

About faculty salaries.

Like everyone else, I welcomed the news of the separate letter proposed to the Regents for a special allotment to the legislature for faculty during the next biennium.

I worry about the fate of such proposals, however, in view of a historic problem in the allotment of monies for faculty salaries at the University. Let me illustrate with the situation of three colleagues in a department whose salaries have been brought to my attention. The situation is representative of what obtains in many departments throughout the university.

On the overhead we see the salaries and raises of three associate professors of that department for the current and previous fiscal years. The raises are outsized, much above the average raises for the associate professors of the department. All three raises are for administrative service. I am assured that the colleagues are all able and deserve salaries commensurate with their merit. That's not the issue. The issue arises from the fact that these three colleagues' annual evaluations for scholarship, teaching, and regular academic service do not exceed the evaluations of their peers. These raises to their base salaries come solely as a result of administrative service.

The problem such outsized raises cause is manifold. First, it dislocates the salary structure by moving select colleagues above their peers permanently not for reasons of achievement in scholarship and teaching but for reasons of administrative position. In the cited cases, professor A, as an associate professor, has a base salary that now exceeds that of five full professors with superb records of accomplishment as scholars and teachers.

Such outsized raises are demoralizing in another way. In the department, roughly two-thirds of the faculty receive salaries below peer-institution levels. The explanation is that there are simply no resources to correct the situation, that the legislature has refused to appropriate the necessary funds. Naturally the question arises: Why are there no resources for regular faculty doing research and teaching when there are resources for outsized raises for faculty who have administrative duties?

Finally, such outsized raises perverts academic values. What is prized is administrative service; what is depreciated is research and teaching. Seen from this perspective management of faculty compensation in this fashion undermines and subverts the professed mission of the university as a student-centered research university.

Perhaps for these reasons, Regents policy specifically disallows such outsized increases in the base salary for faculty assuming administrative duties. I refer to UHAP 6.07.

In sum, the practice of awarding permanent, outsized raises to the base salaries of faculty for administrative service is not only bad management, it is also in violation of the spirit if not the letter of Regents policy.

I therefore ask President Likins and Provost Sypherd—sincerely and not rhetorically—how can the university hope to correct the admitted problem with faculty salaries when such practices persist and how can the university hope to receive additional funds for salaries from the legislature when it continues in violation of Regents policy?

## Department X

### Salaries of Selected Administrators (Head, Program Directors, &c)

(Salaries shown on academic year basis.)

<u>Colleague</u>	<u>FY 1998</u>	<u>FY 1999</u>	<u>Raise</u>	<u>%</u>
Assoc. Professor A	\$59,651	\$68,061	\$ 8,410	14.0
Assoc. Professor B	\$47,041	\$61,793	\$14,752	31.3
Assoc. Professor C	\$46,691	\$54,546	\$ 7,855	16.8

Average associate professor raise in Department X in 1999 was  
6.96%.

# **Governor's Task Force on Higher Education**

**Wednesday, October 20, 1999**



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## Agenda - GTFHE-after

**10/19/99**

**10:32 AM Perceptions about Higher Education in Arizona (Topic Commenter)**

As you come together to begin your work as a team, it is important to understand the place Higher Education holds in the minds of Arizonans.

**11:02 AM Outcomes for the Blueprint (Categorizer)**

As you begin your work, it's useful to look ahead to what you think Higher Education should accomplish over the next 10 years?

**11:32 AM Prioritize the Issues (Vote)**

**12:02 PM Meeting Feedback (Topic Commenter)**



## Perceptions about Higher Education in Arizona (Topic Commenter)

### 1. What positive qualities and characteristics do you and other people see in Higher Education in Arizona today?

Not bogged down in tradition. A young {#3}

The ability to meet workforce needs of our community {#4}

several centers of excellence {#5}

(1) Higher education in Arizona is unusually accessible, both in financial terms and in academic standards required. {#6}

Very low cost for students and families -- incredible bargain! {#7}

A large majority of our residents have access to higher education. {#8}

Relatively inexpensive {#9}

quality instructional programs

working relationships between institutions {#10}

There are pockets of excellence in each institution {#11}

A very strong university system; a very strong community college system

Only three universities governed by one Board {#12}

serious attempts to meet the needs of the minority community {#13}

Research drives much in new economic development. {#14}

Focused on meeting the needs of students and communities served. {#15}

It is very inexpensive--quite a bargain {#16}

low tuition {#17}

very good access for the top 50% of high school graduating class {#18}

aware of distance learning opportunities {#19}

good value for the education received {#20}

Tuition is low. There are a variety of campus settings to choose from. Quality research institutions exist. {#21}

Strong university capacity to strengthen economic development in Az {#22}

Research capabilities can be a springboard for the future {#24}

The achievements of our research universities are exceptional by national standards, providing Arizona with a significant advantage in economic development. {#25}

Usually student friendly {#26}

too few institutions -- not much choice, at the university level, of types of institutional cultures; research university model dominates; {#27}

Very strong research universities {#28}

Extensive research dollars available {#29}

facilities that provide for a good learning environment {#31}

A young system that can be flexible. A system that has raised its standards while managing rapid growth. {#32}

tremendous disparity of opportunity between metro areas and rural areas



relatively little use of distance learning, for place bound students and adults working odd [night, irregular] shifts or traveling or raising young children. {#43}

strong alumni relations programs {#45}

Higher education is extremely cost-effective in Arizona, which is to say that it is severely underfinanced. {#47}

Available to rural communities thru 2 by 2 partnerships {#48}

good private colleges {#51}

community colleges that are preparing our future workforce {#54}

Growing private support for the public universities {#58}

outstanding faculty and administrators {#60}

Strong 2 plus 2 partnerships between community colleges and universities {#64}

Great quality for the price. {#66}

wide acceptance by the general public as very good educational institutions {#67}

A willingness among all sectors to work together towards the common good {#69}

Universities have done a good job of raising money from private sources to support higher education--out of necessity {#72}

willingness to innovate in some areas {#76}

good corporate/ institutional partnerships {#82}

the universities and community colleges are very good. Financial aid is available for both public and private institutions. {#85}

Increased support from the communities. The  
economy generated by the universities. {#91}

desire to meet the technological challenges ahead {#92}

State has not met its commitment to funding {#98}

## 2. What negative qualities and characteristics do you and other people see in Higher Education in Arizona today?

Higher education policies are somewhat fragmented and driven by politics in too many occasions. {#23}

There are not enough four year private colleges in Arizona. {#37}

Because of our state's funding formulas, institutions are too concerned with enrollment growth. Enrollment growth produces dollars. {#63}

Need for more diversity in both retention and recruitment. {#30}

Undergraduate education is not where it needs to be {#33}

It takes too long to graduate {#34}

Transfer of credit, between universities, and between community colleges and universities, is a complex process. Many students lose credit and the state loses money by wasted time and effort. {#35}

Higher education is extremely cost -effective in Arizona, which is to say that it is severely underfinanced. {#36}

Tuition setting should be more mindful of low income student needs. {#38}

limited financial aid available for students {#39}

limited access for low income students {#40}

The retention rate is nothing to brag about {#41}



I am dismayed that there is such a lack of cooperation with regards to accepting transfer credits between two year, four year, private and public postsecondary institutions. The very nature of work has changed, yet the educational system is still the same as it was 100 years ago. It now takes an average of five years to complete a four year degree. {#42}

There is no incentive for collaborative 2+2 programs between community colleges and universities. {#44}

Too much provincialism in budget process...not necessarily based on need. {#46}

There is no clear focus on who is deliver high technology programs. The process is expensive to develop and maintain and everybody is trying to do it. Not as effective a process as it should be. {#49}

university education does not appear to be very high on legislature's agenda {#50}

The higher education system is fragmented and may not be positioned well for future economic environment {#52}

Hard to determine what is the roles and responsibilities of various institutions. {#53}

lack of clear legislative understanding and support {#55}

Despite the unusually low tuition for in-state students, many of Arizona's families cannot afford to send their kids to Arizona universities because we have very poor financial aid by national standards. {#56}

There is a lack of alternatives to traditional classroom education--no other way to get your degree. {#57}

Need for better long-term capital planning. Build campuses where there is an identified need. {#59}

There is a view that the universities have plenty of money --but they are inefficient in their delivery. {#61}

Too much micro-managing from state policy-makers. {#62}

disparity of opportunity between urban and rural residents

relatively little choice of forms of higher ed [research university model dominates in senior institutions -no four-yearcolleges really focusing onundergrads {#65}

Many benefits flow from the governance model of Arizona's three public universities, which provides for one Board of Regents and relatively autonomous but highly cooperative operations of the universities. {#68}

Tenured faculty. {#70}

not enough being done in outreaching to underrepresented populations {#71}

much too little use of distance learning technologies in the public sector (except for Rio Salado and NAU)

lack of state funding for capital projects; assets notmaintainedand crumbling; classrooms not suitable for today's pedagogical needs {#73}

Lack of coherent strategy between various higher education governing board (e.g. between Regents and State Board for Comm. Colleges). {#74}

Relations between the Legislative leadership and the universities are not good. {#75}

Higher educationis not as high on the state's agenda as it should be {#77}

We don't build on the particular strengths of particular community colleges or universities. {#78}

Financing going forward.  
clear path to the use of technology in education.  
that has very little understanding of the issues.  
{#79}

No  
A legislature  
Academic arrogance.

There is very little support for longer term perspective at the state legislature {#80}

State policy makers need to better understand and fund the benefits of long-term research. {#81}

Arizona's public universities are not well prepared for competition with such new competitors as for-profit corporations and out-of-state electronic providers. {#83}



It is too difficult for a student to navigate between the community college system and the 4year universities. {#84}

lack of coordinated planning between public CCs and universities

funding provided basically only for growth in number of students enrolled

with no regard to difficulty of tasks or quality issues; current practice creates competition for bodies and incentives to recruit out of state students and keep all students as long as possible. {#86}

education continues to be segmented as opposed to working together to facilitate student achievement {#87}

Lack of understanding of student needs other than tuition -- e.g. housing, food, books, employment opportunities, etc. {#88}

There is no commitment to providing the resources needed to be "world class" {#89}

For whatever reason, the fraction of entering freshmen who graduate from Arizona's public universities is low by national standards. {#90}

we do a poor job attracting and retaining minority students. {#93}

Lack of understanding of how private institutions serves Arizona currently, and that we shouldn't duplicate services when privates and meet those needs. {#94}

need for more partnerships between educational institutions and business {#95}

Minority populations are receiving increasing attention in our public universities, but they are still not adequately served. {#96}

inequitable allocation of resources {#97}



## Outcomes for the Blueprint (Categorizer)

### Master Bucket

1. Evan Mecham will be Chancellor of our entire education system in 2020.

### Funding

1. legislative endorsement
2. A strong and consistent plan of state support for higher education
3. political sponsorship
4. support to enable the universities to be truly world class
5. There will be a balance between public and private support
6. public funding will be done without contentious bickering or politics
7. education finance reform is an absolute must
8. Budget policies will reflect a better higher education strategy.
9. Budget requests and policy change request will reflect higher education vision.
10. well kept, up-to-date facilities [need to invest in repairing infrastructure]
11. public subsidies will follow students wherever they wish to enroll
12. Identified outcomes will drive funding.
13. Identified outcomes will drive funding.

### Full low cost access directly from rural communities

1. equal access for students wherever they live and work
2. Every qualified student should be able to enroll in a quality institution (there is space for our growing state)
3. All areas have access to an extraordinary education.
4. The availability for all students throughout the state, urban and rural, to participate in higher education in their own community at a reasonable cost.
5. rural areas will have access to higher education without having to leave their communities.

### Student centered--focus on student needs rather than institutional needs

1. it will meet the needs of all citizens who desire higher education
2. all of Arizona's children have the opportunity to develop their intellects and personal capabilities to their fullest potential.
3. student support services that meet the needs of the campus based as well distance learner
4. educational approaches that address the diverse learning needs of students
5. students will have strong guidance and faculty support.
6. public funding will follow students wherever they wish to enroll
7. Families will have better choices.
8. greater variety of institutional options and formats than now available
9. Greater student involvement in the community
10. more adequate student support
11. an array of educational offerings to serve all perceived student educational needs



12. Students enter higher education in the institutions that give them the best prospect of advancing to the highest level within their capabilities, whether that means entering community college, public university, or private college
13. less bricks and mortar and greater emphasis on the needs of the learner
14. learner-centered, outcomes-based education. Schools will be held accountable for retention and placement.
15. the system will be learner centered
16. A higher education system that meets students and communities needs rather than institutional needs.

### **Greater diversity within the institution**

1. Access
2. A consistent commitment to access for minority and other underserved students
3. The concept of "racial minorities" has little significance as student populations become increasingly diverse and boundaries become fuzzy.
4. a muchculturally sensitive student body andfaculty/staff
5. staff and faculty that reflect the ethnic diversity of the community they serve

### **More linked to a knowledge-based global economy**

1. Our higher education system will be linked with economic development.
2. The economy of Arizona is defined by the contributions of the research universities.
3. business and education design curriculum to meet employment needs
4. in step with that day's "new economy"
5. a higher education system that knows how to prepare students for global economy/society
6. The ability to stay current with technology.
7. National boundaries have become less significant, so Americans learn by travel or communication internationally and more international students learn in and from America.
8. Universities will be a breeding ground for the businesses that drive the new economy
9. Global economies are stabilized and less disparate because education is more dispersed globally

### **Changes in the delivery mechanisms of education**

1. A statewide plan for access to distance education
2. extensive use of technology
3. classrooms designed to meet changing technoligical needs
4. education will be asynchronous
5. delivery of instruction via technology will take priority over brick and mortar
6. increased capacity for individuals to access education as needed throughout their lifetime
7. We should be linked in with instituions all over the world--students can take classes from anywhere after completingcore requirements.
8. Students will be exposed to the world- - using technology, etc.
9. fuller engagement by higher educations institutions with issues of importance to the state's communities



10. Complete system of technology and interactive learning
11. cutting edge technologies for teaching and learning
12. Educational process will be delivered in a variety of ways - continuous learning until the grave
13. changing role of CCs – there won't be any such thing as a "local" institution in 20 years.

### **Changes in the nature of the academic workforce and the role of faculty**

1. Support to enable the universities to strengthen economic development and outlying communities
2. CCs and universities more directly linked to state needs for workforce development/economic development
3. different model for hiring faculty & staff-- make room for more part-timers with other careers and for practitioners who want an CC or university affiliation
4. I'm not sure what 2020 will look like (student needs, technology, scientific advancements, etc.) - can't project
5. greatly changes role/status of faculty; most of them and esp. the "stars" to become content experts available to consult for one or more universities
6. lack of tenure for faculty

### **Cost to institutions of educating**

1. Ability to stay leading edge not bleeding edge

### **Price of education to the student**

1. Affordable
2. Tuition remains very low for Arizona students - as free as possible.
3. affordable to all residents regardless of income level [state subsidy needed?]
4. tuition as low as "practicable"

### **Changes in content**

1. No feelgood courses
2. greater collaboration among institutions; more partnerships
3. creation of knowledge centers where students access on line
4. A system that teaches values and ethics.
5. changing role of faculty from workforce for one institution to contractors for one OR more
6. economic development is stagnant without quality education
7. In depth mentoring program for total education experience
8. a stronger societal commitment to continuous learning
9. live experiences testing theory learned
10. A system that has not left the arts behind.
11. competency based programs in CCs and universities
12. content will be a commodity

### **Change in overall structure in response to increased competition**

1. Policies and practices based on needs rather than political acumen.
2. total coordination among organizations of higher education



3. A higher education system that meets students and communities needs rather than institutional needs.
4. close cooperation between "traditional" institutions and the emerging "knowledge industry"
5. More openness and competition.
6. significantly changed missions – demography is not destiny in higher education!
7. ability of 2 year schools to issue 4 year degrees
8. Programming with high demand/profitability done by commercial ventures—per unit delivery costs to students lowered—institutions that have not identified a market niche in trouble.
9. identity of universities [am not sure about CCs] will be driven not by instructional functions but by role universities will probably continue to play in 2020 as centers of cultural expression; exhibits, performance etc.
10. Seamless k-16 and beyond system, with ample choices and access to multiple institutions.
11. reduced differences/boundaries between private (education) and public institutions

### **Institutional accountability**

1. Taxpayers will hold institutions accountable for lack of success, if they don't meet outcomes.
2. Faculty and staff will be performance driven
3. Quality faculty will be rewarded based on teaching and researching skills rather than merely being tenured.
4. actual business needs rather than presumptions will rule
5. there will be seamless education process from K through grade. Life long learning will have arrived.
6. Measuring outcomes not inputs
7. A system that tells the truth all the time
8. Identified outcomes will drive funding.
9. capacity utilization must be engrained in our thinking
10. learner-centered, outcomes-based education. Schools will be held accountable for retention and placement.

### **Stronger linkages between higher education units and industry and the public sector (advocacy rather than adversarial role)**

1. reduced differences/boundaries between private (business) and public institutions
2. Universities will partner with private sector in on-going education and training of the work force
3. by 2020, all schools could electronically linked to a central education hub that provides students from all over the world with access to all prerequisites course work. when they complete the hub courses, then they can choose from curriculum from any school any where.
4. Communications technology has advanced to minimize the advantages of geographic colocation of students and teachers, so more education involves electronic or optical signal transmission and global accessibility to higher education is enhanced

### **Improved reputation of the system and its institutions**

1. There will be a waiting list for students outside of Arizona to enroll in our institutions because of their reputation and credibility in academic community at large.
2. Arizona will be place where leading edge companies will want to locate because of the depth and quality of our higher educational system.



3. Elected officials take pride in their higher education system and not feel threatened by it.
4. World class system - a model for our country.

### **Stronger linkages of the whole educational system**

1. smooth seamless transition from K-18
2. There will be coordination among institutions of higher education to insure that resources are optimized.
3. A coordinated approach among community colleges and universities to meet future enrollment demands
4. educational institutions at all levels working as one
5. A seamless system between community colleges and universities.

### **Internationalization of the education process**

1. Students will speak multiple languages before they graduate
2. We should be linked in with institutions all over the world--students can take classes from anywhere after completing core requirements.
3. In depth preparation to be a citizen of the world and able to compete on a global basis



## Prioritize the Issues (Vote)

### Voting Results

1=unimportant; 5=very important (Allow bypass)

Number of ballot items: 16

Total number of voters (N): 15

### Mean

5.00	1. Funding
4.36	2. Student centered--focus on student needs rather than institutional needs
4.29	3. Institutional accountability
4.14	4. Cost to institutions of educating
4.14	5. Price of education to the student
4.07	6. Change in overall structure in response to increased competition
4.07	7. Stronger linkages between higher education units and industry and the public sector (advocacy rather than adversarial role)
4.00	8. More linked to a knowledge-based global economy
4.00	9. Changes in the delivery mechanisms of education
4.00	10. Greater diversity within the institution
3.86	11. Stronger linkages of the whole educational system
3.64	12. Full low cost access directly from rural communities
3.64	13. Changes in the nature of the academic workforce and the role of faculty
3.57	14. Changes in content
3.57	15. Improved reputation of the system and its institutions
3.36	16. Internationalization of the education process

### Number of Votes in Each Rating

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	Total	STD	n
1. Funding	0	0	0	0	14	70	0.00	14
2. Student centered--focus on student needs rather than institu	0	0	1	7	6	61	0.63	14
3. Institutional accountability	0	0	3	4	7	60	0.83	14
4. Cost to institutions of educating	0	0	2	8	4	58	0.66	14
5. Price of education to the student	0	2	1	4	7	58	1.10	14
6. Change in overall structure in response to increased competi	0	0	4	5	5	57	0.83	14
7. Stronger linkages between higher education units and industr	0	1	2	6	5	57	0.92	14
8. More linked to a knowledge-based global economy	0	0	4	6	4	56	0.78	14



	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	Total	STD	n
9. Changes in the delivery mechanisms of education	0	0	5	4	5	56	0.88	14
10. Greater diversity within the institution	1	0	3	4	6	56	1.18	14
11. Stronger linkages of the whole educational system	0	1	5	3	5	54	1.03	14
12. Full low cost access directly from rural communities	0	0	7	5	2	51	0.74	14
13. Changes in the nature of the academic workforce and the role	0	1	6	4	3	51	0.93	14
14. Changes in content	0	1	6	5	2	50	0.85	14
15. Improved reputation of the system and its institutions	0	2	5	4	3	50	1.02	14
16. Internationalization of the education process	0	3	4	6	1	47	0.93	14

## Ballot Items in Original Order

### 1. Funding

legislative endorsement

A strong and consistent plan of state support for higher education

political sponsorship

support to enable the universities to be truly world class

There will be a balance between public and private support

public funding will be done without contentious bickering or politics

education finance reform is an absolute must

Budget policies will reflect a better higher education strategy.

Budget requests and policy change request will reflect higher education vision.

well kept, up-to-date facilities [need to invest in repairing infrastructure]

public subsidies will follow students wherever they wish to enroll

Identified outcomes will drive funding.

Identified outcomes will drive funding.

### 2. Full low cost access directly from rural communities

equal access for students wherever they live and work

Every qualified student should be able to enroll in a quality institution (there is space for our growing state)

All areas have access to an extraordinary education.

The availability for all students throughout the state, urban and rural, to participate in higher education in their own community at a reasonable cost.

rural areas will have access to higher education without having to leave their communities.

### 3. Student centered--focus on student needs rather than institutional needs



it will meet the needs of all citizens who desire higher education  
all of Arizona's children have the opportunity to develop their intellects and personal capabilities to their fullest potential.  
student support services that meet the needs of the campus based as well distance learner  
educational approaches that address the diverse learning needs of students  
students will have strong guidance and faculty support.  
public funding will follow students wherever they wish to enroll  
Families will have better choices.  
greater variety of institutional options and formats than now available  
Greater student involvement in the community  
more adequate student support  
an array of educational offerings to serve all perceived student educational needs  
Students enter higher education in the institutions that give them the best prospect of advancing to the highest level within their capabilities, whether that means entering community college, public university, or private college  
less bricks and mortar and greater emphasis on the needs of the learner  
learner-centered, outcomes-based education. Schools will be held accountable for retention and placement.  
the system will be learner centered  
A higher education system that meets students and communities needs rather than institutional needs.

#### **4. Greater diversity within the institution**

##### **Access**

A consistent commitment to access for minority and other underserved students  
The concept of "racial minorities" has little significance as student populations become increasingly diverse and boundaries become fuzzy.  
a muchculturally sensitive student body and faculty/staff  
staff and faculty that reflect the ethnic diversity of the community they serve

#### **5. More linked to a knowledge-based global economy**

Our higher education system will be linked with economic development.  
The economy of Arizona is defined by the contributions of the research universities.  
business and education design curriculum to meet employment needs  
in step with that day's "new economy"  
a higher education system that knows how to prepare students for global economy/society  
The ability to stay current with technology.  
National boundaries have become less significant, so Americans learn by travel or communication internationally and more international students learn in and from America.  
Universities will be a breeding ground for the businesses that drive the new economy  
Global economies are stabilized and less disparate because education is more dispersed globally

#### **6. Changes in the delivery mechanisms of education**



A statewide plan for access to distance education  
extensive use of technology  
classrooms designed to meet changing technological needs  
education will be asynchronous  
delivery of instruction via technology will take priority over brick and mortar  
increased capacity for individuals to access education as needed throughout their lifetime  
We should be linked in with institutions all over the world--students can take classes from anywhere after completing core requirements.  
Students will be exposed to the world- - using technology, etc.  
fuller engagement by higher education institutions with issues of importance to the state's communities  
Complete system of technology and interactive learning  
cutting edge technologies for teaching and learning  
Educational process will be delivered in a variety of ways - continuous learning until the grave  
changing role of CCs -- there won't be anything such as a "local" institution in 20 years.

## **7. Changes in the nature of the academic workforce and the role of faculty**

Support to enable the universities to strengthen economic development and outlying communities  
CCs and universities more directly linked to state needs for workforce development/economic development

different model for hiring faculty & staff-- make room for more part-timers with other careers and for practitioners who want an CC or university affiliation

I'm not sure what 2020 will look like (student needs, technology, scientific advancements, etc.) - can't project

greatly changes role/status of faculty; most of them and esp. the "stars" to become content experts available to consult for one or more universities

lack of tenure for faculty

## **8. Cost to institutions of educating**

Ability to stay leading edge not bleeding edge

## **9. Price of education to the student**

Affordable

Tuition remains very low for Arizona students - as free as possible.

affordable to all residents regardless of income level [state subsidy needed?]

tuition as low as "practicable"

## **10. Changes in content**

No feelgood courses

greater collaboration among institutions; more partnerships

creation of knowledge centers where students access on line

A system that teaches values and ethics.

changing role of faculty from workforce for one institution to contractors for one OR more

economic development is stagnant without quality education



In depth mentoring program for total education experience

a stronger societal commitment to continuous learning

live experiences testing theory learned

A system that has not left the arts behind.

competency based programs in CCs and universities

content will be a commodity

### **11. Change in overall structure in response to increased competition**

Policies and practices based on needs rather than political acumen.

total coordination among organizations of higher education

A higher education system that meets students and communities needs rather than institutional needs.

close cooperation between "traditional" institutions and the emerging "knowledge industry"

More openness and competition.

significantly changed missions -- demography is not destiny in higher education!

ability of 2 year schools to issue 4 year degrees

Programming with high demand/profitability done by commercial ventures--per unit delivery costs to students lowered--institutions that have not identified a market niche in trouble.

identity of universities [am not sure about CCs] will be driven not by instructional functions but by role universities will probably continue to play in 2020 as centers of cultural expression; exhibits, performance etc.

Seamless k-16 and beyond system, with ample choices and access to multiple institutions.

reduced differences/boundaries between private (education) and public institutions

### **12. Institutional accountability**

Taxpayers will hold institutions accountable for lack of success, if they don't meet outcomes.

Faculty and staff will be performance driven

Quality faculty will be rewarded based on teaching and researching skills rather than merely being tenured.

actual business needs rather than presumptions will rule

there will be seamless education process from K through grade. Life long learning will have arrived.

Measuring outcomes not inputs

A system that tells the truth all the time

Identified outcomes will drive funding.

capacity utilization must be engrained in our thinking

learner-centered, outcomes-based education. Schools will be held accountable for retention and placement.

### **13. Stronger linkages between higher education units and industry and the public sector (advocacy rather than adversarial role)**

reduced differences/boundaries between private (business) and public institutions

Universities will partner with private sector in on-going education and training of the work force



by 2020, all schools could electronically linked to a central education hub that provides students from all over the world with access to all prerequisites course work. when they complete the hub courses, then they can choose from curriculum from any school any where.

Communications technology has advanced to minimize the advantages of geographic colocation of students and teachers, so more education involves electronic or optical signal transmission and global accessibility to higher education is enhanced

#### **14. Improved reputation of the system and its institutions**

There will be a waiting list for students outside of Arizona to enroll in our instiutions because of their reputation and credibility in academic ommunity at large.

Arizona will be place where leading edge companies will want to locate because of the depth and quality of our higher educational system.

Elected officials take pride in their higher education system and not feel threatened by it.

World class system - a model for our country.

#### **15. Stronger linkages of the whole educational system**

smooth seamless transition from K-18

There will be coordination among institutions of higher education to insure that resources are optimized.

A coordinated approach among community colleges and universities to meet future enrollment demands educational institutions at all levels working as one

A seamless system between community colleges and universities.

#### **16. Internationalization of the education process**

Students will speak multiple languages before they graduate

We should be linked in with instiutions all over the world--students can take classes from anywhere after completingcore requirements.

In depth preparation to be a citizen of the world and able to compete on a global basis



## Meeting Feedback (Topic Commenter)

### 1. Please provide feedback on today's process.

processed a great deal of information in a short period of time; {#2}

This is a great way to get a large group to give input quickly. Also, there is no one person dominating the conversation. Very effective for an initial brain dump. {#3}

Very well done. Would want to see more opportunity to discuss the various categories presented.

Tremendous amount of information in a very short time period. {#4}

only negative is the keyboard is hard to use if your not used to it {#5}

helps us understand without staking out individual position {#7}

Great time-saver. I'm not sure if remaining anonymous is appropriate for a public task force. {#8}

I was very pleased with our work, and impressed by the skill of the facilitators. I have used this process twice previously, with mixed results. This was the best illustration of the value of this decision process I have experienced. {#9}

Overall a good process; placing items in the bucket took too long. I would suggest farming that task out to groups of the participants.

My greatest concern is that several items that are sure to be in this Task Force's final report, viz. how is Az going to handle the mounting enrollment growth demands, did not show up in this process. {#10}

This exercise although interesting is only a cursory pass at the issues. It was fun {#11}

Enjoyed the process. Effective way to organize a groups thoughts! {#13}

This is a great way to provide input. It enables participant to think the issues clearly before presenting them. {#14}

The process was wonderful; got lots of ideas and comments on the table in a short time; the best part, though, is that this process levels the playing field AMONG PARTICIPANTS. I HAVE USED GROPPWARE BEFORE A FEW TIMES; THIS EXERCISE WAS PERHAPS THE BEST I HAVE BEEN INVOLVED WITH. THANKYOU VERY MUCH. {#16}

great process thought provoking not only for now but gives fuel for future deliberations {#17}

The program was outstanding both informative and enjoyable Thank you {#18}

we were able to accomplish three days worth of work in one afternoon. This process allows time for each individual to provide his or her input. The process also neutralizes personalities. Big mouths like me cannot dominate the discussion. Great tool. {#19}

### 2. Enter your email address here if you want this report via email

kathy@tmunro.com {#12}

hoopes@eac.cc.az.us {#15}

The University of Arizona  
Legislative Issues for the 2000 Session

- I. FY 2001 (to be addressed in the 2000 Legislative Session) is the second year of the new biennial budget process, and as a consequence, the Governor and the Legislature have restricted the ability of State funded entities to place appropriations-related matters on the table. In light of these rules for the biennium, The University of Arizona has limited funding items to the following significant issues:

- Faculty and Staff Salaries

The salary plan for The University of Arizona (which is part of the multi-year salary plan approved by the Arizona Board of Regents) calls for \$55.24 million (or 17.9%) over three years. Funding for the first year is \$18.1 million. Also, university employees were omitted last session from the appropriation for classification salary adjustments.

- Building Renewal

The Building Renewal Program is aimed at maintaining the State's multi-million dollar capital investment. At the U of A it is also a major factor in paying for the University's classroom renovation project. However, for FY's 2000 and 2001 the program was funded at only 23 percent of the statutory formula. The shortfall will cost the U of A \$28.7 million for the two fiscal years. The University asks that building renewal be as fully funded as possible.

- Digital Television Conversion

Federal law requires all public and commercial television stations to begin broadcasting on digital channels by the year 2003. This unfunded federal mandate necessitates major conversions of transmitters and studio equipment. The University of Arizona estimates the total project cost for the conversion to be \$6 million. Of that amount, the University requests an appropriation of \$2.5 million with the remainder to be sought from federal and private sources.

A State commitment is needed in the next year to facilitate matching funding from the other sources.

- Collections Adjustment

The State appropriation for FY 2001 overestimated the amount of tuition and fees which The University of Arizona will realize. As a result, an additional \$2.5 million of General Fund monies is needed in order to keep the U of A's budget whole.

## II. Design-Build

Another matter of importance that does not involve appropriations is design-build. This is a process used in building construction, which is both time and money efficient, and is now being used on the UA Student Union project. All three state universities also wish to use this or similar construction procedures on future buildings. However, since the UA Student Union project commenced, an Attorney General's opinion has cast doubt on the authority of the Arizona Board of Regents to allow the use of the design-build process. Consequently, the universities will endeavor, during the coming session, to gain statutory benediction for design-build.

III. Possible funding for College of Public Health from tobacco settlement money (if it becomes available)

IV. Push for \$26 million to renovate Arizona State Museum (phase one)

**The Arizona Faculties Council's  
Definition of Learner-Centered Education**

**DRAFT**  
FOR COMMENT

Learner-centered education places the student at the center of education. It begins with understanding the educational contexts from which a student comes. It continues with the instructor evaluating the student's progress towards learning objectives. By helping the student acquire the basic skills to learn, it ultimately provides a basis for learning throughout life. It therefore places the responsibility for learning on the student, while the instructor assumes responsibility for facilitating the student's education. This approach strives to be individualistic, flexible, competency-based, varied in methodology and not always constrained by time or place.

*Instructional Delivery.* Learner-centered education advocates a student-focused teaching and learning environment. Educators attempt to maximize student productivity, knowledge acquisition, skills augmentation and development of personal and professional abilities. Such educators may use a variety of instructional tools and methods, as well as flexible arrangements of time and place. Student-centered educators urge students to join them in the learning process. Learners assume primary responsibility for their choices and have opportunities to exercise control over their learning. These efforts may often lead to collaborative partnerships among university faculty, administration, staff and the community at large.

The learner-centered environment facilitates the exploration of meaning and content knowledge through personal and interpersonal discovery. The process *includes* active involvement by the student and the integration of academics with the student's

total development. Examples of learner-centered educational practices include, but are not limited to:

- Collaborative group learning, both inside and outside the classroom;
- Individual student research and discovery;
- Research and discovery by students and faculty together;
- Problem-based inquiry learning;
- Student-faculty studio and performance activities;
- Asynchronous distance learning;
- Synchronous interactive distance learning;
- Service learning activities;
- Hands-on, experiential learning activities;
- On-site field experiences;
- Self-paced tutorials.

Learner-centered education also creates an environment that supports the individual as a whole person. It attempts to meet the individual needs of a broad range of learners who have different ways of knowing, skills and cultural backgrounds. Different learning styles may be addressed by a variety of means, such as as music, art, performance, visual representations and auditory input. Credit hours and time in the classroom may not necessarily be coupled in learner-centered education. Although students with background knowledge and experiences in a content area may quickly master the course material and required skills, others may need more time and additional help. Consequently, students in learner-centered environments will often complete

courses at different rates. Flexible course timeframes can be accomplished through such varied means as instructional contracts and self-paced modules.

*Services.* Educational services that support the whole student may include:

- Providing appropriately focused counseling, advising and tutoring services;
- Offering supplementary services such as child care, elder care and referral to community agencies;
- Encouraging co-curricular activities such as debate, public lectures, fine arts performances, intramural athletics, museum exhibits, workshops and community outreach;
- Accommodating special needs, such as handicap access, interpreters, readers for the blind, note takers, and adaptivay technologies.

*Assessment.* Learner-centered education must retain the rigor and standards that traditionally have characterized higher education. The emphasis is on the student's competence and proficiency in specific areas of academic and professional knowledge, skills and understanding. Competency-based assessment is an integral part of learner-centered education. The learner is asked to achieve and demonstrate competence in academic and professional disciplines. Assessment may take a variety of forms, such as: tests, demonstrations, papers, portfolios, performances, individual reports, group reports, individual projects, group projects, and electronic presentations. Competence in an academic or professional area may be demonstrated by the learner's application of knowledge in solving real or simulated problems.

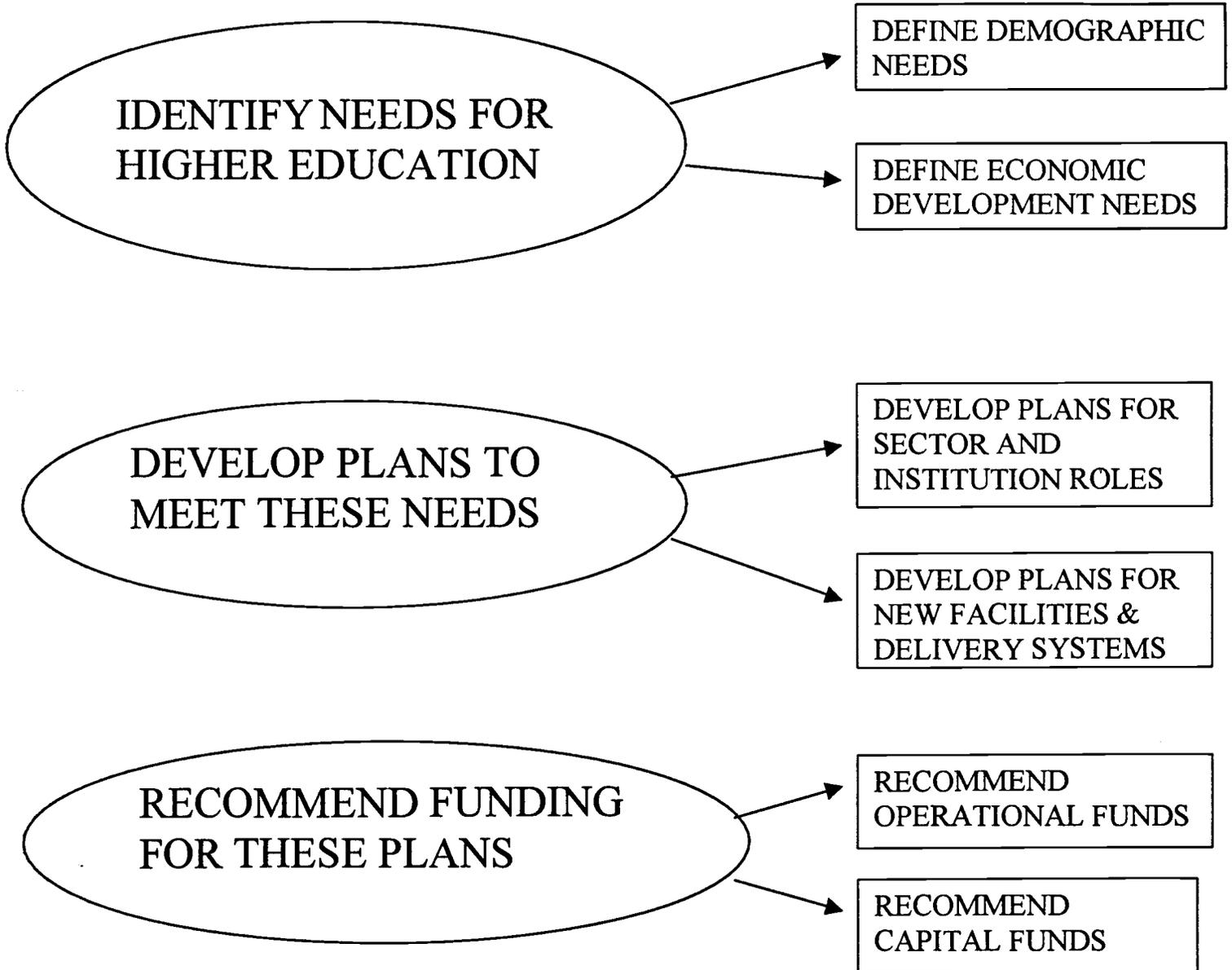
# GOVERNOR'S TASK FORCE ON HIGHER EDUCATION

## PROPOSED PLANNING FRAMEWORK

Revised 10/8/99

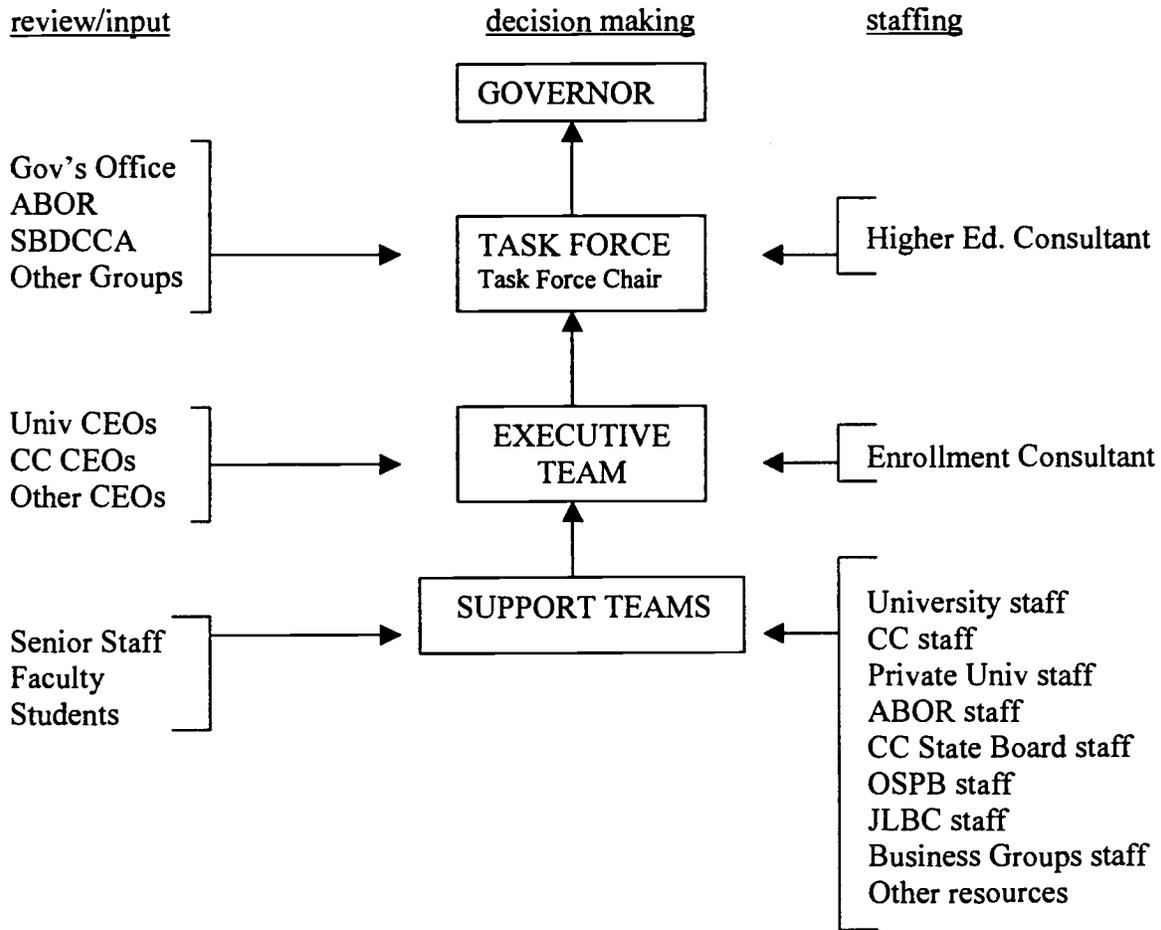
### Goals

### Objectives



**GOVERNOR'S TASK FORCE ON HIGHER EDUCATION  
PROPOSED ORGANIZATIONAL STRUCTURE**

Revised 10/08/99



**TASK FORCE:** Community Reps: Rustand (Chair), Silverman, Oppedahl, Munro  
Regents: Herstam, Ulrich  
University Presidents: Coor, Likins, Lovett  
CC Board Members: Carlin, Balich  
CC CEOs: Cardenas, Jensen, Hoopes  
Private Schools Assoc: Lockhart  
Governor's Rep: Molera

**EXECUTIVE TEAM:** Gov's Executive Assistant: Molera  
ABOR Exec Director: Blessing  
CC State Board Exec Director: Puyear

**SUPPORT TEAMS:**

Enrollment Planning	TBD
Economic Development Needs	TBD
Institutional Roles & Delivery Systems	TBD
Funding Needs & Sources	TBD
Report Drafting	TBD

**THE COMMITTEE OF ELEVEN PRESENTS**

**A MILLENNIUM FORUM SERIES**

(Campus sites to be announced)

1. **INTELLECTUAL PROPERTY: WHO OWNS YOUR IDEAS AND WORKS?**  
 Wednesday, January 19, 2000, 2-4 PM  
 C11 Facilitator: Professor of Surgery Marlys Hearst Witte  
 e-mail: [lymph@u.arizona.edu](mailto:lymph@u.arizona.edu)
2. **FACULTY-CENTERED RESEARCH UNIVERSITY?**  
 Wednesday, February 2, 2000, 2-4 PM  
 C11 Facilitator: Professor & Head, Dept. of Special Education, Rehabilitation, & School Psychology Lawrence Aleamoni  
 e-mail: [aleamonl@u.arizona.edu](mailto:aleamonl@u.arizona.edu)
3. **VALUES AND VALUE OF THE UNIVERSITY AND A UNIVERSITY EDUCATION**  
 Wednesday, February 23, 2000, 2-4 PM  
 C11 Facilitator: Professor Emerita of Music Billie R. Erlings  
 e-mail: [erlingsb@u.arizona.edu](mailto:erlingsb@u.arizona.edu)
4. **THE UNIVERSITY OF ARIZONA IN 2025: WISHES AND VISIONS**  
 Wednesday, March 1, 2000, 2-4 PM  
 C11 Facilitator: Diane Pearson, Graduate Student, American Indian Studies  
 e-mail: [jdp@u.arizona.edu](mailto:jdp@u.arizona.edu)

Each forum will be conducted in a participatory interactive format exploring, with the aid of experts, 5-10 key questions and possible answers on each topic viewed from multiple perspectives and disciplines. It is hoped that the Faculty and University Community may wish to continue the dialog through a variety of mechanisms after the Forum Series is concluded.

At this time, we are asking Faculty Senators and General Faculty to submit 2-3 questions you would like to see targeted in the first 3 Forums and also to list 3 wishes and a vision you have for The University of Arizona in 2025 [please return by campus mail or e-mail ([fitzgera@u.arizona.edu](mailto:fitzgera@u.arizona.edu)) to Faculty Center by 12/1/99]:

FORUM 1 QUESTIONS	FORUM 3 QUESTIONS
FORUM 2 QUESTIONS	UA IN 2025: WISHES & VISION

(Continue on back of page)

**Instruction and Curriculum Policy Committee**

- I. Approval of planning authority for new undergraduate BA degree program in Africana Studies

Justification: Given the popularity of current course offerings in Africana Studies, the request for planning authority for a new undergraduate major and BA degree program represents a natural progression for this academic area. A revised planning proposal submitted by Africana Studies was accepted by the Academic Programs Subcommittee and recommended for approval by the full Undergraduate Council.

Approvals:  
Undergraduate Council, 10/12/99  
ICPC, 10/12/99

Faculty Senate Meeting  
November 1, 1999

Academic Personnel Policy Committee proposed amendment to the Whistle-Blower Policy approved by the Faculty Senate on March 22, 1999 and amended on May 3, 1999.

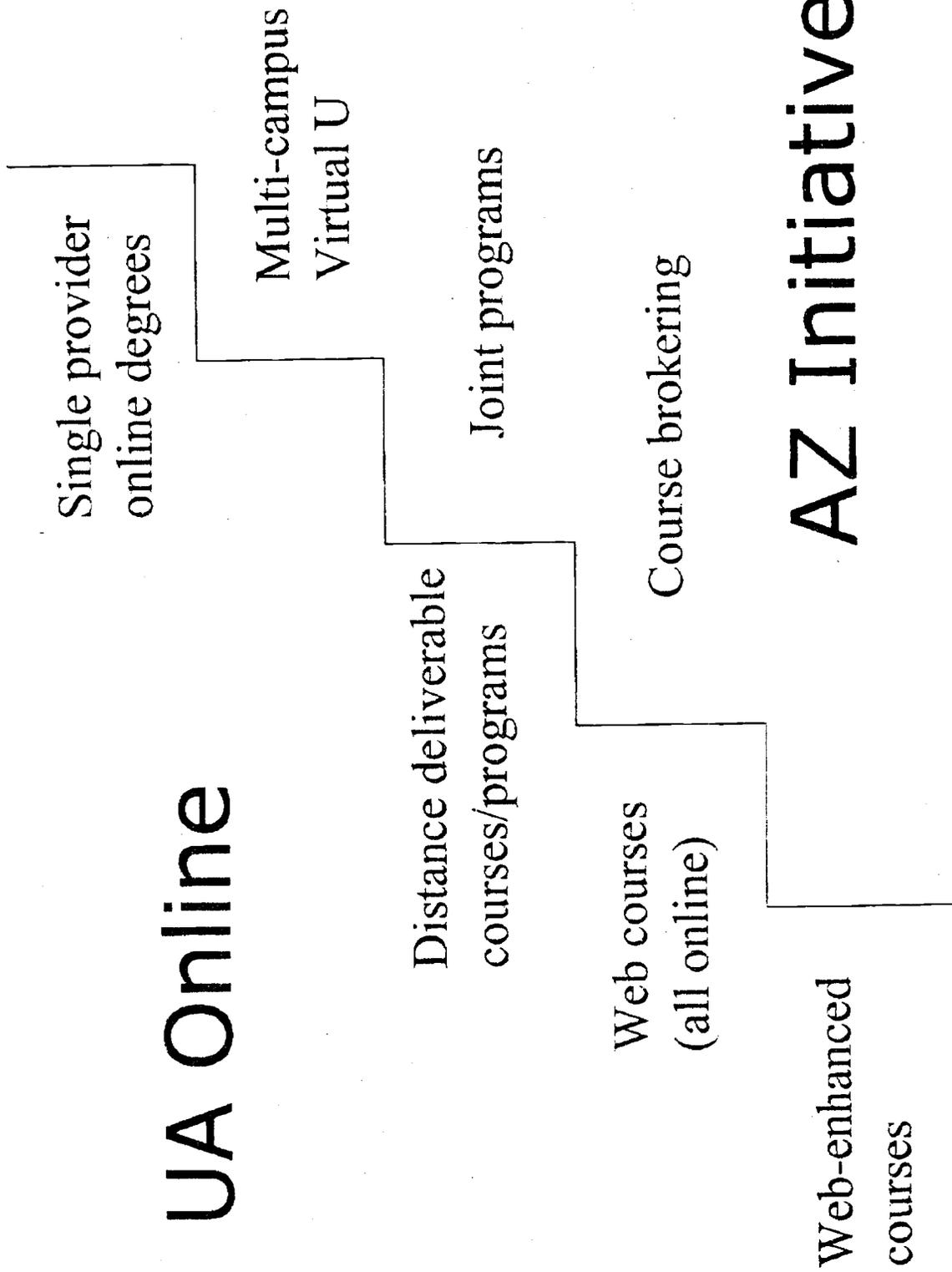
**Proposed amendment to the last paragraph of the Whistle Blower Policy:**

~~The hearing officer's decision and subsequent actions of the University are subject to judicial review *de novo*. An appellant may also choose judicial administrative review.~~ THE HEARING OFFICER'S DECISION AND SUBSEQUENT ACTIONS OF THE UNIVERSITY ARE SUBJECT TO JUDICIAL ADMINISTRATIVE REVIEW OR TO *DE NOVO* REVIEW IF PERMITTED BY STATE LAW.

# Related but Separate

- Distributed learning
  - instruction that is not classroom-situated
  - often as course enhancement
- Distance education
  - coursework offered away from campus
- Virtual university
  - organization to deliver web courses
  - often using many providers

# UA Online



## 3 Observations

- Decision to develop distributed learning capability is not a decision to expand distance education
- Decision to go fully online is separate from decision to go 'virtual'
- Ability to partner externally is dependent on development internally