

FACULTY CENTER
THE UNIVERSITY OF ARIZONA
1400 East Mabel Street
621-1342 (FAX: 621-8844)

MEETING SCHEDULES FOR 1996-97

Faculty Senate Executive Committee Meetings

Monday, August 26, 1996
Monday, September 16, 1996
Monday, October 21, 1996
Monday, November 18, 1996
Monday, December 9, 1996
Monday, January 13, 1997
Monday, February 17, 1997
Monday, March 10, 1997*
Monday, April 21, 1997
*March 15-23 is Spring Break

Meetings are held from 3:00 to 5:00 p.m. in the Faculty Center, 1400 East Mabel Street.

Faculty Senate Meetings

Monday, September 9, 1996
Monday, October 7, 1996
Monday, November 4, 1996
Monday, December 2, 1996
Monday, January 27, 1997*
Monday, February 3, 1997
Monday, March 3, 1997
Monday, April 7, 1997
Monday, May 5, 1997
*January 15, first day of classes; and
January 20, 1997, Martin Luther King Day

All meetings are tentatively scheduled to begin at 3:15 p.m. in the College of Law, Room 146.

dl

8-19-96

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University of Arizona
 FACULTY SENATE ROSTER
 1996-97
 August 1996

<u>NAME</u>	<u>FACULTY SENATE STATUS</u>	<u>TITLE AND DEPARTMENT</u>
Abrams, Herbert K.	College Rep., Medicine (1998)	Prof. Emer., Fam./Comm. Medicine
Aleamoni, Larry	Senator-at-Large (1997)	Professor, Educational Psychology
Anderson, Karen	Senator-at-Large (1997)	Associate Professor, History
Atwater, Anne E.	Senator-at-Large (1997)	Professor, Physiology
Barrett, Bruce R.	Senator-at-Large (1997)	Professor, Physics
Chen, Chuan F.	Coll. Rep., Engineering (1998)	Prof., Aerospace & Mech. Engr.
Clarke, James W.	Senator-at-Large (1997)	Prof., Political Science
Coons, Stephen J.	Coll. Rep., Pharmacy (1998)	Assoc. Prof., Pharmacy Practice
Dahlgran, Roger	Coll. Rep., Agriculture (1998)	Assoc. Prof., Agric./Res. Econ.
Davis, Donald R.	Coll. Rep., Engineering (1998)	Prof., Hydrology & Water Resources
Davis, Thomas P.	Coll. Rep., Medicine (1998)	Professor, Pharmacology
Desai, Chandra	Senator-at-Large (1997)	Regents Professor, Civil Engr.
Dvorak, Robert	Coll. Rep., Architecture (1998)	Assoc. Prof., Architecture
Dyl, Edward	Coll. Rep., BPA (1998)	Professor and Head, Finance
Emrick, Roy M.	Coll. Rep., Science (1998)	Professor, Physics
Erickson, Julie	Senator-at-Large (1997)	Asst. Prof., College of Nursing
Feltham, Robert D.	Coll. Rep., Science (1998)	Prof. Emeritus, Chemistry
Garcia, J. D.	Coll. Rep., Science (1998)	Professor, Physics

Garrard, John	Coll. Rep., Humanities (1998)	Prof., Russian & Slavic Lang.
Gerber, Rose M.	Ex Officio: Secretary of the Faculty (1998)	Assoc. Prof., Nursing
Glittenberg, Jody	College Rep., Nursing (1998)	Professor, Nursing
Gore, Robert W.	Coll. Rep., Medicine (1998)	Professor, Physiology
Gruener, Raphael P.	Senator-at-Large (1997)	Dir., Interdiscip. Graduate Programs, and Prof., Physiology
Huete, Alfredo	Senator-at-Large (1997)	Assoc. Prof., Soil & Water Science
Hurt, Charlie	College Rep., SBS (1998)	Prof. and Dir., School of Library Sci.
Jacobs, Scott	Senator-at-Large (1997)	Assoc. Prof., Communications
Joens, Lynn A.	College Rep., Agriculture (1998)	Professor, Veterinary Science
Larson, Dennis L.	College Rep., Agriculture (1998)	Assoc. Prof., Ag. Engineering
Levy, Eugene H.	Ex-Officio: Elected by Deans	Dean, College of Science
Mare, C. John	College Rep., Agriculture (1998)	Professor, Veterinary Science
McCaslin, Mary	College Rep., Education (1998)	Assoc. Professor, Educ. Psychology
Medine, Peter	College Rep., English (1998)	Professor, English
Mitchell, Robert	College Rep., Non-College (1998)	Librarian, University Library
Myers, Donald E.	College Rep., Science (1998)	Professor, Mathematics
Neuman, Shlomo P.	Senator-at-Large (1997)	Regents Professor, HWR
O'Brien, James P.	Senator-at-Large (1997)	Professor, Music
O'Brien, Shirley J.	Senator-at-Large (1997)	Assoc. Dir., Cooperative Extension
Pacheco, Manuel	Ex-Officio	President
Pitt, Sheila B.	Senator-at-Large (1997)	Assistant Professor, Art
Poss, Richard	College Rep., Humanities (1998)	Senior Lecturer, Humanities
Reeves, Richard	Coll. Rep., SBS (1998)	Prof., Geog. & Reg'l Dev.

Schiffer, Michael B.	Coll. Rep., SBS (1998)	Professor, Anthropology
Schooley, Larry C.	Senator-at-Large (1997)	Professor, ECE
Schwarz, John	Ex Officio, Chair of Faculty (1997)	Professor, Political Science
Sharkey, Jackie	Senator-at-Large (1997)	Professor, Journalism
Silverman, Andrew	Coll. Rep., Law (1998)	Clinical Instructor, Law
Sypherd, Paul S.	Ex-Officio: Provost	Sr. Vice Pres., Academic Affairs
Szilagyi, Miklos N.	Senator-at-Large (1997)	Professor, Elec. & Cmpr. Engr.
Taylor, Sandra	Ex-officio: Elected by Vice Presidents	Vice Pres., Student Affairs
Troy, Timothy	Senator-at-Large (1997)	Libr., Ctr. for Creative Photography
Warburton, Jeffrey	College Rep., Fine Arts (1998), and Presiding Officer	Associate Professor, Theatre Arts
Wilson, Rhonda T.L.	Student Representative (1997)	President, ASUA
Witte, Marlys H.	Senator-at-Large (1997)	Professor, Surgery
Zwolinski, Malcolm J.	Senator-at-Large (1997)	Professor, Renew. Nat. Res.

PARLIAMENTARIAN

Sankey, Robert W. Director, University Curriculum and Academic Articulation

STAFF ADVISORY COUNCIL REPRESENTATIVE

Vos, Bill Facilities Design and Construction

ACADEMIC PROFESSIONAL ORGANIZATION COUNCIL REPRESENTATIVE

Jull, Timothy Research Scientist, Geosciences

ALUMNI ASSOCIATION REPRESENTATIVE

Rochlin, Jay Alumni Association

Total: 54 Senators; an additional 6 members will be selected by ASUA prior to 9/96.

P R O P O S E D

Approved
Faculty Senate
___/___/96

UNIVERSITY OF ARIZONA
A C A D E M I C C A L E N D A R
2000-2001

6/3/96

M 15 Tu 16
W 16 Th 14
F 13 30
44

FIRST SEMESTER

AUGUST

Applications for bachelor's degree candidacy must be filed for
degrees to be awarded at close of the following summer session . . . 1 Tu
Degrees awarded as of this date for students completing
requirements at close of summer session 10 Th
Residence halls open 17 Th
New Student Orientation Program (Last Session) 17-18 Th-F
New Student Convocation 18 F
Classes begin 21 M
Last day of registration for credit 28 M

SEPTEMBER

Labor Day--no classes 4 M
Last day for dropping courses resulting in
deletion of course enrollment from record 15 F

OCTOBER

Honors Convocations--no classes 3-5 p.m. (Family Weekend) ___ F
Last day for dropping courses 13 F

NOVEMBER

Veterans' Day--no classes 10 F
Thanksgiving recess 23-26 Th-Su

DECEMBER

Applications for bachelor's degree candidacy must be filed for
degrees to be awarded at close of the following fall semester . . . 1 F
Classes and laboratory sessions end 6 W
Semester examinations begin 8 F
Semester examinations end 15 F
Residence Halls Close 16 Sa
Winter Commencement 16 Sa

WINTER SESSION

DECEMBER

Classes begin 18 M
Last Day of Registration for Credit 19 Tu

JANUARY

Last day of class/examinations 9 Tu 2001

6/3/96

2000-2001

M 14 Tu 15
W 16 Th 15
F 15 30
45

SECOND SEMESTER

JANUARY

Residence Halls Open 7 Su
New Student Orientation Program (Last Session) 8-9 M-Tu
Classes begin 10 W
Martin Luther King Holiday 15 M
Last day of registration for credit 18 Th

FEBRUARY

Last day for dropping courses resulting in
deletion of course enrollment from record 6 Tu

MARCH

Last Day for dropping courses 6 Tu
Spring Recess 10-18 Sa-Su

MAY

Applications for bachelor's degree candidacy must be filed for
degrees to be awarded at close of the following spring semester . . 1 Tu
Class and laboratory sessions end 2 W
Semester examinations begin 4 F
Semester examinations end 11 F
Residence Halls Close 12 Sa
Spring Commencement 12 Sa

SUMMER SESSION

PRESESSION

MAY

Classes begin 14 M
Last day of registration for credit 15 Tu

JUNE

Last day of class/examinations 2 Sa

FIRST SUMMER SESSION

JUNE

Classes begin 4 M
Last day of registration for credit 6 W

JULY

Independence Day - no classes 4 W
Last day of class/examinations 5 Th

SECOND SUMMER SESSION

JULY

Classes begin 9 M
Last day of registration for credit 11 W

AUGUST

Last day of class/examinations 8 W

"DRAFT 23"

PROPOSED UPDATE 8/19/96

THE UNIVERSITY OF ARIZONA STRATEGIC PLAN

TRANSFORMATION BEYOND THE YEAR 2000

REVISION KEY

~~Strikeover~~ = Original wording deleted

Italics = New wording added

[number] = Text moved from this location

[number&text] = Text from numbered area moved to this location

{text ?} = Suggested substitution or question of meaning or comment

*** ** = Measures still requiring review and update

Transformation Beyond the Year 2000

October, 1995

Introduction

Higher education in the United States is considered the best in the world. We offer higher education to a greater proportion of our youth; we provide the greatest range of choices; our community colleges are open to larger numbers of citizens; our state colleges and universities serve ~~the labor market~~ *societal needs and the economy* more responsibly; and our research universities are pre-eminent.

The University of Arizona ~~strives to be the nation's best public~~ *, consistent with its status as a major land-grant¹ university.* [moved from 1. ~~Educating responsible citizens able to~~ *so they might live full, and creative, and productive lives. This is a crucial function of the University.*] For many years, the University has been an educational leader in a wide array of areas. During the past generation, the University also has gained national and international eminence ~~across~~ *in* many fields of research in the social sciences, humanities, sciences and technology, fine arts, and professional programs. As Arizona advances into a technology-driven economy, research will become ever more important in moving the State forward -- in agriculture, in education, in electronics and high technology, *in cognitive studies* in ~~biomedicine~~ *engineering*, and in optics technology, for example. In addition, the University continues to develop new knowledge, methodologies, materials, and creative talent, all indispensable to a prospering economy.

Opinion about the role of a public research university has been changing for the last decade and has now reached a critical point. Parents, students, and legislators want quality education to be delivered at a fair cost. ~~Society and employers are demanding~~ *New social realities dictate* that we educate individuals more broadly, to communicate effectively, and to work in teams with people of diverse backgrounds, so that they can contribute more fully to their communities and workplaces. [1.] The public and legislators turn to the University for help and insight in addressing an enormous array of pressing social problems, such as crime, health care,

¹"Land grant" refers to those institutions, at least one in each state, that originally received federal aid in the form of a land grant for the establishment of agricultural and mechanical programs under the auspices of the Morrill Acts of 1862 and 1890. Modern land grant universities have developed into comprehensive research based institutions that serve many needs through programs that: a) identify and attempt to satisfy some of the most pressing needs of the state and its citizenry, b) provide formal and informal educational programs, and c) conduct fundamental and applied research.

homelessness, the dissolution of the family, and the maintenance of a viable economy.

~~It is in the above context that~~ The University of Arizona ~~finds itself presently~~ is engaged in a long-range strategic planning process required to design effective and efficient methods to carry out its mission in the future.² ~~During times [2.]~~ Evaluation and change are vital to maintaining the University's ~~competitive edge~~ high quality [moved from 2. when uncertainty prevails and fiscal support is dwindling].

The University of Arizona has assessed its current status and the extent to which *essential* activities are consistent with its goals. The University has made considerable progress in achieving the goals of the previous strategic plan, **Toward the Year 2000**. This revised plan incorporates the results of the Arizona Board of Regents (ABOR) Environmental Scan, the University's Strategic Planning and Budget Advisory Committee's Environmental Scan ("*New Realities Facing The University of Arizona*"³), and is consistent with the ABOR Strategic Directions. Assessment will continue to form the basis for future directions.

This *strategic* plan acknowledges the environmental changes that exert powerful influences on our future, and outlines the transformations, ~~many of which are in progress,~~ *that are* necessary to position the University ~~competitively~~ *effectively* for the next century. The guiding principle of this plan is **excellence** -- a sustained effort to value, maintain, and reward the highest standards of teaching, research, and outreach, and the infrastructure to support them. Innovation, leadership, and the will to use resources in new ways are required to carry out the necessary transformations. The University of Arizona welcomes the challenge.

This revised plan is the first step in the transformation process. To achieve the goals outlined in this plan, individuals and teams have taken responsibility for developing and implementing appropriate strategies and indicators of success, and for measuring progress at regular intervals. The University recognizes that this is a

²See Appendix A for a discussion of The University of Arizona's planning philosophy and process

³Open letter to University of Arizona Faculty and Staff published in Lo Que Pasa, campus newspaper

process that will be revisited and revised continuously during the coming years.

Choices to be made must be approached with openness, drawing on creative energies and talents across the University. A partnership of people with diverse ideas but a common goal of making this university even better must reconcile these challenges and opportunities. The University of Arizona will continue to be both excellent and distinct in serving the needs of society.

Environmental Scan

~~Although we have made great progress in the last twenty years,~~ The University of Arizona faces serious problems in public confidence, internal direction, and finances. These problems are not unique to The University of Arizona, but are symptomatic of national changes and trends. Higher education everywhere is facing increased competition for students. The public is demanding greater accountability as well as more teaching, improved responsiveness, and reduced costs. Technology is changing the way we work and the expectations others have of us. Federal funding and support for higher education in general is decreasing. Real state funding per student has decreased and the political climate is neutral-to-hostile to real increases in budgets. Parents and students have resisted significant tuition increases. As a result, the *University of Arizona* has neither the central reserves nor the flexibility to address further economic downturns. The University actively and visibly must improve accountability, quality, and efficiency in order to regain confidence from all quarters. If not, the University will suffer increasing external control and lose the ability to maintain and refine its vision of a university.

The purpose of this scan is to identify signals of change in the environment surrounding The University of Arizona, to communicate these signs widely, to examine the implications of these early warnings, and to encourage dialogue on campus to help develop recommendations for future actions. Anticipating the future can put us in the driver's seat of change rather than letting change run over us.

~~The University of Arizona has come a long way in the last three decades, offering high quality education to~~

~~undergraduate and graduate students while providing society with significant advances in, and applications of, knowledge. Numerous University programs are of world renown. It has taken many years of hard work by faculty, appointed personnel, staff, and administrators to position the University as it is today leading the State and the nation as the next century approaches.~~

At the same time, Several years of reduced public support for higher education has led to staff cuts, program reductions, erosion of the capital equipment base, and reduced and deferred maintenance of buildings and classrooms. Sometimes it seems as if the University is being attacked from all sides. For the past seven years operations have continued in a state of semi-crisis -- even when both the University's State budget and tuition increase.

NEW REALITIES IN HIGHER EDUCATION

~~The University of Arizona faces serious problems. The budgetary constraints are real-- there are \$30-40 million less for basic programs and support than there were ten years ago. Further, this is only an indicator of more profound threats in the immediate future. Solving these problems requires a major response by the entire University community. A failure to respond will leave the University community vulnerable to externally imposed solutions.~~

A. National Problems, Trends, and Issues: What The University of Arizona faces is not just a University of Arizona problem. Nationally, competition for students is increasing. The proportion of high school graduates who go on to traditional higher education is flattening. *Furthermore*, there is a glut of graduates from certain graduate programs. Some private colleges are decreasing tuition rates *in order* to attract students. Private companies, such as Motorola, are developing their own degree granting postsecondary programs. AT&T recently contracted with the University of Phoenix to provide in-house training. ~~Since~~ Increasingly, ~~more~~ University of Arizona students are older and work while attending school, *and* jobs that provide education, work-related experience, and higher wages folded into one financial aid package are ~~certain to be~~ attractive to many students.

Distance learning provides new sources of competition. ~~Other~~ *Competing* universities, ~~and~~ colleges, and private firms ~~increasingly have been~~ *are now* offering courses and degree programs without regard to state boundaries. New methods of instruction within traditional education also are changing the competitive environment. Students today expect high levels of technical support and creative use of technology in instruction. Having such capabilities is an increasing competitive advantage.

Nationally, public confidence in higher education specifically, and in public institutions generally, has declined significantly, especially since 1990 (see Figure 1). Twenty years of increased international competition and restructuring in the private sector have created expectations about and methods for improving business processes and cutting costs. The public now believes that these practices should be applied to education as they are being applied forcefully to, for example, health care. A recent national study of state legislators showed that 86% thought universities should focus more attention on undergraduate education. Only 30% believed more attention should be devoted to basic research. Nearly two-thirds of the legislators thought faculty should teach more courses. States are eliminating traditional funding formulae and are moving more towards productivity and accountability funding.

Reflecting these changes, declining legislative support for higher education is a national phenomenon (see Figure 2).

B. Impact on the U of A: Throughout this century, the universities in Arizona have had something close to an exclusive franchise with respect to in-state students seeking higher education. ~~Students had few in-state alternatives.~~ It was assumed that The University of Arizona would continue to attract and enroll the number of students that are presently enrolling (see Figure 3 for a description of the enrollment model and the revised enrollment projections). The recent growth of alternative forms of higher education and enrollments below projections (even as the numbers of high school graduates increases) make it clear that this franchise now is in jeopardy.

1. New Forms of Competition: Today the State is creating such alternatives as ASU East and West and the new Arizona International Campus (AIC). The governors of 21 western states, including Arizona, are developing a virtual university and the Governor of Arizona has appointed a group to facilitate the development of this concept. These are ~~political~~ *competitive* realities.

There are University of Arizona employees who currently are enrolled in courses and degree programs from NAU and other institutions, even though similar programs are also offered on this campus. Dartmouth College and Troy State University are offering degree programs and courses for credit in Tucson. Columbia University recently announced its plans to begin offering courses at the Biosphere facility. USC is offering programs at Hughes Aircraft, an audience that used to belong to The University of Arizona. ~~Even without all of these alternatives, the ability of The University of Arizona to rely on growth in the number of students to provide increased State and tuition dollars soon will be limited by the enrollment cap of 35,000 students.~~

2. Changing Needs of Students: The students that come to the UA often want more flexible schedules, and they and their future employers want more practical and effective preparation for work. The present variety of courses, majors, and requirements makes changes in major difficult for students and increases the University's cost of system-navigation advising that serves primarily to guide students through requirements and procedures. Students and faculty alike find it confusing and frustrating.

3. New Technologies: With some exceptions, the UA is just beginning to exploit opportunities to use technology and different teaching methodologies to improve the quality, efficiency, and competitiveness of instructional programs. Successful models exist for disciplines as diverse as chemistry, humanities, mathematics, and engineering.

C. Continuing Budget Problems: The number of FTE students at The University of Arizona has increased from 27,340 in 1986 to 31,370 in 1995. Figure 4 shows that Per student, State and Federal appropriations

and tuition have increased during this period, but the purchasing power of the dollar has declined. In addition, in 1980, the legislature stopped funding University capital facilities and gave the universities the authority to sell bonds--~~and~~ *along with the need responsibility* to pay them off. The annual expense associated with this capital funding ~~responsibility~~ *debt* has risen gradually to over \$30 million per year. Overall, real dollars per FTE student have declined by about \$750 since 1986. This figure multiplied by 31,370 students results in a *loss in purchasing power* of almost \$23.5 million each year.

Concurrent with this loss of ~~purchasing power~~, the University has been making major investments in information technology. ~~Without considering capital~~ *Apart from the equipment costs*, the cost for staffing and maintaining this technology comes to more than \$10 million per year. Additional millions are spent each year to fulfill new federal and State mandates, such as those related to the Americans with Disabilities Act and federal and State health and environmental regulations. These costs exacerbate the purchasing power lost per FTE student described in the previous paragraph. Thus, the total University available revenue shortfall is between \$30 and \$40 million annually. There is no reason to believe that this downward trend is going to change.

The University has tried to meet this shortfall by deferring an average of \$8-9 million per year (over \$90 million cumulatively) in maintenance of the University's buildings and infrastructure. Other ways of meeting the shortfall have included using indirect cost revenues from research grants, giving up central reserves, cutting staff, capping travel funds, cutting the number of periodicals and books in the library, and eliminating and consolidating programs. The result is that the UA has no reserves and very little flexibility.

1. Increasing Revenue: Some of the decline in the state budget in real terms has been offset by increases in tuition and indirect cost recovery. The University of Arizona receives 3-4 times as much tuition revenue per student from out-of-state students as from in-state students. Partly due to political pressure and partly for other reasons, the number of out-of-state students at the University has begun to decline. The proportion of high

school graduates that go on to college is declining (see Figure 5). Even though Arizona is a low tuition state, students and parents are increasingly resistant to tuition increases that are greater than inflation. Part of any tuition increase is set aside for scholarships, and is not a net addition to revenue. Such set-asides are important to attract the rapidly rising proportion of Arizona high school graduates who are minorities with traditionally lower family incomes and lower college attendance rates.

The University could try to raise more indirect cost recovery (ICR) funds by increasing success in obtaining research grants. Since the UA was not heavily invested in defense or Department of Energy funded research, it was not seriously hurt by the post-Cold War declines in R&D funding in these two areas. The University, however, has been enormously fortunate to do as well as it has in the face of federal funding cutbacks. Just maintaining the present level of research funding will be a *mark of success*. Furthermore, although the ICR rate was increasing until three years ago, the actual recovery of indirect costs as a percentage of total grants and contracts has been declining. Marginal real increases in ICR beyond current levels are the most that can be expected.

2. Administrative Costs: Cutting administrative and support costs further is another possible way of saving money. The most reliable study to date was undertaken by the Joint Legislative Budget Committee in July 1994. The study concluded that the UA had *relatively* lower administrative and support costs than ASU and NAU, ~~but might have somewhat~~ *and has slightly higher costs than than average total administrative costs when compared with its peers* (see Figure 6). Recent budget cuts have affected administration and support units more than academic units, and the number of executive level administrators has declined. But these declines have been offset by increased expenditures to meet legal mandates and to fund information technology. Generally, people are working hard at what is required, but often are hampered by ineffective, redundant, and costly internal and external procedures and requirements. The continuous improvement and business process reengineering efforts have helped reduce costs and increase effectiveness, but these sometimes require *campus wide* investments (e.g., for information technology to replace obsolete systems). These programs should pay off over time, but they are unlikely to provide big savings in the short term. Many savings accrue to departments in ways that haven't been easily recoverable for

reallocation to fund the investments. A Faculty Senate committee is reviewing the support cost issue. ~~In addition, the SPBAC plans to examine administration and support costs thoroughly.~~

3. Construction Costs: Since The University of Arizona pays for the bonds, cutting back on construction also has been proposed as a way to save money. In the short term, this has had no effect since current payments are for facilities already built or under construction. In the longer term, the current space shortage is estimated to be approximately 1.4 million net assignable square feet (NASF), based on national standards. Classroom space is near standard (quantity, not quality) and marginally will exceed standard when the Integrated Instructional Facility is complete. The major components of the shortfall are offices and laboratories. Each category is about 0.5 million NASF short. In some cases, because of safety and other issues, existing buildings will have to be replaced or upgraded. Without providing the quantity and quality of space required, The University of Arizona cannot plan to expand or even maintain the current level of research. This, in turn, threatens indirect cost recovery revenues and the quality of programs.

4. Prospects for increased State funding: The University of Arizona's historical response to funding problems has been to request increased funding from the legislature. Obviously, every effort must be made to address the legislature constructively. However, ~~as attachment 7 shows~~, Arizona has more students and fewer workers to support them than does the average state. Arizona has fewer private postsecondary institutions than the average state. The level of disposable personal income to support higher education in Arizona is among the lowest in the country. Thus, even if it wanted to, the legislature could not fund education at average national levels. Given the tax reductions the State has enacted and continues to enact, substantial real cuts in the University's base funding can be expected when the economy next slows down. Considering the legislative enthusiasm for ideas such as vouchers for students, educational funding may be provided in ways that facilitate students moving away from the traditional state universities.

***ENVIRONMENTAL FORCES AND THEIR IMPLICATIONS FOR
THE UNIVERSITY OF ARIZONA***

Driving Forces	Implications for The University of Arizona
<p>DEMOGRAPHIC</p> <p>The growth and increasing diversity of the Arizona population will continue to require targeted initiatives.</p> <p>To be effective, organizations must respond to the needs and expectations of distinct demographic segments.</p>	<p>Meeting the projected growth in enrollment will continue as a challenge to The University of Arizona over the next fifteen years.</p> <p>While operating with limited resources, The University of Arizona, in partnership with state and local organizations, must implement more aggressive multicultural strategies in K-16 to be successful in attracting and graduating underrepresented minorities.</p>

<p>SOCIAL/CULTURAL</p> <p>Cultural and value shifts are occurring due to changing demographics, globalization, economic, and technical change.</p> <p>Increasingly, individuals will be required to work in teams and coalitions.</p> <p>Health care reform and advances in diagnostic and therapeutic modalities will have an impact on health and human resource needs.</p>	<p>The University must further internationalize the campus and the curriculum.</p> <p>The University recognizes that diversity is an essential element of competitive strength and organizational success.</p> <p>The University is expanding the provision of experiences through which students and employees will become effective in new team based organizational and community environments.</p> <p>The University needs a coordinated approach to meet Arizona's future health and human resource needs, including community based organizations integrated across K-12, community college, undergraduate, and professional education.</p>
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Driving Forces	Implications for The University of Arizona
<p data-bbox="249 353 393 385">ECONOMIC</p> <p data-bbox="249 476 802 761">The competition for public funds has become more <i>and more increasingly</i> acute at the federal (budget deficit), state (health and corrections), and local levels, further squeezing funding for higher education.</p> <p data-bbox="249 859 827 1012">State tax and revenue structures continue to put future university funding at risk, especially during an economic downturn.</p>	<p data-bbox="860 476 1427 689">The University of Arizona, working with K-12 and community colleges, must prepare a skilled work force required to attract high technology knowledge-based industries to the State.</p> <p data-bbox="860 787 1433 1012">The University curricula and research activities must be responsive to the changes in the mix of labor force skills necessary to meet the needs of a competitive global economy.</p> <p data-bbox="860 1110 1410 1327">During periods of constrained resources, the University must re-engineer educational and administrative processes to improve efficiency and free up funding for new initiatives.</p> <p data-bbox="860 1425 1427 1642">The University must initiate creative fund-raising efforts to supplement current sources of funds (corporate partnerships, technology transfer, private donations, etc.)</p>

POLITICAL/GOVERNMENTAL

There is a lack of public understanding of the ways in which the universities affect the future of the State.

There are demands for greater institutional accountability regarding finances, administration, and academic affairs.

Society expects universities to contribute to the economic development and to the solution of public policy problems.

The University of Arizona will demonstrate how it is improving productivity and performance by relying more on outcome measures.

Universities must better understand and respond to the needs of the State.

The University must demonstrate how it is adding value, especially in helping to address major policy and societal problems and in supporting strategic technologies for Arizona's future.

The University must provide non-traditional educational and other outreach programs that improve the well-being of Arizona citizens.

Driving Forces	Implications for The University of Arizona
<p>TECHNOLOGY</p> <p>Technology has the potential to improve learning, extend access, and lower costs.</p> <p>Technology is changing so quickly that we are constantly implementing yesterday's solutions.</p> <p>Information technology will allow increased competition and collaboration between and among current and new institutions, including the corporate community.</p> <p>The impact of technology on the changing needs for work skills means that graduates must continuously adapt through life-long learning.</p>	<p>The best way to extend the teaching capacity of the faculty is to reconsider the present assumptions about teaching and learning, especially about how technology can contribute to the learning process.</p> <p>State-of-the-art equipment and appropriate infrastructure are critical to support leading edge research and training of students.</p> <p>The University must develop a specific planning effort that will share the unique competencies of faculty and other resources with collaborating community colleges, universities, and industry, and that will develop innovative programs that are beyond the capacity of any one institution.</p>

HIGHER EDUCATION

There will be an ever increasing set of higher education alternatives resulting from public and private sources and innovations in information technologies.

There is increasing emphasis on developing various competencies and skills (communications, team building, critical thinking, and a global perspective) and an expectation that universities accept responsibility for the overall quality of their graduates.

An increasing number of under prepared and unmotivated students are entering the universities.

Because of the economy, students often must work long hours in addition to attending classes.

Cycle-time of new knowledge is shortening and new knowledge is being developed exponentially.

The University of Arizona must recognize its appropriate role within the expanding set of higher education alternatives.

The University must combine a foundation of liberal education with the ability to apply knowledge in a constantly changing world to meet the needs of the learner of tomorrow.

The University must shift the focus from solely the teacher to one that includes the learner, and to measure learning outcomes more effectively.

The University must implement programs that increase student success and improve retention/graduation.

The University must continue to produce major basic research at the cutting edge, as well as to emphasize ways to put knowledge to practical use.

The University must ensure that the curriculum is flexible enough to incorporate new knowledge continually.

Conclusions and Implications

The University of Arizona is facing a continuing series of shifts that will affect the University for the indefinite future. Although gradual, these changes are reinforcing each other. They have now become critical. Competition for students thought of as our exclusive franchise is increasing; unless the University learns how to meet this competition, we may not be able to attract sufficient students necessary to reach our enrollment targets upon which the University's tuition revenue and state budget are based. Public confidence in higher education has waned and the public is demanding greater accountability while questioning our commitment to education. The public expects the University to teach more, improve quality, and reduce costs. Gross federal funding for education and research is decreasing, with some shifts of research funding among disciplines. Real state funding per student has decreased and the political climate is neutral-to-hostile to real increases in budgets. Resistance to further tuition increases, especially those above inflation, is growing.

As a result, the UA has neither the central reserves nor the flexibility to address the next economic downturn. Even moderate increases in funding would not allow The University of Arizona to achieve its vision. Only serious internal planning, priority setting, *collaboration*, reallocation, and management, based on a University-wide dialogue, can do that.

Furthermore, the issues of confidence, accountability, and improved quality and efficiency must be addressed *or* [moved from 3. The University of Arizona will suffer increasing external control and lose the ability to refine and maintain its vision of a university.] This will affect State funding and tuition increase issues, ~~not to mention~~ *as well as* the issues relating to increased competition for students. ~~If these issues are not addressed, [3.]~~

Vision

To achieve recognition as the leading land-grant university in the United States

- By educating the learner of tomorrow
- By research and creative scholarship that expand the knowledge base and, where applicable, contribute to economic development and improve public policy
- By outreach through which the educational and research strengths of the institution enrich the lives and contribute to the self-sufficiency of Arizona residents and businesses.

Mission

The University of Arizona, a public, land-grant, research and educational institution, is dedicated to preparing students for an increasingly diverse and technological world and to improving the quality of life for the people of Arizona and the Nation. The University provides distinguished undergraduate, graduate, and professional education; excels in basic and applied research and creative achievement; and integrates these activities and achievements of regional, national, and international significance into everyday life.

Goals, Objectives, and Measures

Goal A. To transform educational activities to meet the needs of the learners of the 21st Century

The University of Arizona community actively is exploring ways to be a more student-oriented research university. Several committees have developed the structure for this change by focusing on new ways to facilitate learning. Instructional systems are being formed that respond to various student learning styles and that incorporate both conventional and modern technologies. This transformation will be an evolutionary process. Mechanisms have been implemented that will continue to assist students in reaching their educational goals in a timely fashion. The focus of these on-going initiatives that are building the university of the future is on the following:

Objectives:

- A.1. To improve student achievement through a focus on learning as well as teaching to assist students to: a) become effective and independent learners; b) accept the responsibility for building, refining, and executing an educational plan; and c) accept the responsibility for personal engagement in academic programs, research experiences, and campus and community activities (ABOR: I-4)⁵

Strategies:

- a. Develop instructional and student support systems that are responsive to individual learning styles and changing student needs
- b. Integrate research with instructional programs more fully at all levels in all colleges
- c. Advise and mentor all students regarding educational programs and career opportunities
- d. Provide students with on- and off-campus career related experiences and service learning opportunities that build community perspective, cooperation, and teamwork
- e. Provide faculty development opportunities with a focus on improved teaching approaches, techniques, and environments which support student learning
- f. Improve the quality of instruction by emphasizing teaching ability in the hiring and promotion

⁵H refers to the Hurwitz indicators; UGEG refers to Undergraduate Education Goals; ABOR refers to Arizona Board of Regents Strategic Directions

process

- g. Develop better procedures for using assessment of *the* individual student's progress and achievement relative to peers

A.2. To create undergraduate curricula that prepare successful lifelong learners for an increasingly interdependent global society (ABOR: I-4; ~~H~~-UGEG : 1.1)

Strategies:

- a. Continue to revise the University's general education curriculum so that it is coordinated with respect to collegiate and University objectives
- b. Continuously improve majors *and student services* in response to changing demands and to ensure student success
- c. Provide opportunities for students to integrate an international component into their educational experience

A.3. To attract, retain, and graduate a more qualified and diverse undergraduate student body (ABOR: I-2, VI-2)

Strategies:

- a. Collaborate more effectively with early childhood, K-12, and community college educational systems to ensure that students are better prepared for University course work
- b. Recruit and retain Arizona's top high school students
- c. Increase financial aid to needy ~~and~~ meritorious students *or students who demonstrate financial need*
- d. Expand the honors program
- e. Monitor achievement of minority recruitment, retention, and graduation goals, working closely

with citizens' advisory committees, and State, regional and local articulation task forces

- A.4. To strengthen graduate and post-baccalaureate professional programs (ABOR: II-1, II-3, II-4)

Strategies:

- a. Continue to recruit and retain a high-quality and diverse graduate and professional student body
- b. Focus on selected graduate and professional programs that are successful in attracting, graduating, and placing diverse students, and redirect resources according to success in these endeavors
- c. Strengthen programs in areas in which placement responds to societal needs
- d. Develop more equitable and quantifiable criteria to evaluate graduate and professional programs

- A.5. To further capitalize on the new and emerging technologies to enhance the effectiveness of teaching (ABOR: V-1; UGEG: 2.4, 3.1, 3.2, 3.3, 3.4)

Strategies:

- a. Develop, build, and maintain modern, well-equipped educational facilities
- b. Provide students, faculty, and staff with adequate technical support
- c. Ensure student access to computers and telecommunications networks

Measures⁶:

- a. The percentage of students and faculty (via residence halls, student centers, and faculty offices) with access to the network

Baseline: 20-30% Fall 1993

⁶Our philosophy of measurement is to work toward the development of measures that will enable us to evaluate actual progress toward our goals, rather than to use data that are more readily available but don't quite answer the question. The development of reliable and valid measures has been, and will continue to be, the most challenging aspect of the planning process.

Goal: 100% by Fall 1999

1995	1996 <i>Actual</i>	1997 <i>Proj.</i>	1998 <i>Proj.</i>	1999 <i>Goal</i>
60%	70%	80%	90%	100%

- b. The percentage of full time lower division students having two courses/semester taught by ranked faculty

Baseline: 76.9% Fall 1993 {82% was reported in Undergraduate Education Goals}

Current: ~~66.4% Fall 1994~~ 73% Fall 1995

Goal: 90.0% Fall 1999

1995	1996	1997 <i>Proj</i>	1998 <i>Proj</i>	1999
	<i>Act.</i>			
75% 73%	78% 81%	82%	86%	90%

- c. Level of satisfaction of recent University of Arizona graduates with their college experience

Baseline: 89% reported (~~preliminary~~)—1995

Goal: maintain or improve on baseline

1995	1996 <i>Actual</i>	1997	1998
89%	89% 90%	89%	89%

d. Graduation rates:

Percent of full-time freshmen being graduated in six years

Baseline: 49% Spring 1993

Current: ~~51%~~ 50%

Goal: 56% Spring 2001

1995	1996 Act.	1997	1998	1999	2000	2001
51%	52% 50	52%	53%	54%	55%	56%
%						

Goal B. To transform University research and creative activity to enhance understanding of our past achievements, our present challenges, and our future prospects

The University of Arizona has developed a wide range of high quality programs of research and creative activity that, in many cases, have achieved national and international visibility. These programs create knowledge about the natural world and ourselves, and achieve creative and technological advances. This understanding, in turn, improves the quality of life and economic well-being of the people of Arizona. Changing needs, opportunities, and constraints require a constant process of setting priorities among these programs and reshaping their goals to meet emerging University objectives and societal needs. The focus of these efforts include the following:

Objectives:

- B.1. To enhance leading edge research and creative activity in selected areas of distinction *taking into consideration their relevance to societal concerns* (ABOR: III-1)

Strategies:

- a. Continue to evaluate current areas of research distinction and appropriate levels of support for these activities
- b. Develop and apply criteria for selecting future areas of distinction in which The University of Arizona can make a unique contribution
- c. Reallocate funds to areas of distinction or new targets of opportunity
- d. Develop appropriate assessment and ranking methodology for those areas for which ~~where~~ NSF rankings fail to provide adequate information

- B.2. To continue to develop partnerships in which scholars benefit the community, ~~and~~ contribute to economic development, *and enrich the life of the community* (ABOR: III-2, III-3, VII-5)

Strategies:

- a. Expand on-going interactions with state and local leaders to identify needs and areas of cooperation
- b. Continue to develop and utilize working partnerships with business, labor, and government; to improve the transfer of technology; and to further economic development by leveraging University strengths
- c. Initiate opportunities for partnerships that respond to identified needs *of the community*

- B.3. To expand the integration of scholarly research and creative activity into the instructional program at all levels in all colleges (~~H~~ *UGEG*: 7.1)

Strategies:

- a. Continue to develop programs for faculty to involve both undergraduate and graduate students in

research and creative activities

- b. Ensure that research methods are included as a component of all undergraduate curricula
- c. Provide a rich array of research intensive experiences for undergraduate students, e.g., laboratory experiences, internships, capstone courses, *and* service learning opportunities, in which students receive academic credit and faculty receive teaching credit

Measures:

- a. Percentage of graduating seniors who have participated in a research or capstone experience⁷

Baseline: ~~Currently~~ *For the 1995-96 school year*, approximately 60% of graduating seniors ~~have~~ had a research and/or a capstone experience

Current: *Approximately 68% of graduating seniors have had a research and/or a capstone experience.*

Goal: 100% by the Year 1997-98

1995	1996	1997	1998
70%	80%	90%	100%

- *** b. National Science Foundation research expenditures ranking ***

Baseline: Ranked 13th among Publics, 18th overall for 1993

Goal: Top Ten by 2000

1995	1996	1997	1998	1999	2000
13th	12th	12th	11th	11th	10th

⁷Capstone Experience is a culminating project, internship, or other related experience that allows students to bring to bear, in an integrative fashion, the skills and knowledge acquired in their major area of undergraduate study. Such an experience would usually occur in the senior year, and it would be closely supervised by a faculty member from the student's major department.

*** c. The volume of research grants and contracts from the private sector and the proportion from Arizona companies ***

Baseline: Currently The University of Arizona receives approximately \$17 million in awards per year from the private sector; approximately 10% of this money is from Arizona companies

Goal: Increase private sector funds by 50% and the fraction of Arizona funding to 25% of the total by 1999

1995	1996	1997	1998	1999
13%	16%	19%	22%	25%

*** d. The number of technology transfer disclosures⁸ ***

Baseline: Approximately 70 disclosures per year on average

Goal: Increase the annual number of technology disclosures by 50% by 1998-99

1995	1996	1997	1998	1999
77	84	91	98	105

⁸Technology Transfer Disclosures include two different types of disclosure documents. The first is the Invention Disclosure document which includes information that may be used in a patent application should a patent for the invention, discovery, or software be warranted. Second is the Technology Transfer Enabling Disclosure (ARS 15-1635.01) document. This document serves as a "petition" to the University, initiated by a University officer or other employee, for permission to transfer technology developed at the University by that employee to an enterprise in which the employee has a substantial interest (usually defined to be 3% or more of the stock at issue); the transfer is usually implemented by license.

Goal C. To transform University outreach to address societal needs and to contribute to the quality of life in the State Arizona

Outreach is a form of scholarship that cuts across teaching and research/creative efforts. It involves generating, delivering, applying, and preserving knowledge for the well-being of external ~~audiences~~ *constituents* in ways that are consistent with University and unit mission. The outreach component of The University of Arizona mission is central to its unique land grant ~~mandate and~~ responsibility. In the early years of land grant universities, service/outreach was a major component and it was a direct link that allowed ~~customers~~ citizens and those providing funding to see, first hand, the direct benefits of the University to the State and to their lives. The opportunity for the University to help solve state, national, and international problems has never been greater. Changing technology, coupled with University talent and expertise, continues to provide opportunities to extend University research and teaching activities to address societal needs, and to contribute to the quality of life in the State. The challenge is to identify, ~~and~~ *and* prioritize, *and organize* essential efforts. ~~and to organize these into program initiatives that address significant problems and issues.~~ The focus of the outreach transformation is:

Objectives:

- C.1. To integrate and coordinate more effectively complementary and/or overlapping outreach activities that address the needs of the community, State, and Nation *and to bring the community into the strategic planning process* (ABOR: VI-3, VII-2)

Strategies:

- a. Build outreach initiatives around on-going educational, ~~and~~ research, *and cultural* activities, based on external and internal environmental scans/needs assessments
- b. Identify and develop a representative range of partnership and cooperative opportunities involving University teaching and research programs
- c. Form ~~an~~ outreach *oversight* councils, ~~to~~ *centrally* coordinated, *to address* ~~complementary~~

~~overlapping activities~~

- d. *Create a community planning advisory committee, widely representative, to assist in the strategic planning process.*

C.2. To focus on outreach opportunities in which The University of Arizona can make a unique contribution in solving major societal and public policy problems (ABOR: III-3, VI-1, VI-2)

Strategies:

- a. Identify societal and public policy issues that the expertise of members of the University community can affect
- b. Enhance and expand working partnerships with early childhood, K through 12, and community college educational systems to foster lifelong learning
- c. Identify, *support*, and implement initiatives *and activities* that help Arizona benefit from regional and global economic developments *and* [moved from 4. contribute to the health and well-being, *and culture* of communities represented in Arizona and the Southwest]
- d. ~~Support activities that [4.]~~

C.3. To capitalize further on new and emerging technologies that enhance outreach capabilities (ABOR: V-2; HUGEG: 3.4)

Strategies:

- a. Provide opportunities for the use of distance education in cooperation with other educational institutions and university offices located in each county seat and in other Arizona communities

Measures:

*** a. Number of outreach programs offered to lifelong learners in the State: ***

		Extended University		Video Campus		
Baseline:		1,911 courses				
Current:		2,460 courses			11 programs	
Goal:		To be determined			24 in five years	
Extended University courses						
	1995	1996	1997	1998	1999	
	TBD					
Video Campus programs						
Baseline	Current	1995	1996	1997	1998	1999
11	11	14	17	20	23	25

- *** b. Increase participation in The University of Arizona outreach programs⁴ (number of registrants/attendance/credit hours) ***

Cooperative Extension registrants (in '000s)

Cultural Affairs attendance (in '000s)

Museum of Art attendance (in '000s)

Extended University credit hours

Distance Education credit hours

	Baseline	Current	1995	1996	1997	1998	1999
Coop. Extension	165	165	170	180	190	200	
Cultural Affairs	60	50	55	60	65	70	
Museum of Art	30	35	38.5	42	46	50	55
Extended Univ.	19,500	21,700	23,800	26,100	28,700		
Distance Ed.	500	1,080	1,200	1,400	1,600	1,800	2,000

*** c. Survey of community needs and statewide satisfaction with The University of Arizona outreach programs ***

Baseline: To be developed, though some units regularly assess needs and survey customers

Goal: Increase in personal contacts, enhanced articulation with public schools, community colleges and industries, and improved public relations

*** d. Percent increase in the number of University-coordinated partnerships with local, state, and international communities and institutions ***

Measures being developed.

Goal D. To transform the environment and culture to improve the way all members of the University community are supported

An essential element in the University's transformation is a ~~radically different~~ *in its* approach to our human resources. The society in which higher education is now immersed is best characterized by rapid change, complexity, and uncertainty. Success in such a context must place the emphasis on people, with the view that individuals, working together, know what needs to be done and how best to accomplish ~~this~~ *the* work. People must be ~~enabled to develop their full potential to pursue the University's vision and must be~~ full participants in the organization's achievements and recipients of its rewards. The focus of the transformation in the University's approach is:

Objectives:

D.1. To effectively motivate and develop all members of the University community (ABOR: VII-3; H

UGEG:1.)

Strategies:

- a. Continue to coordinate and integrate human resource structures and processes
- b. Develop and implement equitable performance-based reward, recognition, and compensation systems that are aligned with University values and goals, and that promote job satisfaction
- c. Promote proactive programs to educate and develop all members of The University of Arizona community
- d. Increase employee participation in and influence on decisions regarding daily operations

D.2. To provide a healthy campus environment (ABOR: VII-3)

Strategies:

- a. Provide opportunities for faculty/student/staff/community partnerships that promote the synthesis of learning and life experiences
- b. ~~Improve the use of University health and~~ *Provide high quality, affordable health, housing, food, recreation, disability, and safety related resources*

D.3. To support a campus culture based on caring, equity, civility, and an aggressive pursuit of diversity (ABOR: VII-4)

Strategies:

- a. Provide for open vertical and horizontal communication
- b. Provide opportunities for dialogue to resolve conflicts
- c. Improve the equity of pay for all employee groups

Measures:

- a. Satisfaction of University departments/units with Human Resources services as measured by annual survey

Baseline: To be determined by *Fall 1996 Survey*

Goal: To be determined

- ~~b. Leadership index score changes after participating in leadership development activities~~

~~Baseline: 1995-96 Pre- and Post-development survey results (on-going)~~

~~Goal: 90 percent by end of 1999-2000 fiscal year~~

- *** c. Responses to employee survey question: "I would encourage a friend or family member to apply for a job at The University of Arizona." ***

Baseline: 1994 Biennial Employee Survey Mean = 4.6⁹

Goal: Mean greater than or equal to 6 by end of 1998-99 Fiscal Year

Baseline	1996	1998	2000
4.6	≥5.1	≥6.0	

⁹Scale on item "c" is eight points from strongly disagree (1) to strongly agree (8)

*** d. Responses to employee survey question: "General feelings about job." ***

Baseline: 1994 Employee Survey Mean = 5.1¹⁰

Goal: Mean greater than or equal to 6.0 by the end of the 1998-99 Fiscal Year

Baseline	1996	1998	2000
5.1	≥5.4	≥6.0	

Goal E. To transform the University infrastructure to effectively and efficiently manage resources in support of the University's mission

Considerable progress has been, and continues to be, made in understanding and streamlining processes across the University. Successes must continue to be communicated and expectations must be defined so that these efforts can be replicated. Effective and efficient management of basic infrastructure resources in support of the University's mission, including financial, human, and physical, will require concentration on the following tasks:

Objectives:

E.1. To improve continuously the way the work is accomplished (ABOR: VII-2)

Strategies:

- a. Foster intra-university partnerships
- b. Provide comprehensive data management services for operating units, and accessible, flexible, and integrated information systems in support of decision-making functions

¹⁰Scale on item "d" is negative (1) to positive (8)

- c. Clarify and streamline processes and eliminate non-productive activities, while recognizing and respecting the contributions of each unit
- d. Develop a communications network between and among academic and non-academic units to foster the effective sharing and exchange of information *to promote student success*

E.2. To use an improved planning and budgeting process to determine priorities, direct resources, and ensure accountability

Strategies:

- a. Develop, *through the principles of shared governance*, effective internal and external linkages among assessment and environmental scanning, planning, and budgeting in a manner that sets clear priorities
- b. Continue to develop reliable and valid indicators to chart progress toward University goals and objectives
- c. Develop a pool of resources to be reallocated in support of institutional priorities
- d. Continue to ~~decentralize~~ *structure* administrative responsibilities and funding ~~and~~ *to* promote accountability for the management of resources
- e. Continue privatization where it will achieve cost-effective operations that are conducted in a manner consistent with University values

E.3. Continue to develop technologies to support teaching, research, and outreach (ABOR: V-1; ~~HUGEG~~ : 3.3, 3.4)

Strategies:

- a. Capitalize on new technologies and provide necessary tools to enable students, faculty, staff, and administrators to achieve the highest levels of performance

- b. Utilize technology to expand campus boundaries and to allow for flexibility in work schedules and locations
- c. Provide adaptable and integrated library, computing, communication, and media technologies

Measures:

- a. The number of librarian/faculty instructional partnerships developed for the purpose of integrating new information technologies into the curriculum and resulting in changing the method of instruction in at least one course per faculty member partner

Baseline: 4 librarian/faculty instructional partnerships in 1995-96 Fiscal Year

1998 Goal: To be developed

1995	1996	1997	1998	1999	2000	2001
4	21	TBD 35	TBD	TBD	TBD	TBD

- ~~b. Percent of Support, Service, and Administrative (SSA) Units satisfactorily completing a Program Function Review (PFR) each year in a seven year calendar cycle~~

~~Baseline: None~~

~~Goal: 14% SSA units satisfactorily completing a PFR by the end of the 1998-99 Fiscal Year~~

1995	1996	1997	1998	1999	2000
0%	14%	14%	14%		

e*** b. Average number of UA Info user network inquiries from on-campus and off-campus ***

Baseline: In development

Goal: In development

d.*** c. The number of classrooms available for multimedia and computer based instruction each Fall

	Multimedia	Computer Based
Baseline:	38 Fall 1993	46 Fall 1993
Goal:	158 Fall 1999	60 Fall 1999

	1995	1996	1997	1998	1999
Multi-					
media	40	67	96	131	158
Computer					
Based	47	50	53	56	60

The APPC recommends that the following version of the *Emeritus Status* document be brought before the Faculty Senate for a vote as soon as possible. This version will replace section 3.22 in UHAP (1995).

EMERITUS STATUS

With the approval of the Arizona Board of Regents, faculty who retire from the University of Arizona after serving fifteen years or more are given the title of *Emeritus*. This status may also be granted to other faculty by recommendation of their department, endorsement of the President and approval by the Board.

Emeritus faculty shall be entitled to library and information system access, and access to parking privileges, as well as all other benefits which may be granted by the University to retirees.

Departments shall endeavor to meet reasonable scholarly and academic needs of emeritus faculty in a manner consistent with continuing contributions to the mission of the department and university, within limits governed by the availability of resources, and balanced against other needs and priorities.

Each department should establish a policy concerning additional rights and privileges to be granted to emeritus faculty, taking into consideration the availability of physical and human resources as well as teaching, research and service opportunities. It should establish a procedure for negotiating specific agreements for each individual case, for a specific period of time, and documenting these agreements in writing.

Note: The last paragraph concerning voting rights of emeritus faculty was deleted.

Submitted by D.A. Thomson, Chair of APPC, 4/15/96

THE UNIVERSITY OF
ARIZONA.

TUCSON, ARIZONA

Faculty Senate

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September 9, 1996

MEMORANDUM TO: Members of the Faculty Senate

FROM: John E. Schwarz, Chair of the Faculty, and
Jeffrey L. Warburton, Presiding Officer of the Faculty Senate

RE: The Emily Krauz Staff Scholarship Fund

Emily E. Krauz, the long-time executive manager of the Faculty Center who died in May, was a highly admired and dedicated member of the University of Arizona community. To honor her memory and recognize her substantial contributions to the campus community, a scholarship is being established in her name.

The scholarship will assist members of the staff enrolled at the University with expenses for books and other materials. This type of scholarship seemed particularly appropriate, since Emily often expressed a deep interest in the continuing education of members of the staff. It is hoped that the funds raised will be sufficient to continue the scholarship for several years, thus helping a number of staff members further their education.

If you would like to contribute to the Emily Krauz Staff Scholarship Fund, please forward a check made payable to the University of Arizona Foundation, with a notation that your contribution is to be directed to the Emily Krauz Staff Scholarship Fund. Checks should be mailed to the UA Scholarship Development Office, Marvin D. "Swede" Johnson Building, 1111 N. Cherry Ave., PO Box 210109, Tucson, Arizona, 85721-0109.

Thank you for your thoughtful consideration.

dl

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