

9. ADJOURNMENT The meeting adjourned at 5:30 p.m.

Andrew Silverman
Secretary of the Faculty Senate

Item of Information

The Faculty Senate received the following documents from the Committee of Eleven:

Modified Statement of
Declaration of Governance Principles
Concerning Shared Governance
from the Committee of Eleven

Submitted to the Faculty Senate October 30, 1995

1. An administrative organizational and operational structure including administrative positions and their job descriptions, shall be developed and approved, by secret ballot, by a majority of the General Faculty or duly elected faculty governance body.
2. Academic administrators are, first and foremost, members of the Faculty. Academic administrators, including department heads, deans, provosts, vice provosts, and vice presidents, can have a clear mandate and strong support from the Faculty only in the administrator is elected for a specified term limit by an appropriate elected Faculty body with agreement by the Administration. Each academic administrator shall undergo periodic review by the Faculty to ensure accountability.
3. A university budget shall be prepared, publicized, and approved by the Faculty Senate. Records of all University expenditures shall be open to inspection by elected Faculty.
4. Appointments to all administrative and faculty positions are to be made following open, and where feasible, national competitive searches, with selection based on merit and with due consideration of diversity.
5. Faculty has the responsibility to participate in governance, and their participation shall be recognized as service.
6. Decisions to create or remove programs, units, and positions shall be regulated by unambiguous, clear, and readily accessible policies and procedures.
7. Clear and unambiguous policies and procedures, including appeals, shall be developed for all conflict resolution. The procedures shall include several elected faculty and shall permit rescission by a majority vote of the Faculty Senate or other appropriate elected Faculty body. Only in unusual circumstances which could jeopardize the welfare of the University shall the President propose the reversal of a Faculty ruling, and then shall appear before the appropriate Faculty body for explanation and debate.

We firmly believe that adoption of these principles would be a major step toward achieving excellence in teaching, research, and service and recommend this declaration to the Faculty Senate and the Administration for adoption.

Committee of Eleven

Kenneth J. Smith, Chair

Declaration of Governance Principles of the University of Arizona
Prepared by the Committee of Eleven

Revised February 9, 1996
Submitted to the Faculty Senate March 4, 1996

"Subject to the responsibilities and powers of the Board of Regents and the University President, the Faculty members of the Universities, through their elected Faculty representatives, shall share responsibility for academic and educational activities and matters related to faculty personnel. The Faculty members of each University, through their elected faculty representatives, shall participate in the governance of their respective Universities and shall actively participate in the development of University policy." In the spirit of this Arizona Law (ARS 15-1601B) mandating shared governance, the General Faculty of the University of Arizona declares that:

1. The basic structure and procedures for policy-making and implementation of the entire University shall be developed by the Faculty Senate, the Administration, and the Committee of Eleven. Final approval and subsequent modifications of the general structure shall be approved by a majority of the General Faculty. The basic structures and procedures for policy-making and implementation of the University's constituent units shall be developed by the Faculty of those units and approved by secret ballot. Future revisions of policy-making and implementation structures of constituent units shall be approved by secret ballot of their Faculties.
2. Academic administrators are, first and foremost, members of the Faculty and can have a clear mandate and strong support from the Faculty only if elected by the Faculty. Department heads shall be elected by their constituent faculties, unless those faculties decide otherwise, for specific terms. Search committees for deans shall consist predominately of faculty selected by college faculty governance, with final nominee approval from the entire faculty of the college. Search committees for provosts, vice provosts, and vice presidents shall consist of at least 1/2 elected faculty selected by Faculty Governance, and final selection shall require approval by the Faculty Senate. Each academic administrator shall undergo periodic review by the Faculty and must retain the support of a majority of the General Faculty in order to continue in the position.
3. The total University budget embodies the educational priorities of the University. Consequently, this budget, including non-state funds, shall be prepared by the Administration, publicized to the Faculty, reviewed by elected Faculty representatives, and approved or disapproved without amendment by the Faculty Senate for submission to the Arizona Board of Regents. Records of all University expenditures, including non-state funds, shall be open to inspection by the Public.

4. Selection of faculty and administrators is essential to maintaining the academic quality of the University. All faculty and key administrative appointments are to be made, following open national competitive searches, with selection based on merit and due consideration of intellectual and cultural diversity, and with final approval by the appropriate faculty body.
5. At all levels of the University, Faculty representation is based upon election through secret ballot by faculty peers or through a Committee on Committees elected by the General Faculty. Faculty members have the responsibility to participate in governance, and their participation shall be recognized as service.
6. Curricular and educational decisions rest primarily with the Faculty and they shall take primary responsibility for such decisions. Decisions to create or remove programs, units, and positions shall be regulated by unambiguous, clear, and readily accessible policies and procedures.
7. Conflicts shall be resolved by clear and unambiguous policies and procedures, including appeals. These processes shall be carried out by elected Faculty and shall permit rescission by a majority vote of the Faculty Senate or other appropriate elected Faculty body. Only in unusual circumstances which could jeopardize the welfare of the University shall the President propose the reversal of a Faculty ruling, and then s/he shall appear before the appropriate Faculty body for explanation and debate. Failure to abide by the established procedure may be subject to censure by a two-thirds vote of the General Faculty, the Faculty Senate, or the Committee of Eleven.

Adoption of these principles will be a major step toward achieving excellence in teaching, research, and service and will lead to compliance with the Faculty Governance Law (ARS 15-1601B). We recommend adoption of this Declaration to the Faculty Senate.

Kenneth J. Smith, Chair, and
Committee of Eleven Members: L. Aleamoni, A. Bhappu, N. Buras, T. Downing, H. Ewbank, R. Feltham, S. Jacobs, K. Montanaro, J. Schwarz, A. Silverman, M. Szilagyi, and M. Witte

Appendix*

1. Curricular proposal to change the term used from B.A. degree in Art, Media Arts, Music, or Theatre Arts to the B.A. with a major in Art, Media Arts, Music, or Theatre Arts.
2. Curricular proposal concerning exceptions to the 42-unit upper-division requirement.
3. November 20, 1995 memorandum from Provost Celestino Fernandez, New Campus, to Curriculum Advisory Committee.
4. Academic Plan for the New Campus in Pima County, November 1995.

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

Motions of the Meeting of December 4, 1995

1995/96-23 Approval of the minutes of December 4, 1995, as amended.

- 1995/96-24 Approval of curricular proposal changing the term used from the B.A. degree in Art, Media Arts, Music, or Theatre Arts to the B.A. with a Major in Art, Media Arts, Music, or Theatre Arts.
- 1995/96-25 Approval of curricular proposal authorizing exceptions to the 42-unit upper-division requirement
- 1995/96-26 The Faculty Senate of the University of Arizona strongly supports the maintenance of tenure as necessary for preserving academic freedom, integrity, and excellence in Arizona's universities and colleges including Arizona International Campus of the University of Arizona: Approved.
- 1995/96-27 That the minutes of this meeting provide a verbatim recording of the remarks made by Senator Smith and Provost Fernandez concerning tenure. Not acted on, for lack of a quorum.

THE UNIVERSITY OF
ARIZONA
TUCSON ARIZONA

Faculty Senate
Instruction and Curriculum
Policy Committee

Faculty Center
1400 East Mabel
Tucson, Arizona 85721
(602) 621-1342
Fax (602) 621-8844

January 10, 1996

MEMORANDUM TO: Faculty Senate

FROM: Fred Hill, Chairman, Instruction and Curriculum Policy Committee

SUBJECT: Curricular Proposal: For the College of Fine Arts, to change the terminology from the Bachelor of Arts in Art, Media Arts, Music, or Theatre Arts to the Bachelor of Arts with a major in Art, Media Arts, Music, or Theatre Arts

The attached initiative was approved by the Undergraduate Council on 12 December 1995. It has also been approved by the Deans Council and has appeared in the Curriculum Bulletin.

College of Fine Arts--The University of Arizona

TO: Bob Sankey, Curriculum Office
FROM: Steve Hedden, Associate Dean *SH*
SUBJECT: B.A. degree in College of Fine Arts
DATE: November 27, 1995

As you recall, I was asked to provide for the Undergraduate Council a motion which requests authorization for the College of Fine Arts to offer the B.A. degree without the qualifier of "in." Please bring the following item to the next meeting of the Council. Thank you for your help with this matter.

Motion: Given that all requirements—major, minor, General Education—for the B.A. degree *in* Art, Media Arts, Music, or Theatre Arts are and will remain identical to those for a B.A. degree awarded by the College of Humanities, the College of Science and the College of Social and Behavioral Sciences, the College of Fine Arts is authorized to remove the qualifying word--"in"--from its B.A. degrees. Henceforth, students in these degree programs would earn a B.A. with a major in Art, Media Arts, Music, or Theatre Arts.

THE UNIVERSITY OF
ARIZONA.

TUCSON, ARIZONA

Faculty Senate

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January 10, 1996

MEMORANDUM TO: Faculty Senate

FROM: Fred Hill, Chairman, Instruction and Curriculum Policy Committee

SUBJECT: Curricular Proposal: Proposed Revision of the 42-Unit Upper-Division Requirement for Graduation

The attached initiative was approved by the Undergraduate Council on 12 December 1995. It has also been approved by the Deans Council and has appeared in the Curriculum Bulletin.

Proposed Revision of the 42-Unit Upper-Division Requirement for Graduation

Proposed statement for future catalogs

The University of Arizona recognizes both breadth and depth of knowledge as important characteristics of a baccalaureate degree. To insure depth of study beyond introductory levels, the University has a general policy requiring students to complete a minimum of 42 units of upper-division course work for graduation. This requirement applies to students graduating under the 1991-93 catalog or any subsequent catalog. The special requirements of some academic programs may necessitate an exception to this requirement. At the time of the printing of this catalog, degree programs for the following majors required fewer than 42 units of upper-division credit.

Degree Program A	36 units
Degree Program B	32 units
etc.	

For later information for these or other programs, students should consult their advisors, their departments, or the **On Course!** Academic Program Requirements Report for their major.

Implementation procedures for exceptions to the 42-unit upper-division requirement

(1) Exceptions for Academic Programs

Blanket exceptions to require fewer than 42 units for all students pursuing a particular degree program must be approved by the department responsible for the major, the cognizant college, the Undergraduate Council, and the Provost. Such exceptions must establish a required number of upper-division units for graduation in the exception program, which in no case may be fewer than 30. The justification for exception must demonstrate that the number of units of lower-division courses required to provide necessary knowledge for students in the program are sufficiently extensive that it is unreasonable to require students to achieve 42 units of upper-division credit within the established number of total units required for graduation.

(2) Exceptions for Individual Students

Exceptions for individual students may be authorized by the dean of the college responsible for the academic program. Exceptions should be based principally on academic considerations such as those noted for blanket academic program exceptions, though other factors—such as program changes, change of major, and transfer course work—may also be considered.

Proposed Revision of the 42-Unit Upper-Division Requirement
for Graduation

Page 2

Proposed statement for 1995-97 General Catalog

Page 1 as adopted by the Undergraduate Council on 12 Dec. 1995 reflects the changes marked below

2/17
8 Jan 1996

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(Old)

Proposed statement for future catalogs

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- Degree Program B 32 units
- etc.

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Implementation procedures for exceptions to the 42 unit upper-division requirement

(1) Exceptions for Academic Programs

Blanket exceptions to require fewer than 42 units for all students pursuing a particular degree program must be approved by the department responsible for the major, the cognizant college, the Undergraduate Council, the Faculty Senate and the Provost. Such exceptions must establish a required number of upper-division units for graduation in the exception program, which in no case may be fewer than 30. The justification for exception must demonstrate that the number of units of lower-division courses required to provide necessary knowledge for students in the program are sufficiently extensive that it is unreasonable to require students to achieve 42 units of upper-division credit within the established number of total units required for graduation.

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2/17

DELETE PARAGRAPHS

DELETE the Faculty Senate



Office of the Executive Vice President and Provost
New Campus in Pima County

November 20, 1995

TO: John T. Boyer, Professor, Internal
Medicine and Family & Community Medicine
Edwin G. Clausen, Director of Academic
Programs, New Campus in Pima County
Gary D. Fenstermacher, Professor, Education (*Chair*)
David A. Gay, Professor, Mathematics
Conrad A. Istock, Professor, Ecology and
Evolutionary Biology
R. Scott Johnson, Doctoral Student, Higher Education
K. Tsianina Lomawaima, Associate Professor
American Indian Studies
Lisandra Miori, Junior, Plant Science
Charles R. Paulson, Academic Planner
New Campus in Pima County
Ana Perches, Assistant Professor
Spanish and Portuguese
Kimberly D. Pollard, Senior, Communications
Richard Poss, Senior Lecturer
Humanities Program
Jocelyn S. Reiter, Professor, Music
Raquel Rubio-Goldsmith, History Faculty
Pima Community College
Anne G. Scott, Director, Institutional Research, Evaluation
and Assessment, New Campus in Pima County
Edward J. Williams, Professor, Political Science

FROM: Celestino Fernández, Executive Vice President and
Provost, New Campus in Pima County

RE: Charge to Curriculum Advisory Team

Thank you for agreeing to serve on the Curriculum Advisory Team for the New Campus in Pima County. I very much appreciate your willingness to continue to help us plan and develop the New Campus. Your knowledge, time, expertise and goodwill are essential in assisting us in taking the next critical step toward opening the campus next fall.

Professor Gary D. Fenstermacher has agreed to serve as Chair of the committee and Dr. Ed Clausen, Dr. Anne Scott, Dr. Chuck Paulsen and Mr. Scott Johnson will serve on the committee as the New Campus liaisons. Scott will also serve as support staff to the team. I will be available to the committee as needed and will certainly keep up with your deliberations.

You are quite familiar with the New Campus' mission and guiding principles – as approved by the Board of Regents – and, of course, those of you who helped us develop the academic plan are exceedingly well acquainted with that document. (Enclosed is the summarized and slightly revised version presented to the Regents on October 26, 1995. The revisions were based on the discussion that occurred on August 25 when we presented the complete plan to the Regents.) It is upon this mission, guiding principles and academic plan that the curriculum should be formulated. Although initially we need only the four-year curriculum for the first cohort, I would ask you to help us think through additional academic programs and curricula, assuming time permits.

Specifically, the charge to the committee is to develop the academic program and curriculum for the first cohort, the first academic house. (As noted above, however, I would appreciate your going beyond this, if possible, to formulating programs for other houses.) Our internal team is thinking a great deal about implementation of the academic plan and has started to outline some documents that should assist your deliberations and work. Based on the academic plan (and Regents policy where applicable) we are proposing that baccalaureate degrees be limited to a maximum of 120 credit units, of which at least 60 would form the Core Studies and six would comprise the Service Learning component. These two components might be common across academic houses (of course, they could be influenced by house themes and student and faculty interests). These are just initial thoughts; Gary, Ed, Anne and Scott will have additional information and materials to initiate the committee's discussion.

As you know, we are scheduled to open fall 1996, and in order to accomplish this, we must remain on a very tight timetable. Our plan is to request Regents' approval of the curriculum at the April 25-26, 1996 meeting. Thus, I will need your final report by March 31, 1996. This will give me, President Pacheco and others an opportunity to review it and prepare for the presentation to the Regents. I apologize for this timetable but I believe that having a sound mission, principles and academic plan will greatly facilitate the committee's work.

Gary would like to have two meetings in December prior to the holiday break and these will be scheduled very soon.

Thank you again for your efforts and support on behalf of the New Campus.

Academic Plan for the New Campus in Pima County

This document provides a summary of the report of the Academic Planning Advisory Committee as presented to the Arizona Board of Regents at its meeting on August 25, 1995. Modifications were made by the internal planning group for the New Campus based on the discussion at that meeting. This plan, adopted by the Regents on October 26, 1995, will provide the framework for the development of the New Campus' academic programs and curricula.

I. The Mission and Goals of the New Campus

A. The Mission and Guiding Principles for the New Campus

The academic plan for the New Campus in Pima County is guided by the mission document developed by the Community Advisory Committee for New Campus. The mission, approved by the Board of Regents on September 8, 1994, is summarized in that document as follows:

The new institution places the highest priority on distinctive liberal arts and practical undergraduate education for a diverse population in an increasingly technological and global society. Distinctiveness is attained through innovativeness, through a willingness to deal with new ideas, and through measurable quality and excellence as reflected in the institution's programs, employees (particularly faculty), and students. International perspectives are emphasized to better prepare students for life and work in an increasingly interdependent political, cultural and commercial world. (p. 7)

The report of the Community Advisory Committee also proposed that "the new university should place **teaching and learning at the forefront** of its purpose and existence" (p. 8, emphasis in original). To this end, the Community Advisory Committee set forth, and the Regents approved, six guiding principles for the New Campus. They are:

1. Distinctiveness and quality in programs and personnel.
2. Personal and institutional integrity in all endeavors.
3. Service to the community and support for good citizenship.
4. Promotion of personal health as well as good stewardship of the environment.
5. Orientation towards globalism and regard for diverse cultures.
6. Commitment to education that fully realizes human potential.

B. Further Considerations on Mission and Principles

To the six guiding principles for New Campus promulgated by the Community Advisory Committee, and adopted by the Board of Regents, the Academic Planning Advisory Committee (APAC) appends these principles for academic endeavors at New Campus:

1. The foundation for effective teaching and learning is the relationship established between the teacher and the learner.
2. The standard of educational effectiveness at New Campus is the educational value added to the student between the time of admission and the time of completion.
3. It is the responsibility of the student to bring desire, time, and a probing mind to the work of New Campus, and the responsibility of the faculty to capitalize on these student commitments in ways that promote the development of persons who show marked growth in the ability to think critically, judge with discernment, exercise care towards other persons and their habitats, and exemplify high character in the affairs of home, workplace, community and nation.
4. The teaching-learning environment at New Campus shall permit the student and faculty to work together to design individual programs of study for every student. These programs of study shall be negotiated contracts between the student and a faculty adviser; the contracts will take account of what the faculty believes the student must come to know and be able to do, and what the student seeks to learn as well as do after completing the New Campus degree.
5. The curriculum of New Campus blends the liberal or general studies with advanced disciplinary studies and studies preparatory to a vocation or profession.

These five principles of academic life at New Campus encapsulate the academic plan recommended in the following pages. In addition to these core principles, the APAC also attempted to devise a plan in accord with the following ideals.

New Campus is an exemplary environment for the respect of difference and diversity.

The New Campus is dedicated to serving the diverse population of Arizona, the Southwest and the nation, and to representing that diversity among its students and employees. In the academic programs of New Campus, curricular content should analyze as well as integrate multiple cultural, historical, and scientific paradigms. Students who attend New Campus will learn to communicate, create, reflect, plan, solve

problems, and care in ways that demonstrate how difference and diversity can strengthen community, nationhood, and global interdependence.

New Campus maintains a careful balance between autonomy and regulation.

It is the unanimous sentiment of the Academic Planning Advisory Committee that learning environments and programs of study must be grounded in a strong personal and professional relationship between students and faculty members. To enhance the potential for relationships of this kind to occur, the Committee devised the notion of a "house" as the central organizing unit of the New Campus (see section II A) and it sought to keep academic regulations and requirements to a minimum. It is the belief of the Committee that New Campus cannot and will not succeed as a liberal arts college emphasizing teaching and learning unless size and regulation are carefully controlled.

New Campus maintains a thoughtful balance between convenience and standards.

New Campus should be a hospitable place for the non-traditional student. It should be easy for the working, part-time, or older student to access the faculty, staff, administration and facilities. At the same time, convenience should not be a euphemism for laxity in expectation or effort. A carefully developed balance must be achieved so that the older, part-time, employed, or otherwise non-traditional student finds it relatively simple to enroll, register for courses, obtain information resources, and find his or her way around the campus, while at the same time expending sustained and concerted effort to succeed in the academic work of the New Campus.

Given the mission statement, guiding principles and ideals described in this opening section, the APAC recommends the academic plan described below.

II. The Academic Program

Having set forth the principles and outcomes, we turn now to the specific features of the academic program.

A. The House as the Basic Unit for Instruction and Student Learning

The academic program of New Campus is based on the concept of the house. A house is a cluster of 6 or more faculty members and up to 250 students. The house also includes associated classrooms, conference areas, faculty offices, student work rooms, and information centers with on-line computers. Although initially a house is not likely to be a living area for faculty or students, it might become one. If there are residential facilities at New Campus, the house should be integrated into the residences, such that faculty offices, classrooms, etc., are in the same physical location as the students' residences.

It is recommended that the academic programs of most houses be based on themes, such as Business in the Modern World, American Democracy and Civic Participation,

International Business, the Life Sciences, the Humanities, the Environment, etc. The themes would provide the basis for an integrated, interdisciplinary educational program.

The student-faculty ratio in the house should not exceed 22:1 FTE faculty and students. Acknowledging that many, perhaps most, students at New Campus will be attending less than full time, it is recommended that the head count of the house not exceed 10 faculty members and 250 students in order to retain a measure of connectedness between faculty members and students (if all students and faculty members were full time, the ideal ratio in our view would be six or seven faculty members and 132 to 154 students).

Students admitted to the New Campus are simultaneously admitted to one of its houses. Unless the student specifically transfers to another house during his or her program of study, the student remains a member of that house throughout the baccalaureate program. The student's adviser/mentor is selected from one of the house faculty. All members of the New Campus faculty are affiliated with a house. The house faculty consists of instructors drawn from a range of academic disciplines, sufficient to provide a core program of liberal studies to students in the house. A minimally staffed house faculty shall possess competence in these six academic areas: (1) Humanities, (2) Language and Culture, (3) Mathematics, (4) Fine and Performing Arts, (5) Social Sciences, and (6) the Natural Sciences (Biological, Earth, or Physical Sciences). Additional faculty members may be added, up to four, representing different disciplines in these six academic area categories, or one or more of the Career Studies areas offered at New Campus, such as Managerial/Business Studies.

The house concept permits growth in the size of New Campus without loss of the associative style of teaching and learning so essential to the mission and principles of New Campus. Thus New Campus would expand in a "modular format," adding houses one at a time, or in clusters sufficient to ensure a complete range of studies to all enrolled students.

B. The Primary Components of the Academic Program

The academic program at New Campus is divided into four primary components. They are (1) Core Studies, (2) Specialty Studies, (3) Career Studies, and (4) Service Learning. Core studies consist of what are commonly known as general or liberal education courses. Specialty studies are advanced disciplinary or inter-disciplinary studies.

Career Studies are applied studies within a selected range of vocations or professions. Service Learning is the reflective participation of the student in the active life of the local community, or some other aspect of public life. Each of these components is described in additional detail below.

As one reads these descriptions it is important to avoid perceiving them as requirements, or as blocks of required and elective courses to be accomplished *seriatim*. They are,

rather, components of a student's program of study, features that must be present and accounted for as the student traverses the academic terrain of New Campus. At the same time, it will be useful to be aware that the APAC formulated this particular design in an effort to preserve the liberal ideals of New Campus while at the same time acknowledging the different post-collegiate aspirations of students, some of whom will want to go to graduate school, most of whom will seek immediate employment.

Core Studies. Core studies are offered entirely within the student's house, and encompass not less than one-half of the student's total program of study.* Core studies are designed and offered by the house faculty, subject to generally understood standards for depth, coverage, and intellectual integrity in general education. It is the purpose of these core studies to advance the student's competence in written and spoken communication, in critical thinking and problem solving, in reflective reasoning and moral discernment, and in the promotion of conduct that advances human life, liberty and happiness. Houses may choose to "orient" their core studies programs to vital social, cultural, political, business or scientific themes, issues, or problems.

The curriculum should be designed and taught so that multiple cultural, historical, international and scientific paradigms are integrated across a given program of study. Students also should come to understand basic business principles and practices of modern society.

Specialty Studies Specialty studies consist of advanced work in specific disciplines or clusters of disciplines (e.g., natural sciences, humanities). The specialty studies areas of New Campus shall be the same as the academic area categories that define the Core Studies: (1) Humanities, (2) Language and Culture, (3) Mathematics, (4) Fine and Performing Arts, (5) Social Sciences, and (6) the Natural Sciences (Biological, Earth, or Physical Sciences). Specialty studies are generally deferred until the student has a grounding in core studies, although adviser and student may initiate such studies whenever both believe it is appropriate.

All students are expected to engage in some form of specialty studies. The specific program of Specialty Studies is determined by the student and his or her adviser, based on a consideration of the student's educational interests and career goals. Some students, however--particularly those who express an interest in graduate school-- may seek a larger concentration in this area.

Specialty Studies courses are advanced courses offered by the faculty of the various houses. These courses consist of what would typically be understood as "upper division" courses. In order to offer a reasonable range of courses across the six specialty studies areas, it will be necessary for faculty from several houses to cooperate for the provision of a sufficiently rich, deep range of Specialty Studies Area offerings.

*In this Report, "program of study" refers to the complete program of academic study for a given student, from the time of admission to graduation.

Career Studies. Career Studies are those that orient a student to work in a vocation or profession. All students are expected to participate in career studies, although some students--particularly those seeking employment immediately following graduation--may form a concentration in one or more Career Study areas, such as Managerial Studies, Health Studies, Public and Government Service, among others.

The Career Studies component should be based on "real world" experience. As such, studies in this component are intended to prepare students for tasks and activities likely to be encountered in their work, such as planning projects, conducting tests, evaluating results, working collaboratively in teams, using technology appropriately, assessing costs and benefits, and understanding relevant ethical and legal principles.

The Career Studies component typically consists of a mix of courses and a practicum experience. For those students who select a concentration in a Career Studies area, a supervised practicum in the actual work environment should be a part of this component.

Service Learning. The Service Learning Component is an activity designed to encourage a sense of civic and community involvement while offering the student a perspective on an aspect of contemporary social conditions. It is intended that it contribute to the betterment of the local community. In this activity, the student serves as a volunteer in a key sector of society, such as criminal justice, commerce, education, business, or health.

The Service Learning component should be planned during the first third of the student's program of study and completed in sufficient time for the student to capitalize on what was learned in this activity in the final year of study at New Campus. Service Learning should be designed to encourage reflective consideration of the bearing of the student's selected fields of study on the improvement of the human condition.

C. Designing the Program of Study

Each student at New Campus works with faculty advisers in the house to design a program of study (POS). The POS takes the form of a contract between the student and the faculty of New Campus. Subject to conditions and requirements of the Board of Regents, and of the faculty and administration of New Campus acting in concert, a house may establish further criteria and standards for such contracts.

Every contract must stipulate how the student will satisfy the requirements of the four academic components: Core Studies, Specialty Studies, Career Studies, and Service Learning. The Core Studies and Service Learning components are essential features of every contract, and may not be negotiated in any way that relieves the student from a rigorous and sustained engagement in these activities. The Specialty and Career Studies components must also be engaged by every student, but are subject to negotiation in duration and depth depending on the student's aspirations following completion of the New Campus degree.

In every instance, a principal outcome of a contract is the integration of the four components, wherein the student gains a sense of and appreciation for the application of ideas in practice, the utility of theory in everyday activity, the uses of reflective experience to "test" theories for the differences between "real life" and "constructed life" situations, and the interactions between ought and is, theory and fact, thought and action.

D. Proficiency in Languages and Cultures

Students enrolled in New Campus programs are expected to possess proficiency in English language skills. This proficiency will be extended and advanced as the student progresses through studies at New Campus. This advance will take the form of written and spoken communication, literary and listening skills, and the cultivation of forms of speech important to public dialogue and civic participation.

In addition to these advanced skills in English, all New Campus students should graduate with proficiency in a second language. In the case of the second language, the approach to teaching the language will stress communication and emphasize the practical aspect of the language.

The second language requirement should be integrated with the Core Studies component, such that language study occurs concurrently with the study of history, culture, business, environment and society.

III. The Student and Faculty Experience at New Campus

How the faculty and administration structure curricula and programs at New Campus has a direct bearing on what students experience in their undergraduate education. We envision close and continuous contact between faculty and students, contact that leads to experiences for students and faculty members that are academically stimulating and morally uplifting.

A. Nature of Relationships between Students and Faculty Members

The academic environment of New Campus is neither teaching-centered nor learning-centered. It is centered on the relationship between teachers and learners. Thus it accords high regard to faculty members for their long years of training and critical expertise, while simultaneously according respect to students for their own understanding of how they learn and develop, as well as how they will put their learning to use in life.

To the extent possible, teaching and learning relationships (partnerships) at the New Campus shall be nurturing, supportive and forged with a clear understanding of the mission and purposes of an academic environment. Students and faculty should be

inducted into their work with a full understanding of the environment desired and how they may contribute to its realization.

It is intended that faculty members and students come to know one another, not as experts and clients, but as senior, experienced guides, mentors or coaches assisting those less senior and experienced with the cultivation of understanding and the development of critical skills.

B. The Environment for Teaching and Learning

Faculty offices, classrooms, conference rooms, and information resource areas should be clustered together to promote continuing contact between students and members of the faculty. Spaces should be provided for informal and spontaneous discussions, where students, as well as faculty members, can mix with one another.

All but a few of the classrooms at New Campus should be small ones, holding not more than 25 to 30 students. These classrooms should be equipped with modern instructional technology, comfortable seating for students and ample work space for the various activities proper to teaching and learning.

Classrooms and meeting spaces, both formal and informal, should be well-maintained and kept clean. Students and faculty should accept partial responsibility for the condition of physical space, encouraging the type of understanding that exists in backpacking, where the motto is "take only memories, leave only footprints." Students should carry out all that they bring into classroom spaces, including newspapers, cups, wrappers, etc. Indeed, New Campus should be on the cutting edge of environmentally sound practices, with faculty and students understanding how their life styles and everyday practices impact the environment.

C. Information Resources

Two kinds of information resource are critical to the success of the academic plan proposed in this report. The first is a library facility; the second, a computing facility. Ideally they should be one and the same, though the demands to be made upon them call for separate treatment here.

The New Campus library need not strive to be a major collection, nor a research library. Rather, it should be designed to support the courses and fields of study offered at New Campus. Thus, it would be typical of a library facility for an undergraduate liberal arts institution. It also serves as a reserve reading facility for the course offerings at New Campus, with a reasonable collection of books, journals, magazines, newspapers, and reports readily available to support student learning.

The computing capability of such a library should consist of work stations where information can be retrieved, through CD ROM, Internet, and other major sources of

computer-based information retrieval, and where students will be able to work on activities requiring word processing, mathematical problem solving, statistical calculation, simulation analyses, spreadsheet development, flow charting, and other computer applications. It is assumed that for more extensive information needs, students will have access to Tucson area libraries, the University of Arizona libraries, and inter-campus library loan privileges.

D. Electronic Connectivity

New Campus should have computers available for electronic gateways to all networks pertinent to the academic mission of the New Campus. Connectivity is essential if New Campus is to realize the aspirations set for it by this Committee and the Community Advisory Committee.

E. Health, Physical Education and Recreation

The care and development of the body and spirit should be pursued at New Campus with a diligence equal to that devoted to the care and development of the mind. To this end, physical activity should not be devalued in the academic scheme of things.

New Campus should contain facilities and opportunities for health, nutrition, recreation, physical education and competitive (intramural) sports. Food services and dining areas should have health and nutrition as part of their educative mission. Sports and athletic opportunities should be available on a competitive as well as non-competitive basis (the Committee assumes that New Campus will not have an inter-scholastic athletic program, and supports this decision). Facilities should be available where students and faculty can obtain exercise.

IV. The Appraisal of Teaching and Learning

Assessment and evaluation should be an integral part of the academic programs at New Campus. To merely record the intentions of the faculty and students, and document their activities, is not sufficient. There must also be provision for answering the question, Are we attaining what we seek?

A. A Model of Student Learning for the New Campus

The determination of whether the student learned what the institution planned for the student to learn, or what the student's instructors proposed to teach, is perhaps the most demanding question in the arena of academic assessment. Too often, however, this question is addressed in the absence of a defensible conception of what it means for the student to learn. Thus a conception of student learning is in order.

We propose what Alexander Astin has called a "talent development" approach to student learning, which is a form of "value added" learning. The focal question in this

approach is the difference between what the student knows and can do upon entrance to the institution and what the student knows and can do upon successful completion of the institution's curriculum. Attending to a talent development model of student learning does much to assure that any good results shown at graduation were not already in place at the time of admission.

There is, however, more to our conception of student learning than talent development, as useful as that idea is. We also propose that student learning at New Campus be active, not passive; collaborative, not isolated and individualistic; planned by the participants in it, not dictated by a host of prior rules and procedures; integrated, problem-focused, and issue-oriented, rather than isolated, fact-dependent, and continuously constrained within a single discipline.

Finally we stress the importance of integration, both in the sense of inter- and cross-disciplinary studies and in the sense of merging theory and practice, thought and action, work and leisure, mind, spirit and body, real and ideal.

B. Mechanisms for Appraising Student Growth and Development

As the house is the unit of academic planning and instruction at New Campus, so it is also the review and approval authority for student work. At a minimum, the house reviews the progress of its students when they are one-third and two-thirds through their programs of study. The first examination, covering the first third of the program of study, is the Qualifying Examination. The second is the Candidacy Examination. These examinations may be oral, written, or performance-based, as befits the program of study. Students who are not making satisfactory progress may be warned, placed on probation, suspended, or dismissed.

The Capstone Activity The third stage of review is the Capstone Activity. The Capstone Activity is a thesis or project initiative that is grounded in the study areas selected by the student. The concluding part of the Candidacy Examination shall consist of the initial proposal for the Capstone Activity. This project is the culminating academic experience for all New Campus students. It is robustly representative of the knowledge, skill, qualities of mind, and judgment acquired by the student in the course of his or her program of studies. It is intended that the Capstone Activity address issues or problems of importance to the local community, the state or region, the nation or the world.

It is expected that the New Campus approach to assessment will take into account where a student places in the various academic subjects as well as in other areas of development (such as critical thinking, problem solving, communication, and tolerance). A baseline assessment should be completed when students enter the institution, and an exit assessment performed when they depart, in order to determine what (and how much) has been added as a result of what occurs in the collegiate setting. Some reliance on standardized tests will be necessary, particularly in the placement of new students into the appropriate level for various subject areas and for comparing New

Campus students to those in other institutions. However, other modes of assessment are needed in order to evaluate whether students are gaining the core competencies required of them. These alternative modes of assessment include portfolios, performance testing, competitive exhibitions or performances, as well as face-to-face encounters with faculty evaluators or external judges. The Service Activity and the Capstone Activity, as well as the practicum in the Career Studies component, offer fertile opportunities for alternative forms of assessment.

C. The Option for Accelerated Completion

It is becoming increasingly common for undergraduate institutions to offer students a means for completing baccalaureate studies in fewer than the usual four years. There are two means of accomplishing this end, compression and acceleration. Compression involves "squeezing" a full complement of courses into a period of approximately three years; it is typically achieved through the careful use of summer and inter sessions. Acceleration pertains to earning credit by demonstrating that one already possesses the competencies called for in a particular course or curricular requirement.

Upon deliberation of these positions, the Committee agreed to report its division on the matter of acceleration, and to leave the resolution of the issue to the founding faculty and administration of New Campus.

D. A Model of Faculty Growth and Development

Attention to faculty growth and development should be among the hallmarks of New Campus. Consideration should be given not only to remaining current with the literature of one's academic discipline, but also to learning new forms of instruction, new pedagogies, and new technologies to aid in teaching. In addition, the work required to keep everyone's attention focused on the mission and guiding principles of New Campus should be a regular feature of faculty and administrative life at New Campus. Orientations, retreats, staff development programs, outside consultants and speakers, forums, and assessment panels ought to be recurring events at New Campus.

New faculty members should be inducted carefully into the mission, principles and spirit of New Campus. Experienced faculty members should serve as mentors to new and inexperienced colleagues. Facilities and resources for supporting teaching and learning should be at the disposal of every faculty member, including assistance with instructional technologies, new forms of teaching and learning, advances in assessment and evaluation, and new forms for organizing programs and curricula.

The model of faculty growth and development that should be prized at New Campus is a model that conceives of the faculty member as a learner--of the discipline, of the art and science of teaching, of the world one inhabits, and of the academic setting that one continually strives to improve. This faculty member serves the student as informant, guide, facilitator, mentor, and even as master to the student apprentice. In these roles, the student is witness to a faculty member's manner of learning, which serves as a model

to the student for his or her own learning. The passion, the struggle, the hard work, the epiphanies, the setbacks, the gains made and the losses suffered are shared experiences for both student and faculty member.

E. Mechanisms for Appraising Faculty Growth and Development

The assessment of personnel is typically confounded by conflict over whether it is undertaken to **judge performance** or to **provide feedback to improve performance**. Although some would argue that the two features are not in conflict, experience in educational institutions indicates that it is extremely difficult for the person whose performance is being judged for purposes of pay, promotion, or termination to deploy these judgments of performance as useful information for self-analysis and self-improvement. High stakes assessment, such as occurs when determining pay increments, promotions, or terminations, is seldom productive of the kinds of introspective analysis that leads to realistic appraisals of self and determined efforts to change.

Faculty appraisal at New Campus should proceed in thoughtful consideration of the tension between judging performance and providing constructive feedback. Both forms of assessment are obviously required. However, it may be wise to ponder when and how often each type occurs, who is responsible for doing it, whether the methods and criteria for each are congruent, and the extent to which each process furthers both the mission and principles of New Campus, and the models of student and faculty growth and development set forth in this report.

V. The Selection, Training and Retention of the Faculty

A. Faculty Recruitment, Selection and Retention

In the course of recruiting new faculty, it is imperative that they be given a detailed, clear description of the mission, guiding principles, and academic programs at New Campus, as well as a complete statement of their roles, duties, and conditions of service. The provision of extensive training and orientation for new faculty members, and of keeping experienced faculty members centered on the mission and principles, is essential to both maintaining the mission of New Campus as well as achieving success in that mission. Campus administrators should be seen as "keepers of the mission" and as passionate advocates for the mission and principles of the institution. The personnel policies and procedures of New Campus should reflect mission, principles, and models of student and faculty growth. Retention and dismissal decisions must reflect the mission, goals, and academic plan for New Campus. Such decisions should not be allowed to "creep" towards more conventional standards pertaining to research or publication since these manifestations of scholarship are not the foundation of New Campus. Teaching and learning, achieved in the context of close relationships among teachers and learners, are the foundations of New Campus.

B. Conditions of service for the Faculty

Among the more critical features of conditions of service are these: terms of appointment, duration of appointment periods, teaching and advising loads, the provision of opportunities for professional renewal, evaluation of performance for renewal or termination, academic freedom and due process considerations, and how faculty administration might function to advance the ideas contained in this report.

Faculty Load Policy. On several occasions, the APAC suggested that course and calendar formats for the New Campus remain consistent with course and calendar formats at other public universities in Arizona. This consistency preserves the transferability of the student into and out of New Campus, as well as making it possible to enroll for course work at another institution while enrolled at New Campus.

All faculty members are expected to undertake fifteen units per semester, or a total of thirty units per calendar year. Typically twelve of these units will be dedicated to instructing courses (four courses per semester). An additional two units is dedicated to work as an adviser/mentor, including the supervision of service projects and capstone activities. The remaining one unit is dedicated to renewal that is consistent with the mission, principles and learning models of New Campus.

Tenure. The APAC regards the presence or absence of tenure as the difference between whether it requires an affirmative personnel action to terminate a faculty member or to renew an employment contract. With tenure, the employer must act affirmatively to revoke a contract; otherwise it remains intact. Without tenure, the employer must act affirmatively to renew a contract; otherwise it lapses and the employee is terminated.

Knowing that this issue would ultimately be resolved at the level of the Board of Regents, and that key administrators had already expressed their positions on the matter, the APAC chose not to address this issue by taking sides. Instead the Committee wishes to endorse most strongly the view that the recruitment and retention of a superb faculty is **contingent upon** these three conditions: (1) legally binding assurances of academic freedom, (2) a commitment in policy to due process in all personnel processes, and (3) provision for longer term contracts (five to ten years) once a faculty member has established his or her qualifications and merit for continued employment.

Part-time Faculty. The Committee understands both the necessity and the desirability of using part-time faculty at New Campus, but calls for exercise of great care in the deployment of part-time faculty members. The house concept will not succeed if its staffing is heavily dependent on part-time faculty members. When part-time faculty are used, they should possess academic distinction in their respective areas, and, whenever possible, should hold continuing appointments and thus be a part of the campus community.

These faculty should be treated with high regard by both full-time faculty members and administrators. Part-time faculty should not be employed primarily as a cost-reduction mechanism. They should be appropriately paid for their work and their service to the campus.

Concluding Comment

This plan establishes a foundation, a direction and style for academic development of the New Campus. It sketches a design, one that obligates New Campus faculty and administration to a set of principles and policies, but does not constrain them from the exercise of initiative and imagination. We believe that an academic plan for a college such as we hope New Campus will be must be something like the US Constitution: Clear parameters established in advance for the structure and operation of the setting, but a great deal of flexibility in the operation of the setting. This type of academic plan and structure will be cost-efficient and best serve all students, both traditional (younger students entering directly from high school) and non-traditional (older, part-time, returning, working students). Serving students is the fundamental and ultimate goal of the New Campus.