNC 100		1				1
	FTV 352		1				1
	MUS 109		1				1
Honors	HNRS 160D4	1					1
	HNRS 170A1	1					1
Humanities	AFAS 160A1			1			1
	CLAS 150C1	1					1
	CLAS 346	1					1
	CLAS/RELI 305	1					1
	GER 150B1	1					1
	GER 160A1	1					1
	HUMS 205	1					1
	RELI 212			1			1
	RELI 367	1					1
	RSSS 160C2			1			1
	RSSS 325			1			1
Law	LAW/ART 360	1					1
Public Health	HPS 150C1	1					1
SBS	ANTH 339				1		1
	ENGL 160D2			1			1
	ENGL 209		1				1
	GEOG 230					1	1
	GWS 150B2	1					1
	HIST 160C1			1			1
	LAS 150B1				1		1
	LING 150A1	1					1
Science	CHEM 151					1	1
	CHEM 152					1	1
	CHEM 161					1	1
	CHEM 162					1	1
	ECOL 170C2					1	1
	GEOS 170A1					1	1
	PSY 150A1				1		1
	PSY 240	1					1
	Grand Total	19	6	6	6	8	45

Membership:

<https://gened.arizona.edu/ua-committee/members-year>

REPORT TO FACULTY SENATE

FROM: Jennifer Lawrence, UArizona Staff Council

DATE: October 4, 2021

ACCOMPLISHMENTS:



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Staff Council

UArizona Staff Council

- Met with HR to discuss recall rights for Classified Staff
- Merged CS and APAC web sites in UArizona Staff Council web site:
<http://staffcouncil.arizona.edu>
- Set up presence in UA Marketing Cloud to facilitate communications with all staff

GOALS:

- Organization of UArizona Staff Council to best represent all staff employees
- Petition for an all-campus compensation review of staff salaries
- Advocate for more consistent and clear guidelines regarding WFH options and flexible work options
- Analyze potential impact of AIB on University staff

Next meeting: October 12, 3:00-5:00 pm

<https://arizona.zoom.us/j/82325097117>



THE UNIVERSITY
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Strategic Planning & Budget Advisory Committee

FACULTY CENTER

1216 E. Mabel Street
Tucson, AZ 85721-0456
Tel: 520.621.1342
Fax: 520.621.8844
facultycenter@email.arizona.edu

REPORT TO FACULTY SENATE

FROM: The SPBAC Co-Chairs, Sabrina Helm and Barry Brummund

DATE: September 29, 2021

SPBAC Charter: The Strategic Planning and Budget Advisory Committee (SPBAC) in consultation and dialogue with the President, the Provost, and the University community, supports and enhances the success of the University through thoughtful and informed advice relating to: strategic planning, assessment of institutional priorities, review of budgetary policies, and the evaluation of programs and services.

ACCOMPLISHMENTS

- SPBAC co-chairs met with AIB Stakeholder Advisory Group to discuss Shared Governance integration in AIB transitioning process
- SPBAC co-chairs met with administration to discuss possible financial implications of GenEd Refresh and scenario modelling on differential financial impacts for colleges
- In regular session, SPBAC discussed
 - Organization and financial status of UAGC/Arizona Global/Online, Distance, and Continuing Education
 - Allocation of net tuition revenue in AIB based on SCH, majors and/or degrees.

2021-2022 GOALS

- To regularly review annual budget changes
- To increase financial/budgetary literacy of SPBAC membership to ensure timely and competent engagement of all members in development of budgetary policies
- To work with administration on a streamlined process for Shared Governance/SPBAC inclusion in important subcomponents of the AIB transition
- To provide consultative input for RII with regard to financial implications of the research mission
- To work with administration on plans for improvement of student retention and graduation metrics
- To consult administration on revenue-generating ventures such as UAGC
- To overall improve the process for shared governance input in budgetary and strategic planning

SPBAC Meeting Minutes: The minutes from previous meetings are available for each meeting in our digital archive, available here: <https://facultygovernance.arizona.edu/committee/34/minutes-archive>



Results of the Faculty Senate Survey

Presented to Faculty Senate by Jessica Summers, Chair of the Faculty

10/4/21

Priority Issue

COVID: How are we protecting people? consideration of requiring vaccinations by everyone not immuno compromised and working out off campus solutions for those who are immuno compromised.

1 Continuing response to COVID.

1 covid/workplace safety/modality flexibility

1 Covid related University Mandate/guideline

1 Addressing student/faculty's Covid concerns

2 Push back on the anti-COVID safety executive order. It prevents us from protecting campus and responding safely to a new wave of infection.

2 UArizona classroom COVID upgrades.

2 COVID management

1 Hiring and retention of tenure track faculty: what implications does the increased hiring of career track faculty have for the institution/research mission/overall reputation

1 Catastrophically bad Faculty morale (including retention and failed searches)

1 Wellness & Burnout of Faculty

The biggest issue I am hearing from all of my colleagues is faculty mental health. People are not ok. They feel burnt out, unappreciated, unsupported, and profoundly undervalued by the institution and senior leadership.

1 Faculty retention

1 career track faculty path to securing/awarding "some guarantees"

1 CT Faculty pay equity

1 Upcoming Career-Track Faculty Pay Equity Study (conducted by Provost's office)

1 covid response: supporting faculty with a more liberal approach to instruction modality changes

1 Teaching Modalities such as live online being made available

2 teaching modality and classroom safety

Priorities

1. COVID
2. Faculty Morale/Retention
3. Career Track Pay Equity
4. Teaching Modalities

How do we want to address these issue?



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T H A N K Y O U

REPORT TO FACULTY SENATE

FROM: Student Affairs Policy Committee

DATE: October 4, 2021

ACCOMPLISHMENTS:

The committee met on 9/8/21 to establish priorities for the coming academic year (see goals below). These include providing accessible, easy-to-find student support for COVID-19 protocols. SAPC worked with campus constituents (Dean of Students, Marketing & Brand Management) to get Campus Health's series of [5 short YouTube videos](#) on "What Students Should Know About COVID-19" added to UArizona's [COVID-19 webpage](#) (at the bottom). Please share widely!

SAPC's involvement in the Basic Needs Coalition continues. We'd like to remind our colleagues to include the [recommended statements](#) about Campus Pantry and other key student resources on their syllabi and D2L homepages.

SAPC is studying best practices for effectively messaging students. In a recent webinar on "Using Micro-Messaging to Enhance Student Success," Sarah Kyte (Student Success & Retention Innovation senior researcher) shared the following resources:

- [Retention Communication Playbook](#)
- [Mindset & Belonging Campaign](#)

GOALS:

- Increase hands-on, experiential learning for undergrads, especially in STEM fields.
- Revisit academic policies such as pass/fail, last day to withdraw, etc., that changed during COVID-19 and then reverted to reassess these policies in light of what we've learned from the pandemic.
- Continue to support basic needs initiatives.
- Assess different needs of different student groups and help to develop ways to target messaging to meet each group's unique needs.

REPORT TO FACULTY SENATE

FROM: Research Policy Committee

DATE: October 4, 2021

ACCOMPLISHMENTS: We had our first meeting of the academic year on September 23.

We reviewed our accomplishments from last year and set an agenda for this year
We have invited VP Cantwell and her staff to our next meeting (see below under Goals)

GOALS:

We want to work with RII and together try to create more transparency regarding IDC distribution.



New Academic Program Workflow Form

General

Proposed Name: Environmnt & Occupation Health

Transaction Nbr: 000000000000093

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? NA

Anticipated 1st Admission Term: Sprg 2022

Details

Department(s):

PBLH

DEPTMNT ID	DEPARTMENT NAME	HOST
4206	Community, Environment & Pol	Y

Campus(es):

GLBD

LOCATION	DESCRIPTION

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

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

Plan admission types:

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

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 51.2202, Environmental Health.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Minor, Environmental and Occupational Health

Transcript: Y Minor, Environmental and Occupational Health

Conditions for Admission/Declaration for this Major:

At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.

Requirements for Accreditation:

There are no additional requirements, other than the university requirement.

Program Comparisons

University Appropriateness

The proposed program supports the University of Arizona's ambitions for institutional excellence and distinctiveness. The expansion of an Environmental and Occupational Health program which includes additional trainings to improve public health is aligned with the MEZCOPH mission in service learning and to the 2019 Council on Education for Public Health (CEPH) accreditation criteria associated with 1) the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course and 2) the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.

In addition to providing much needed skills to address current and emerging public health threats, the minor program will further position MEZCOPH to be a leader in supporting and training the current and future public health workforce.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

Please see attachment.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
00909419	Mona Arora	4206	Instructor	Doctor of Philosophy	10.00
02134265	Aminata Kilungo	4205	Assit. Prof. Pract.	Doctor of Philosophy	10.00
08605812	Kelly Reynolds	4206	Professor	Doctor of Philosophy	10.00
16508329	Paloma Beamer	4206	Assoc. Prof	Doctor of Philosophy	5.00
22056977	Yann Klimentidis	4204	Assoc. Prof	Doctor of Philosophy	5.00
23121038	Stephanie Griffin	4206	Assit. Prof	Doctor of Philosophy	5.00

Additional Faculty:

We expect to add .10 Faculty FTE over the next 3 years. Details in budget.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
4206	0	56	15.00

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
4206	8	15	25	61	66	71	15.00	15.05	15.10

Library

Acquisitions Needed:

none

Physical Facilities & Equipment

Existing Physical Facilities:

Existing physical facilities and equipment are adequate for this program.

Additional Facilities Required & Anticipated:

none

Other Support

Other Support Currently Available:

The MEZCOPH Office of Student Services and Alumni Affairs offers academic advising for all undergraduate degrees in our college. In

addition, teaching assistants are assigned to courses with large enrollments.

Other Support Needed over the Next Three Years:

No additional support staff or assistance will be needed for the next three years.

Comments During Approval Process

5/25/2021 9:42 AM

JEHIRI

Comments
Approved.

5/25/2021 1:31 PM

YISSELS

Comments
AZ Online currently adding: Global Health & Aging and Population health to the online campus. Online students do not tend to enroll in minors so fewer options are necessary. COPH can work directly with Rachel Abraham to add this minor to the Online campus in future terms should we see demand. Thank you

5/25/2021 1:33 PM

YISSELS

Comments
Deny Reason: AZ Online currently adding: Global Health & Aging and Population health minor to the online campus. Online students do not tend to enroll in minors so fewer options are necessary. COPH can work directly with Rachel Abraham to add this minor to the Online campus in future terms should we see demand. Thank you

6/17/2021 2:09 PM

ESANDMAR

Comments
Removed ONLN campus from Details tab due to YISSELS comment above. Updated additional information form with latest version.



**NEW ACADEMIC PROGRAM-STANDALONE UNDERGRADUATE MINOR
ADDITIONAL INFORMATION FORM**

- I. MINOR DESCRIPTION**– provide a marketing/promotional description for the proposed minor. Include the purpose, nature, and highlights of the curriculum, faculty expertise, etc. The description should match departmental and college websites, handouts, promotional materials, etc.

The Mel and Enid Zuckerman College of Public Health is dedicated to promoting health and wellness of individuals and communities in the southwest and globally with an emphasis on achieving health equity through excellence in research, teaching, and service. We currently offer an emphasis area in the undergraduate major as well as a Master of Public Health (MPH) degree in Environmental and Occupational Health. **We propose a Minor in Environmental and Occupational Health (EOH)** as an extension of our mission of promoting health and environmental justice locally and globally. Environmental health is a multidisciplinary field focusing on understanding the effect of the environment and occupational exposure on human health. Environmental and Occupational Health (EOH) profession is one of the largest segments of the workforce in the country. They are responsible for providing environmental and public health services. However, environmental health programs in the country graduate few students to meet the workforce needs. Environmental Health professionals are trained to diagnose, intervene and, prevent public health threats. As a discipline, students in the field are trained to deal with current public health issues such as air and water pollution, food safety, worker safety, waste management and many others, as well as emerging public health threats. Emerging public health threats may include potential new foodborne, waterborne or airborne illnesses and exposures, some of which we are already experiencing at the moment such as COVID-19. Students minoring in EOH will take courses in different disciplines within the College of Public Health, in addition to Environmental Health Sciences. The Mel and Enid Zuckerman College of Public Health (MEZCOPH) has faculty expertise in Environmental Health and other areas of public health including Epidemiology, Biostatistics, Global Health and Health Promotion to name a few, all relevant areas to support the current proposed minor in EOH.

- II. NEED FOR THE MINOR/JUSTIFICATION**- provide market analysis data or other tangible evidence of the need for and interest in the proposed minor. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor. Please contact the [Office of Curricular Affairs](#) to request the report for your proposal.

Although Environmental Health as a profession needs to produce more graduates to meet the workforce needs, it is lagging behind. There are challenges in research for public health departments, and gaps exist in training workforce to provide essential services such as drinking water

quality, wastewater management, food safety, and to address emerging public health threats.^{1,2} The minor in EOH will further allow students who are majoring in different disciplines to expand their knowledge and their future employment opportunities. This will also allow the Environmental Health discipline at MEZCOPH to gain more visibility, attract more students, including non-traditional students. In addition to providing much needed skills to address current and emerging public health threats, the minor program will further position MEZCOPH to be a leader in supporting and training the current and future public health workforce.

There are a few Environmental and Occupational Health minors offered by several universities across the country. The School of Public Health at the University of Washington offers a minor in Environmental Health. This minor is 27 credits, and focuses on the influence and impact of environmental factors on human health.³ This program is similar to the proposed program with the exception of number of credits. Students in this program take multidisciplinary courses including microbiology and outbreaks, and environmental risk assessment. Both programs focus on chemical, physical and microbial exposure. The University of Northridge, California, is another University that offers a minor in EOH. However, the focus of the program is very limited to occupation, environment, and policy⁴ even with a requirement of 21 credits.

A minor in EOH will prepare students for job opportunities in industrial settings, with local, tribal, state, national and international health departments/agencies. Others may work with non-governmental organizations, or relief agencies to address environmental and occupational determinants of health and promote population health. Job prospect for those graduating with either a BS or Graduate degree in environmental health and other related Public Health disciplines are very good. Expected career growth in just the few disciplines mentioned above are between 5-18 % with salaries ranging from \$46,000 -\$76,000^{5,6,7}

A minor in occupational and environmental health will be very attractive to students from across UArizona campuses. We also expect that some students who successfully complete the minor would consider undertaking our Bachelors, Masters, and doctoral programs. To further increase enrollment, we will actively market the minor to our external constituents, including local, state, and tribal health departments, faith-based organizations, foundations, industry, government and non-governmental organizations working in the US and overseas.

III. **MINOR REQUIREMENTS**— complete the table below by listing the minor requirements, including minimum number of credit hours, required core, electives, and any special requirements. Note: information in this section must be consistent

¹Brooks, et al., (2020) Environmental Health Practice Challenges and Research Needs for U.S Health Departments:

<https://ehp.niehs.nih.gov/doi/full/10.1289/EHP5161>

² https://www.cdc.gov/nceh/ehs/docs/jeh/2006/June_2006_Herring.pdf

³ The University of Washington, School of Public Health. Environmental & Occupational Health Sciences, Environmental Health Minor:

<https://deohs.washington.edu/environmental-health-minor>

⁴ California State University, Northridge: <https://www.csun.edu/health-human-development/environmental-occupational-health/minor-environmental-and-occupational>

⁵ Bureau Labor of Statistics- Health Educators: <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

⁶ Bureau Labor of Statistics- Environmental Scientists : <https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm>

⁷ Bureau Labor of Statistics - <https://www.bls.gov/ooh/life-physical-and-social-science/epidemiologists.htm>

throughout the proposal documents (comparison charts, curricular/assessment map, etc.).

Minimum total units required	18
Minimum upper-division units required	18
Total transfer units that may apply to minor	0
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.
Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>Core requirements (15 units)</p> <ul style="list-style-type: none"> • EPID 309: Introduction to Epidemiology (3 units) • EHS 375: Introduction to EOH (3 units) • EHS 439A: Outbreaks and Environmental Microbiology (3 units) • EHS 418: Intro to Health Risk Assessment (3 units) • EHS 425: Public Health Lens to Climate Change (3 units) OR • EHS 484: Fundamentals of Industrial & Environmental Health (3 units) <p>Electives (3 units)</p> <ul style="list-style-type: none"> • EHS 420: Environmentally Acquired Illnesses (3 units) • HPS 409: Global Water, Sanitation and Hygiene (WaSH) (3 units) • HPS 401: Introduction to Mapping for Public Health (3 units) • EHS 489: PH Preparedness course (3 units) • EHS 484: Fundamentals of Industrial & Environmental Health (3 units) • EHS 426: Topics in Environmental Justice (3 units) • EHS 422: Safety Fundamentals (3 units) • EPID 411: Health and Disease Across Time and the World (3 units) • HPS 459: Management of Public Health Emergencies (3 units)
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	None

Additional requirements (provide description)	None
Any double-dipping restrictions (Yes/No)? If yes, provide description.	Students may apply 6 units towards Bachelor of Science with a public health major.

IV. CURRENT COURSES—using the table below, list all existing courses included in the proposed minor. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed minor and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
EPID 309	3	Introduction to Epidemiology	Introduce students to basic principles and methods used in epidemiology. Includes basic research designs, estimating outcome measures, and establishing cause and effect and effectiveness of interventions to prevent and cure disease	None	Online/in-person	F & Sp	Yes
EHS 375:	3	Introduction to Environmental and Occupational Health	Introduces students to physical, chemical and biological hazards found in the environment and health risks associated with workplace and community exposure to them. Risks to special populations and	EPID 309 Introduction to Epidemiology	Online	F	Yes

			mechanisms of reducing or controlling these risks are discussed.				
EHS 439A	3	Outbreaks and Environmental Microbiology	This course will examine historical and present-day outbreaks in regard to the environmental microbiology of pathogens. Different pathogen control interventions that were used to mitigate the outbreaks will also be explored.	None	Online	Su	Yes
EHS 420	3	Environmentally Acquired Illnesses	This course provides an overview of common and emerging Environmentally Acquired Illnesses (EAls) and explores the multitude of hazards, conditions, and predisposing factors related to human disease. Students acquire skills in evaluation of environmental hazards and assessment of chemical and microbial exposures in various populations and the probability of associated health effects on the human population or the environment.	None	Online	Sp	Yes
EHS 418	3	Introduction to Health Risk Assessment	The purpose of this course is to enhance students' knowledge and skills related to environmental risk assessment, including hazard assessment, exposure assessment, toxicity assessment, and risk characterization.	None	Flex-In Person	F	Yes
EHS 425	3	A Public Health Lens to Climate Change	This course is designed to provide foundational knowledge in the various, complex mechanisms through which anthropogenic changes influence	None	Online	F	Yes

			the health of the environment and subsequently human health.				
EHS 484	3	Fundamentals of Industrial & Environmental Health	This course introduces students to physical, chemical and biological hazards found in the environment and health risks associated with workplace and community exposure to them. Risks to special populations and mechanisms of reducing or controlling these risks are discussed.	College level general chemistry (at least at the Chem 103 level), introductory statistics (e.g., CPH 376), and algebra (e.g., Math 112).	Online	F	Yes
HPS 409	3	Global Water, Sanitation and Hygiene (WaSH)	The course is designed to provide the students an understanding of Global Water, Sanitation and Hygiene (WaSH). The course will examine the historic background, health impact and global burden of diseases related to WaSH. In addition, the course will examine the impact of WaSH and gender, and look at WaSH technologies and programming, current status and challenges in achieving WaSH for all.	None	Online	Sp	Yes
HPS 401:	3	Introduction to Mapping for Public Health	This course provides an introduction to public health mapping. Course content includes fundamental mapping concepts, current applications of mapping within the public health field, and exercises to gain practical experience using web-based GIS technology to communicate public health messages.	None	Online	Su	Yes
EHS 489	3	PH Preparedness	This course is designed to introduce students to the emergency preparedness	None	Online	F	Yes

			discipline of public health, using course work designed for current public health practitioners. During this course, students can expect to gain proficiency in the National Incident Management System and attain Centers for Disease Control & Prevention (CDC) Emergency Responder Tier Two level credentials (i.e., Certification in FEMA courses ICS 100, 200, 700, and 800).				
EHS 426	3	Topics in Environmental Justice	This course provides an introduction to environmental justice concepts as they apply to public health. Issues relating to race/ethnicity, gender, social class, environmental policy and law will be used to critically examine environmental health disparities.	None	In-person	F	Yes
EHS 422	3	Safety Fundamentals	This course is designed to teach the fundamentals of occupational safety, emphasizing regulatory requirements and best-practices that are targeted to eliminate major sources of occupational injuries. Hazard identification, behavioral safety, and incident investigation will be discussed. Safety data will be analyzed with the statistics package R.	BIOS376, EHS 375, or equivalent; or consent of instructor	In-person	Sp	Yes
EPID 411	3	Health and Disease Across Time and the World	This is a course that introduces students to human variation and corresponding global trends in disease prevalence, and how these trends may be driven by evolutionary, historical, genetic, cultural, and environmental factors. Topics include human evolutions; current and past	A previous course in the biological sciences recommended.	In-person	Sp	Yes

			disease prevalence; geographical distribution of disease; demographic and epidemiological transitions; origins of health disparities; genetics and epigenetics.				
HPS 459	3	Management of Global Public Health Emergencies	Students will develop the knowledge and skills to work in national and international contexts by contributing to and managing global public health humanitarian crises and programs.	None	Online, icourse	F & Sp	Yes

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

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

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

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

VI. FACULTY INFORMATION- complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the EXAMPLE rows before submitting/uploading. **NOTE: full proposals are distributed campus-**

wide, posted on committee agendas and should be considered “publicly visible”. Contact the [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or “CV attached”
Kelly Reynolds, PhD	Department Chair; Instructor for EHS 418 EHS 420	UA Vitae Link: https://profiles.arizona.edu/person/reynolds
Aminata Kilungo, PhD	Director, Environmental and Occupational Health Program Instructor for 409	CV Link: https://www.publichealth.arizona.edu/directory/aminata-kilungo
Stephanie Griffin, Ph.D.	Instructor for EHS 484	CV Link: https://www.publichealth.arizona.edu/directory/stephanie-griffin
Mona Arora, PhD	Instructor for EHS 425; EHS 489	UA Profile Link: https://www.publichealth.arizona.edu/directory/mona-arora
Paloma Beamer, Ph.D.	Instructor for EHS 426	CV Link: https://www.publichealth.arizona.edu/directory/paloma-beamer
Yann Klimentidis, PhD	Instructor for EPID 411	CV Link: https://www.publichealth.arizona.edu/directory/yann-klimentidis

- VII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP**—describe what students should know, understand, and/or be able to do at the conclusion of this minor. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix A for sample Curriculum Map generated using Taskstream).

Curriculum Map: Courses and Learning Outcomes

<i>Learning Outcome</i>					
<i>Course and Learning Activities</i>	<i>Outcome 1:</i> Identify potential environmental and occupational risks from environmental hazards and determine ways to mitigate the risk.	<i>Outcome 2:</i> Describe pathogen/microbe specific traits that are associated with outbreaks and how these traits influence the spread of disease.	<i>Outcome 3:</i> Classify the major types of chemical, physical and biological exposure agents capable of inducing disease in the public.	<i>Outcome 4:</i> Conduct qualitative and quantitative assessment of environmental and occupational health risks, using computer modeling tools.	<i>Outcome 5:</i> Develop outreach tools for Environmentally Acquired Illness awareness and assessment.
EHS 375: Introduction to EOH EPI 309: Introduction to Epidemiology	I/P	I/P	I/P	I/P	I
EHS 439A: Outbreaks and Environmental Microbiology	I/A	P/A	P/A	I	I
EHS 420 Environmentally Acquired Illnesses	I	I	I/P	I/P	P/A
EHS 418: Introduction to Health Risk Assessment	I/P	I/P	I/P	P/A	P/A
EHS 425: Public Health Lens to Climate Change	I	I	I	I	I
EHS 484: Fundamentals of Industrial & Environmental Health	I/P	I/P	P/A	P/A	P/A
<i>LEGEND</i> I = Introduced; P = Practiced; A = Assessed; I/P = Introduced/Practiced; P/A = Practiced/Assessed					

Curriculum Map:

VIII. ASSESSMENT PLAN FOR STUDENT LEARNING- Using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the minor.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
<i>Outcome 1:</i> Identify potential environmental and occupational risks from environmental hazards and determine ways to mitigate the risk.	Course-embedded assessments. Student course survey Student course survey	Weekly discussion assignments, quizzes, writing assignments, and self-evaluation.	Continuous weekly, mid-term, end of course.
<i>Outcome 2:</i> Describe pathogen/microbe specific traits that are associated with outbreaks and how these traits influence the spread of disease.	Course-embedded assessments. Student course survey	Quizzes, weekly discussions assignments, writing assignments, mid-term exam, final exam	Weekly continuous, mid-term, end of course.
<i>Outcome 3:</i> Classify the major types of chemical, physical and biological exposure agents capable of inducing disease in the public.	Course-embedded assessments. Student course survey	Weekly quizzes, reflection and presentation assignments, self-assessments, mid-term exam, final exam	Continuous weekly, mid-term, end of course
<i>Outcome 4:</i> Conduct qualitative and quantitative assessment of environmental and occupational health risks, using computer modeling tools.	Course-embedded assessments. Student course survey	Graded homework assignments, participation exercises, mid-term exam, final exam	Continuous weekly, mid-term, end of course.
<i>Outcome 5:</i> Develop outreach tools for Environmentally Acquired Illness awareness and assessment.	Course-embedded assessments. Student course survey	Weekly discussion assignments, mid-term exam, end of course portfolio.	Continuous weekly, mid-term, end of course.

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

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	10	20	33	40	45

Data/evidence used to determine projected enrollment numbers:

The anticipated student enrollment for the first year is 10 students. However, it is possible that we will have more students given the online nature of the program, the paucity of, and the growing interest in Public Health programs.

- X. ANTICIPATED MINORS AWARDED**- complete the table below, beginning with the first year in which minors will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates.

PROJECTED MINORS AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Minors	9	18	30	36	41

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

Graduation rates are based on an estimated 90% retention.

- XI. PROGRAM DEVELOPMENT TIMELINE**- describe plans and timelines for 1) marketing the minor and 2) student recruitment activities.

We have budgeted for the marketing and student recruitment efforts for the Environmental and Occupational Health minor program to begin Spring/Summer 2021. As part of these efforts, we will use a multi-pronged approach that will include working with the University of Arizona Mel and Enid Zuckerman College of Public Health's Director for Online Education, Director of Communications, Online Undergraduate

Coordinator, UArizona Online, alumni, and Public Health Student Ambassadors to recruit potential students. Recruitment strategies will also deploy social media campaigns, presentations and information sessions to high school students as well as in freshman classes throughout campus.

XII. DIVERSITY AND INCLUSION-describe how you will recruit diverse students and faculty to this minor. In addition, describe retention efforts in place or being developed in order to retain students.

As part of the marketing and recruitment process, we will target a diverse body of students and working professionals – locally, regionally, nationally and globally. MEZCOPH has a diverse body of faculty who will contribute to courses offered in the minor. The minor in Environmental and Occupational Health will be taught by existing faculty.

Undergraduate Minor Peer Comparison Chart- Select two peers for completing the comparison chart from (in order of priority) [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for minor programs within the discipline. The comparison programs are not required to have the same minor name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Delete **EXAMPLE columns** once ready to submit/upload.

Minor name, institution	Proposed UA Program:	Peer 1: Environmental Health Minor, University of Washington	Peer 2: Occupational Safety and Health Minor, Texas A & M University
Current# of enrolled students		65	57
Minor program description	<p>Environmental health is a multidisciplinary field focusing on understanding the effect of the environment and occupational exposure on human health. Environmental and Occupational Health (EOH) profession is one of the largest segments of the workforce in the country. However, environmental health programs in the country graduate few students to meet the workforce needs. Environmental Health professionals are trained to diagnose, intervene and prevent public health threats. As a discipline, students in the field are trained to deal with current public health issues such as to address air and water pollution, food safety, workers safety, waste managements and many others, as well as emerging public health threats. Emerging public health threats may include potential new foodborne, waterborne or airborne illnesses and exposures, some of which we are already experiencing at the moment such as COVID-19. Students minoring in the EOH concentration will take courses in different disciplines within the College of Public Health, in addition to Environmental Health Sciences.</p>	<p>From: https://deohs.washington.edu/environmental-health-minor</p> <p>The minor is designed to help students understand the influences and impact of environmental factors on human health. Students can declare the Environmental Health Minor with their major adviser. Descriptions and syllabi for all ENV H courses can be found on the Courses Webpage. Students in the minor are encouraged to contact the Environmental Health Advisor if they have questions about course selection.</p>	<p>From: https://public-health.tamu.edu/degrees/minors.html#tab-panel-3</p> <p>Students in the Occupational Safety and Health minor will gain a basic understand of public health practices to address the risks at various workplaces and how to prevent injuries and fatalities.</p>

Target careers	Health and Safety Coordinators in - Government and non-governmental agencies - Health Departments/Agencies -Engineering firms -Manufacturing -Business firms	Health and Safety Coordinators in - Government and non-governmental agencies - Health Departments/Agencies -Engineering firms -Manufacturing -Business firms	Health and Safety Coordinators in Government and non-governmental agencies - Health Departments/Agencies -Engineering firms -Manufacturing -Business firms
Minimum total units required	18	27	15
Minimum upper-division units required	18	21	15
Total transfer units that may apply to minor	0	No available information	No available information
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	A minimum of 2.0 GPA	No available information	Completion of application, and one completed semester at Texas A&M with a 2.0 gpa
Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number	<p>Core requirements (15 units)</p> <ul style="list-style-type: none"> EHS 375: Introduction to EOH EHS 439A Outbreaks and Environmental Microbiology EHS 420 Environmentally Acquired Illnesses EHS 418 intro to health risk assessment EHS 425 Public Health Lens to Climate Change OR <ul style="list-style-type: none"> EHS 484 Fundamentals of Industrial & Environmental Health <p>Electives (3 units)</p> <ul style="list-style-type: none"> HPS 409: Global Water, Sanitation and Hygiene (WaSH) 	<p>Core Course – 3 credits, choose one from:</p> <ul style="list-style-type: none"> ENV H 311 Introduction to Environmental Health (3) A,Sp <p>-or-</p> <ul style="list-style-type: none"> ENV H 111 Exploring Environment and Health Connections (3) A,W <p>Selective Courses - 9 credits, choose any three* from:</p> <ul style="list-style-type: none"> ENV H 431 Environmental and Occupational Sampling and Analysis (3) A ENV H 440 Water, Wastewater and Health (3) A ENV H 445 Solid Waste Management (3) A ENV H 448 Community Air Pollution (3) Sp 	<p>The minor will consist of 15 hours of upper-level Public Health coursework. The following 12 hours of coursework are required:</p> <ul style="list-style-type: none"> PHLT 331 – Occupational Safety and Health I PHLT 333 - Accident Investigation PHLT 432 – Human Factors and Ergonomic Health and Safety PHLT 434 - Project Costs Benefit and Economics <p>Select 3 hours from the following coursework:</p>

<p>limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<ul style="list-style-type: none"> • HPS 401: Introduction to Mapping for Public Health • EHS 489: PH Preparedness course • EHS 484: Fundamentals of Industrial & Environmental Health • EHS 426: Topics in Environmental Justice • EHS 422: Safety Fundamentals • EPID 411: Health and Disease Across Time and the World • HPS 459: Management of Public Health Emergencies 	<ul style="list-style-type: none"> • ENV H 451 Ecology of Environmentally Transmitted Microbiological Hazards (3) A • ENV H 453 Industrial Hygiene (3) A • ENV H 472 Environmental Risk and Society (3) A <p>*If a student takes more than 3 selectives, the additional courses will be counted toward the elective requirement</p> <p>Elective Courses - 15 credits, choose any from list below</p> <ul style="list-style-type: none"> • ENV H 205 Environmental Health in Media (3) SP • ENV H 310 Green Chemicals, Green Products, Green Processes: Crafting a Less Toxic World (3) A • ENV H 405 Toxic Chemicals and Human Health (3) Sp • ENV H 417 Case Studies in Children's Environmental Health Disparities (3) Sp • ENV H 432 Environmental and Occupational Sampling and Analysis II (4) W • ENV H 433 Environmental and Occupational Sampling and Analysis III (4) Sp • ENV H 439 One Health: Human and Animal Health in a Changing Environment (3) Sp • ENV H 441 Food Protection (3) W • ENV H 442 Zoonotic Diseases and Their Control (3) W • ENV H 444 Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health (4) A • ENV H 446 Hazardous Waste Management (3) W • ENV H 447 Environmental Change and Infectious Disease (3) Sp • ENV H 451 Ecology of Environmentally Transmitted Microbiological Hazards (3) A 	<ul style="list-style-type: none"> • PHLT 330 - The Environmental and Public Health • PHLT 305 - Epidemiology in Public Health
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		<ul style="list-style-type: none"> • ENV H 452 Detection and Control of Environmentally Transmitted Microbiological Hazards (3) W • ENV H 460 Occupational Safety Management (3) Sp • ENV H 462 Technical Aspects of Occupational Safety (3) W • ENV H 473 Environmental Health Policy and Practice (3) Sp 	
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No	No	No
Additional requirements (provide description)	None	None	The student's home department must approve of the minor.

*Note: comparison of additional relevant programs may be requested.

BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Undergraduate Minor in Environmental and Occupational Health (Main Campus)
offered by the Department of Community, Environment and Policy

	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2023 - 2024
Budget Contact Person: Kelly Reynolds, PhD			
METRICS			
Net increase in annual college enrollment UG	5	20	33
Net increase in college SCH UG	45	180	297
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee/credit			
New Sponsored Activity (MTDC)			
Number of Faculty FTE		0.05	0.10
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)	6,750	27,000	44,550
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 6,750	\$ 27,000	\$ 44,550
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 6,750	\$ 27,000	\$ 44,550
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty	-	5,500	11,000
Other Personnel			
Employee Related Expense	-	1,705	3,410
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ 7,205	\$ 14,410
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ 7,205	\$ 14,410
Net Projected Fiscal Effect	\$ 6,750	\$ 19,795	\$ 30,140

BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Undergraduate Minor in Environmental and Occupational Health (Online Campus)
offered by the Department of Community, Environment and Policy

	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2023 - 2024
Budget Contact Person: Kelly Reynolds, PhD			
METRICS			
Net increase in annual college enrollment UG	5	20	33
Net increase in college SCH UG	45	180	297
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee/credit			
New Sponsored Activity (MTDC)			
Number of Faculty FTE		0.05	0.10
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues	16,200	64,800	106,920
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 16,200	\$ 64,800	\$ 106,920
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 16,200	\$ 64,800	\$ 106,920
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty	-	5,500	11,000
Other Personnel			
Employee Related Expense	-	1,705	3,410
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ 7,205	\$ 14,410
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ 7,205	\$ 14,410
Net Projected Fiscal Effect	\$ 16,200	\$ 57,595	\$ 92,510

REPORT TO FACULTY SENATE

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

DATE: October 4, 2021

ACCOMPLISHMENTS and GOALS:

Continuing to Manage COVID-19

- The University is working in conjunction with ABOR and our sister institutions to evaluate the best path forward in light of recent legal developments at the state and federal level along with evolving public health metrics.
- On September 15, we launched [Cats TakeAway Testing](#), which allows students, employees, and active DCCs to pick up a saline gargle test kit and drop their sample back off at [several locations](#) on the Tucson Main Campus, Phoenix, Oro Valley, Sierra Vista, and Yuma. Depending on location, PCR results are delivered in 1-3 business days. Since launching this new and extremely convenient testing option, we have seen a steady increase in campus testing.
- Since September 21, our percent positive has remained very low at 1.2%.
- As of October 1, 54% of Main Campus students and 51% of employees have voluntarily uploaded their vaccination record to our secure, HIPAA-compliant system, for a total of more than 30,500 uploads. This number represents vaccine document uploads, which is lower than actual vaccination rates among students and employees.
- Our campus community continues to do an outstanding job with mask wearing, with very few complaints filed with the Dean of Students Office.

First Year Retention Excels Despite an Unpredictable Year

- Official census data shows a first-year retention rate for Fall 2021 of 84%, which surpasses our second highest FTFT retention rate during a year that was full of unpredictable challenges for many students.

Record Year for the UA Foundation

- The UA Foundation had a record year in fundraising and has broken fundraising records in three of the past four years. The endowment has grown by 62%, and is currently at \$1.2 billion not including pledges in excess of another \$100 million.

Building Relationships – Native American Advancement & Tribal Engagement

- On September 17, President Robbins hosted Salt River Pima Maricopa Indian Community President Harvier on the Tucson Main Campus.

Grand Opening: Washington, D.C. Center for Outreach and Collaboration

- Last week, the University hosted a series of events that kicked off our use of the D.C. Center as a space to inform and convene leading experts from around the world, a natural extension of our land-grant mission of service and impact.
- An amazing team of faculty, staff, and partners came together to provide an engaging week of panel discussions, presentations, and public events showcasing the Center and the University's capacity to create positive impact globally. Thank you to everyone who played a part in making this week successful.
- Visit the D.C. Center's [website](#) to learn more about its mission, or watch the week's events via this [YouTube playlist](#).

Research, Innovation & Impact (RII)

- Discussions are underway with ABOR on a new Regents Fund grant program that complements the base TRIF allocations that are made to each of the State Universities. The program is designed to focus multi-university attention on particular Arizona Challenges and Opportunities.
- The University is working with FDP, COGR, AAU, and APLU representatives to help define an appropriate system to meet the new [White House requirements](#) around foreign influence disclosure requirements.
- Kimberly Sierra-Cajas and Judy Kiyama were awarded \$5M from the US Department of Education to advance HSI STEM and Articulation at the University of Arizona.

Renewed Commitment to the Strategic Priorities Faculty Initiative (SPFI)

- We have renewed our commitment to the SPFI program, which has a track record of success in hiring additional full-time, tenure-track faculty or continuing track academic professionals who will enhance the University's distinctive strengths in advancing Inclusive Excellence.
- The last SPFI cycle yielded 9 new hires, all of whom are starting this Fall 2021.

Building a Welcoming and Inclusive Campus – Pronouns in the University Phonebook

- Beginning October 26, pronouns will appear with contact records in the [University's Phonebook](#). Students and employees can voluntarily add their pronouns in UAccess Student and/or UAccess Employee. This best practice allows us to create a campus culture where members of the University community feel welcomed, valued, and respected. Learn more on the [pronouns guidance page](#).

REPORT TO FACULTY SENATE

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

DATE: 4 Oct 2021

ACCOMPLISHMENTS and GOALS:

Faculty Affairs Updates

- 2021-2022 Faculty Awards: <https://facultyaffairs.arizona.edu/about-honors-awards>.
- We are establishing a Mentoring Institute to serve faculty needs which will launch this year.
- Completing the title harmonization process for career-track faculty and audit in October 2021, in preparation for launch of pay equity review process.
- [UAVitae Faculty Fellows](#) will begin gathering stakeholder information to provide recommendations to improve UAVitae and will have a report to campus by February 2022.
- The Promotion and Tenure Criteria committee is reviewing recent trends in promotion and tenure and will provide summary and recommendations by end of semester.
- The [Interim Annual Review policy](#) is currently available on the Faculty Affairs website. The 30-day viewing / feedback period will end on October 16th. Once finalized, Faculty Affairs will provide guidance to colleges and departments about updating by-laws. Units will be given one year to update by-laws and come into alignment with new updated UHAP policy.
- See [Faculty Affairs website](#) for our year-in-review report.

Native American Initiatives Updates

- Native American student census enrollment for fall 2021 is the largest ever with 1,659 students:
 - Undergraduates: 1,244
 - Graduates (master's and doctorate): 301
 - Professional: 114 (incl. Law: 56 / Medicine: 31 / Vet Med: 11 / Pharmacy: 16)
- A newly launched [Indigenous Resilience Center](#) will work directly with Native American nations to address environmental challenges in ways that respect Native and Indigenous sovereignty and knowledge. Read more about the new Center [here](#).

Online, Distance, and Continuing Education (ODCE)

AZ Online

- We have seen significant online student enrollment growth over last two years.
 - Fall 2021 = 7,630+ students
 - Fall 2020 = 6,618 students
 - Fall 2019 = 4,653 students
- We now offer over 160 online degree programs.
- [JAAC](#) meetings have begun, to coordinate efforts with University of Arizona Global Campus.

Distance Education

- Fall 2021 = 950+ students enrolled (largest to date)
- Piloting a new education delivery approach called Online Plus that will offer synchronous extracurricular touchpoints at physical locations throughout the state in 2022.

Continuing Education

- Enrollment and Industry
 - a. Fall 2021 = 700+ learners
 - b. Noncredit programs on offer = 60
 - c. Developed corporate-specific programs for Hexagon Mining, Boeing Aerospace, and Bluestone Resources
 - d. Received industry program approvals from:
 - i. Workforce Investment and Opportunity Act
 - ii. Arizona Vocational Rehabilitation
 - iii. Army Credentialing Assistance
- Recognized for Program Excellence
 - a. Spanish-English Translation Certificate program (in partnership with the College of Humanities - National Center for Interpretation) is the recipient of the 2021 UPCEA West Region Outstanding Non-Credit Program (UPCEA = University Professional & Continuing Education Association)

Campus Updates and Messages:

- Call for Proposals for Provost's Investment Fund (PIF) sent to faculty and staff on September 8, 2021.
- COVID-19 Positive Case Notification Protocol for Students sent to faculty, instructors, and teaching assistants on August 30, 2021.
- FERPA Training Requirement and Update sent to faculty and instructors on August 16, 2021.
- 2021-2022 Academic Year Updates sent to faculty, instructors, and graduate teaching assistants.
- Updates to Class Absence Practice and Recommended Syllabus Language sent to faculty, instructors, graduate teaching assistants, deans, and department heads on July 19, 2021.
- 2021 Faculty Awardees sent to all employees on June 10, 2021.
- Guidelines for Summer 2021 In-Person Programs and Camps sent to deans, department heads and unit leaders.
- UAGC and University of Arizona Affiliation Updates sent to faculty and staff on June 4, 2021.
- Diversity Strategic Planning sent to faculty, staff, and DCCs on June 3, 2021.
- Summer Attendance and COVID-19 Testing Memo sent to students enrolled in 2021 summer session courses sent on May 11, 2021.

Past and Upcoming Webinars hosted by the Office of the Provost:

- October 19, 2021 – Live Chat with Liesl
- September 16, 2021 - Provost's Investment Fund Proposal Workshop
- September 2, 2021 – COVID-19 Positive Case Protocols and SAFER Contract Tracing
- August 19, 2021 – COVID-19 Vaccines and Variants: What We Know So Far
- August 16, 2021 – Pandemic Academic Coordination Info Session for Faculty and Instructors

Link to register or watch recorded sessions: <https://provost.arizona.edu/content/provost-forum>.

REPORT TO FACULTY SENATE

DATE: October 4, 2021

SUBMITTED BY The Faculty Officers, Jessica Summers, Chair of the Faculty; Melanie Hingle, Vice Chair of the Faculty; Michael Brewer, Secretary of the Faculty

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

ACCOMPLISHMENTS

- Identified a faculty colleague —Prof Mark Stegeman, Eller College— to serve as Senate Parliamentarian; the Parliamentarian has not been utilized in over a decade, but is important to achieving our goals of greater transparency and participation by Senators and elected faculty in shared governance, and our Senate agenda
- Convened the Shared Governance Review Committee for the first time this academic year; members discussed revisions to the signed Shared Governance Memorandum of Understanding and a future “implementation plan” to guide participants in operationalization of SG principles. Work will continue this AY.
- Participated in a series of discussions with Office of Gen Ed, UWGEC, UGC, & Provost’s Office Summer 2021 regarding elected and appointed faculty input to the Gen Ed Refresh, and related program approval process.
- Convened a Special Senate meeting on Monday, September 27 to review a naming request by President Robbins.

GOALS

SHORT-TERM:

- Work with administration on streamlining the program approval process while ensuring for adequate engagement from faculty shared governance entities, including Senate.
- Work with members of the Shared Governance Review Committee, Faculty Senate, President Robbins, Provost Folks, Secretary Dudas, SVPR Cantwell, & CFO Rulney to establish guiding principles and an implementation plan describing how we will collaborate on decisions and direction of the university.
- Revise the membership and mechanisms for populating the Undergraduate and Graduate Councils (and perhaps UWGEC) to include ex officio representation from Senate and to ensure Councils have representative faculty membership and adhere to the Shared Governance Memorandum of Understanding.
- Ensure appropriate continued faculty representation on UWGEC and UGC given planned changes to Gen Ed.
- Run Special Election to fill vacated Faculty Senate seats.
- Support UWGEC in temporary expansion to manage increased workload due to Gen Ed refresh.

- Generate ideas from Senate for addressing imbalances in Senate representation across university committees (**Please see our short explanation below**).

LONG-TERM:

- To ensure a continued successful, safe, and healthy return to campus life for all members of the UA community.
- 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 do 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.

To Our Senate Colleagues: We remain grateful to you for your hard work, your input, your ideas and your continued engagement in shared governance. We continue to work to support the work of the University and to ensure the prominence of the Faculty voice.

Contact us: email (Jessica Summers, jsummers@arizona.edu, Melanie Hingle hinglem@arizona.edu, Michael Brewer mbrewer@arizona.edu)

Trends in Senate Representation on Campus-Level Committees, prepared by Michael Brewer, Secretary of the Faculty, 9/29/2021

Senate representation (either elected, or appointed by an elected officer) on other, campus-level shared governance committees has recently increased by **nearly a third** (from 19 to 29) with the creation of the Senate DEI standing committee and the inclusion of two Senators on each of our campus-wide curriculum committees. During this same time, the number of Faculty Senators has remained largely unchanged at about 50 (not counting ex officio representatives).

These current Faculty Senators (excluding the Faculty Officers) also fill at least 30 other shared governance service roles on upwards of 20 different campus-level shared governance committees (to say nothing of their service at the college or unit levels, in their disciplines, or on ad hoc committees).

This situation has resulted in some Senators serving on multiple committees and several of our standing committees unable to recruit and retain the necessary number of Senate representatives.

The small pool of representatives and large number of slots to be filled also has made it difficult to empanel committees with adequate disciplinary, gender, and racial/ethnic diversity.

Below is a breakdown of the required representation on other campus-level shared governance committees by Senators.

Senate Standing Committees – 16 (or more, depending on Chairs)

- Research Policy Committee – 4
- Student Affairs Policy Committee - 4
- Academic Personnel Policy Committee – 4
- Diversity, Equity, & Inclusion Committee – 4

Curriculum Committees – 6 (up to 9 depending on Chairs)

- Undergraduate Council - 2
- Graduate Council – 2
- University-wide General Education Committee - 2

Strategic Planning & Budget Advisory Committee – 2

Shared Governance Review Committee – 2

Senate Executive Committee – 2 (as well as up to 8 Chairs of Committees who are also on Senate)

Grievance Clearinghouse Committee - 1

Potential options for addressing this imbalance could include increasing the number of Senators or reducing the number of Senate representatives on some of these committees or doing both.

We welcome your thoughts.



Results of the Faculty Senate Survey

Presented to Faculty Senate by Jessica Summers, Chair of the Faculty

10/4/21

Priority Issue

COVID: How are we protecting people? consideration of requiring vaccinations by everyone not immuno compromised and working out off campus solutions for those who are immuno compromised.

1 Continuing response to COVID.

1 covid/workplace safety/modality flexibility

1 Covid related University Mandate/guideline

1 Addressing student/faculty's Covid concerns

2 Push back on the anti-COVID safety executive order. It prevents us from protecting campus and responding safely to a new wave of infection.

2 UArizona classroom COVID upgrades.

2 COVID management

1 Hiring and retention of tenure track faculty: what implications does the increased hiring of career track faculty have for the institution/research mission/overall reputation

1 Catastrophically bad Faculty morale (including retention and failed searches)

1 Wellness & Burnout of Faculty

The biggest issue I am hearing from all of my colleagues is faculty mental health. People are not ok. They feel burnt out, unappreciated, unsupported, and profoundly undervalued by the institution and senior leadership.

1 Faculty retention

1 career track faculty path to securing/awarding "some guarantees"

1 CT Faculty pay equity

1 Upcoming Career-Track Faculty Pay Equity Study (conducted by Provost's office)

1 covid response: supporting faculty with a more liberal approach to instruction modality changes

1 Teaching Modalities such as live online being made available

2 teaching modality and classroom safety

Priorities

1. COVID
2. Faculty Morale/Retention
3. Career Track Pay Equity
4. Teaching Modalities

How do we want to address these issue?



THE UNIVERSITY
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T H A N K Y O U

REPORT TO FACULTY SENATE

FROM: Academic Personnel Policy Committee

DATE: October 4, 2021

ACCOMPLISHMENTS:

At our September 8, 2021, meeting we met with Secretary Brewer and Vice Provost Romero to discuss changes to UHAP Chapter 6 and the Faculty Bylaws Grievance process. The Committee was favorable to the changes and offered minor suggestions for clarity.

GOALS:

REPORT TO FACULTY SENATE

FROM: Research Policy Committee

DATE: October 4, 2021

ACCOMPLISHMENTS: We had our first meeting of the academic year on September 23.

We reviewed our accomplishments from last year and set an agenda for this year
We have invited VP Cantwell and her staff to our next meeting (see below under Goals)

GOALS:

We want to work with RII and together try to create more transparency regarding IDC distribution.



THE UNIVERSITY
OF ARIZONA

Strategic Planning & Budget Advisory Committee

FACULTY CENTER

1216 E. Mabel Street
Tucson, AZ 85721-0456
Tel: 520.621.1342
Fax: 520.621.8844
facultycenter@email.arizona.edu

REPORT TO FACULTY SENATE

FROM: The SPBAC Co-Chairs, Sabrina Helm and Barry Brummund

DATE: September 29, 2021

SPBAC Charter: The Strategic Planning and Budget Advisory Committee (SPBAC) in consultation and dialogue with the President, the Provost, and the University community, supports and enhances the success of the University through thoughtful and informed advice relating to: strategic planning, assessment of institutional priorities, review of budgetary policies, and the evaluation of programs and services.

ACCOMPLISHMENTS

- SPBAC co-chairs met with AIB Stakeholder Advisory Group to discuss Shared Governance integration in AIB transitioning process
- SPBAC co-chairs met with administration to discuss possible financial implications of GenEd Refresh and scenario modelling on differential financial impacts for colleges
- In regular session, SPBAC discussed
 - Organization and financial status of UAGC/Arizona Global/Online, Distance, and Continuing Education
 - Allocation of net tuition revenue in AIB based on SCH, majors and/or degrees.

2021-2022 GOALS

- To regularly review annual budget changes
- To increase financial/budgetary literacy of SPBAC membership to ensure timely and competent engagement of all members in development of budgetary policies
- To work with administration on a streamlined process for Shared Governance/SPBAC inclusion in important subcomponents of the AIB transition
- To provide consultative input for RII with regard to financial implications of the research mission
- To work with administration on plans for improvement of student retention and graduation metrics
- To consult administration on revenue-generating ventures such as UAGC
- To overall improve the process for shared governance input in budgetary and strategic planning

SPBAC Meeting Minutes: The minutes from previous meetings are available for each meeting in our digital archive, available here: <https://facultygovernance.arizona.edu/committee/34/minutes-archive>

REPORT TO FACULTY SENATE

FROM: Graduate Council

DATE: October 4, 2021

ACCOMPLISHMENTS:

Graduate Council met on 08/20/21 and 09/17/21 for discussion and approval of the following:

1. Disestablishment of the PSM in Medical Physics (no enrollment)
2. Disestablishment of MS in Natural Science for Teachers (no enrollment)
3. Modification to MA and PhD curricula of Rochan GIDP in Persian and Iranian Studies to better reflect student and faculty interests
4. Proposal to create a path for MS students in excess of 6 years hiatus to return and complete their degree – <https://grad.arizona.edu/gsas/degree-requirements/masters-degrees#time-limitation>

The Dean's report on 08/20/21 presented an overview of the recent financial survey of graduate students, which was further discussed in detail on 09/17/21. Critical findings include:

1. 82% are stressed about their financial situation with 66% worried about paying monthly expenses
2. 55% cannot raise \$1,000 in the event of a financial emergency
3. 36% took additional student loans since matriculation, 40% neglected academic work due to finances, 38% considered dropping out of school, **25% had to use a food bank or pantry**, 57% borrowed money from a friend or relative, 52% had to forgo medical care, 46% are working a second job outside of GA position which often conflicts with GA duties.

One outcome is that Dean Carnie will recommend a minimum stipend of \$20,000 for 9 month GA positions (prorated) **in all colleges beginning in FY2023**. Provost Folks has already issued notification to college Deans.

GOALS:

Graduate Council meets again on Oct. 15 to consider additional program proposals.

REPORT TO FACULTY SENATE

FROM: Noah Vega, President ASUA <https://asuatoday.arizona.edu/>

DATE: October 4, 2021

ACCOMPLISHMENTS:

Have passed a resolution for the student body that focuses on divesting money from fossil fuels to cleaner energies. Showing a stand and commitment to continue conversations.

GOALS:

Focusing on conversations and actions with administrators and student groups to redirect funds from fossil fuels to renewable energies.

SFS and the executives are brainstorming on ways to market the use of reusable masks. Currently the University are purchasing many masks for students who do not have reusable masks

Funds	2018	2019	2020	2021	
Designated	94,082	208,300	65,738	109,819	
General	0	276,389	491,316	397,204	
Restricted	124,282	15,000	474,500	0	
Program Fees	56,000	54,800	65,760	71,600	
Total	276,382	556,508	1,099,334	580,644	
Transfers to PEMS form internal units	2018	2019	2020	2021	
██████████		5,000			Funds to support Director from SBS
██████████			58,812	67,244	Funding to support operations from SBS
██████████			3,000	3,000	Startup for New Faculty from RII
██████████			3,000	3,000	Startup for New Faculty from RII
Source of Funds	2018	2019	2020	2021	Source
General		\$ 276,389.00	\$ 491,316.00	\$ 394,207.00	SBS State Funds
Restricted	\$124,828.00	\$ 10,000.00	\$ 60,000.00		Sarah Scaife Foundation
Restricted		\$ 5,000.00			Carolyn Cox
Restricted			\$ 414,500.00		Koch

University Wide General Education Committee Update October 4th, 2021

Joan E. Curry

Professor, Environmental Science

Chair, UWGEC

Overview -

Spring 2022

- 45 courses have been approved spanning the range of categories/attributes

Fall 2022

- 502 courses have been nominated by colleges
- QuickStart invitations were sent to all proposers
- 7 additional courses (beyond the Spring 2022 set) have been approved as of 9/29/21
- 111 courses are fully submitted and under review
- 269 additional proposal submissions are anticipated based on QuickStart enrollment and participation.
- February 1st is the Curricular Affairs deadline for approved courses for Fall 2022.



Course Approval Details

Quick Start (Live-Online or Self-Paced)

Purpose:

- Provide information about the new curriculum and course approval process.
- Supports instructors in curating materials for their course proposal form

Product:

Instructor submits course proposal form

Course Proposal
Form (CPF)

NO REVIEW

GE Office Basic Verification

Purpose:

- Ensure all elements of the course proposal are present
- Check for policy fulfillment
- Packaged for UWGEC sub-group review

Instructor revisions requested if:

- Missing CPF elements
- Violation course modification requirements/allowances (e.g., course number change)

Course Proposal
Form (CPF)

Packaged for UWGEC
subgroups

NO REVIEW

GE Faculty Coordinator Recommendations

Purpose:

- Provide a pre-check for significant issues
- Provide suggestions to UWGEC sub-groups
- Assist in organizational flow for UWGEC sub-groups

Course Proposal
Form (CPF)

Faculty Coordinator
Recommendations

NO INSTRUCTOR REVISION
REQUESTS

UWGEC Sub-Group Review

Recommendation to full committee:

- Approve as is
- Approve with potential suggestions
- Conditional approval with required revisions
- Substantial modifications required for review

Instructor revision requests:

- Provide actionable and specific required changes to instructor.

Course Proposal
Form (CPF)

UWGEC Sub-Group
Review Decision

UWGEC Full Committee Review

Full committee vote:

- Proposals brought forward by subgroups

Final decisions made:

- Instructor revision requests provided (if applicable)
- Recommendations sent to Curricular Affairs and Office of the Registrar

Course Proposal
Form (CPF)

UWGEC Sub-Group Review
Decision

UWGEC Full Committee Review
Decision

		General Education Refresh - Spring 2022					
College	# of Tier I/II Spring 2021 Courses	College Nominated Courses	Quick Start Capacity	Not Proposed	Pending Vote	Revisions Pending	Approved Courses
SBS	111	29	12	2	1	1	8
Humanities	102	23	13	0	1	1	11
Fine Art	47	15	6	0	0	1	5
CALS	28	10	5	0	0	1	4
Science	28	11	11	2	0	1	8
Honors	9	10	2	0	0	0	2
CAPLA	6	4	2	0	0	0	2
Education	6	3	2	0	0	0	2
Eller	5	3	2	0	0	1	1
Public Health	3	5	1	0	0	0	1
Law	2	3	1	0	0	0	1
Total	347	116	57	4	2	6	45

Categories by College - Spring 2022

College	Building Connections (BC)	Exploring Perspectives Artist	Exploring Perspectives Humanist	Exploring Perspectives Social Scientist	Exploring Perspectives Natural Scientist	Total
SBS	2	1	2	2	1	8
Humanities	7		4			11
Fine Art		5				5
CALS	3				1	4
Science	1			1	6	8
Honors	2					2
CAPLA	2					2
Education				2		2
Eller				1		1
Public Health	1					1
Law	1					1
Total	19	6	6	6	8	45

New GE Type	D&E - US Context	D&E - Intl/Compe	Quantitativ Reasoning	World Cultures & Societies	Writing	Grand Total
Building Connections	2	3			14	19
Exploring Perspectives Artist	2			1	3	6
Exploring Perspectives Humanist	1	1		2	2	6
Exploring Perspectives Social Scientist	1	1	2		2	6
Exploring Perspectives Natural Scientist			8			8
Grand Total	6	5	10	3	21	45

Spring 2022 courses by
categories and
attributes:

	Courses in the Pipeline - Fall 2022						
College	College Nominated Courses	QuickStart (QS) invitations sent to proposers	QS Live Online Completed Proposal anticipated	QS Live Online Enrolled Proposal anticipated	QS Self-Paced Proposal anticipated	Proposal Under Review	Approved for Fall 2022 (9/29/21)
SBS	220	220	27	21	67	27	2
Humanities	112	112	23	21	18	43	1
Fine Art	56	56	6	6	17	7	1
CALS	38	38	6	6	8	14	2
Science	16	16	2	5	5	2	0
Honors	10	10	1	2	2	5	0
CAPLA	7	7	2	1	1	2	1
Education	16	16	2	4	4	2	0
Eller	3	3	1	1	0	1	0
Public Health	13	13	4	3	2	2	0
Law	2	2	0	0	0	1	0
CAST	2	2	0	0	0	1	0
GIDP	1	1	0	0	1	0	0
Total	502	502	74	70	125	111	7

Spring 2022	College/Course	Building Connections	Exploring Perspectives Artist	Exploring Perspectives Humanist	Exploring Perspectives Social Scientist	Exploring Perspectives Natural Scientist	Grand Total
CALS	ACBS 160D1	1					1
	BE 170A1					1	1
	ENVS 310	1					1
	RNR 150C1	1					1
CAPLA	ARC 160D1	1					1
	LAR 150B1	1					1
Education	SERP 200				1		1
	TLS 150B1				1		1
Eller	ECON 200				1		1
Fine Art	ART 242		1				1
	ART 358		1				1
	DNC 100		1				1
	FTV 352		1				1
	MUS 109		1				1
Honors	HNRS 160D4	1					1
	HNRS 170A1	1					1
Humanities	AFAS 160A1			1			1
	CLAS 150C1	1					1
	CLAS 346	1					1
	CLAS/RELI 305	1					1
	GER 150B1	1					1
	GER 160A1	1					1
	HUMS 205	1					1
	RELI 212			1			1
	RELI 367	1					1
	RSSS 160C2			1			1
	RSSS 325			1			1
Law	LAW/ART 360	1					1
Public Health	HPS 150C1	1					1
SBS	ANTH 339				1		1
	ENGL 160D2			1			1
	ENGL 209		1				1
	GEOG 230					1	1
	GWS 150B2	1					1
	HIST 160C1			1			1
	LAS 150B1				1		1
	LING 150A1	1					1
	CHEM 151					1	1
	CHEM 152					1	1
Science	CHEM 161					1	1
	CHEM 162					1	1
	ECOL 170C2					1	1
	GEOS 170A1					1	1
	PSY 150A1				1		1
	PSY 240	1					1
	Grand Total	19	6	6	6	8	45

Membership:

<https://gened.arizona.edu/ua-committee/members-year>