

# The Changing University of Arizona Employee Population

Carol Beltran

Chairperson

Greg Hodgins

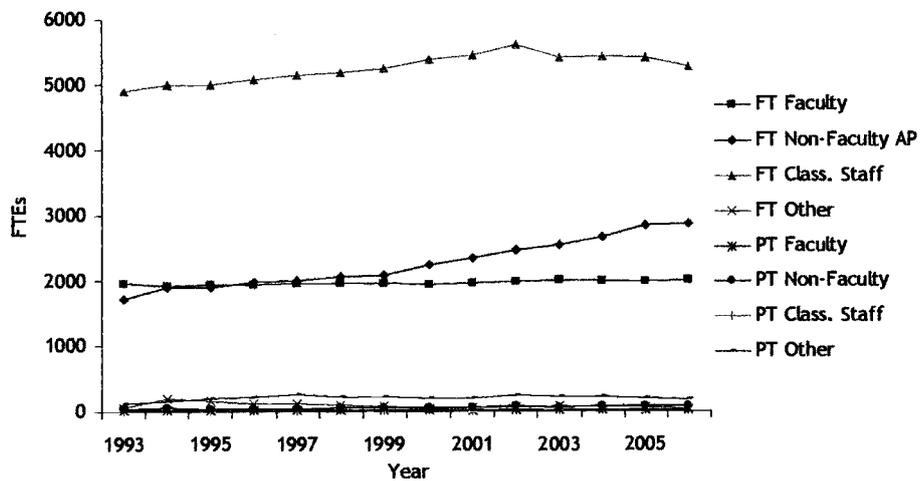
Vice-Chairman

**Appointed Personnel Advisory Council  
(formerly APOC)**

07 November 2005

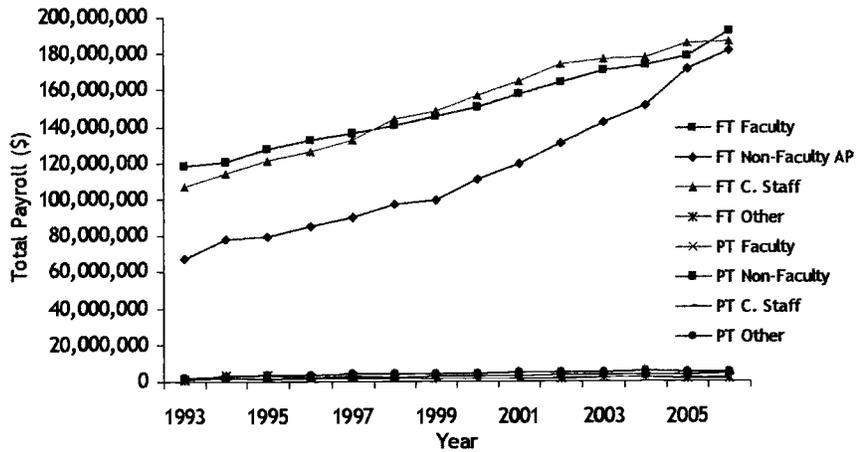
## Population Trends 1993 to 2006

FTE Population by Employment Category



## Payroll Trends 1993-2006

Total Annual Payroll By Employment Category

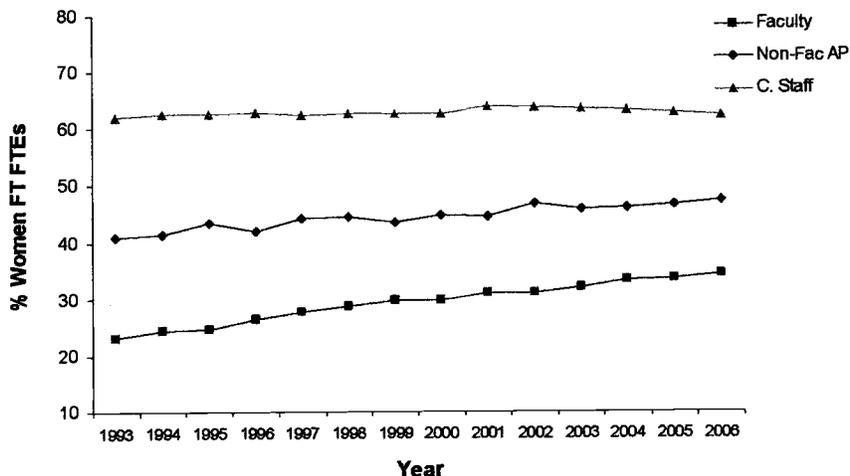


## A FY2006 Snapshot of the University Payroll (excluding undergraduate and graduate students)

Name	Ben. Eligible	Employees	FTE	Total Payroll (\$)	% of Payroll
Faculty	N	60	19	1,883,704	0.3
Non-Fac. AP	N	304	78	4,261,581	0.7
Other	N	1553	231	6,611,275	1.2
Faculty	Y	2053	2009	191,304,511	33.5
Non-Faculty AP	Y	3006	2863	181,092,745	31.7
Classified Staff	Y	5503	5262	186,145,379	32.6
Total		12479	10462	571,299,195	

## Population Trends

Female Employment Trends within each Employment Category  
1993 to 2006



## Appointed Personnel Advisory Council

### Awareness

- Highlight the diversity and excellence of members and their contributions to the University of Arizona
- Facilitate connections between APs across units, colleges and divisions
- Connect to equivalent employee groups at Peer Institutions

### Support

- Welcome and orient newly hired APs to the University
- Provide tools for APs to enhance job performance, job satisfaction, and resolve conflicts
- Encourage excellence through career development, performance evaluation

### Service

- to the University Administration by Advising and responding on matters of concern to the Appointed Personnel Community
- to the Local Community through sponsorship of Public events and charities.

Web Site: <http://w3fp.arizona.edu/apo/>

## Desirable Visionary Presidential Characteristics

The faculty of the University of Arizona believe we need a strong leader who can navigate the challenges ahead for higher education, and do so with broad communication and involvement of the university community, as well as with the cooperation and assistance of the legislature and others in the state.

In particular, the faculty believe the following principles could serve as guidelines to the selection committee for choosing our new president:

1. Have a collaborative, consultative, open and transparent leadership style.
2. Promote the university in the legislature, the community, and nationally.
3. Promote a clearly organized, efficient, and effective administrative structure.
4. Allow for flexible and innovative approaches in meeting our existing and new challenges.
5. Maintain respect for appropriate traditions, including the liberal arts foundation for a Research Extensive university.
6. Recognize the future will be different from the past and that we need to be forward thinking.
7. Sensitivity to inclusiveness of all views and backgrounds and the role of shared governance.
8. Have a commitment to improving academic programs through out the curriculum as we focus in selected areas.
9. Commit to sustaining our basic principles and continuously improving all areas of the campus.
10. Appreciate the several roles of the university - learning, research and discovery, partnerships, and addressing problems of the state and its citizens.

*Roger Caldwell, 10/05*

*The University of Arizona: An Archipelago of Innovation*

*Reflections by George H. Davis*

George H. Davis, Ph.D.  
Executive Vice President and Provost  
Regents' Professor, Geosciences  
The University of Arizona  
October 10, 2005

# *The University of Arizona: An Archipelago of Innovation*

*Reflections by George H. Davis*

## The Charge Delivered and Accepted

The University of Arizona (UA) academic deans asked me to try to capture the essence of the special character and history of our institution, particularly in ways that might help explain why this land-grant public university has risen to such exceptional heights as a student-centered research-extensive public university.

In plain language, what makes this institution so good? How has UA achieved so much, especially given what appear to have been barriers: a State constitution mandate for "instruction ... as nearly free as possible;" higher-education State appropriations ranked as low as 37th nationally; and a location which some might regard as "out-of-the-way?"

Anyone can guess, correctly, the answers center on the faculty, faculty leadership, invaluable staff and professionals, stunning programs and their particular history, and on the ways in which people and programs have impacted students, society, and the discovery of ideas. But what's behind all of this? And what lies ahead?

I want to be clear at the outset that UA has achieved a very high standing as a student-centered research university. UA is among 62 Association of American Universities (AAU) research universities, both public and private: these universities are considered to be the best research universities in the United States and Canada. UA treasures, but does not take for granted, the broad "macro" indicators of the successes of UA faculty and programs whose proposals for new discovery and understanding have been rigorously reviewed to meet highest standards of excellence.

UA ranks 14th among public universities, and among the National Science Foundation's top 25 institutions, in research and development expenditures. Furthermore, an unusually large number of UA programs and disciplines have achieved top 10 rankings. Individual faculty achievements are part of the record as well. Currently, UA proudly boasts of 3 Nobel Prize Laureates, 19 members of the National Academy of Science, 11 members of the National Academy of Engineering (including President Peter Likins), 16 members of the Academy of Arts and Sciences, 2 members of Britain's Royal Society, 6 Guggenheim Fellows, 4 MacArthur Fellows, and 1 Pulitzer Prize winner.

## Location, Location, Location

There are certain advantages that come from being a relatively young university located in the West. You can see a long way in this land. Guided by the intentional planning of past presidents and their leadership teams, the trajectory for the University's success has been remarkable: we have been able to dream and think big.

Of course, there is something beyond just being located in the West that makes the UA different. I believe it is possible to demonstrate that the nature of Tucson's physical and cultural environment may have imparted onto our University its fundamental, distinctive character.

If I go too far in this premise, and I believe I will, please bear with me, because I can confidently retreat to the conclusion that the physical, cultural, and ecological characteristics of the region within which Tucson lies present an analogue for many of the productive and innovative characteristics of the University itself.

### The Sky Island Archipelago which Embraces Tucson

Tucson lies within the so-called “Madrean Archipelago” — unique on the planet and consisting of some 27 mountain ranges in southern Arizona and northern Mexico. The ranges are tall and forested, yet relatively isolated from one another due to the combination of tectonic change and climatic change over time. The “sea” within which the archipelago lies consists of the desert grasslands and scrub in the valleys and basins between the islands. A key characteristic is the juxtaposition of different habitats in relatively small patches – islands within islands within islands. Vertical relief permits climate zones of tremendous variety to be stacked and interleaved at the margins.



Diverse habitat patches create diverse vegetation, which feed into the animal diversity. Valleys and basins can act as barriers or bridges to colonization by new species that attempt to cross. The mountains act as quasi-isolated cradles of evolution. What is derived from this is *maximum evolutionary potential*.



Tony Burgess, Professor of Practice at the Institute for Environmental Studies at Texas Christian University, UA alumnus, and extraordinary natural scientist and teacher, explained it to me in this way: “The geographic context of the Madrean Archipelago fosters enormous diversity. Depending on climatic shifts over time, it is colonized from two high massifs with distinctive biota. Each change leaves some legacy on the sky island. Sierra Madre Oriental species have moved in from the south, from Mexico. Rocky Mountain-Colorado

Plateau species have moved from the north. So, the upper elevations of sky islands contain different mixes of northern and southern species. Furthermore, there are additional influences from the two centers of warm-desert species in North America. One is associated with the northern Gulf of California up into the rain-shadowed basin in the lee of the Sierra Nevada. The other is the area between the Sierra Madre Occidental and Oriental of Mexico.”

Furthermore, as Dr. Burgess goes on to explain: “Tucson’s history itself is an expression of these north-south and east-west exchanges. Texas open-range ranchers collided with the Mormon oasis farmers colonizing from Utah. Earlier, the O’odham desert tribes were impacted by Apaches moving in from the north. The east-west railroads integrated the subsistence economy of Tucson into a continental economy of commodities. And of course the north-south exchange has cultivated that wonderful mix of Mexican and Anglo-American culture that makes Tucson so special. Within the archipelago today is a rich mixture of indigenous peoples and recent arrivals, including ‘snowbirds’ from the north and east, creating the present extraordinary mix of diversity.

### The University Archipelago

The sky island archipelago metaphor is apt because when we are at our best, UA’s colleges, departments, centers, and institutes are in right relationship with one another. For example, all of our faculty recruitment planning involves engagement across colleges so that mutual needs and opportunities in discovery and innovation can be achieved through joint or affiliated appointments. This in turn harnesses intellectual synergies and facilitates resource sharing more fully. Everything we do in the Office of the Provost attempts to eliminate any possibility that a given college might “be apart,” whether we are talking about the College of Medicine, the Eller College of Management, or any one of the colleges. In the competitive national environment where we “play,” UA must approach advancement through partnerships. Barriers *must* be continuously

#### UA’s Corridor Construction: Promoting Partnerships

In response to society’s pressing needs for more nurses, the College of Nursing established partnership programs with area hospitals to support a 14-month accelerated BSN program, designed for college graduates wanting to enter the nursing profession. The College’s Ph.D. program – which combines high standards of teaching excellence with distance education technology – is nationally recognized for its innovative approach to creating a virtual environment to “grow” the next generation of nursing faculty.

*Comparative Borders* represents a cross-disciplinary approach that examines how the concept of “borders” pervades not only individual development but also societal development. UA initiatives will build upon such strengths in the University as the two federally-funded area studies centers (Center for Middle Eastern Studies and Center for Latin American Studies) as well as college collaborations in the Colleges of Social and Behavioral Sciences, Humanities, Fine Arts, Public Health, and Architecture.

The James E. Rogers College of Law is ranked among the country’s “top tier” law schools, according to a survey conducted by and published in *U.S. News and World Report America’s Best Graduate Schools 2005*. The Rogers College is one of only 10 law schools in the western U.S. named in the top tier. In addition to its dedication to core legal education, the Rogers College of Law has collaborated with its campus colleagues on interdisciplinary scholarship and education on issues such as intellectual property, water and environmental law, and law and society.

The Eller College of Management developed a *Management and Technology* plan in order to accelerate the pace of innovation and ensure economic competitiveness for the State, the region and the country. Partnering with the Colleges of Science, Engineering, Optical Sciences, Medicine, Law, Pharmacy, and Agriculture and Life Sciences, Eller’s programs – particularly in entrepreneurship and MIS – will create new educational opportunities and generate new interdisciplinary research and development across science, technology, and engineering fields.

Our excellence in American Indian academic programs and outreach has fueled the development of a collaborative approach linking outstanding programs in tribal leadership development and nation building to our nationally recognized academic degree programs in American Indian Studies and Indigenous Peoples Law and Policy. Direct service and outreach to Native American communities through ArizonaNativeNet, a web-based, virtual resource and instructional center will help meet the higher educational and nation-building needs of indigenous peoples.

reconfigured to bridges. UA has a solid tradition in doing this.

In archipelago terms, the greatest threat to maximizing evolutionary productivity is cutting off corridors of exchange between sky islands!

UA has excelled in corridor construction. Departmental sky islands are sources of core disciplinary and sub-disciplinary foundations, nested in synergistic ways, and never completely isolated. In this regard UA is like most other research-intensive universities. Yet for decades here at UA the cross-departmental, cross-college linkages expressed in interdisciplinary programs, interdisciplinary scholars, and interdisciplinary centers have maximized evolutionary potential and have powered selectivity.

"Grassroots" wisdom and entrepreneurship emanating from the faculty drive university responses, with a general understanding that our central administration, operating within a distributed environment, promotes cross-college partnership to support all aspects of our academic mission: notably, the broad core foundations for curriculum and undergraduate education; the highly nationally acclaimed programs; the recruitment and retention of diverse faculty; and interdisciplinarity in areas of institutional priority. In particular, the impact of top programs brings prestige and reputational strength to all programs, helping the university to continuously as a whole attract outstanding faculty, professionals, staff, and students.

#### UA's Corridor Construction: Promoting Partnerships

Arizona Research Laboratories was established in 1979, designed to support and promote interdisciplinary collaborations which initiate new research and educational programs of high priority to the scientific community. This cross-fertilization between disciplines has resulted in new projects, new collaborations, and new educational opportunities (e.g., establishment of the Center for Insect Science, Neural Systems, Memory and Aging, and Institute for the Study of Planet Earth). The very success of these and other programs within ARL is a direct result of providing opportunities for research active faculty, postdoctoral fellows, and students (undergraduate and graduate) to develop intellectual and scientific growth which has inspired tremendous scholarly excitement and promise within the University.

UA founded a university-wide, interdisciplinary honors program in 1962 to offer advising, honors colloquia and independent study. 75 outstanding students who showed "promise of developing into superior scholars" were accepted into the first group. Community building has been an essential feature of UA's Honors experience since the earliest days. Working in partnership with the academic colleges, student organizations, and Residence Life, Honors students strive to meet the goal of developing the courage to address uncommon challenges and the commitment to promote social responsibility throughout their lives. The Honors College, with 4,020 students, is the largest such college of any university. One measure of Honors College's high attraction to outstanding high student seniors: in 2005, 104 new National Merit Scholars chose to come to UA and to engage in the Honors College experience, the largest number of National Merit Scholars welcomed on campus!

*U.S. News & World Report* Top Ten Graduate Rankings (from 1997 through 2006: rotating ranking schedule accounts for variant years)

Analytical Chemistry – 6  
Astrophysics – 6  
Audiology – 8  
Management and Information Systems – 4  
Creative Writing – 9  
Geology – 7  
Hydrogeology – 1  
Pharmacy – 4  
Photography – 9  
Sedimentology Stratigraphy - 4  
Social Psychology – 5  
Speech/Language Pathology – 6  
Tectonics/Structural Geology - 4

#### Programs within the Archipelago

There are many programs whose strength is enhanced by the strategic qualities and characteristics of our specific environment. I will dare list some of these as illustrations: astronomy; anthropology; archaeology; American Indian Studies; dendrochronology; ecology and evolutionary biology; geosciences; hydrology; geography and regional development; Latin American Area Studies; Mexican American Studies; lunar and planetary sciences; arid lands studies;

natural resources; optical sciences; plant sciences; and the Arizona Respiratory Center.

Yet, we have equally as many prestigious programs for which our location may present challenges. This group has emerged "the old fashioned way" – through sustained attention to faculty and student recruitment of the highest quality, adherence to rigorous promotion-and-tenure processes, and strategic programmatic vision. Out of this has emerged exceptional strength in fields such as philosophy; MIS; sociology; linguistics; cognitive sciences; women's studies; chemical and environmental engineering; material sciences; applied math; neurosciences; higher education; insect sciences; language, reading, and culture; psychology; classics; dance; second language acquisition and teaching; nursing; pharmacology; and the Arizona Cancer Center.

Moreover, from within individual colleges, entrepreneurial vision and exceptional leadership have forged highly nationally-ranked programs in a variety of departmental and sub-disciplinary areas, such as programs in entrepreneurship, creative writing, rhetoric and composition, tectonics, intellectual property law, theatre production, and indigenous peoples law and policy.

The examples above only begin to demonstrate that together in their fullness, our programs and faculty make the UA truly an outstanding university, not separate or isolated islands of research.

A critical part of the evolutionary story of UA is our interdisciplinary programs, which really took off in the early 1970s, well ahead of the much more recent national advocacy for the merits of interdisciplinary. UA's Graduate Interdisciplinary Programs (GIDPs) are not only expressions of commitment to formalized interdisciplinary research and learning, but the establishment of the GIDPs is itself emblematic of innovation.

#### *University Highlights*

Located in the center of the mall, the Manuel Pacheco Integrated Learning Center (ILC) opened in 2002. It serves as the central locale for freshman and sophomore students' classes, studying, and advising. The ILC provides for the integration of students, instructors, advising, technology, and librarians together in a resource-rich environment of classrooms, study facilities, and the library, all equipped with state-of-the-art technology.

In the Summary Report of Earned Doctorates (2003) published by National Opinion Research Center, UA was among the top 20 colleges that award bachelor's degrees and doctorates to Hispanic students.

The Department of Systems and Industrial Engineering graduate program is ranked in the top 20 in U.S. News & World Report America's Best Graduate Schools 2005.

The Eller Center/McGuire Entrepreneurship Program was ranked second in the nation by Entrepreneur Magazine in its 2004 entrepreneurship program rankings.

According to the most recent data available from the National Research Council, UA's Geography and Regional Development program is in the nation's top 20.

The 2005 *U.S. News & World Report America's Best Colleges* states that UA is ranked in the top tier of nationwide universities. UA tied for 46th among public universities that offer doctoral programs. The ranking makes UA the state's top-ranked school.

The Mel and Enid Zuckerman College of Public Health enrolls more American Indian students in public health than any other school in the country, according to recent data from the national Association of Schools of Public Health. The college ranks 6th in Hispanic students enrolled among the nation's 33 accredited schools of public health.

The UA College of Pharmacy ranks 4th in the *U.S. News & World Report's America's Best Graduate Schools 2006* for its doctor of pharmacy program. The college offers the Pharm.D. degree, and M.Sc. and Ph.D. degrees in pharmaceutical sciences and pharmacology and toxicology.

For the first time, an Arizona university will operate the Equity Assistance Center, promoting equal educational opportunities for all children in California, Nevada, and Arizona. In 2005, the College of Education was awarded the three-year, \$2 million grant from the U.S. Department of Education to run the center, which provides assistance to public schools in the areas of race, gender, and national origin. Said principal investigator and faculty member Richard Ruiz, "We have a strong background in equity assistance, civil rights, and social justice at the college, and this award is a tremendous recognition of the expertise we have here. Since we are a research university, this allows us to be responsive by wedding the best research with the best practices for K-12 students."

UA's late President Richard Harvill had a capacity to attract stellar senior scholars and academic leaders, who in the 1960s would serve in part as advisors in transforming UA from a regional to national university. President Harvill brought to UA scholars of the magnificence of George Gaylord Simpson, foremost evolutionary biologist of the time, who when not with graduate students (the "red fireballs") wrote books about "the history of life on earth;" and Lawrence McKinley Gould, who was Second-in-Command of the Byrd Expedition to Antarctica, served for 15 years as President of Carleton College, and over the course of his career received 32 honorary doctoral degrees. His mantra: "Good is the enemy of excellence."

#### *University Highlights*

UA's presence in southeastern Arizona has been strong for almost a half-century, from its beginnings as an extension of the main campus academic outreach programs to the current branch campus configuration of UA South, with programmatic offerings at the undergraduate and graduate levels. UA South has a distinctive identity as a community leader providing educational opportunities for the region.

The University of Arizona Library System was among the first to implement electronic knowledge capabilities to provide any item from any library anywhere for our faculty and students at no charge.

Yet another profound leader was Professor Emeritus Herbert E. Carter, who retired as Dean of Arts and Sciences from The University of Illinois, and came here in 1971. Carter, in close alliance with faculty leadership, created a paradigm shift: namely, the establishment of an ethos of interdisciplinarity. As Carter saw it, what lies in between disciplines — the area of interdisciplinarity — is where future developments, novel discoveries, and newly invigorated training programs would flourish.

Successive UA presidents have each made their mark. President John Schaefer's establishment of the Center for Creative Photography (CCP) in 1975 epitomized maximum evolutionary potential: he anticipated that photography would replace letters as primary source material documenting everyday human experiences. He was right. Today, the CCP is the nation's pre-eminent archive, museum, and research center dedicated to photography as an art form and cultural record. President Schaefer also moved the University from the Western Athletic Conference to the Pac-10, a profound shift in thinking that UA was ready to play at the next level.

Through President Henry Koffler's leadership, UA gained entry into the prestigious AAU, propelling the institution even further toward to higher standards of accomplishment and success. President Manuel Pacheco championed the student-centeredness of our student-centered research university identity. President Peter Likins saw to it that the University could meet audacious goals, including leading the institution successfully through its \$1.2 billion capital campaign. UA stands among only ten other public universities who have achieved such fund-raising success!

#### *UA Discoveries and Innovations*

Rod Wing, UA professor of plant sciences and BIO5 researcher, led a project that resulted in the sequencing of the rice genome three years ahead of schedule. Rice—the first food to have its genetic code unlocked—feeds more people than any other crop in the world. The benefits of decoding the DNA for rice include increasing crop yield to meet a demand expected to double in 50 years despite decreases in land and water availability.

Microscopes like the ones used to examine slides in high school biology class were developed in Holland in 1595. 400 years later, the College of Optical Sciences and Department of Pathology collaborated to design a radically new kind of microscope: ultra-fast, ultra-precise, and plugged in to the digital era. DMetrix, an Arizona firm and UA spin-out led by president Michael Descour, licensed the technology through the Office of Technology Transfer and is developing the innovation into a reliable product to give doctors a new diagnostic tool for 21st century healthcare.

The BS in optical sciences and engineering degree, offered in partnership through the Colleges of Engineering and Optical Sciences is one of the first in the nation to be accredited by ABET, the Accreditation Board for Engineering and Technology, Inc. This designation demonstrates the commitment to the high standards for professional education and excellence to which the program is dedicated.

## What's at the Heart of UA?

What happens when a university is situated physically in a configuration that promotes maximum evolutionary potential? How does a tradition of strong and intentional planning foster corridor construction? The answer lies in innovation – defined in the Oxford English Dictionary as “the alteration of what is established by the introduction of new elements or forms.”

At the heart of UA is the capacity to innovate. Embedded in the University's strategic plan, innovation is a core value. It is *most meaningful when discoveries of new knowledge, methods, and concepts, are combined with discerning and imaginative syntheses across the general body of knowledge, so that the advances gained transform the ways we address issues and opportunities in society, locally to globally.*

Two examples of this faculty-driven quality illustrate the point: Regents Professor (Astronomy) and National Academy of Science member Roger Angel created the technology for the world (through UA's Steward Observatory) to build truly giant telescopes, based upon his entirely new paradigm for casting mirrors. In September 2005, Regents Professor (Plant Sciences) and National Academy of Science member Vicki Chandler received the National Institutes of Health Director's Award, one of 13 selected from a field of 840. As a result of her fundamental advances in plant genomics, and her “break-through” proposals to apply fundamental principles learned to translational research on human diseases, Dr. Chandler will be receiving “seed money” of \$4 million.

### *Examples of UA Discoveries and Innovations*

In 2005, the Huygens probe made an historic first descent from Cassini to the surface of Saturn's largest moon, Titan, 1.2 billion kilometers from Earth. Six instruments—including one developed by the UA Lunar and Planetary Laboratory—recorded data during the descent and for more than an hour after landing. “We now have the key to understanding what shapes the Titan landscape,” said UA's Martin Tomasko, principal investigator for the Descent Imager-Spectral Radiometer (DISR). DISR captured spectacular images, which reveal that Titan has extraordinary Earth-like meteorology and geology.

The student group, Students in Free Enterprise, (SIFE) logged more than 9,000 hours in community service to local and international communities last year. Students ran a computer literacy campaign and a career fair in San Carlos, Mexico, created a scholarship there for a high school student to attend the UA, taught Mexican agriculturalists about marketing and instructed 1,700 UA students about personal finance management skills.

### The University of Arizona Strategic Plan: 2006-2010

Our Mission is to discover, educate, serve,  
and inspire.

Our Vision is to sustain an exceptional  
learning environment, become a place of  
possibility, and serve as a destination for  
the world's best thinkers.

Our Commitments are to extend the frontiers of knowledge, discovery, and creativity; prepare and inspire students for their future roles in the world as thinkers, learners, leaders, and responsible citizens; and to serve as a model for linking scholarship and creative expression to our land-grant mandate to serve our communities.

Our Core Values comprise a diverse and inclusive community; excellence; innovation and entrepreneurial action; integrity; and partnerships.

For UA, a student-centered, public land-grant research-extensive university, innovation connects fundamental knowledge to societal advancement. Innovation has no departmental boundaries; it crosses all departments, colleges, institutes, and centers; it bridges the disciplines, as desired and required; and it harnesses the full spectrum of faculty and student approaches to discovery, whether called “research,” “scholarship,” or “creative endeavor.” There is no doubt that innovation is embedded in UA's mission to discover, educate, serve, and inspire. Innovation is a secret to UA's success.

### Innovation as a Driver for Future Success

The University's top strategic priority is to build a world-class and diverse academic community at the forefront of discovery. In this time of transition of UA presidential leadership, UA's “innovation capacity” should be viewed as a powerfully important

characteristic, particularly as we think about the needs, challenges, and opportunities of both Arizona and America. We anticipate new leadership will want to preserve and support the institutional behaviors and structures that have advanced our "innovation capacity" and "give it room."

May I say that the new millennium has not started out well? Thus it is not surprising that the AAU, through its President, Nils Hasselmo (a former UA provost), is underscoring the national and international strategic importance that must be placed on the capacities of research universities to innovate on several fronts: increasing the economic growth of the nation within the newly altered global economy; protecting national security at a time of palpable vulnerability; and enriching quality of life ...everywhere.

America's competitiveness will depend even more importantly on the ability and capacity of universities such as UA to foster innovation, including the ways in which faculty and graduates accelerate the timeline of innovation, the timeline to implementing new ideas to the immediate benefit of people and society. This responsibility includes graduating students who have the knowledge-based skills and wisdom to bridge from fundamentals to innovative application.

During the late 19th and early 20th centuries the United States led in the age of invention, where innovation meant building new tools and machines that would create wealth, would save time and work, and would generally improve quality of life.

What we recognize at *this* university is the importance of creating for UA students a special advantage in preparing for a new kind of market where the U.S. must excel. We imagine the applications of innovation to include policies and practices of implementation that support fair, equitable, safe, and supportive environments for all people; and we imagine ways in which the culture of contribution is in perfect balance, acknowledging that individual faculty contribute in different ways along a spectrum that runs from fundamental basic scholarship to innovative transformations of core knowledge to the good of the world.

I need only mention a single example of UA's demonstrable capacity to innovate as an institution, while at the same time honestly acknowledging that UA's work has hardly begun: Let's think for a moment about WATER. While Louisiana universities, with corporate, federal, state, and private partners, should be addressing doggedly the sustainability of the Gulf Coast, perhaps through a whole new paradigm centered on "Coastal Engineering" (R. Dokka, pers. comm, September, 2005), The University of Arizona must tirelessly and innovatively address the sustainability of cities, municipalities, communities, peoples, and individuals within the semi-arid regions of Arizona. The core academic programs

#### *Examples of UA Discoveries and Innovations*

A new generation of mathematics in education scholars will be trained at the UA to address the needs of Hispanics, the nation's largest minority group. The National Science Foundation awarded a total of \$10 million to the UA and three partner universities to establish the Center for the Mathematics Education of Latinos, assembling experts in mathematics education, mathematics, language, and culture. Researchers from the UA Colleges of Education and Science will work closely with leaders of local school districts to develop an integrated math teaching model that, by taking into account language and cultural experiences of children, helps establish the importance and relevance of learning mathematics.

Rapid prototyping, 3-D scanning technologies, and entertainment technologies such as intelligent robotic staging are just a few examples where College of Fine Arts partnerships with Engineering and Architecture and Landscape Architecture take the power of artistic visioning to rethink how people and technology interact to create new environments and limitless cross-over applications.

*Our Commitments are to extend the frontiers of knowledge, discovery, and creativity; prepare and inspire students for their future roles in the world as thinkers, learners, leaders, and responsible citizens; and to serve as a model for linking scholarship and creative expression to our land-grant mandate to serve our communities.*

necessary for this are ones we possess. They cut a wide swath, encompassing understanding of water sources, water quantity, water quality, water law, water economics, water policy, and – yes – the conservation of this precious resource. When Mihai Ducea (Associate Professor, Geosciences) was a candidate for his faculty position here at UA, he “cut to the chase” and simply talked about “issues of thirst.”

In this basic example, we find that it is really not so very hard (for departments, colleges, and the university as a whole) to identify where demonstrable excellence for innovation coincides with greatest need. At UA, we have a preeminence in “water” across multiple disciplines: As a land-grant institution we have a special mandate to assist Arizona in dealing with water-related issues, and we know that “working on water” will never be parochial, given the pressing survival needs globally, especially in sub-Saharan Africa.

Again, this is just one illustration where UA’s formidable expertise and the world’s needs meet. The consequences of not succeeding in this realm will dwarf the Katrina disaster by orders of magnitude. Drought is the inverse of the flooding, but it presents similarly drastic outcomes. Poor and oppressed people and families will continue to suffer the most, for they won’t be able to get out if the water dries up.



### Changing Directions and Focused Excellence

In 2002 the Arizona Board of Regents, through Changing Directions, presented to each of the Arizona university presidents the opportunity to fashion an institution-specific roadmap of expectations and approaches. President Likins, as a result, launched Focused Excellence: the notion that since UA cannot do everything that we have been doing and still meet the quality standards we expect of ourselves, we must reduce the number of things attempted and thereby increase the quality and excellence of everything we choose to do.

Focused Excellence is playing out at the overall university level, at the college level, and at the departmental level, with the long view and determination to steadily reallocate time, money, and energy toward strategic objectives, *while all the time working hard to maintain the necessary comprehensive quality in order to meet our fundamental mission responsibilities*. Achieving this balance, through optimizing the investment of resources, will be part of the challenge of the next UA president.

Changing Directions and Focused Excellence were borne of hard times, where deep local (Arizona) cuts to higher education were sharply felt within a backdrop of conspicuous national climate of steadily reduced state-government support to public institutions of higher learning. Focused Excellence emphasizes

#### *Focused Excellence Study Teams*

In 2003, President Likins and Provost Davis convened blue-ribbon interdisciplinary study teams to explore opportunities for innovation and cross-university partnership in the following four areas: life sciences; cognitive sciences and neurosciences; cultural, ethnic, gender, and area studies; and earth sciences and environmental programs. The charge was not one of creating proposals for reorganization but rather to explore ways in which these four areas – so important to UA’s future yet broadly distributed across colleges – could become strengthened by more coordinated and effective cross-college structures and partnerships.

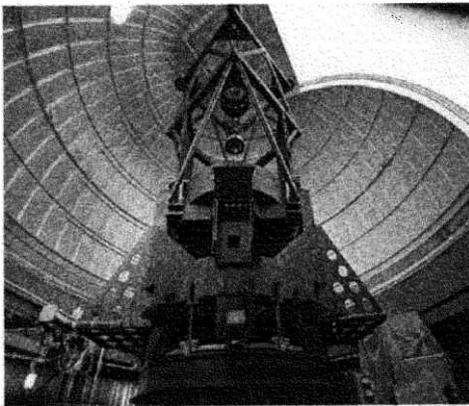
reevaluation of what we are doing, how we are doing it, and how we are paying for it. Focused Excellence demands innovation, and there is no one model. Focused Excellence means having programs of consistently high academic distinction. We must focus on fewer things and do those things well.

*Strategic Priority: To build a world-class and diverse academic community at the forefront of discovery.*

A few illustrations will suffice. Astronomy was a natural, given southern Arizona's tall mountains and clear skies. The region beckoned partnerships, including those with federal agencies, with the Vatican, and with prestigious universities from around the world. Astronomy required the very best in optical sciences, paving the way for our College of Optical Sciences, which is best in the world, and whose range still includes optical engineering but also quantum optics, photonics, and biomedical imaging.

How could UA not invest deeply in anthropology, given our cultural setting and location, and given the fact that humans have inhabited this region for thousands of years? In present-day Tucson on the banks of the Santa Cruz River, archeologists have concluded that sites found there represent the oldest, continuously inhabited area in the United States. Preservations in the semi-arid Southwest provide an enormously rich record.

Other "naturals" include geology, (now Geosciences), hydrology, and Atmospheric Sciences. Hydrology is best in the world. Geosciences is dominant in fields like tectonics, where principles and concepts (developed first, in many cases, locally and regionally) are being used innovatively by UA students and faculty in mountain belts and high plateaus throughout the world.



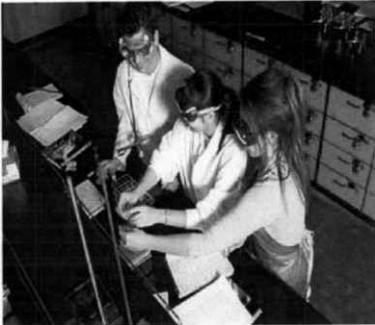
Nestled between astronomy and geosciences is Lunar and Planetary Sciences (LPL). The accomplishments of LPL are staggering, including their winning \$360 million from NASA for the Phoenix Mission. The quality of Atmospheric Sciences, especially in the fundamental research on the development of Global Positioning System geodesy on the analysis of atmospheres, is heralded by the leadership of National Oceanic and Atmospheric Association.

A college example is Agriculture and Life Sciences (CALs), which grew as the most important expression of the land-grant mission, within a state whose needs for technical expertise in best practices in production agriculture, rangeland management, and arid lands studies were and are critically important for sustainability. CALs keeps pace especially today using the best of genomics research in application to the needs of farmers and ranchers; and using GIS technologies in rangeland management. The legacy of Arid Lands Studies is legendary, with early years marked by profound contributions by USAID into the African nations. Academic program reviewers recently were quite simply "dazzled" by the Ph.D. students in this program, who come to it as non-traditional students from a variety of core disciplines.



## What's Ahead: A University in Transition

Societal issues are of such a magnitude of complexity, research problems are commonly so intractable, and investment requirements are so large, that there has been a general evolution here and elsewhere at peer institutions from single investigator, to team investigations, to programmatic collaborations, and this is not just in technical areas. We see this in UA's history, where, for decades, the individual, independent teacher-scholar held sway. Added to that, but never diminishing it, came the robust emphasis on interdisciplinary research and GIDPs involving collaborations of individual scholars. Now we see where, without diminishing the first and second, there is emerging attention paid to interdisciplinary research and outreach involving collaborations of individual *programs*. What



appears to be recognized is that innovations that will rise to the challenges today cross so many disciplinary and programmatic boundaries that solutions can be found in reasonable time frames only by programmatic, including college, collaborations.

We notice that sponsor agencies and external funders are also emphasizing formalized collaborations in interdisciplinary programs, to the development of more massive organizational constructs, expressed by centers and institutes that galvanize cross-disciplinary activity between departments, divisions, and colleges.

Universities who dare move in this direction recognize from the start that innovative, entrepreneurial leadership must draw from all revenue sources (private, philanthropic, federal, state, tuition) new resources to achieve sustainability. The investments required exceed what state governments can reasonably achieve, and indeed surpass what can be reasonably expected in traditional independent "principal investigator" models.

### Who Benefits?

It is within such a fertile, collaborative, innovative environment that we can carry out our most important mission: to educate the next generations of undergraduate,

### *UA's Advantage in the Life and Biomedical Sciences*

Significant statewide and national importance has been placed, in recent years, on how strategic investment in outstanding programs in basic life sciences and biomedical sciences can create the opportunity to advance both the State and its institutions of higher education or be left behind. Key events include the 2001 launching of UA's initiative to bring together scientists from 5 disciplines—agriculture, medicine, pharmacy, basic science and engineering—to solve complex biological problems. Thus, BIO5 – a collaborative research institute was formed. In 2002, the non-profit research organization Translational Genomics Research Institute (TGEN) was founded, with a mission to make and translate genomic discoveries into advances in human health. TGEN collaborates with UA, NAU, ASU, and other private and public sector entities to move research discoveries quickly into applied arenas. In 2004, the President of Arizona Board of Regents, the President of UA, and the President of Arizona State University signed an agreement to build The University of Arizona College of Medicine Phoenix Program, and The University of Arizona College of Pharmacy Phoenix Program. Together, these ongoing efforts create the "moment" for a "focused excellence" university-wide push toward an excellence in the biosciences and biomedical sciences that is consonant with the revolution in biology and its translational opportunities and applications.

UA's College of Medicine has adopted similar strategic thinking in identifying five emphasis areas around which it will cluster faculty expertise and research and clinical initiatives: cancer, diabetes, neurological disorders, cardiovascular biology, and biomedical imaging. These areas are intentionally chosen as they invite multidisciplinary approaches to implement new diagnostic, prognostic, and therapeutic strategies.

UA's special role derives in part from its basic strengths in life sciences, and the enviable situation of UA being the only university west of the Mississippi that has all four colleges of Medicine, Nursing, Pharmacy, and Public Health. This fact provides enormous opportunity to fulfill the national health sciences mandate to "innovate" in health sciences education through inter-professional training.

graduate, and professional students in environments of engagement that are learner-centered and fed by the energy and fruits of new discovery and innovation.



Indeed, when we ask top high school scholars why they are interested in UA, they respond time and time again — because of the opportunities for interdisciplinary study, and because of the opportunities to do independent research, even as a freshman.



Integral to the innovative and collaborative environment we cultivate is the University's adherence to value diversity and inclusiveness. Our own determined mission and vision for diversity at The University of Arizona find roots from the legacy and heritage of this region, and our diversity goals emphasize the environments which we must establish, ones that are diverse, fair, and hospitable.



Achieving and sustaining these goals requires work at every level, from individual programs within departments, to UA's Office of the President, and the Arizona Board of Regents. Diversity is central to our productivity and excellence. Our diversity should be yet another strong expression of our cultural environment, our history, our broad geographic location, with greater success in the recruitment and retention of faculty, staff, and students, both women and men, who are Native Americans, Hispanic/Latino/a, Asian/Pacific Islanders, as well as citizens from other nations. Our African American populations are small in southern Arizona, and yet it is critically important for UA to work continuously with our community to have UA be a place that is diverse, fair, and hospitable in attracting and retaining faculty, staff, and students from all underrepresented groups.

We have a concentrated wealth of knowledge beyond precedent that is available within the region as primary sources, not archived at some distant metropolitan center. To borrow a phrase from writer/naturalist Janice Emily Bowers, the University of Arizona both stewards and celebrates a sense of place.

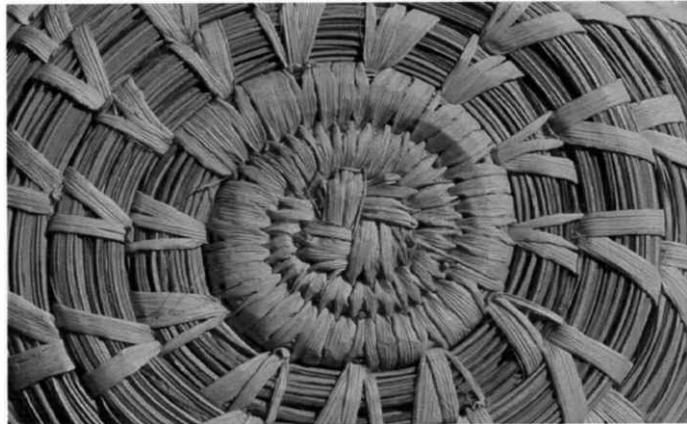
Our heritage is a foundation for resilient adaptations and creative opportunities, and thus the University forms the core of an enduring society. In providing for our students a learning environment that celebrates discovery and innovation and that honors and respects the many backgrounds we all come from, we foster in all who call the University their "academic community" the capacity to be great thinkers, learners, leaders, and responsible citizens prepared to serve their communities.

## Shared Governance in Doing Business and Enhancing Innovation

UA continuously strives for the perfect balance in our efforts to recruit and retain outstanding faculty, professionals and staff, to serve students and society to the finest degree possible, and as a consequence to advance within the ranks of AAU institutions nationally. As is evident from this essay, UA's greatest strength resides in its faculty and staff, whose direct insights, vision, and decisions express the distributed entrepreneurship which continuously leverages UA's advancement.

Central control is utterly essential for stewardship in areas of budget, expenditures, recruitment planning, compliance, fairness and equity, compensation, and overall accountability to itself and to the Arizona Board of Regents. Distributed responsibility and entrepreneurship are absolutely essential for wiser decision making, locally, within this multi-faceted complex university. The glue that connects central control and distributed responsibility is *shared governance*, such that major decisions related to fundamental mission policy and protocol require mutual engagement by central administrators, department and college leaders, and faculty and staff leaders. Over the long haul, this results, in better decisions.

The innovative capacity of UA is fostered by a woven arrangement not unlike a magnificent Tohono O'odham basket in which the academic "line" structure of the university composed of 19 colleges and more than 120 departments is crisscrossed by 15 interdisciplinary programs and numerous centers and institutes and additionally cross-linked by a weave of shared governance councils comprised of faculty, staff, and student leaders whose voices participate in the framing and changing of policy.



Furthermore, because of innovative grassroots leadership, UA has gained extraordinary insight on matters of gender and diversity. One emblematic example: The GRACE Project (Generating Respect for All in a Climate of academic Excellence) was a study of the causes of disparity between male and female faculty in the College of Medicine in track assignment, promotion to higher ranks, and leadership positions, with the ultimate goal of identifying and implementing solutions to documented barriers. The ongoing efforts of the GRACE Project were recognized in 2004 through a *Progress in Equity Award* from American Association of University Women Legal Advocacy Fund.

Though far from where we ultimately wish to be, our innovative shared governance leadership is equipping UA with the transformations required for recruiting and retaining faculty and students in a way that is competitive within the challenging national market place.

Our mantra is to do all of this in ways that maintain the trust of the people through being stewards of knowledge, stewards of resources, and stewards of Arizona's sons and daughters, helping them to be change agents in a world requiring innovation.

## Full Participation and Full Engagement

The finest private corporate organizations have long recognized that fully engaging the human resources within an organization moves that organization successfully toward meeting and then exceeding objectives. At UA we see this in an analogous manner in the classroom, where fully engaging students in “learner-centered” environments produces results far exceeding “straight lecture.” UA, with its extraordinary faculty and academic programs functioning in a “changing directions” environment, leads in ways that interlink central control and distributed entrepreneurship.

I close by going back to my sky island archipelago reference. The University of Arizona has been a natural laboratory and repository for the heritage of this region almost since its inception. The record of this institution demonstrates that the cultural, physical, and intellectual landscape supports academic environments of high evolutionary potential – what I could call high innovation capacity – and engenders programs of extraordinary reputational height. Where else would you want to be?



Photographs by: George H. Davis, Jay Rochlin, College of Fine Arts, Karli Cadel, Lori Stiles, A. Espinoza, Robert Walker.

Map rendering by Susie Gillatt, (after McLaughlin, Steven P., *An Overview of the Flora of the Sky Islands, Southeastern Arizona: Diversity, Affinities, and Insularity*. In USDA Forest Service General Technical Report RM-GTR-264, *Biodiversity and Management of the Madrean Archipelago: The Sky Islands of Southwestern United States and Northwestern Mexico*, 1994, p. 61.)

**REQUEST FOR OFFERING  
NEW ACADEMIC DEGREE PROGRAM (MAJOR)  
THE UNIVERSITY OF ARIZONA  
(Unique Program: 050201)**

**I. A. PROGRAM NAME AND DESCRIPTION**

**Degree: Bachelor of Arts  
Department: Africana Studies  
College: Humanities**

**B. Mission and Function**

The Africana Studies Program is an academic unit within the College of Humanities. It currently offers a minor in Africana Studies and received ABOR authorization to plan for a degree in Africana Studies in November 2002.

We use the term "Africana Studies" to indicate the study areas that encompass the breadth of the African American, African, the Caribbean, and Afro-Latino experiences, in other words, "Africana" denotes the academic study of the experiences of peoples of African descent not just in the United States, but in other parts of the Black world, notably, Africa, the Caribbean, and Latin America. We are distinctive from the African American Studies Program at Arizona State University for instance, in that our curriculum embraces the totality of the African American, African continental, Caribbean, and Afro-Latino experiences, and our faculty hires reflect this integrated and distinctive character. "Africana Studies" signifies an expansion of the understanding of African American Studies and provides curricular opportunities for students interested in pursuing African continental studies and studies of African-descended communities in the Caribbean and in Latin America. It is currently available at major research I universities such as Cornell University, the University of Massachusetts, and the University of Pittsburgh.

Africana Studies has three full-time faculty members of whom one is tenured, plus a Director who is full Professor, with expertise in areas of history, religion, philosophy, politics, performing arts, and literature. Additionally the program is staffed by two graduate teaching associates and nine adjunct faculty members, who specialize in religion, psychology, law, education, anthropology, and politics. Following an Academic Program Review in October 2001, in which a comprehensive report was compiled with several recommendations by the review team, Provost George Davis decided that all recommendations from the review will be implemented, including, among other initiatives, the filling of eight full-time faculty lines and the advancement of a major in Africana Studies and a graduate degree in the near future. Resultantly, Africana Studies is currently engaged in a search for two new positions this year, one in Africana History

and the other two in interdisciplinary areas in Ethnic Studies, with primary specialization in the Africana experience.

Africana Studies hosted an Africana Studies scholars conference in October 2002, in which six nationally renowned scholars in the field were invited to confer, with the objective of compiling a comprehensive strategic plan that will serve as the foundation for the development of the Africana Studies major, lay the groundwork for the offering of a graduate degree, determine the academic disciplines of future faculty hires, and craft a funding/development plan for the establishment of a research center on Blacks in the Southwest at the University of Arizona in conjunction with the Dunbar Coalition in Tucson. The Dunbar School in Tucson (corner 2<sup>nd</sup> and Main) is currently being fully utilized as a community resource and educational center. Africana Studies will be actively involved in working to establish an African American Historical Museum and archive at the Dunbar Community Center, which will become a focal landmark site for the African American community in Tucson. These diverse elements constituted the core of the report of the Academic Program Review team.

The Africana Studies Program at the University of Arizona views its mission at the University of Arizona as enhancing the general academic quality of the institution through a comprehensive program of learning and study about the African American and African world, that is the people of the African Diaspora in the Americas and of Africa and around the globe, and in so doing promoting an educational ethos of cultural and ethnic diversity. It is committed to preparing students to live in an increasingly complex and diverse world.

The function of Africana Studies at the University of Arizona is to expand the understanding and deepen the knowledge of students in particular, and the campus community in general, regarding the historical, geographical, political, economic, social, and religio-cultural complexity of peoples of African descent, through a rigorous theoretical education on campus and study at one of the university's Africa Study Abroad sites in Egypt, Kenya, Zimbabwe, and South Africa, with future study centers planned in Ghana and Senegal, via the Africana Studies major, and a graduate degree in Africana Studies in five years. An equally important objective of the Africana Studies Program is to equip students with tangible skills necessary for graduate study in the Africana Studies discipline and in preparation for vocations in areas such as education, law, medicine and health, social work, counseling, human resources, business, international relations, public administration, and other professions that are geared toward the uplift and social transformation of the lives of African American people in the United States with national and global implications. Africana Studies also views itself as an academic unit that seeks to cultivate the best of the intellect through critically grounded and analytically sound research, scholarship, publication, and creative reflection concerning the Africana experience, with the objective of disseminating the insights of such study in service to the existential needs of the Black community. It intends the transformation of the current program into a major teaching and research center in the southwestern part of the United States that can both produce and attract scholars of consequence who are involved in

ground-breaking intellectual production as this pertains to the ongoing effort toward the empowerment of people of African descent today and the enhancement of all humanity.

Africana Studies seeks to implement a B.A. degree in Africana Studies within the College of Humanities beginning in spring, 2006. Africana Studies intends retaining its minor because of the pressing demand by university students, substantiated by the attainment of optimal enrollments in all of our classes and has 85 minors presently.

### **C. Program Requirements**

Students will be required to take 36 units of core courses for the major in Africana Studies, of which 24 units will be required as part of Common Core requirements, 6 units in a primary area of concentration (single area), and 6 units in a secondary concentration (two areas). Students must select 6 units for the secondary concentration from the remaining two areas other than the primary area of concentration. Secondary areas for concentration will include sub-fields of History and Identity Formation; Language, Literature and Politics; Religions, Philosophies, and Aesthetics; Business and Race/Ethnicity; Individual, Family and Social Behavior; and Science, Technology, and Ethics.

15 units of the Common Core requirements will be upper-division courses. 9 units of the minor must be upper-division courses. 12 units of Study Area I, II, or III will be upper-division and the balance of the requirement will be fulfilled with upper-division electives.

Area to be exempt for Africana Studies majors will be General Education Humanities.

Students majoring in Africana Studies will be required to take 18 units for their minor in another academic field.

In addition to the standard university requirements for the major, the following core requirements will be required of all majors in Africana Studies, with the qualification that no double-dipping of Tier II General Education courses will be permitted by Africana Studies majors:

#### **Common Core Requirements**

##### **A. General Requirement (6 units)**

- AFAS 220 Introduction to African American Studies (3)
- AFAS 222 History of Ideas (3)\*\* (this course will be removed from the General Education designation)

##### **B. Foundational Requirements (6 units)**

- AFAS 205 Introduction to African American History (3)—New Course Proposed (see appendix)
- AFAS 365 Ancient African Civilizations (3)

**C. Capstone Requirement (3 units)**  
AFAS 496A Seminar in Africana Studies (3)- New Offering Proposed (see appendix)

**D. Research Methods (6 units)**  
AFAS 302 Africana Studies Research Approaches  
AFAS 495C Senior Research Methods Colloquium (3)-New Offering Proposed (see appendix)

**E. Practicum or Internship (3 units)**  
AFAS 494A Practicum (3)-New offering proposed (see appendix)

### **Areas of Concentration**

Students should receive the approval of the department advisor and Director of Africana Studies prior to developing areas of specialization.

### **STUDY AREA I: AFRICANA SOCIETY, HISTORY, POLITICS AND ECONOMICS**

Study Area I contrasts and compares the forms, functions and significance of processes in the historical formation of contemporary demographic, economic, and political patterns that characterize African-descent populations in Africa, the Caribbean, and the Americas. Of the required 6 credit hours for this concentration, at least three (3) credits should be devoted to a study primarily focused on Africa, and three (3) credits devoted to an African-descent population outside the United States. Students need to select 6 units from the following courses:

- |          |   |
|----------|---|
| AFAS 224 | Models of Resistance: Post 16 <sup>th</sup> Century African Liberation Movements in the Southeast (3) |
| AFAS 255 | African American Politics (3)   |
| AFAS 346 | Caribbean Politics (3)  |
| AFAS 348 | South Since the Civil War (3)<br>(Identical with HIST 348)  |
| AFAS 384 | Topics in African History (3)<br>(Identical with HIST 384)  |
| AFAS 430 | Business, Management, and Diversity (3)—Proposed New Course<br>(see appendix)                         |

- AFAS 435            The Coming of the U.S. Civil War: 1845-1861 (3)  
(Identical with HIST 435)
- AFAS 436            Civil War and Reconstruction, 1861-1878 (3)  
(Identical with HIST 436)
- AFAS 440            History of African American Women from Slavery to Freedom (3)
- AFAS 468            Government and Politics of Africa (3)  
(Identical with POL 468)
- AFAS 470            African Americans and U.S. Foreign Policy (3)
- AFAS 475            USA and South Africa: Comparative Historical Perspectives

**STUDY AREA II: AFRICANA PHILOSOPHY, IDEOLOGY, AND IDENTITY**

Study Area II surveys and analyzes processes of cultural production, systems of knowledge, institution building, construction of group and individual identities among African-descent populations in the Americas, the world and on the African continent. At least three (3) units in this area ought to be devoted to the study of issues of race, and three (3) units devoted to the study of religion and culture. Courses in this area examine past and current theories of culture formation, personality development, stages of moral development, and socio-political integration. Special attention is paid to comparative paradigms within and across the categorical distinctions generally referred to as “racial groups,” gender, and class stratifications. Students need to select 6 units from the following courses:

- AFAS 160            Minority Relations and Urban Society (3)  
(Identical with SOC 160)
- AFAS 223            African Philosophical Worlds (3)
- AFAS 204            Introduction to African Diasporan Religion and Culture (3)
- AFAS 304A or B    The Social Construction of Race (3)
- AFAS 307            Race, Ethnicity, and Culture (3)
- AFAS 315            African/African American Psychology (3)
- AFAS 329            Cultures and Societies of Africa (3)  
(Identical with ANTH 329)
- AFAS 344            African American Religion (3)

- AFAS 351 Race and Class in Latin America (3)  
(Identical with HIST 351)
- AFAS 381 African/Indigenous Religions (3)
- AFAS 405 The World Through African Eyes (3)--Proposed New Course (see appendix)
- AFAS 415 Sociology of the African American Experience (3)—Proposed New Course (see appendix)
- AFAS 473 Public Policy, Race, and Gender (3)—Proposed New Course (see appendix)
- AFAS 487A and B Race and Public Policy (3-6)  
(Identical with POL 487A and B)
- AFAS 495b Colloquium: Studies in Black America (3)(Identical with HIST 495)

### **STUDY AREA III: AFRICANA LITERATURE AND CULTURE**

Study Area III explores the multifaceted elements of the Africana creative ethos in literature and culture. At least three (3) units in this area ought be devoted to the study of gender influences on artistic creativity. At least three (3) credit hours should be devoted to the visual arts. The courses include Africana literature and criticism; the visual arts and their histories; dance, music and drama. Study Area III examines historical developments and contemporary expressions in the literary, performing and visual arts in African-descent populations. Courses in this area consider the socio-political and economic contexts of artistic processes and products and broader implications. Students need to select 6 units from the following courses:

- AFAS 230 Introduction to African Literature (3)
- AFAS 300 African Cinema (3)
- AFAS 306 African American Autobiographies: Women, Writing, and Their Histories (3) (Identical with WS 306)
- AFAS 310 Africana Aesthetics in Dance, Theatre, and Film (3)—Proposed New Course (see appendix)
- AFAS 320 The Slave Narrative: History and Literature (3)
- AFAS 335 Rap, Culture, and God (3)

- AFAS 339 Introduction to African and African American Art (3)  
(Identical with ARH 339)
- AFAS 342 Writers, Women, and the Gods (3)  
(Identical with English 342)
- AFAS 360 Research Methods and Skills: Writing the Africana Experience  
(awaiting course approval)
- AFAS 478A and B African American Literature (3)-(Identical with ENGL 478)

#### D. Curricular Offerings

The Africana Studies Program is extremely well-positioned to offer a major in Africana Studies. Currently, our full-time faculty, adjunct faculty, and graduate teaching assistants offer the following courses that have Africana Studies as the home department: AFAS 195 (*Africana Aesthetics*), AFAS 204 (*Introduction to African Diasporan Religion and Culture*), AFAS 220 (*Introduction to African American Studies*), AFAS 222 (*History of Ideas*), AFAS 223 (*African Philosophical Worlds*), AFAS 224 (Models of Resistance: Post 16<sup>th</sup> Century African Liberation Movements), AFAS 230 (*Introduction to African Literature*), AFAS 300 (*Historical Views of African Cinema and Film Making*), AFAS 306 (*African American Autobiographies: Women and their Histories*), AFAS 307 (*Race, Ethnicity, and Culture*), AFAS 342 (*Writers, Women and the Gods*), AFAS 344 (*African American Religion*), and AFAS 478 (*African American Literature*). Many of these courses are General Education courses. We have several new courses that have been offered over the past three years that reinforce our curricular offerings in the various concentration sub-fields described in B above, all of which are also university-wide Tier I and Tier II General Education courses. They are TRAD 101 (*Africana Experience*) and AFAS 200 (*Africana Studies*), TRAD 104 (*Introduction to African American Literature: Three Centuries of Poetry, Drama, and Prose*), AFAS 255 (*African American Politics*), AFAS 304 (*The Social Construction of Race*), AFAS 222 (*History of Ideas*), and AFAS 320 (*The Slave Narrative: History and Literature*). Additionally, there are three recently approved courses that are being offered in the current year: AFAS 340 (*The Politics of Race in African American Experience*), AFAS 381 (*African/Indigenous Religions*), and AFAS 440 (*History of African American Women from Slavery to Freedom*). Two new courses in Africana politics, AFAS 346, *Caribbean Politics*, and AFAS 470, *African Americans and U. S. Foreign Policy*, are being offered in the current 2005-2006 academic year. Two new courses have been approved as General Education courses, in spring 2005, AFAS 315, *African/African American Psychology*, and AFAS 365, *Ancient African Civilizations*, and will be taught in the 2005-2006 academic year.

Africana Studies is fully cognizant that existing courses that are also Tier I General Education courses cannot be used to meet the core of our major requirements. Some of the courses identified in the section on Common Core Requirements and Study Areas for Concentration detailed above presuppose the offering of new courses. Faculty members

would need to make adjustments and teach proposed new courses that function to meet major requirements, and which do not simultaneously serve the university General Education curriculum. Our new faculty hiring anticipated this year, two in 2006-2007, and one in the 2007-2008 academic year, will position Africana Studies favorably to meet this major curricular need.

For our current offerings for the minor, we have 2 courses taught in the Art Department, 2 in the Department of French and Italian, 2 in the Department of Anthropology, 5 in the Department of History, 2 in the Department of Political Science, and 1 in the Department of Sociology. All these courses are cross-listed with Africana Studies, substantiating the solid inter-departmental support that we have for our curriculum. For the curricular offerings for the Africana Studies major, we are assured of support from these various departments.

An important recent development has been the appointment of ten courtesy faculty members from diverse departments across the university in Africana Studies, all with expertise in some facet of the Africana experience. These faculty members are: Mamadou Baro (Bureau of Applied Research in Anthropology); Sheila Parker (Public Health); Leslye Obiora (Law); Irene D'Almeida (French and Italian); Lehman Benson III (Business Administration); Charles Bollong (Anthropology); David Gibbs (Political Science); Charlie Scruggs (English); Eliana Rivero (Spanish and Portuguese); and Zelda Harris (Law).

#### **E. Course Needs**

Africana Studies needs 2 upper division courses in Sociology, needs which can be filled with the hiring of at least two new full-time faculty over the next two years, one hire in Political Science and the other in Sociology.

#### **F. Accreditation**

The program's ongoing interaction with the National Council of Black Studies would certainly be helpful with regard to the accreditation process and criteria for national accreditation. Given the solid academic foundation that the Africana Studies Program at the University of Arizona has worked industriously to consolidate over the past three years, the program is assured of accreditation by the new accrediting commission in African American Studies. It will also develop strong collaborative ties with the National Association of African American Studies.

### **II. STATE'S NEED FOR THE PROGRAM**

The State of Arizona needs such an academic program where students can major in Africana Studies for the following reasons:

#### **A. FULFILLING THE NEEDS OF THE STATE AND REGION**

- (a) There is a rapidly expanding African American and multi-ethnic community in the state, particularly in Tucson and Phoenix, attracted by the proliferation of industries in these commercial centers of the state and migrating from states east of the Mississippi where larger Black populations exist.
- (b) There is a critical need for educational and curricular diversity at the university level in Arizona, especially in the area of African American Studies, since there is a substantial lack of diverse ethnic curricula within the elementary, middle, and secondary school systems.
- (c) Africana Studies implies infusing the university curriculum with distinctive pedagogical, philosophical, and cultural perspectives, thus enriching the academic program of the university as a whole.
- (d) Africana Studies perspectives will expand the limits of knowledge of all students and faculty, given its emphasis on African and African American history, experience, and culture.
- (e) Africana Studies describes the experiences of African American and African people which parallel those of other groups of people of color in the state, such as Native Americans, Latinos, and Asian Americans, sparking interest in comparative ethnic/cultural studies.
- (f) The general level of ignorance about African American/African life on the part of the dominant Euro-American culture necessitates constructive educational programs such as African American Studies that can function to erase this ignorance, often the cause of unnecessary interracial tensions and misunderstandings.
- (g) The offering of a major in Africana Studies provides a unique opportunity for students at the University of Arizona to combine study interests in the African American experience, as well as those of the continent of Africa and the African Diaspora in Latin America and the Caribbean.

## **B. STUDENT DEMAND FOR THE PROGRAM**

The enthusiasm for classes in Africana Studies is boundless. We currently have 85 minors. All of our classes have had optimal enrollments over the past five years. The 2002-2003 academic year saw the highest student enrollments ever in the program, with a total of 3,690 student credit hours. In many instances, courses such as AFAS 204 (*African Diasporan Religion and Culture*), AFAS 222 (*History of Ideas*), AFAS 300 (*Historical Views of African Film Making*), AFAS 306 (*African American Autobiographies: Women and Their Histories*), and AFAS 344 (*African American Religion*), faculty members have had to significantly increase enrollment caps, from 35 to 45 as an average. In the case of AFAS 300, the cap was increased from 55 to 85. It is also exciting to see that there is a demand for the Africana Studies major emanating from African American students, other students of color, and Euro-American students. Evident is the broad reach and scope of Africana Studies that has attracted students from across the ethnic and academic spectrum. The Africana Studies Program embodies diversity in its essence, both in terms of full-time and cross-listed faculty, and students from all walks of life.

Many departments have assisted in strengthening our curricular offerings (indicated in section C). Anthropology (designated ANTH) offers 2 courses on archaeology and cultures; Art History (designated ARH) offers 2 courses on African and African American Art; English offers 3 courses on African and African American Literature; History offers 5 courses in African, African American, and Latin American history; Political Science offers 2 courses on race and public policy; and Sociology offers a course on Minority Relations and Urban Society. Africana Studies intends maintaining these strong inter-departmental offerings and expanding the listing of courses with new faculty hires offering courses that broaden and deepen such areas of interest.

As a result of the various cross-listed courses and interdisciplinary offerings, for FY 1999-2000, there was a total of 3,300 student credit hours, for FY 2000-2001, there was a total of 2,374 student credit hours, for FY 2001-2002, there was a total of 2,845 student credit hours, for FY 2002-2003, there was a total of 3,690 student credit hours. For fall, 2003, there was a total of 2,007 student credit hours.

There is an insatiable thirst for courses in Africana Studies, principally because students are increasingly realizing that Africana Studies represents a gateway to an array of vocations and skills that other disciplines and programs do not offer, such as preparation for vocations in education, law, medicine, social work, the diplomatic corps, business management, health care, and graduate study. Students are constantly highlighting the fact that they find it abominable that they were not given the opportunity to take Africana Studies courses while they were still in high school.

**C. Anticipated Enrollment**

Currently, the program has 85 minors. Our classes have always had maximum enrollments. Only one course has ever been under-enrolled. We are confident that future courses will meet minimum enrollment levels given the high levels of current enrollment trends. The following enrollment is projected for the program:

<b>Year</b>	<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>	<b>5th year</b>
<b>No. Students</b>					
<b>Majors</b>	<b>75</b>	<b>97</b>	<b>135</b>	<b>176</b>	<b>227</b>

2. At least 55 students have inquired about the major and indicated that they would major in Africana Studies if it was available. Fifteen students have indicated that they would major in Africana Studies in 2006, and another fifteen students expressed interest in doing graduate work in Africana Studies. There are also 55 high school students and students from Pima Community College who have expressed serious interest in taking

Africana Studies as a major. The plan to institute a Study Abroad program in Africa for majors has also attracted students to our program.

3. Projected Degrees Awarded Annually					
Year	1st Year	2nd Year	3rd Year	4th Year	5th Year
No. Degrees	7	12	21	28	42

### III. APPROPRIATENESS FOR THE UNIVERSITY

The program is consistent with the university's mission to produce graduates for living responsibly in an increasingly diverse and enlightened world. The university's Strategic Plan affirms the centrality of cultural and ethnic diversity in a sound undergraduate education for all students. The University of Arizona, as a premier Research I university within the State of Arizona, is ideally placed to launch this program. The distinguished academic reputation of the University of Arizona, and the fact that it already has a growing Africana Studies Program with three full-time faculty, plus a Director, makes it the most appropriate location within the state university system. Since no *African* (dealing specifically with Africa) Studies Program or Caribbean Studies Program exists within the state university system, the program is placed in an opportune ethos where it could be a pioneer in the field of *African* Studies in the state as well, providing for international educational exposure. The university's international programs office would be strengthened through the Africana Studies major, particularly as Study Abroad in Africa is planned as a requirement for majors. The Study Abroad program is supported by faculty across the university as represented by the Africa Study Abroad Committee, chaired by Julian Kunnie, Director of Africana Studies.

### IV. EXISTING PROGRAMS AT OTHER CAMPUSES AND JUSTIFICATION FOR UNIQUE PROGRAM

#### A EXISTING PROGRAMS AT OTHER CAMPUSES

1. Arizona University System-- Arizona State University has a major in African American Studies, with one full-time Director and one full-time faculty member. However, all of the program's courses are dependent on faculty from various other departments and programs.

CIP CODE	PROGRAM	LOCATION	PROGRAM ACCREDITATION
		ARIZONA UNIVERSITY SYSTEM	YES/NO

1.	Major	ASU	No
----	-------	-----	----

2. No private institutions in Arizona have Africana Studies Programs.

3. **PROGRAMS OFFERED IN OTHER WICHE STATES**

PROGRAM	WICHE INSTITUTION & LOCATION	NCA Accreditation y/n	Program Accreditation y/n
1. African American Studies	University of Colorado, Boulder	Y	Y
2. African American Studies	University of Washington, Seattle	Y	Y

**B. JUSTIFICATION FOR UNIQUE PROGRAM:** As elucidated on page 1, Africana Studies requests approval for a major in Africana Studies, whose scope exceeds that of African American Studies at Arizona State University, since Africana Studies denotes study about the African American, African continental, and African Diaspora experiences in the Caribbean. The academic thrust of the Africana Studies Program at the University of Arizona is quite different and distinctive from the one at ASU, particularly in terms of curriculum, faculty resources, and program. For instance, Africana Studies at the University of Arizona has five exchange programs with African universities, two in South Africa, one in Zimbabwe, one in Kenya, and one in Egypt. Africana Studies is planning to publish an international academic journal in Africana Studies and intends to establish a research center/think tank as part of its overall program expansion. Africana Studies has launched a major peer-mentoring program with the Urban League schools in Tucson and has launched a mentoring with Doolen Middle School and Naylor Middle School, in conjunction with the African American Studies Department at TUSD. It is currently involved in developing an outreach program for upgrading the skills of African American professionals in the area of Mathematics education, in collaboration with the Mathematics department at UA and a mentoring program in Mathematics at some Tucson high schools with assistance from the university's Mathematics department. In spring 2005, it conducted a very successful Saturday Academy for two hours each Saturday with mentoring over 40 diverse students in math and reading, in collaboration with African American Studies at TUSD and the Mathematics Department, with mentors from the National Association of Black Engineers (NESBE), Black fraternities, faculty from Africana Studies, and the African American community. Over 20 mentors participated,

so that we had two students per mentor, providing for individual attention that was unavailable at the local TUSD schools. Significant progress, especially in math, was evident in many student class performances.

The establishment of an Africana Studies Community Advisory Council, in existence for the past three years, has facilitated the intensification of outreach within the African American community, with two Town Hall meetings in spring 2002 and other community ventures involving the Tucson Urban League, the NAACP, the Tucson Black Chamber of Commerce, the Black Ministerial Alliance, and the Dunbar Coalition.

The distinctive character of Africana Studies at the University of Arizona, its location just 60 miles from the Mexican border, its ability to attract a highly diverse ethnic population, and its collaborative relations with other Ethnic Studies programs such as American Indian Studies and Mexican American Studies, make this program one of a kind in Ethnic Studies, with great potential for eventually offering a Comparative Ethnic Studies Ph. D. degree, with a concentration in Africana Studies. Africana Studies is expanding at an incredible rate, particularly in terms of faculty and program. There is no other Africana Studies program expanding at a comparable rate at any neighboring university within the state.

Finally, Africana Studies is singularly positioned in Southern Arizona to develop a major research center on Blacks in the West. One of our faculty, Geta LeSeur, has already published a prize-winning book on a history of Black cotton-pickers in Arizona. Africana Studies is involved in discussions with planners of the Dunbar Center in Tucson, now site of a major community center built from the old Dunbar school, in developing a collaborative program with Dunbar that would establish a historical archive and community center that describes the history of African Americans in the West and functions to provide educational resources and organize cultural events in the advancement of Black educational empowerment and skills development. The Dunbar Center has approached Africana Studies for the offering of classes in Africana Dance at the Dunbar Center, since our Colloquium on Africana Dance, AFAS 195, Africana Aesthetics, taught by nationally renowned teacher of Africana Dance, Eno Washington, has attracted large numbers of diverse students from across the university and is a historic offering for the University of Arizona.

## **V. EXPECTED FACULTY AND RESOURCE REQUIREMENTS:**

### **A. Library**

The existing library resources at the University of Arizona would need to be updated so that we are in line with resources in Africana Studies at other research I universities. Africana Studies has worked with the library to acquire archival collections on the slave narratives, NAACP papers, Civil Rights documentation, and other important historical materials. These acquisitions will be extremely helpful in assisting the University of Arizona in becoming a primary archival center in Africana Studies in the west and attract

nationally and internationally renowned scholars in Africana Studies history, including the historical role of African Americans in the southwest. The library has been very supportive of efforts to upgrade and update the Africana bibliographical collection. The Director of Africana Studies, Julian Kunnie, has had meetings with staff librarian Karen Tallman to discuss the process of advancing Africana Studies library acquisitions (see library attachment). The library has generally honored acquisitions requests of books, journals, and video materials from Africana Studies.

### **B. Faculty/staff**

We have 3 full-time faculty, plus a full-time Director. Total FTE's are: administrative staff, including an Administrative and Administrative Secretary, 3.0 FTE; tenured/tenure-track faculty, 3.0 FTE; adjunct faculty, 5 FTE; Graduate Teaching Associates, 2.0, for a total of 12.0 FTE. We have two student workers assisting administrative staff throughout the year. We are planning on hiring a new web designer to constantly update our department web-site as the public expresses increased interest in developments and curricular offerings in Africana Studies, such as our weekly lecture and film series and scholarship conferences.

We hired one tenured Associate Professor in Literature in spring, 2003. We hired another Assistant Professor in the area of Political Science/Sociology, in fall, 2003. We hired a new Assistant Professor in Performing Arts in spring 2005. In 2004-2005, we launched a search for two new positions, one in History and the other in interdisciplinary areas of Africana/Cultural/Ethnic Studies. We plan to hire one new faculty in 2005-2006, and two in 2006-2007, raising the number of our total faculty to eight, subject to approval of the Provost, and quite adequate for an academic department and for the disciplinary variety and representation needed for the major. The Black Studies Scholars Conference held in the Africana Studies department in October, 2002 strongly urged interdisciplinary specialties in areas of Critical race theory, Business and Management, Africana Dance, Theater and Music, and Cultural and Historical Studies. Provost George Davis has indicated publicly a firm university commitment to filling the eight faculty lines in Africana Studies.

### **C. Physical Facilities and Equipment**

We have moved to the new Learning Services Building on campus with two faculty members, five adjunct faculty members, four graduate teaching associates, the director, and the administrative staff located in offices in the same building. We have a growing department library and a conference room that can seat 12 people. This move has given a tremendous moral boost to the program and enhanced our profile in the eyes of the community.

All faculty, staff, and graduate associates have access to personal computers in the program. Two new computers were purchased by the College of Humanities for the graduate teaching associates over spring 1999, since the computers used were inadequate. We purchased new computers for the Director and for the Administrative Associate in

2000. New tables and chairs for the conference room, and new desks were purchased for use by faculty and staff in summer 2002. In fall, 2003, a new copier and fax machine was purchased for Africana Studies by the Dean of the College of Humanities. The Dean of the College of Humanities has pledged to support the program's acquisitions of computers and other office equipment for incoming faculty as may be needed in the immediate future. A color copier was donated to Africana Studies in fall 2004.

#### **D. Financial Support**

##### **i. Internal**

The program has done extremely well in terms of securing funding from various departments on campus in co-sponsoring visiting lecturers and speakers in Africana Studies throughout the academic year, including international colleagues. Africana Studies offered a variety of courses during the summers over the past five years, and monies made from these summer sessions were used to pay for travel for visiting lecturers. Owing to the vigorous summer school schedule planned with ten faculty, adjuncts, and GAT'S teaching, we anticipate the highest returns ever from summer session 2005. These funds have helped to supplement funding allocations towards operational expenses from the university.

All Africana Studies faculty are fortunate to have research support packages for three years as a way of encouraging faculty to engage in more intensive national and international research, publication, and conference participation. The administration has provided written assurances that notwithstanding a tight budgetary climate, the university is committed to funding five new hires in Africana Studies over the next three years, as part of the contractual agreement signed between former President Kofler and the African American community in Tucson and part of the university's commitment to multi-ethnic diversity.

##### **ii. External**

Africana Studies received a collaborative grant of \$75,000 with the Arid Lands Studies program from the U. S. Department of Energy to host the 2000 African Energy Institute where energy officials and technocrats from eight African countries participated. In 2001, it received a \$25,000 collaborative grant from the Vice Provost of Technology in conjunction with American Indian Studies and the Faculty Center for Instructional Innovation to develop DVD's for instruction in Africana Studies. Africana Studies is currently working with Associate Dean of Development of COH, Dennis Evans, and the Executive Director of the University of Arizona Foundation, Tom Sanders, to launch a grant-writing that will result in funding for an international Pan African Literature Conference in Spring, 2006, specifically from the Ford Foundation and the Rockefeller Foundation. This conference is planned as a major international academic gathering with noted Prize Winners in Literature from the U.S., Africa, and the Caribbean invited. Funds from the conference will be used to spearhead the formation of a fund for an Endowed Chair, the W.E.B. Du Bois Chair in Africana Studies.

Partnership grants with the African American Studies/African Diasporan Studies Department at the University of California, Berkeley, is planned for 2005-2006. Africana Studies is planning on applying for a million dollar grant from the Kellogg and Ford Foundations, that will fund the program's academic journal; Study Abroad in Africa for students; Faculty Development in the international arena, including visit to universities abroad; an annual visiting professorship for distinguished scholars in various Africana Studies fields; faculty research; the development of the Dunbar Community Center as a historic Africa American landmark and historical archive in Arizona and the southwest; and funds for domestic internships for Africana Studies majors at Historic Black Colleges and Universities. We have already begun strategizing sessions to plan writing of grants and solicitation of private donors as part of a Capital Campaign for Africana Studies, led by the Director of Africana Studies and one of the Africana Studies Community Advisory Council members, Dr. Mary Jo Ghory, a Tucson surgeon. The Development Sub-Committee of the Africana Studies Community Advisory Council is involved in developing a strategic plan to raise funds for the program. The grants that we anticipate receiving will be used to supplement existing state funding of the program and will be used to expand the current curriculum and offerings of Africana Studies, particularly in areas of research and scholarship, funding graduate student scholarships, and the new outreach initiatives described above. The key to successful grant proposals will be the hiring of new faculty who bring grant-writing expertise, which is a foundational component of all our job announcements, and necessary for the expansion of the academic prestige of the program.

## APPENDIX

### Proposed New Courses:

AFAS 205: *Introduction to African American History*: This course will provide a foundational survey to African American history, starting with the West African background, through the period of enslavement, the Civil War, Reconstruction, the Garvey Movement, the Harlem Renaissance, World War II, Desegregation, Civil Rights and Black Power, and Post-Civil Rights era.

AFAS 310: *Africana Aesthetics in Dance, Theater, and Film*: This course will provide an illumination of the wonder of aesthetics in Africana dance, theater, and film, with study of theatrical giants and dance icons as diverse as August Wilson, Gcina Mhlophe and the Alvin Ailey Dance Ensemble, and filmmakers such as Oscar Micheaux and Ousmane Sembene, and the implications of such productions for contemporary Africana Aesthetics.

AFAS 405: *The World Through African Eyes*. This course will focus on issues of culture, migration, community formation, and the construction of group identity of peoples of African descent in the Americas, Caribbean, Africa, Asia and the Pacific, and Europe, with discussion of the dynamics of race, class, and gender.

AFAS 415: *Sociology of the African American Experience*: This course will discuss the sociological dimensions of contemporary African American experience, with special emphasis on familial dynamics, social mores, and socio-political attitudes in urban communities and rural Southern cultures where African American communities have historic roots.

AFAS 430: *Business, Management, and Diversity*: This course will focus on cultivating theoretical knowledge and practical skills to equip students pursuing business and organizational leadership vocations in the African American community. It will be taught by a faculty member in the Management and Policy program, Lehman Benson III, who has submitted a syllabus for this course to Africana Studies, and will be cross-listed with the Management and Policy program in the Eller College of Business.

AFAS 473: *Public Policy, Race, and Gender*: This is a course designed to deepen the discourse on ways in which public policy vis-à-vis African Americans is shaped by historical and contemporary attitudes, dispositions, and prejudices, delving into areas such as housing, employment, education, government assistance, affirmative action, and health care and how race and gender feature as pivotal categories in policy making.

AFAS 495C: *Senior Research Methods Colloquium*. This final year colloquium will function as a course in advance research methods, specifically for those students who intend pursuing graduate work in Africana Studies.

AFAS 494A: *Practicum*. This practicum will serve as a practical experience by which majors will be enabled to put critical theory and knowledge in Africana Studies into constructive practice in an educational, business, political, social, economic, or cultural context within some facet of African American or African experience.

AFAS 496A: *Seminar in Africana Studies*: This seminar will function as the capstone in Africana Studies for Africana Studies seniors, where students will be able to discuss the cumulative value of Africana Studies coursework for the major, with the particular objective of preparing students for future vocations.

## SCHEDULE PLANNING: AFRICANA STUDIES MAJOR

### FIRST SEMESTER (Fall)

Recommended	Your Schedule
MATH 105 or PHIL 110	3
ENGL 101	3
3 <sup>rd</sup> Semester Lang	4 <sup>2</sup>
AFAS 220 <sup>3</sup>	3
Colloquia/Elective	1
<b>TOTAL</b>	<u>14</u>

### SECOND SEMESTER (Spring)

Recommended	Your Schedule
Trad	3
ENGL 102 <sup>1</sup>	3
4 <sup>th</sup> Semester Lang	4
AFAS 222	3
Indv	3
<b>TOTAL</b>	<u>16</u>

### THIRD SEMESTER (Fall)

AFAS 205 (Core)	3
Nats	3
Minor	3
Tier Two Arts	3
Indiv & Soc	3
<b>TOTAL</b>	<u>15</u>

### FOURTH SEMESTER (Spring)

AFAS 302 (Core)	3
Tier Two Nat Science	3
Minor	3
Elective	3
Tier Two Indiv & Soc	3
<b>TOTAL</b>	<u>15</u>

### NOTES

<sup>1</sup> Students who do not demonstrate second semester proficiency in a second language at entrance will be required to complete up to four courses (3-20 units) in a second language. This coursework would be best completed in the freshman and sophomore years and would reduce the number of elective courses needed.

<sup>2</sup> Every undergraduate degree program requires satisfaction of the Mid-Career Writing Assessment (MCWA). A grade of A or B in the second semester English composition

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**FIFTH SEMESTER (Fall)**

Recommended	Your Schedule
AFAS 365 (Core)	3
Minor	3
Upper Division (UD) Primary Area	3
Elective	6
<b>TOTAL</b>	<b><u>15</u></b>

**SIXTH SEMESTER (Spring)**

Recommended	Your Schedule
AFAS 496A (Core)	3
(UD) Primary Area	3
UD Secondary Area	3
UD Minor	3
UD Elective*	3
<b>TOTAL</b>	<b><u>15</u></b>

**SEVENTH SEMESTER (Fall)**

AFAS 495C (Core)	3
UD Elective	6
UD Secondary Area	3
UD Minor	3
<b>TOTAL</b>	<b><u>15</u></b>

**EIGHTH SEMESTER (Spring)**

AFAS 494A (Core)	3
Minor	3
UD Elective	6
Elective	3
<b>TOTAL</b>	<b><u>15</u></b>

**TOTAL UNITS: 120**

course will satisfy this University writing proficiency requirement. Students earning less than a B must contact the major advisor.

<sup>3</sup> This major requires 36 units: 24 Common Core units, and 6 units from a primary area of concentration and 6 units from a secondary area of concentration, either from Study Area I, Africana Society, History, Politics, and Economics; Study Area II, Africana Philosophy, Ideology, and Identity; or Study Area III, Africana Literature and Culture. See major advisor for listing of courses in each field.

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\* Students must have earned a minimum of 42 upper-division units (300-499 level) within their major, minor, general education requirements, or electives to be eligible for graduation. A minimum of 9 upper-division units must be earned in the minor.

-- An 18 unit minor is assumed. Some minors may require more units and would replace elective units.

# One course in a student's degree program must have focus on non-western cultures or gender/race/ethnicity/class.

University of Arizona  
College of Humanities  
Arts and Studies

	FY2002-2003			FY2003-2004			FY2004-2005			FY2005-2006		
	State	Local	Grant	State	Local	Total	State	Local	Total	State	Local	Total
<b>Personal Services</b>												
1.0 FTE Professor	104,450			107,061		107,061	107,061		107,061	107,061		107,061
4.0 FTE Associate Professor	61,708			127,708		127,708	257,708		257,708	257,708		257,708
3.0 FTE Assistant Professor				48,000		48,000	94,000		94,000	138,000		138,000
5 FTE Lecturer/Instructor	124,375			81,375		81,375	30,000		30,000	20,000		20,000
FTE Graduate Assistant/Associate	38,771	4,845		11,188	6,550	17,738	6,550		6,550	6,550		6,550
2.0 FTE Administrative Assistant	38,055			58,168		58,168	59,900		59,900	61,700		61,700
FTE Other	513											
Total Salaries & Wages	388,870	4,845	0	434,498	6,550	441,048	548,667	6,550	555,217	585,467	6,550	592,017
ERE	61,923	155		94,473	950	95,423	124,197	850	125,047	133,158	850	134,008
Total Personnel Costs	450,793	5,000	0	528,972	7,500	536,472	672,864	7,500	680,364	718,625	7,500	726,125
<b>Operations</b>												
In-state travel						0			0			0
Out-state travel						0			0			0
Professional and Outside Services						0			0			0
Other Operating Expenses	30,988	15,441		10,114	21,800	31,714	11,000	30,600	41,600	12,000	33,600	45,600
External Grants						0			0			0
Subtotal Other Operating expenses	30,988	15,441	0	10,114	21,800	31,714	11,000	30,600	41,600	12,000	33,600	45,600
Total PS and OOE	481,781	20,441	0	539,086	29,100	568,186	683,864	38,100	721,964	730,625	41,100	771,725
<b>One Time Expenses</b>												
Construction						0			0			0
Equipment						0			0			0
Replacement Equipment		3,000			3,000	3,000		9,000	9,000		3,000	3,000
Library Acquisitions						0			0			0
Other						0			0			0
Moving Allowance	0	2,252	0	0	1,500	1,500	0	8,000	8,000	0	2,000	2,000
		5,252	0		4,500	4,500		13,000	13,000		5,000	5,000
Total Incremental Budget	481,781	25,693	0	539,086	33,600	572,686	683,864	53,100	736,964	730,625	46,100	776,725
Less one-time expenditures from prior year				0	5,252	5,252	0	4,500	4,500	0	15,000	15,000
Total Yearly Budget	481,781	25,693	0	539,086	28,348	567,434	683,864	48,600	732,464	730,625	31,100	761,725
<b>Sources of Funding</b>												
State Funds, current (Includes Permanent & Temporary Funds)	398,841			364,228		364,228	482,848		482,848	549,867		549,867
New State Funds				80,385		80,385	98,818		98,818	47,800		47,800
Local Funds:		25,893			33,800	33,800		53,100	53,100		46,100	46,100
	398,841	25,893	0	444,613	33,600	478,213	558,667	53,100	612,767	597,667	46,100	643,567
ERE	61,923			94,473		94,473	124,197		124,197	133,158		133,158
Total Sources of Funding	458,764	25,893	0	539,086	33,600	572,686	683,864	53,100	736,964	730,625	46,100	776,725

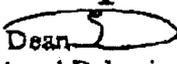
NOTES:  
FTE is based on FY2005-06  
ERE based on FY2003-04 rates  
State Funds include both Permanent and Temporary Funds

Office of the Dean  
College of Social and Behavioral Sciences

THE UNIVERSITY OF  
**ARIZONA.**  
TUCSON ARIZONA

Douglas 200W  
P.O. Box 210028  
Tucson, AZ 85721-0028  
(520) 621-1112  
FAX (520) 621-9424

**MEMORANDUM**

**DATE:** February 28, 2005  
**TO:** Provost Management Group  
**FROM:** Ed Donnerstein, Dean   
College of Social and Behavioral Sciences  
**RE:** Undergraduate Major in Africana Studies

The College of Social and Behavioral Sciences is pleased to support the creation of a new undergraduate major in Africana Studies. We believe that with current efforts by the University to expand cultural and ethnic diversity at all levels of the institution, now is a wonderful time to launch this new option for undergraduates.

Indeed, the College of Social and Behavioral Sciences stands ready to work with members of the Africana Studies Program and the College of Humanities to make this a meaningful option for undergraduates at the University of Arizona.

If you have any additional questions, please feel free to contact either me or Jim Shockey, our Associate Dean for Instruction.

College of Humanities  
Office of the Dean

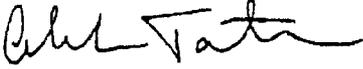


343 Modern Languages Building  
P.O. Box 210067  
Tucson, AZ 85721-0067  
(520) 621-1044  
FAX: (520) 621-5594

February 21, 2005

**Memorandum**

**To:** George Davis  
Executive Vice President and  
Provost, Office of Academic Affairs

**From:** Chuck Tatum, Dean   
College of Humanities

**Re:** Africana Studies Major

As Dean of the College of Humanities, I enthusiastically support the implementation of the new Bachelor of Arts degree in the Africana Studies Program. This major will fill a curricular gap that currently exists at the University of Arizona. It is likely to attract an increasingly larger number of students as it becomes better known on campus.

Thank you.

College of Fine Arts  
Office of the Dean

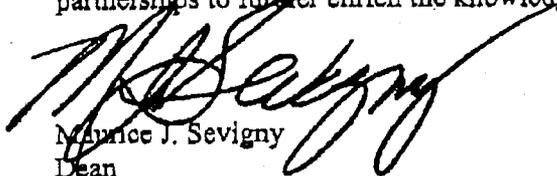
THE UNIVERSITY OF  
**ARIZONA.**  
TUCSON ARIZONA

Music Building 0004, Room 111  
P.O. Box 210004  
Tucson, AZ 85721-0004  
(520) 621-7886  
FAX: (520) 621-1307

February 15, 2005

The College of Fine Arts is pleased to support the proposed Bachelor of Arts degree in Africana Studies, offered through the College of Humanities.

This important interdisciplinary program will provide scholars and students with the opportunity to engage in valuable research and creative activity. Faculty in our School of Art, School of Music and Department of Media Arts already share such interests, and we look forward to future partnerships to further enrich the knowledge base of this vital area of cultural studies.



Maurice J. Sevigny  
Dean

Dear Jacqueline:

The following information functions as addenda to the proposal for the major in Africana Studies and in response to the questions raised by the Provost's Management Group:

(i) Africana Studies Four-Year Curricular Plan: See attached, in adherence to the College of Humanities curricular plan used for academic advising of other student majors in the college.

(ii) Faculty Hiring: Africana Studies recently appointed a tenure-track Assistant Professor in the area of Aesthetics and Performing Arts (Theater, Dance, Music, and Media Arts) and plans on hiring another Assistant Professor in African American History (late 19th and 20th century history) this spring, filling two of our current faculty openings. These hires would bring the total number of tenured/tenure-track faculty in Africana Studies to five. We have two tenured faculty, one in the area of Literature and Culture and the other in Philosophy/Religion and Politics and Society. The written declaration by former University of Arizona President Koffler indicated that eight faculty lines plus a Director's line would be supported and funded by the university. We plan on hiring three new tenure-track faculty in the areas of Public Policy, Popular Culture, and Political Economy in the next two to three years to complete the hiring process in Africana Studies. Africana Studies would thus be well-positioned to offer an expansion of classes that meet the needs of growing majors and minors in Africana Studies. Until the remaining three tenure-track faculty are hired, we have four recent adjunct faculty hires in Africana Studies who all hold Ph.D. Degrees in the areas of popular culture, history, education, and anthropology, and five adjuncts who are ABD's teaching courses in Africana literature, research methods, and art and culture.

(iii) Student Enrollments: As the number of the majors in Africana Studies increases each year, we anticipate perhaps a slight drop in the number of minors from the current 85 minors that we have. However, Africana Studies sees no conflict or problem in this area, since student interest continues to grow exponentially each year and we do not foresee a radical reduction in the number of student minors. Almost all of our classes are optimally enrolled, including in the current academic year.

(iv) Library Holdings: Conversations with Karen Tallman, the Africana Studies and Humanities librarian, have been ongoing for quite a few

years now. The library has continued to purchase updated volumes in Africana Studies that encompass a number of fields, especially history (see attached e-mail message from Karen Tallman regarding holdings). It purchased the most recent data base on Black Short Fiction in early spring and has 300+ data bases on Africana Studies.

In the area of African materials alone, we have upwards of 15,161 holdings in the library. The materials that encompass Latin America and the Caribbean are vast as well. The library continues to acquire the most recent Africana electronic journals and film and video in the field. Clearly, the intrinsic value of Africana Studies materials in fields like Religious Studies, Sociology, History, Political Science, and Anthropology, confirm that this is not an isolated academic area that will require substantially new amounts of funding, since acquisitions have continued at a steady pace over the past eight years.

(v) Updated support letters from the Deans of the Colleges of Humanities, Social and Behavioral Sciences, and Fine Arts for cross-listed courses with Africana Studies are forthcoming (Dean Ed Donnerstein from SBS recently underwent surgery and his letter will be delayed a couple of days).

Africana Studies looks forward to our Major proposal moving expeditiously through the Provost's Management Group, the Council of Deans, the Faculty Senate, and to the Arizona Board of Regents for the ABOR meeting in late May or June, so that we would be able to offer the major in the 2005-2006 academic year.

Thank you.

Julian Kunnie  
Director, Africana Studies  
22 Feb 2005

## Summary of Africana Studies Major Proposal: November 7, 2005

The offering of a major in Africana Studies is a historic academic watershed at the University of Arizona, since it is the first one of its kind at the university. It comes at an opportune time as the University of Arizona continues to distinguish the caliber of its academic programs with a foundational emphasis on cultural and ethnic diversity, intrinsic to the university's emphasis on focussed excellence. Indeed, most Research I universities and Ivy League institutions around the nation have high-profile programs and departments in Africana Studies, including Ph.D. level programs at Cornell University, the University of California at Berkeley, the University of Massachusetts at Amherst, and Temple University. The University of Arizona would be joining such excellent universities in expanding its dynamic degree programs in Ethnic Studies, with this offering of an undergraduate degree in Africana Studies.

Africana Studies is a thoroughly interdisciplinary program by virtue of being in the area of Ethnic Studies, similar to American Indian Studies, Mexican American Studies, Latin American Studies, and Women's Studies. It is geared toward providing substantive knowledge on the breadth and depth of the Africana experience in the United States, Caribbean, and African continent, given the lacuna of knowledge regarding this complex and diverse Black experience in traditional disciplines. It is thus well integrated in the Humanities, Social Sciences, and the Arts. Africana Studies offers six courses (18 units) and will offer a new course on business (3 units) in Study Area I (*Africana Society, History, Politics, and Economics*), of which five are upper division courses, supported by four courses in Social and Behavioral Sciences in this area. It offers seven courses (21 units) in Study Area II (*Africana Philosophy, Ideology, and Identity*), of which five are upper-division courses, supported by four courses in SBS in this area. It offers seven courses (21 units) in Study Area III (*Africana Literature and Culture*), of which five are upper-division courses, supported by one course in SBS. Africana Studies has two new courses, AFAS 303, *Black Womanist Writers*, and AFAS 305, *Motherhood in the African Diaspora*, approved this past July, and nine other new courses being planned for the next year to be taught by some of our new faculty hires (see appendix). Africana Studies is thus not excessively dependent on existing courses within SBS, as much as we appreciate having some of SBS's courses cross-listed in our department. We have numerous courses cross-listed with departments in SBS, just as various courses within SBS are cross-listed with Africana Studies. We view such interdisciplinary offerings and collaboration as positive, indicative of the academic trend of the present and future: creating distinctive courses and programs through inter-departmental partnerships, team-teaching across disciplines, and cross-listing of courses. It is with this collaborative creativity in mind that Africana Studies is part of a current discussion emanating from Vice Provost Juan Garcia's office on the offering of an Intercultural Studies minor at the undergraduate level, in conjunction with

American Indian Studies, Mexican American Studies, the College of Public Health, and the College of Medicine. This cross-college and inter-departmental collaboration reinforces the vision of Africana Studies as a program that is geared toward broad academic outreach and intellectual engagement across the university, as opposed to it functioning as an insulated and isolated academic unit within the College of Humanities.

Second, the major in Africana Studies was carefully constructed in line with the recommendations by the Academic Program Review Report of 2001 as formulated by the Academic Program Review Committee, headed by Prof. Percy Hintzen, former chair of the African American Studies at the University of California, Berkeley, and in accordance with the guidelines of the National Council for Black Studies, a national accrediting organization in Africana Studies. It is imperative that students majoring in Africana Studies become equipped with skills necessary for graduate studies in the discipline, and preparation for careers in education, public health, politics, and the diplomatic corps (Study Area I); understanding of issues of identity formation and philosophical foundations, race theory, and sociology of Black communities (Study Area II); and specializing in areas of literature, narrative, and aesthetics of the arts, dance, theater, and film (Study Area III). It is critical that Africana Studies be competitive in its offering of the major, so that students graduating with an Africana Studies degree acquire tangible knowledge skills that enable and empower them to enter the professional vocations articulated above. The major in Africana Studies must possess academic substance and be pragmatic, so that diverse students are attracted to the major, including student transfers from other colleges and universities.

Finally, the offering of a major in Africana Studies signifies the culmination of a long-standing commitment by then-President Henry Koffler to the African American community in 1991, to develop a full-fledged Africana Studies department with eight faculty lines and a director, with the offering of an undergraduate degree, as part of the wider institutional commitment to cultural and ethnic diversity. The current Provost, Dean of the College of Humanities, Dean of the College of Social and Behavioral Sciences, and Dean of the College of Fine Arts have all expressed their ongoing commitment to the realization of the vision of a successful Africana Studies department. The concrete allocation of resources needed for this commitment has been made by the College of Humanities, particularly with the hiring of new faculty, expanding the number of faculty in Africana Studies to nine, beyond our existing four full-time faculty members. It was with this vision in mind that the Arizona Board of Regents gave us the authorization to plan for the major in fall 2002, so that we could receive authorization to implement this degree in spring 2006.

Julian Kunnie  
Director and Professor, Africana Studies

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Date: November 17, 2005  
To: Senate Executive Committee  
Fr: Robert Mitchell, Vice Chair of the Faculty  
Re: Attached Resolution

The attached resolution originated with the University of Arizona Library's Scholarly Communications group, and was submitted to me earlier this year by Dean Carla Stoffle in the hopes that the Faculty Senate would endorse the principles contained in the resolution. I passed the proposed resolution on to the Research Policy Committee, which made two changes and voted the resolution out for Senate consideration. It is ready to appear on the Senate agenda as a seconded motion from RPC in either December or January, depending on the need to schedule other agenda items.

## **Scholarly Information Access Resolution**

### **Presented for the University of Arizona Faculty Senate**

Access to scholarly information is vital to all members of the academic and research communities. Scholars and their professional associations share a common interest in the broadest possible dissemination of peer-reviewed literature and many other products of the scholarly process. It is especially important that access to the work we create and to the work of our colleagues at other universities and colleges be as broad and affordable as possible.

The quantity and diversity of scholarly information worldwide, however, challenges the ability of the current system of scholarly publishing to provide adequate and equitable access. The business practices of some journals and journal publishers, moreover, are inimical to scholars' interests and threaten to limit the promise of increased access inherent in digital technologies. Development of university collections of scholarly material is more and more constrained by the rising costs of journals and the databases that index and aggregate those journals. Faculty, staff, students, and university administrators must all take greater responsibility for expanding access to scholarly information and ensuring its long-term accessibility while maintaining scholarly standards of quality.

Therefore, the University of Arizona Faculty Senate:

Notes with approval national and international efforts to shape a more diverse and sustainable system of scholarly communication;

Calls on all faculty, staff, and students of the University of Arizona to become familiar with the business practices of journals and journal publishers in their specialty;

The Senate strongly encourages all faculty to consider publishing in open access journals or in reasonably priced journals that make their contents openly accessible shortly after publication, rather than restricted access journals.

The Senate strongly urges all faculty to negotiate with the journals in which they publish either to retain copyright rights and transfer only the right of first print and electronic publication, or to retain at a minimum the right of post print archiving.

The Senate encourages all faculty in particular to support journals (and their publishers) whose pricing and accessibility policies are consistent with continuing access to this literature through the choices faculty make in the submission of papers, the allotment of time to refereeing activities, and participation in editorial posts;

The Senate calls on University administrators and departmental, school, college

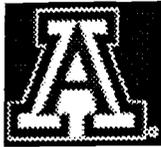
and University committees to reward efforts by faculty, staff, and students to start or support more sustainable models for scholarly communication, and to provide financial and material support for organized activities initiated by faculty, staff, and students that will ensure broad access to the scholarly literature;

The Senate calls on the University, professional scholarly associations, and professional organizations of university administrators to invest in the infrastructure necessary to support new venues for peer-reviewed publication, and in concert with this effort;

Also calls on the University, professional scholarly associations, and professional organizations of university administrators to establish clear guidelines for merit salary review, peer evaluation on federal grants, and promotion and tenure evaluation of faculty and staff that will allow the assessment of and the attribution of appropriate credit for works published in such venues; and

Calls on all University Libraries to provide resources that help faculty, staff, and students understand the options available for dissemination of scholarly research, the business practices of different journals and journal publishers, and their impact on the system of scholarly communication.

Note: This is based upon resolutions at the University of Kansas and Cornell University.



# THE UNIVERSITY OF ARIZONA

## Policies and Procedures

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### Exclusionary Order Policy

**Adopted (as Interim Policy):** 6-27-05

**Approved by:** President Likins and President's Cabinet

**Contact:** Tony Daykin, 621-7539

#### PREAMBLE

The University of Arizona is a community of scholars and students. One of the requirements of a scholarly community is to be free of disruptive, threatening and illegal behavior. The University of Arizona has rules for the conduct of faculty, staff, students and invited guests while on campus, in part to provide an environment conducive to scholarly activities. With regard to faculty, staff and students, the University has in place mechanisms to enforce these rules, such as the disciplinary provisions of the Handbook for Appointed Personnel, Classified Staff Manual and similar provisions in the University Code of Conduct. However, with regard to members of the general public, the University needs specific procedures to enforce its rules of conduct and use of University grounds and facilities. This policy, together with state statutes (e.g. A.R.S. 13-2911, which requires adoption of rules for the maintenance of order on campus and criminalizes certain serious and disruptive behavior) and other University policies, provides that mechanism.

In accordance with A.R.S. 13-2911 (D), the University of Arizona adopts the following policy regarding excluding persons from campus grounds and properties.

#### I. Policy

From time to time, it becomes necessary to remove members of the public from the University of Arizona campus, which includes all land and buildings owned or under the control of the University of Arizona. The grounds of the University of Arizona are not places of unrestricted access, and it is the policy of the University to exclude persons who engage in illegal behavior or disrupt the University's educational mission (hereinafter "Disruptive Persons").

#### II. Purpose

The purpose of this policy is to define when and how the Exclusionary Order (hereinafter "Order") procedure may be implemented. This policy shall not be construed to limit the authority of administrative officials to take any other action that may be warranted by the circumstances.

An Order is issued as a means of intervention to remove Disruptive Persons from specific areas or the entire campus either temporarily or permanently.

#### III. Definitions

- a. Threaten, threat or threatening behavior for purposes of this policy means: Words or actions that reasonably convey to the recipient an immediate intent to harm the person or property of the individual to whom the words or behavior are directed.
- b. For purpose of this policy, "illegal or disruptive behavior" includes, but is not limited to: actions by an individual which threaten or cause offenses against persons or property, disruption of University processes or programs, violation of a previous order given by a University official, a continuing pattern of violation of University rules and regulations

after actual notice of the rules, or falsification or misrepresentation of self or other information to a University office or official.

- c. "University business day" means a day that is not a Saturday, Sunday, or University holiday.

#### IV. Applicability

This policy may be implemented against any natural person or organization physically present on campus. However, University students, faculty and staff are subject to other University rules and regulations that ordinarily provide the appropriate means to control or eliminate disruptive or illegal behavior.

#### V. Who May Request the Exclusionary Order?

- a. The University President, Dean, Director or Department Head, or any other official designated as the person in charge of a specific area/building, facility, activity, or event.
- b. Law enforcement officers under conditions described in Section VI below.

#### VI. Procedures

The following procedure will be used in ordering Disruptive Persons to immediately leave certain University of Arizona areas, special events or facilities, or all University of Arizona grounds and property (the "campus"). Disruptive Persons who receive an Order are prohibited from returning for a presumptive period of six (6) months unless otherwise specified.

- a. In all cases of emergency (imminent bodily harm or imminent destruction of property), individuals should immediately call 911 for assistance.
- b. University of Arizona Police Department (UAPD) law enforcement officers may initiate an Order:
  - i. Upon request from any of the listed individuals in paragraph V;
  - ii. Upon witnessing illegal or disruptive behavior; or
  - iii. In the discretion of an officer, to maintain campus security or to prevent a breach of the peace.
- c. UAPD law enforcement officers will provide written notice through use of the Order form, completed in full, which must include the following information:
  - i. First and last name of the individual;
  - ii. Address, if known;
  - iii. Date of the incident;
  - iv. Specification of the illegal or disruptive behavior;
  - v. Specific location(s) the individual is prohibited from entering;
  - vi. Length of prohibition if longer than the presumptive six months;
    - a. If the prohibition is longer than the presumptive six months, the issuing officer shall include on the Order a brief summary of the reason(s) for the length of the prohibition, including permanent or indefinite (until permission to return is granted) terms.
  - vii. Consequences should the individual violate the Order;
  - viii. A notice that the Disruptive Person may obtain a review pursuant to paragraph VII of this policy.
- d. A copy of all notices issued pursuant to this policy will be kept on file at UAPD.

#### VII. Review

The Order remains in effect during any review procedure.

- a. Since neither a property nor a liberty interest is involved, the University provides the opportunity for a review as a courtesy to the affected persons.
- b. Persons wishing to have their exclusion from campus reviewed must contact the

University of Arizona Police Department, 1852 E. First Street, P.O. Box 210100, Tucson, Arizona 85721-0100, (520) 621-8273 to request a review within five (5) University business days of receipt of the Exclusionary Order.

- c. Failure to request a review within the designated period constitutes a waiver of any review.
- d. Within fifteen (15) University business days of receipt of the request, the Senior Vice President of Campus Life, or designee, will provide notification of the receipt of the request for review via certified mail, or any means reasonably available that provides written confirmation of the transmission and, if possible, receipt of the notice. The review will occur within thirty (30) University business days following the initial request.
- e. The Senior Vice President for Campus Life, or designee, shall review any written material provided by the person subject to the Order and may provide an opportunity for an interview in the reviewer's sole discretion if the person subject to the Order so requests and the reviewer believes it appropriate. The interview may be telephonic or by any other means deemed appropriate by the reviewer.
- f. A written or recorded record of the review shall be kept.
- g. The review and interview, if any, will be conducted in an informal manner without formal rules of evidence or procedure.
- h. Notice of the review results will be provided to the affected person within fifteen (15) University business days of the review via certified mail. No further review is available.
- i. Any time limit required or provided for in this policy can be extended or shortened by the Senior Vice President for Campus Life, or designee, in his or her sole discretion on a written determination that good cause exists for such action.

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**Report and Recommendations of  
The University of Arizona  
General Education Review Committee  
of 2004-05**

*Submitted to the Executive Vice President and Provost,  
the Chair of the Faculty, and  
the University-wide General Education Committee  
September 16, 2005*

by Professor Jerrold E. Hogle,  
Vice Provost for Instruction and Review Committee Chair,  
with the approval of the full Committee

***History, Process, and Evidence Gathered***

The current University of Arizona General Education Program (see <http://teachingteams.arizona.edu/gerc>: "General Education in a Nutshell") began for students in the Fall of 1998. This change from the last Gen. Ed. scheme followed a series of major transformations: a thorough reassessment of undergraduate education at the UA, which culminated in the *Report of the President's Task Force on Undergraduate Education* (Professor J. Douglas Canfield, Chair) in May, 1992; deliberation on campus by multiple committees, which finally led to the adoption of the current program plan by the Faculty Senate and its approval by President Pacheco in 1995-96; and a two-year development process, including the establishment of the University-wide General Education Committee (UWGEC) in the Fall of 1996 (Professor Jerrold E. Hogle, initial elected Chair) to work out area goals and acceptable courses for the new Program. In 2003, the UWGEC of that year (Professor Harold P. Larson, Chair) undertook a comprehensive review of the program's design, implementation, and evidence of strengths and weaknesses. The official result was *A Review of the University of Arizona's General Education Program, Fall 1998 through Spring 2003* (hereafter "the UWGEC report"). This report was submitted in March 2004 to the current Vice Provost for Instruction (VPI) in the Office of the Provost. The documents just noted are all available on the extensive web site set up by Review Committee member Karen Lutrick in 2005: [teachingteams.arizona.edu/gerc](http://teachingteams.arizona.edu/gerc) -- hereafter "website" -- where much of the evidence cited below can also be found (for the documents just noted, click on "Task Force on Undergraduate Education, 1992" and "University-wide General Education Committee, Review Paper" on the website's home page).

Given the UWGEC report and the general campus pattern of holding Academic Program Reviews (APRs) for instructional programs every seven years, Provost George Davis early in 2004 called for an even fuller review of the current Gen. Ed. program, which has just completed its seventh year, using the UWGEC report as a foundational starting point. Although no external visitors were planned, this process was intended from the start to be analogous to the APR as it is done in every other academic area, with the UWGEC report serving as the "self study" by the area (which is common to all APRs) and the Review Committee serving in the capacity of the more widely representative "Internal/External Review Team" which reports finally to the Provost. The Review Committee was then appointed by the Provost, with the VPI as Chair, in the Spring of 2004 after recommendations were sought from many quarters, including the shared governance groups for faculty, students, and appointed personnel. The membership (see Appendix A and website: "Committee members") has thus been designed to be broadly representative of all the

51 colleges and constituent groups (including but not limited to UWGEC) involved in General  
52 Education and undergraduate instruction more generally or the direct support of these (from  
53 Transfer Articulation and financial management to advising and Curriculum and Registration).  
54 At its initial meeting (website: "Agenda and Minutes – April 16, 2004"), the Review Committee  
55 decided that all its members would have equal voting privileges, although the hope was that  
56 findings and recommendations would be decided by Committee consensus, rather than simple  
57 majority votes, as often as possible – and that has been the case. The attempt has been to bring  
58 knowledgeable representatives from all relevant parts of the University together to consider the  
59 current quality of and possible improvements in – as well as the practical consequences of  
60 maintaining or changing -- the General Education Program, which serves as the "core" around  
61 which all the rest of undergraduate education is built for each UA student.

62  
63 Early in its deliberations, the Review Committee decided that our role, like that of an  
64 APR Review Team, was strictly that of "reviewer" rather than "re-envisioner" or "re-definer" of  
65 General Education. We have thus adhered entirely to reviewing the existing Gen. Ed. program  
66 starting with, though also augmenting, UWGEC's careful "self-study," which has remained  
67 central to our process throughout. To that end and prompted by the UWGEC report, we have set  
68 out to provide some potential answers to a series of key questions upon which we reached  
69 agreement early with input from many others, including Provost Davis (see Appendix B and  
70 website: "Questions for the General Education Review Committee"). We therefore understand  
71 our task as arriving at findings and *initial* recommendations about the current Gen. Ed. program  
72 based on our understanding of the information we have gathered and the conclusions we have  
73 reached as a result of our research and deliberations. Hence, in what follows, we often  
74 recommend that certain intensifications or modifications of the program, in areas we think need  
75 further examination, be turned into specific proposals, after discussion and vetting, by the  
76 UWGEC rather than us. The standing Gen. Ed. Committee, after all, remains the principal shared  
77 governance body for General Education goals, policies, and the relation of courses to both, so we  
78 have suggested putting the further discussion of several issues back in their hands once we have  
79 indicated what the unresolved issues appear to be from our review process. We do not presume  
80 here to do what we know UWGEC (or perhaps some subcommittees of it) can do better, although  
81 we do encourage that group to pay more attention to several key concerns.

82  
83 To fulfill our charge in "review" mode, though, we have added to the helpful data  
84 provided in the UWGEC report (pp. 12-41) by doing further research, aided by the Office of  
85 Institutional Research and Evaluation (OIRE, through Gwen Johnson and Chris Hass) and by  
86 Elena Berman on our Committee. Nearly all the results reviewed by the Committee are available  
87 on the website by clicking on each individual item (the titles of which are quoted parenthetically  
88 below), and this revealing research has been done in these important areas:

- 89  
90 • *The designs, requirements, and goals of General Education programs at twelve peer*  
91 *public universities:* Indiana University, Michigan State University, Ohio State  
92 University, UCLA, University of Cincinnati, University of Florida, University of  
93 Michigan, University of New Mexico, University of Texas at Austin, University of  
94 Washington, University of Wisconsin at Madison, and Washington State University  
95 (website: "Comparisons with Other Universities' Gen. Ed. Programs," where you can  
96 click on Gen. Ed. web information for each separate university). We have also  
97 considered aspects of the much-publicized General Ed. review now under way at  
98 Harvard University (website: "Harvard General Education Review").  
99
- 100 • *Abundant student feedback about Foundations and Gen. Ed. classes at the UA*  
101 *during the years of the current program, based on official UA Teacher/Course*

102 Evaluations (TCEs) or official student surveys (website: “Research and Assessment”  
103 and “Teacher-Course Evaluations”). These results have been aggregated and then  
104 broken into various categories to help us see large-scale and representative student  
105 views about:

- 106 \* overall quality of teaching in approved General Ed. courses
- 107 \* levels of student learning in each separate strand of General Education,
- 108 \* comparisons of course quality between Gen. Ed. & other lower-division courses
- 109 \* the views of recent or post- UA graduates about the value and uses of Gen. Ed.
- 110 \* problem areas in the General Education program as it stands

- 111
- 112 • *A comparison of best practices and problems at universities at a professional*  
113 *conference on General Education held in May, 2004, by the American Association of*  
114 *Colleges and University (or AAC&U). A five-member team from this Review*  
115 *Committee (Drs. Hogle, Howell, Johnson, Shockey, and student rep. Karen Lutrick)*  
116 *represented the UA at this high-level conference at Salve Regina University in*  
117 *Newport, RI, with thirty other American universities, during which Gen. Ed.*  
118 *programs and strategies – including assessment methods – were compared and*  
119 *national information was made available for all attendees to bring back to their*  
120 *campuses (and their Gen. Ed. Review Committees).*
- 121
- 122 • *Compiled observations from a series of UA Focus Groups on Gen. Ed. conducted for*  
123 *the Review Committee by Elena Berman (website: click on the categories listed*  
124 *below). These representative groups include:*
  - 125 \* College faculty not primarily teaching Gen. Ed. (to see how Gen. Ed. feeds into  
126 what they teach – or not)
  - 127 \* College faculty who are frequent Gen. Ed. instructors
  - 128 \* Academic advisors from several different colleges (who help students to  
129 understand the Gen. Ed. program and to make choices among all the options)
  - 130 \* Undergraduate student groups, from the Freshman Council to Residence Hall  
131 Associations to College-level student councils
- 132
- 133 • *Expert Information on teaching techniques and learning objectives for the general*  
134 *student in the age of the Internet (website: “Educating the Net Generation” and*  
135 *“Information and Communication Literacy Competencies”)*
- 136
- 137 • *Graphs and data on the budget for General Education at the UA as it has been*  
138 *pressured over several years before and during the current program (see Appendix*  
139 *©) so that the Review Committee understands and takes clear account of these*  
140 *realities, without foregoing the academic considerations and objectives behind its*  
141 *findings and recommendations.*

142  
143 Unfortunately, since similar kinds of data were usually not gathered under the previous UA  
144 Gen. Ed. program, there are not many data-based comparisons possible between the  
145 effectiveness of one program compared to that of the other beyond what is offered in the  
146 UWGEC report. But the Review Committee has used the extensive information available to  
147 it – as well as responses from our many constituent groups to its preliminary findings and  
148 recommendations – to arrive at the following conclusions and ideas for the entire UA  
149 community to consider.

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*Findings and Recommendations I: General and Philosophical*

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153  
154 1. We recommend that there continue to be a University-wide General Education  
155 program -- which includes Foundations, Tier I, and Tier II classes -- at the University of  
156 Arizona, with the same number of units generally being required.

157  
158 This Review Committee strongly affirms that the current general objectives of University-wide  
159 General Education are very much worth pursuing by and for our students, even if some particular  
160 area goals need greater specificity or some modification (see below). These objectives, in the  
161 Committee's view, are the best ones (especially when some of them are clarified) for assuring  
162 that the General Education Program plays its part effectively within "Focused Excellence  
163 Strategic Priority II: Increase Student Engagement, Achievement, Retention, and Graduation  
164 Rates" in the UA *Strategic Plan: Extending the Frontiers of Excellence*. As a matter of fact, the  
165 current structure can be connected, if not as the sole cause, to a rise in UA graduation rates since  
166 1998. Now students do not have to re-start General Ed., and thus slow their progress, when they  
167 shift colleges by changing majors. Moreover, the current Gen. Ed structure, compared to  
168 previous ones, has permitted much better advance planning so that course availability can be  
169 more assured than in the past based on a reasonably predictable sense of where the "flows" of  
170 students are likely to go. Indeed, we find that requiring markedly fewer Gen. Ed. units of most  
171 students would make their course-taking outside of majors and minors much more difficult to  
172 predict, track, and fund effectively.

173  
174 In addition, though some of the evidence cited below shows the need for some adjustments in  
175 certain Program areas, the problems we have found do not lie primarily at the level of the overall  
176 concept or general design and structure of the current Gen. Ed. Program. The soundness of these  
177 has been reinforced by what our representatives learned at the AAC&U conference mentioned  
178 earlier -- where our program design was openly admired -- and what our examination of peer Gen.  
179 Ed. programs (again, on the website under "Comparisons with Other Universities' Gen. Ed.  
180 Programs") has revealed: that our Program has an admirable degree of *coherence* and *intellectual*  
181 *integrity* in its basic design and progression and is something of a national model in this regard,  
182 compared to the less tiered, less interdisciplinary, and less goal-oriented programs at most other  
183 public research universities. We have also found no evidence that requiring fewer courses at any  
184 Gen. Ed. level would lead to an equal degree of overall learning for most students or help most  
185 students meet the objectives of General Education to the same extent.

186  
187 2. We recommend that General Education be understood and promulgated, centrally  
188 and in all colleges, as so basic to the core mission of the University that ongoing financial  
189 support for the Program is *essential* to the accomplishment of that mission and to our goals  
190 for all our undergraduates. Indeed, we believe that financial support for General  
191 Education, from both central administration and college sources, needs to be understood as  
192 a vital consideration bound up with a wide range of investments, from those in student  
193 retention and undergraduate education as a whole to the employment of faculty and the  
194 training of graduate students. To this end, we ask that the UA policy on the spending of  
195 state and tuition dollars under our Net Tuition Revenue model -- which totals the funds  
196 remaining from tuition after the subtraction of all mandated deductions, including a financial aid  
197 set-aside -- be, in general, (a) that *the spending of net tuition collections follow student*  
198 *demand* to the greatest extent possible in Foundations, Tier I, Tier II, and across the  
199 curriculum and (b) that this funding overall be permanent, predictable, dependable, and  
200 budgeted in advance as much as possible.

201

202 The current practice of funding the present Program with a substantial contribution from the  
203 Provost to participating colleges (to go with internal college contributions of faculty time and  
204 other instructional funding) has truly helped ensure course availability for students to a workable  
205 degree most of the time, though not always, particularly in the face of state-dollar budget cuts  
206 since 2001. But the amount of this funding, at both the central and college levels, is still so  
207 unpredictable and last-minute at times that planning and hiring are more difficult than they should  
208 be for an enterprise so central to the mission of the University. **General Education should be**  
209 **more deliberately seen by the University and all its colleges and departments as**  
210 **fundamental within our priorities. We believe the overriding stance should be that**  
211 **“General Education is essential to all of us, at every level” and that support for it should be**  
212 **equitable within the overarching values of the University.** An immediate corollary to this  
213 view should be that “where students enroll, student-based dollars follow” as consistently as  
214 possible within considerations of program excellence and centrality to our mission. To be sure,  
215 the Review Committee recognizes that some colleges that are substantial Gen. Ed. contributors  
216 have multiple instructional demands that are increasing, and we believe that all types of  
217 undergraduate education should be well served at the UA. But we also believe that future uses of  
218 “Net Tuition Revenues” could help improve the availability of undergraduate education at *all*  
219 levels if those funds are allocated, more than they are now, in the general direction of “where  
220 students go, so should the dollars they pay.” Data based on Net Tuition Revenue (**Appendix D**)  
221 show that the amount collected from students just for their Gen. Ed. courses over the last several  
222 years greatly exceeds the \$20 million in direct costs spent by the administration and the colleges  
223 on staffing and mounting General Education alone (excluding the needed portions of regular  
224 faculty salaries). This relatively new information, in our view, should be carefully considered in  
225 every future process of deciding on the funding of General Education.

226  
227 **3. The Committee recommends strongly that the University and all its colleges clearly**  
228 **reaffirm and enforce all relevant provisions of the 1992 Report of the Task Force on**  
229 **Undergraduate Education**, within which this Review Committee believes itself to be operating.  
230 In particular, we ask for renewed attention to and ongoing enforcement of these policies  
231 recommended there [including the slight additions that we propose, inserted here in brackets]:  
232

- 233 • “All members of the professorial faculty should consider it a responsibility – and  
234 should be expected – to participate with distinction in classroom teaching at the  
235 undergraduate level. . . . This commitment to undergraduate teaching should be  
236 understood to involve classes at all levels, including lower-division classes . . .”
- 237 • “Teaching [again, at every level] must be fully informed by scholarship and  
238 energized by the passion for discovery and creation.”
- 239 • “The Provost should establish policies for the allocation of resources to departments  
240 so that they can meet the institution’s overall teaching [including General Education]  
241 and scholarly responsibilities in the most effective way possible.”
- 242 • “The University curriculum and schedule of course offerings should be scrutinized  
243 for the purpose of identifying and correcting any existing imbalances between the  
244 large numbers of narrowly specialized courses and the necessary broad-based  
245 undergraduate courses.”
- 246 • “Departments and colleges are expected to establish teaching load guidelines, with  
247 the approval of their dean and the Provost.” [These guidelines should factor in  
248 General Education as a matter of course. See # 2 under Section IV below.]
- 249 • The University “should continue to require courses that stress diversity in culture,  
250 race, class, and gender, and wherever possible faculty should integrate into their

251 courses concerns of diversity.” We concur that this approach remains essential to a  
252 “core” liberal arts university education in the twenty-first century.  
253

254 Evidence we have seen shows us that, in Tier I at least, the involvement of professorial faculty  
255 has gone down in all three strands since 1999 (see Appendix E). To some degree, that is  
256 understandable, given that the number of tenure-track faculty positions has declined University-  
257 wide over that time. But we also believe that, if many of the above provisions are fully enacted  
258 throughout the institution, more professors would be available for high-quality Gen. Ed. teaching,  
259 which has long been designed here – as we believe it should still be, on the whole – to be taught  
260 by ranked faculty at all tiers above the Foundations level.  
261

### 262 *Findings and Recommendations II: Goals and Outcomes*

263

264 **The Review Committee recommends that the UWGEC undertake the following:**

- 265
- 266 a. **Improve the clarity of the expected *overall outcomes* for General Education and**  
267 **Foundations, linking these to the wider “Educational Philosophy” for**  
268 **undergraduate education in the 1992 *Task Force Report*. In order to make the**  
269 **intellectual coherence and general objectives of our Program clearer to students than they**  
270 **are now (from what student focus groups have told us), we find, more precise and**  
271 **engaging outcomes and aims for students need to be articulated effectively. These**  
272 **should, above all, indicate the crucial relationship between General Education and the**  
273 **enabling of life-long learning.**  
274
- 275 b. **Ask field groups of faculty experts to reconsider, and/or recommend clarifications**  
276 **of, the expected learning outcomes of each Tier I and Tier II strand. Some of the**  
277 **existing outcomes have proven too vague, unclear, or unworkable, our research suggests,**  
278 **to ensure consistently high educational quality in courses that count for Gen. Ed., and the**  
279 **“common grounds” among courses in a tier and strand (while they should never be too**  
280 **confining) are not always clear enough now, nor have they all been worded as learning**  
281 **outcomes to the degree they should be. Even more importantly, it is clear from student**  
282 **testimony that the quality, intensity, and “passion” in Gen. Ed. classes now varies too**  
283 **widely across the University. One reason, we believe, is that the intellectual energy of**  
284 **the initial faculty groups who established the parts of the Program starting in 1996 may**  
285 **not be as widespread as it once was, nor has it been conveyed enough to new or**  
286 **established faculty who have been drawn in more recently to Gen. Ed. teaching. *We urge***  
287 ***the reinvigoration of the Program through a new faculty process of re-conceptual-***  
288 ***ization and re-specification of the desired outcomes that has the potential of***  
289 ***reinvesting the tenure-track faculty of the UA, among others, more widely and***  
290 ***enthusiastically in the University’s most basic educational enterprise.***  
291
- 292 c. **Help establish a process for investing new faculty into the purposes and possibilities**  
293 **of the General Education Program. This process may or may not end up directly**  
294 **connected to the current New Faculty Orientation, but we feel that more senior faculty**  
295 **should positively engage their newer colleagues where appropriate, more than is the case**  
296 **now, in the importance, value, nature, and aims of the General Education at the UA.**  
297
- 298 d. **Identify *assessable outcome measures* for each Gen. Ed tier and strand – and for**  
299 **Gen. Ed. as a whole -- to enable assessment opportunities in the future. The North**  
300 **Central Association (or NCA), the UA’s accrediting agency, rightly insists that we**  
301 **undertake sustained outcomes assessment of student learning and instructional**

302 effectiveness in General Education (see more below), as well as our majors and graduate  
303 programs. We therefore need to decide on both the learning outcomes and the measures  
304 by which General Education's effectiveness for students is periodically assessed.  
305 Among the outcomes or measures so examined should be the ones for composition,  
306 math, and information fluency through the University Library, for all of which there are  
307 national standards. Indeed, we suggest that a model for this whole effort might well be  
308 the proposed national outcomes and measures for literacy listed in *Information Literacy*  
309 *Competency: Standards for Higher Education*, published in 2000 by the Association of  
310 College and Research Libraries.

311  
312 e. **Ensure that these processes are pursued in ways that encourage faculty creativity in**  
313 **Gen. Ed. instruction.** Difficult as it always is, a renewed balance needs to be struck, we  
314 feel, between well-articulated general outcomes that are sought in Gen. Ed. and each of  
315 its areas, on the one hand, and encouragement to instructors to employ their special  
316 perspectives and knowledge in Gen. Ed. classes that excite and engage them and their  
317 students, on the other.

318

### 319 *Findings and Recommendations III: Program Implementation*

320

321 1. We recommend that better communications be designed to improve the  
322 *understanding* of what Gen. Ed (including its levels and options) is for all those involved:  
323 students, faculty, advisors, central administrators, deans, department heads, and members  
324 of our wider communities. Our focus groups among all constituencies and the student  
325 evaluations we have reviewed show a broad-based uncertainty about what General Education is  
326 and is for – or sometimes *very* different understandings about Gen. Ed. among some members of  
327 the same constituency groups. We therefore urge improved public renderings of the program as  
328 revised *and* more regular updates about important information and changes, with these going out  
329 to all relevant stakeholders, depending on the matter at hand. The following possibilities, then,  
330 should at least be considered by the appropriate individuals and/or groups:

331

- 332 • UA colleges should all find ways to explain the value of Gen. Ed. for their majors so  
333 that this core program is viewed by all as more integral to every student's total  
334 academic experience, rather than a mere obligation to be endured.
- 335 • Instructors and advisors should also be asked to help students understand the place  
336 and role of each Gen. Ed. course in the overall program and in the entire educational  
337 experience of students.
- 338 • Adjuncts and graduate assistants, as well as new faculty, becoming involved for the  
339 first time in General Education should be able to access an orientation that explains  
340 the purposes, design, and centrality of the Program, as well as pedagogical training  
341 appropriate to their instructional responsibilities
- 342 • The General Education web site should be reworked in the light of all relevant  
343 recommendations here, particularly to provide links helpful to all stakeholders for  
344 understanding, not just the requirements, but the rationales behind them and the  
345 policies connected to them.
- 346 • The UWGEC should consider the possible or partial *renaming* of Gen. Ed. (since  
347 "general" is – yes -- too general, indistinct, and pro forma) and the *retitling* of one or  
348 more study areas within the program, but only if these changes will truly improve  
349 student understanding of and interest in the program and its courses.

350

351 2. We recommend that the UWGEC review and clarify the guidelines for appropriate  
352 substitutions for Gen. Ed. courses to ensure a balance between students attaining the  
353 outcomes of Gen. Ed. sought by the General Faculty and students being able to meet their  
354 individual educational needs. We are concerned, in particular, with the interests of students  
355 who must postpone some of their Gen. Ed. courses till late in their college careers because of the  
356 number and sequencing of initial course requirements for certain majors and minors. In addition,  
357 students who seek and are well prepared for greater challenges in their studies, we think, might  
358 benefit from the opportunity to substitute other appropriate classes for some Tier I or II courses.  
359 For the sake of campus-wide clarity and to serve such students better, then, we ask that the  
360 guidelines for substitutions be revisited, rewritten where necessary, and reissued by the UWGEC,  
361 subject to Faculty Senate oversight and the approval of the President (or his designee) if policy  
362 changes are involved. We assume these guidelines will then be communicated to, and  
363 implemented at, the college level.

364  
365 3. We recommend that very large classes be discouraged as much as resources permit  
366 to enhance the quality of the Gen. Ed., as well as the overall undergraduate, experience.  
367 Indeed, we urge that the University strive to reduce the total number of Gen. Ed. classes with over  
368 75 students by at least 20% over the next three years. Student data and focus groups show that too  
369 many students feel anonymous and overwhelmed if too many of their classes are large lectures  
370 only.

371  
372 4. We recommend that more be done to allow students to actively *choose* their Tier I  
373 and Tier II courses out of genuine interest. To that end, informative and readily-understood  
374 course descriptions (and syllabi, as much as possible) should be easily available to students  
375 before they register. The random assigning of Tier I and Tier II courses should also be curtailed,  
376 an improvement already under way in the online "Academic Tour" that is part of our revised  
377 Orientation program. In addition, more courses in both tiers should be encouraged, when  
378 and where possible, to give students more choice.

379  
380 5. We recommend that the UWGEC, in consultation with the Honors College, the  
381 Undergraduate Council, and appropriate other groups – in other words, with broad faculty  
382 involvement -- work out a clearly demarcated "Honors Track" in General Education so that  
383 our most academically advanced and best prepared students can have an enriched  
384 educational experience. Students at these levels and faculty who work with them are nearly  
385 *unanimous* that the current program as presently organized fails to meet the legitimate needs of  
386 Honors students. Accordingly, we ask the UWGEC, the Honors College, and others to consider  
387 these possibilities among many as they discuss, propose, and then implement an Honors Track in  
388 General Education at the UA:

- 389
- 390 • the appropriate application of AP exam credits to fulfill Gen. Ed. requirements
  - 391 • greater flexibility in allowing substitutions for – and Honors sections of -- General  
392 Education classes that now exist or may come to exist
  - 393 • qualifications for admission to this Track that may or may not include initial or  
394 coterminous admission to the Honors College per se
  - 395 • the encouragement of Honors or advanced Gen. Ed. offerings designed specifically  
396 for juniors and seniors who are in majors that make them delay taking General  
397 Education courses for good academic reasons
- 398

399 6. We recommend that the current Gen. Ed. requirement for at least one course in  
400 "Non-Western civilization" or "issues of gender, race, class, ethnicity, and/or sexual

401 **orientation”** (with this last phrase permanently added to this category in all Gen. Ed.  
402 **publications**) continue essentially as it is because of its importance for every student’s  
403 **education in the modern world. But there should be better communication to students and**  
404 **faculty about what this requirement means and clearer policies from the UWGEC about**  
405 **substitutions for courses listed as counting for this requirement, including guidelines on what**  
406 **constitute legitimate uses of the petition process in connection with this requirement. There**  
407 **should also be UWGEC letters to faculty whose courses might meet this requirement to see if**  
408 **they would apply (each with syllabus) to have those classes listed as counting in this way,**  
409 **provided they meet the criteria.**

410  
411 **7. This Review Committee strongly endorses the recent call for a wide-ranging Review of**  
412 **Core Mathematics at the UA in 2005-06 and urges the faculty-based group conducting that**  
413 **Review to include consideration of what the Foundations Math Requirement should be, all**  
414 **in full recognition the many different types of students and majors at the University of**  
415 **Arizona. At present a significant number of students here have trouble with some Gen. Ed.**  
416 **coursework because of problems with competency in mathematics at the level of the current**  
417 **University entrance requirements. We ask, consequently, that these reported problems be among**  
418 **those discussed in the Core Math review:**

- 419
- 420 • Many incoming students arrive not even qualifying for entry-level college math.
- 421 • Some Tier I NATS instructors feel constrained by low levels of math preparation among
- 422 students in those courses. There is a discrepancy between the natural mathematics
- 423 prerequisites for quality NATS courses and the need for such courses to be available to
- 424 entering freshmen who may not have those prerequisites.
- 425 • Tier II instructors also report difficulties offering some NATS/science options because it
- 426 cannot be assumed that students possess sufficient college-level mathematics.
- 427 • It can be difficult for students, especially incoming freshman, to choose math courses that
- 428 balance their abilities and their needs to fulfill the Foundations math requirement. Many
- 429 such students, after all, may need certain kinds of math to pursue particular studies that
- 430 may be required later in their majors.
- 431

432 We suggest, in fact, that this Core Mathematics committee explore different basic math options  
433 for different types of students as an improved approach to the Foundations Math requirement  
434 (which we think should remain) in General Education at the UA.

435  
436 *Findings and Recommendations IV: Program Operations*

437  
438 1. We recommend that an *ad hoc* task force be created for a brief period, reporting to  
439 the Vice Provost for Instruction and the UWGEC, to examine and make recommendations  
440 about the adequacy and accessibility of academic support services for faculty and students  
441 involved in Gen. Ed., including how students can find the services most appropriate for their  
442 exact needs at a given time. We find that, as things stand, students do not have clear enough  
443 avenues, though we do have many, for seeking the right help in connection with their Gen. Ed.  
444 classes.

445  
446 2. We recommend that, wherever possible, those College recruitment plans that do not  
447 now do so should include an account of how the desired combination of past, present, and  
448 future faculty hires will ensure, among many other things, enough sufficient and high-  
449 quality teaching of General Education, at least so that each involved College can meet its fair  
450 share of student demand for Gen. Ed instruction. We see too little evidence that General

451 Education is at least considered as a factor in the faculty recruitment plans of colleges and ask  
452 that it play a greater, though hardly an exclusive, role – and not be an afterthought – in the future  
453 recruitment considerations of all relevant Colleges.

454  
455 3. We recommend, once the UWGEC has arrived at more precise learning outcomes for  
456 the levels of Gen. Ed. (see above), that the UA develop an *assessment* mechanism for  
457 determining if students are or are not meeting the University's objectives for Foundations,  
458 Tier I, and Tier II. Though the University has made considerable progress since 2000 in the  
459 outcomes assessment of student performance in majors and graduate programs, the meaningful  
460 assessment of whether General Education is meeting its objectives for students is in a  
461 rudimentary state at the present time. Our accrediting agency, the NCA, expects to see much  
462 more progress in the assessment of Gen. Ed. by the next University accreditation review in 2009-  
463 10.

464  
465 4. We recommend that those faculty who make outstanding and continuous  
466 contributions to Gen. Ed. and Foundations, both educational and organizational, receive  
467 recognition and appreciation beyond incremental and occasional teaching awards. Perhaps  
468 there should be a category (other than University Distinguished Professor, for example) by which  
469 such faculty would be honored. More incentives are needed for General Education teaching by  
470 professors.

471  
472 5. This Review Committee assumes and urges that the future of General Education in  
473 every part or extension of the UA always remain controlled and largely delivered by the  
474 faculty of the University of Arizona main campus. This core responsibility of the main campus  
475 professoriate and Colleges should not be delegated to any other entity or "farmed off" on a branch  
476 campus or any other affiliated entity. Should any such extension of the UA wish or be asked to  
477 become involved in the teaching of General Education – which will be far in the future, since  
478 Regents policy restricts the offering of lower-division courses to the main campus alone -- that  
479 involvement should take place only under the close supervision of the UWGEC and the Faculty  
480 Senate and only with the approval of the appropriate department heads and college deans, as well  
481 as the Provost or the Provost's designee for overseeing General Education.

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#### *Findings and Recommendations V: Quality Control*

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1. We recommend that the UWGEC create a periodic review process for Tier I and Tier II courses as fulfilling established Gen. Ed. requirements. This system can take many different forms and involve some delegation of labor so that the workload on UWGEC members is not overwhelming. But there should be a systematic way of assessing, perhaps involving a *portion* of the total approved courses at a given time, which classes (as currently designed) do or do not meet the latest Gen. Ed. guidelines for the Tier and area involved. This process will be particularly important considering the recommendations under "Goals and Outcomes" above.

2. We recommend that TCE evaluation data for both Tier I and Tier II courses be compared to the same data for courses in the same tier and to the same information about non-Gen. Ed. offerings at comparable levels (usually lower division). The Committee assumes that this totality of information will then – and regularly – be factored into the performance review process for all relevant faculty members.

3. We recommend that all of the latest syllabi for Tier I and Tier II courses be sent electronically by the colleges where the courses are taught to the Vice Provost for Instruction, who will arrange for them to be available to students, advisors, faculty, and others as

502 portions of a General Education web site. This way there will be an online “library” that faculty  
503 can consult for examples of approved General Education courses and tested approaches to the  
504 high-quality teaching of them.

505  
506 4. We recommend that the Office of Instructional Research and Evaluation (OIRE)  
507 and the University Teaching Center (UTC) consider other ways to evaluate the quality of  
508 Gen. Ed courses and the teaching of them besides TCE reports. While building on existing  
509 surveys – such as the Senior Survey, which should include more pointed questions on Gen. Ed.  
510 quality – OIRE and UTC might provide focused questionnaires about Gen Ed. that students could  
511 fill out in residence halls or when they seek advising. If feasible, a Gen. Ed survey for students at  
512 mid-career might be attached online to the WebReg entry point into the process by which  
513 students register for future classes. More needs to be done so that students have a chance to have  
514 input into the General Education program *as a whole program* throughout their undergraduate  
515 careers.

516  
517 5. We recommend that, as soon as the needed technology becomes available,  
518 undergraduate records online be flagged so that students cannot register for Tier II classes  
519 until they have completed the Tier I counterparts in the study areas of those classes. This  
520 way Tier II classes can truly assume the level of earlier preparation, and thus be taught at the  
521 academic level of quality, that was mandated by the current Gen. Ed. program when it was first  
522 approved and implemented.

523  
524 6. We recommend that pointed questions about the quality and value of Gen. Ed  
525 instruction should be added to Alumni Surveys filled out when graduates are more than  
526 three years past their Bachelors degrees. For many students, it is only later in their lives that  
527 they can accurately assess the significance of General Education to their full development over  
528 several years.

529  
530 7. We recommend that the UWGEC, perhaps online, undertake more means of  
531 surveying faculty about the experience of teaching General Education classes. The UA  
532 cannot keep improving the Gen. Ed. experience for students *and* faculty unless it has this level of  
533 specific testimony from instructors “on the front lines.” Again, for this to work, though, faculty  
534 participation in both Gen. Ed. teaching and such surveys should be more overtly supported than it  
535 is, as in # 4 under “Operations” above.

536  
537 *Findings and Recommendations VI: Administration and Facilitation*

538  
539 1. We recommend that the administrative support for the running of the General  
540 Education Program out of the office of the Vice Provost for Instruction (VPI) be  
541 commensurate with other University-wide programs of comparable size in number of  
542 students served. At present, the VPI’s staff support is not sufficient by itself to carry out all of  
543 the above recommendations that are relevant to that office. The Program Coordinator should at  
544 least have some temporary assistance from other quarters to undertake such tasks as the revision  
545 of the General Education web site in all the areas noted above.

546  
547 2. Especially to assure the implementation of # 1 c/d under “Goals and Outcomes” and # 4  
548 under “Operations” above, we recommend that there be a facilitative coordinator of student  
549 outcomes assessment who is connected to the General Education Program and works on  
550 Gen. Ed. assessment specifically with the VPI, UWGEC, OIRE, and IPASS, as well as  
551 colleges and departments. General Education outcomes assessment, when it is done thoroughly

552 and well, requires trained expertise and extensive work, which neither the VPI's office or those of  
553 OIRE or IPASS currently possess or have the staff to undertake.

554  
555 3. We recommend, finally, that the substantially increased work of the UWGEC  
556 recommended above should have the staff support commensurate with that level of  
557 continuous activity on behalf of an educational mission so central to the mission of the  
558 University of Arizona. Our recommendations ask for an unusual amount of extra work from  
559 much of the UWGEC group, as well as groups of faculty divided into interdisciplinary fields, so it  
560 will be vital for all these collections of experts to have at least temporary staff assistance in 2006-  
561 07 beyond what a single Program Coordinator in the VPI's office can provide, helpful though she  
562 has certainly been to this Review of General Education.

563  
564 *In sum:* after a thorough review of extensive information (including considerable student, faculty,  
565 and advisor input), it is the consensus of this Review Committee that the UA General Education  
566 Program should be continued within the same overall structure, but with some particular  
567 modifications in the areas noted above. We believe that this Gen. Ed. system remains a national  
568 model for a core curriculum at student-centered research universities such as ours and that, with  
569 some fine tuning in several key areas and a reenergizing of the faculty towards achieving the  
570 desired outcomes of General Education, the Program can be the powerful "liberal arts core" in  
571 undergraduate education that we have always intended it to be for our students *and* faculty at the  
572 University of Arizona.

## APPENDIX A:

### **The University of Arizona General Education Review Committee**

*(UWGEC = past or current member of the University-wide General Education Committee)*

#### *General Faculty Representatives*

*Chair:* Dr. Jerrold Hogle (Vice Provost, Instruction; University Distinguished Prof.; Gen. Ed. Instructor; past UWGEC Chair)

Dr. Malcolm Compitello (Professor and Department Head, Spanish and Portuguese, COH; Foundations; UWGEC)  
Dr. Antonio Estrada (Professor, Program Director, Mexican American Studies, SBS; SPBAC Chair)  
Dr. John Hildebrand (Regents' Professor, Director, Neurobiology, COS; Committee of Eleven)  
Dr. Wanda Howell (University Distinguished Professor, Nutritional Sciences, CALS; Gen. Ed. Instructor; Faculty Senate)  
Dr. Geta LeSeur-Brown (Professor, Africana Studies, COH; Diversity Coalition)  
Dr. Patricia MacCorquodale (Dean, Honors College; Gen. Ed. Instructor; Academic Council)  
Dr. Daniel Madden (Associate Professor, Mathematics, COS; Foundations coordinator/instructor)  
Mr. Paul Melendez (Lecturer, Program Director, Academic and External Relations, Eller College; Undergraduate Advisor)  
Dr. Thomas Miller (Director, Writing Program, and Professor, English, COH; Foundations)  
Dr. Judith Nantell (Vice Dean, Professor, Spanish and Portuguese, COH; Foundations; UWGEC)  
Dr. Kimberly Ogden (Professor, Chemical and Environmental Engineering, COEng)  
Dr. Lucinda Rankin (Lecturer, Physiology, COM; Health Sciences)  
Dr. Dennis Ray (University Distinguished Professor, Plant Sciences, CALS; UWGEC Chair)  
Dr. Robert Robichaux (University Distinguished Professor, Ecology and Evolutionary Biology, COS; former member UWGEC)  
Dr. Richard Ruiz (Department Head, Professor, Language, Reading and Culture, COE; alternative learning techniques)  
Dr. James Shockey (Associate Dean, Associate Professor, Sociology, SBS; CAAC; UWGEC)  
Dr. Daniel Stein (Department Head and Professor, Physics, COS; [undergraduate education award winner])  
Dr. Timothy Swindle (Professor, Lunar and Planetary Laboratory, COS; Gen. Ed. Instructor)  
Ms. Lynne Tronsdal (Assistant Vice President, Student Retention; UWGEC)  
Mr. Jeffrey Warburton (Associate Professor, Theatre Arts, COFA; Department Advisor; Gen. Ed. Instructor, Faculty Fellows)

#### *Student Representatives*

Ms. Emily Upstill (UA undergraduate, still taking Gen. Ed. courses, Eller College of Management; ASUA representative)  
Ms. Karen Lutrick (recent UA graduate; now Teaching Teams coordinator; UWGEC)  
Ms. Holly Mandes (grad. assistant, Foundations; GPSC representative)

#### *Instructional Support Team*

Dr. Elena Berman (Outcomes Assessment, Office of the Provost)  
Ms. Roxie Catts (UA coordinator, academic advising)  
Mr. William Fee (Transfer Articulation; UWGEC)  
Mr. Edward Frisch (Financial management, Office of the Provost)  
Ms. Louise Greenfield (University Librarian; information literacy specialist; UWGEC)  
Dr. Elizabeth Harrison (University Teaching Center; Gen. Ed. Instructor)  
Ms. Sheril Hook (University Librarian; information literacy specialist; UWGEC)  
Dr. Christopher Johnson (Media Center, ILC; learning technologies and facilities)  
Dr. Gwendolyn Johnson (OIRE, Instructional Assessment; UWGEC)  
Ms. Patti King (Curriculum and Registration; University Council)  
Ms. Deb Kruse (University School; professional advisors; UWGEC)  
Mr. David Padgett (Pima Community College articulation and advising)  
Ms. Celeste Pardee (Curriculum and Registration; University Council)

#### *Staff*

Ms. Anne Marie Jones (Program Coordinator, Senior, Office of the Provost)

## APPENDIX B:

### *Questions for the UA General Education Review Committee*

1. What are the best overall purposes and the proper announced goals of General Education for the student? Are the ones we have stated sufficient or should they be modified or completely changed? Is the current content of General Education helping students to meet these goals or not? Would changes make those goals more (or at least just as) attainable?
2. What are the main improvements needed in current Gen. Ed. Program (if any) relative to the goals agreed on under number 1 above? Do these suggest a need for selected adjustments – and if so, which – or a major overhaul?
3. What is the proper relationship of Foundations to the rest of Gen. Ed.? Do we need to adjust Gen. Ed./Foundations *sequencing* for students as part of a revision? Should we, for example, require, if it is feasible, that students complete College Algebra or its equivalent before enrolling in NATS course (or versions of them)? Should we go further and require, say, first-semester Composition as a prerequisite for TRAD courses (or versions of them)? Would doing all this positively or adversely affect the first-year experience of students *and* the planning of course offerings for maximum availability?
4. To accomplish the goals under # 1, do we need to have as many required Gen. Ed. courses as we do now? For example, should we stop requiring four Tier II courses (our current practice) to help students reach the goals of the program – or would changing the current pattern prevent the attainment of our Gen. Ed. objectives? Would a “smaller” program be better or worse?
5. How should the General Education Program be adjusted *or* maintained in the context of (a) the financial structure, library resources, and priorities of the University and (b) the entire undergraduate experience (including majors and minors and student support systems)? Can, for example, some Gen. Ed. courses be allowed to count for both majors/minors and General Education and vice-versa? Would such a change prevent a student’s attainment of the goals?
6. What more can be done to ensure *quality control* in General Education offerings without violating such norms as academic freedom and peer review? Should a periodic review of approved Gen. Ed courses be done – and, if so, how and by whom? What more can be done to “incentivize” good Gen. Ed. teaching? *How can a revised Gen. Ed. program be part of “Focused Excellence” here?*

7. In what ways should the administration and central facilitation of Gen. Ed. -- including, but not limited to, the role of the University-wide General Education Committee (UWGEC) -- be modified and even strengthened?
8. Is the instructional support for General Education adequate and effectively deployed, given our need to prioritize the use of resources to address upper-division education and research as well as Gen. Ed.? How effective is the support for educational innovation in all the areas that should affect General Education? How effectively is such support promoted to instructors and students, and how might such programs and promotions be improved?
9. How should the proposed changes in enrollment management (starting in the Fall of 2006) effect General Education, including its use of graduate teaching assistants?
10. How will any changes we might make effect Pima and the other community colleges, as well as the other state universities, in Arizona? Are we -- or are we *not* -- opening up transfer and articulation issues in any proposed changes? What would these be? Would they be good or bad?
11. How would changes in Gen. Ed. (or no changes) affect students who choose majors that start in the freshman year? How does and should Gen. Ed. relate to the First Year Colloquia that might still be (or *should* they still be) offered for students?
12. How can we do more to build diversity issues effectively into the General Ed. program? Or are we doing enough there already? Can we incentivize the inclusion of diversity into several Gen. Ed areas at once? Or is there a need for a specific requirement, and, if so, what should that be?
13. How can (and does) General Education meet the educational needs of Honors students? How might it *better* meet those needs?
14. Is there a problem of too much Gen. Ed. being "dumbed down"? If so, what can and should be done about that? How can such courses be broad without being too homogenized?
15. What does assessment evidence show us about the effectiveness and value of the General Education program here? What do we see when we compare such evidence with "Gen. Ed." (or whatever it is called) at selected peer institutions (and which ones should they be)? Should we modify what we do -- and in what ways -- towards "best practices" we see elsewhere?

**APPENDIX C**

**The University of Arizona  
Tier 1 Net Tuition Revenue\*\* By College and Term**

College	Fall 2002	Spr 2003	Fall 2003	Spr 2004	Fall 2004	Spr 2005
Agriculture & Life Sciences	\$849,522	\$754,619	\$1,051,845	\$684,450	\$1,036,436	\$777,916
Architecture	\$84,493	\$49,260	\$35,304	\$42,986	\$37,699	\$56,535
Business & Public Admin.	\$84,773	\$241,638	\$307,832	\$337,493	\$526,005	\$542,035
Education	\$113,519	\$0	\$117,810	\$89,742	\$138,875	\$141,727
Engineering & Mines	\$44,720	\$149,237	\$49,082	\$161,744	\$154,190	\$134,112
Fine Arts	\$116,639	\$7,455	\$89,215	\$109,257	\$55,649	\$49,769
Humanities	\$1,183,003	\$948,788	\$1,339,328	\$759,802	\$1,222,692	\$637,506
Interdisciplinary	\$299,325	\$244,785	\$252,718	\$248,159	\$132,637	\$127,263
Science	\$1,422,010	\$1,279,702	\$1,589,564	\$1,701,110	\$1,467,857	\$1,590,984
Social & Behav Sci	\$4,460,189	\$3,517,772	\$4,479,619	\$3,440,754	\$4,318,908	\$3,603,528
<b>Total</b>	<b>\$8,658,193</b>	<b>\$7,193,256</b>	<b>\$9,312,316</b>	<b>\$7,575,497</b>	<b>\$9,090,948</b>	<b>\$7,661,374</b>

**Tier 2 Net Tuition Revenue\*\* By College and Term**

College	Fall 2002	Spr 2003	Fall 2003	Spr 2004	Fall 2004	Spr 2005
Agriculture & Life Sciences	\$144,286	\$23,978	\$188,720	\$63,728	\$178,874	\$53,913
Architecture	\$0	\$83,121	\$56,343	\$97,609	\$103,163	\$113,954
Arizona International	\$0	\$0	\$0	\$10,689	\$0	\$5,490
Business & Public Admin.	\$681,929	\$550,922	\$700,871	\$479,355	\$589,892	\$442,446
Education	\$55,740	\$42,624	\$53,454	\$103,085	\$116,219	\$141,929
Engineering & Mines	\$61,130	\$65,637	\$63,346	\$19,778	\$53,247	\$73,826
Fine Arts	\$1,252,558	\$1,144,240	\$1,500,948	\$1,159,142	\$1,474,179	\$1,301,677
Humanities	\$1,188,875	\$942,035	\$1,173,093	\$1,178,336	\$1,446,627	\$1,277,623
Interdisciplinary	\$31,369	\$0	\$33,644	\$0	\$30,347	\$0
Nursing	\$20,908	\$12,695	\$0	\$10,810	\$0	\$13,067
Science	\$711,529	\$813,902	\$640,676	\$957,319	\$844,735	\$1,007,060
Social & Behav Sci	\$1,061,144	\$961,542	\$1,120,680	\$1,159,544	\$1,249,203	\$962,184
University of Arizona South	\$1,825	\$0	\$0	\$0	\$1,633	\$13,826
<b>Total</b>	<b>\$5,211,293</b>	<b>\$4,640,697</b>	<b>\$5,531,775</b>	<b>\$5,239,393</b>	<b>\$6,088,121</b>	<b>\$5,406,996</b>

**Foundation Courses\* Net Tuition Revenue\*\* by College and Term**

College	Fall 2002	Spr 2003	Fall 2003	Spr 2004	Fall 2004	Spr 2005
Humanities	\$6,057,879	\$4,599,045	\$6,481,334	\$5,148,005	\$6,177,494	\$5,003,460
Science	\$3,445,476	\$2,307,085	\$3,645,927	\$2,324,126	\$3,435,013	\$2,263,410
Social & Behav Sci	\$201,357	\$152,228	\$190,417	\$139,248	\$212,517	\$176,821
<b>Total</b>	<b>\$9,704,711</b>	<b>\$7,058,358</b>	<b>\$10,317,678</b>	<b>\$7,611,378</b>	<b>\$9,825,023</b>	<b>\$7,443,690</b>

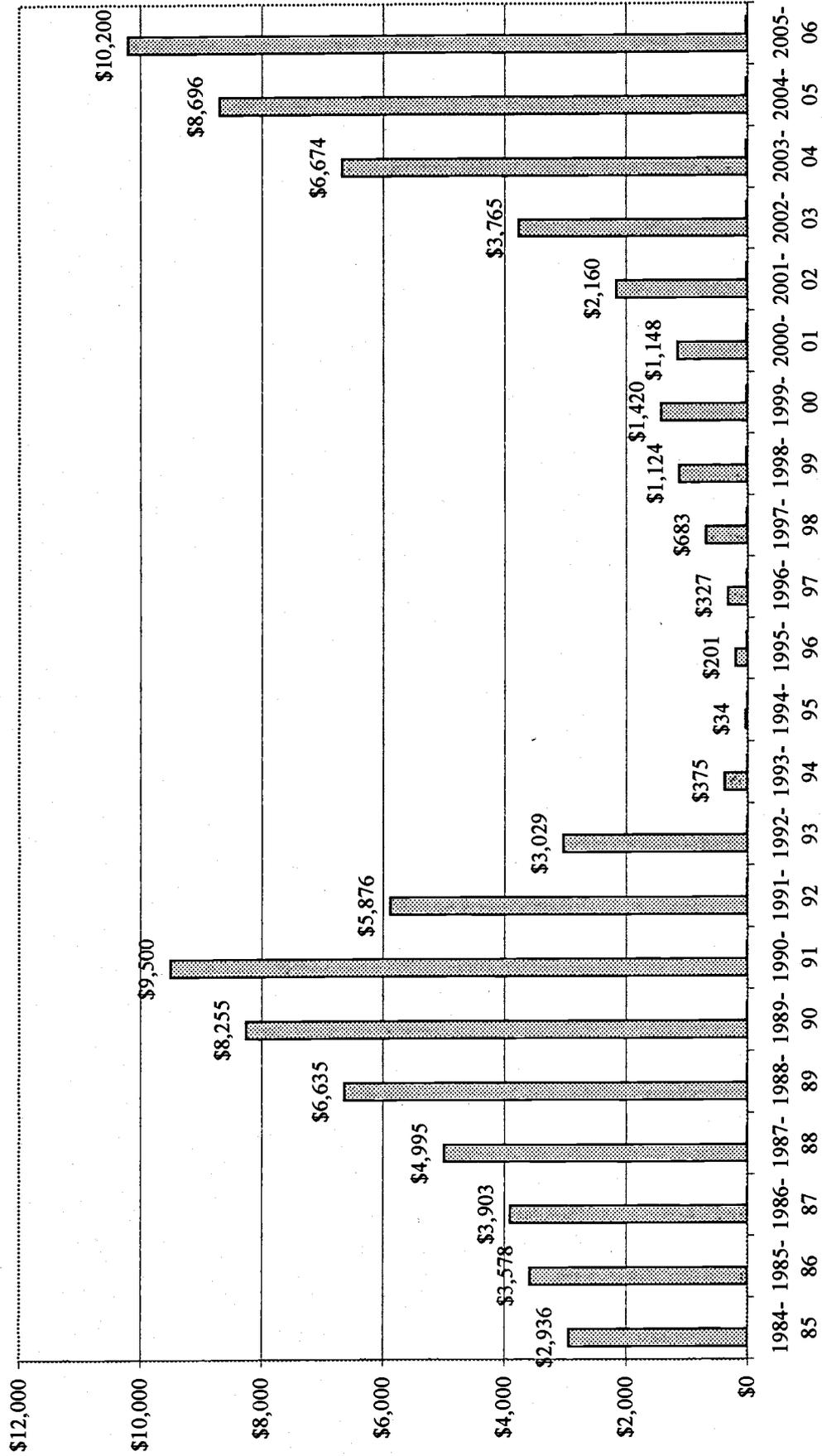
**\*Foundation Courses include the following:**

- English: ENGL 100, 101, 102, 103H, 104H, 106, 107, 108, 109H;
- Math: MATH 105, 110, 111, 113, 114, 115A, 115B, 120R, 120S, 124, 125, 129, 160, 197A, 202, 223, 243, 250A, 250B, 254, 263;
- Chinese: CHN 101, 102, 201, 202; French: FREN 101, 102, 201, 202;
- German: GER 101, 102, 201, 202; Greek: 101, 102, 103, 104, 201, 202, 203, 204;
- Italian: ITAL101, 102, 201, 202, 102z, 202z;
- Judaic Studies: JUS 103A, 03B, 203A, 203B; Japanese: JPN 101, 102, 201, 202;
- Latin: LAT 101, 102, 201, 202; Linguistic: LING104A, 104B, 204A, 204B;
- Near Eastern Studies: ARB 101, 102, and NES 101, 102, 103A, 103B, 201, 202, 203A, 203B, and PER 101, 102;
- Portuguese: PORT 101, 102, 200; Russian: RSSS 101A, 101B, 201A, 201B;
- Spanish: SPAN 101, 102, 201, 202, 203, 205, 206, 251, 252, 253.

**\*\* Net Tuition Revenue equals total tuition less all institutional aid (merit awards, need awards, employee waivers, need-based RSA, etc.).**

<b>Total Tier One</b>	<b>\$8,658,193</b>	<b>\$7,193,256</b>	<b>\$9,312,316</b>	<b>\$7,575,497</b>	<b>\$9,090,948</b>	<b>\$7,661,374</b>
<b>Total Tier Two</b>	<b>\$5,211,293</b>	<b>\$4,640,697</b>	<b>\$5,531,775</b>	<b>\$5,239,393</b>	<b>\$6,088,121</b>	<b>\$5,406,996</b>
<b>Total Foundation</b>	<b>\$9,704,711</b>	<b>\$7,058,358</b>	<b>\$10,317,678</b>	<b>\$7,611,378</b>	<b>\$9,825,023</b>	<b>\$7,443,690</b>
<b>TOTAL All Categories</b>	<b>\$23,574,197</b>	<b>\$18,892,311</b>	<b>\$25,161,769</b>	<b>\$20,426,268</b>	<b>\$25,004,092</b>	<b>\$20,512,060</b>
<b>TOTAL 2004-2005</b>						<b>\$45,516,152</b>

**Appendix D**  
**Gen. Ed. Instruction Funding Levels From the Provost, FY85-FY06**  
**(in Thousands)**



# Appendix E

## Tier 1 Teaching

### By Instructor Type

	Tenured/Tenure Eligible	1999		2000		2001		2002		2003		2004	
		SCH	%										
INDV		11,203	63%	7,009	44%	7,376	42%	10,244	58%	6,781	37%	7,720	42%
	Non-Tenured	3,974	22%	6,350	40%	7,808	44%	3,446	20%	8,505	47%	8,365	46%
	GTA	2,736	15%	2,619	16%	2,543	14%	3,870	22%	3,003	16%	2,131	12%
	subtotal	17,913		15,978		17,727		17,560		18,289		18,216	
NATS		8,003	68%	7,523	65%	9,433	64%	8,695	60%	6,290	45%	5,457	44%
	Non-Tenured	2,710	23%	2,830	25%	4,091	28%	4,418	30%	7,012	50%	5,809	46%
	GTA	1,011	9%	1,170	10%	1,189	8%	1,391	10%	603	4%	1,252	10%
	subtotal	11,724		11,523		14,712		14,504		13,905		12,519	
TRAD		9,971	68%	10,572	63%	11,974	71%	12,230	63%	11,158	56%	10,380	54%
	Non-Tenured	1,690	11%	2,020	12%	1,882	11%	2,590	13%	5,383	27%	5,195	27%
	GTA	3,090	21%	4,142	25%	3,064	18%	4,506	23%	3,217	16%	3,787	20%
	subtotal	14,751		16,734		16,920		19,326		19,758		19,362	

Overall -

Tier 1	Tenured/Tenure Eligible	29,177	66%	25,104	57%	28,783	58%	31,169	61%	24,228	47%	23,557	47%
	Non-Tenured	8,374	19%	11,200	25%	13,781	28%	10,454	20%	20,901	40%	19,370	39%
	GTA	6,837	15%	7,931	18%	6,796	14%	9,767	19%	6,823	13%	7,170	14%
	TOTAL	44,388		44,235		49,359		51,390		51,952		50,097	

**POLICY FOR MANAGEMENT OF  
PERSONAL CONFLICTS OF INTEREST  
FOR THE UNIVERSITY OF ARIZONA®  
FINAL VERSION 10/19/05**

**INTRODUCTION**

The University has an interest in ensuring that academic, employment and business matters are decided on objective bases. At an institution such as the University of Arizona, a variety of personal and romantic relationships may exist among employees, University agents, students and third parties. The University establishes this personnel policy to address conflicts of interest arising from interpersonal relationships not otherwise covered by existing policies or law. The intent of this policy is to direct employees to disclose relationships that have created or may create conflicts of interest and to give the University an opportunity to manage and reconcile any such conflicts, if possible. Employees who violate this policy may be subject to disciplinary action; however, because this policy is designed to encourage employees to disclose personal relationships that may give rise to or have given rise to conflicts of interest, an alleged violation of this policy may not be a basis upon which employees may file grievances against one another.

**DEFINITIONS.** As used in this policy:

1. "Conflict of interest" means when the University's interest in securing objective performance of instructional, evaluative, supervisory, or other responsibilities conflicts with the personal interest, in the outcome, of the individual carrying out such responsibilities. Such conflicts of interest arise when an employee is involved in a sexual or romantic relationship with a student or another University employee whom s/he supervises, teaches or evaluates; when an employee lives with another employee or student whom s/he supervises, teaches or evaluates, whether or not those individuals are involved in a sexual or romantic relationship; or when an employee is involved in any relationship with another employee or student whom s/he supervises, teaches or evaluates, such that the University's interest in securing objective performance of instructional, evaluative, supervisory, or other responsibilities conflicts with the personal interest, in the outcome, of the individual carrying out such responsibilities.

2. "Employee," means an individual who is employed by the Arizona Board of Regents under classifications "faculty," "classified staff," or "academic, administrative or service" professional, as those terms are defined in the *University Handbook for Appointed Personnel*, *Arizona Board of Regents' Policy Manual*, and *Classified Staff Employee Handbook*, student employees who have authority to impose discipline upon other students, graduate students with supervisory or teaching responsibilities, including instructors, whether the individual is paid or unpaid, or any individual who represents or acts on behalf of the University and whose actions may bind the University. For purposes of this policy, "employee" shall include all agents of the University.

3. "Student" means any person, whether graduate, undergraduate, or non-degree seeking, registered or enrolled in one or more regularly scheduled classes or credit-bearing instruction or certification at the University, including a faculty member or employee so registered or enrolled.

4. "Supervisor or employee with supervisory responsibility" means all employees who exercise responsibility for assigning work to another, evaluate the performance of another, or who otherwise make decisions that affect the terms and conditions of another's employment at the University.

### **RELATIONSHIPS SUBJECT TO THIS POLICY:**

1. Relationships with Students Outside the Instructional, Supervisory or Evaluative Context. Romantic or sexual relationships between employees and students when the employees do not have a direct instructional, supervisory or evaluative responsibility with respect to the student are not *per se* prohibited. They may, however, result in a conflict of interest, particularly when the employee and student are in the same unit or in units that are allied. In such situations, employees shall remove themselves from any decisions that may reward or penalize students with whom they are or have been romantically or sexually involved.

2. Relationships with Students Within the Instructional, Supervisory, Disciplinary or Evaluative Context. No University employee shall engage in a romantic or sexual relationship with a student who is enrolled in that employee's course, or whom the employee supervises or whose work s/he evaluates, or over whom the employee exercises any administrative or disciplinary authority. An employee violates this policy and his or her obligation to the student, to other students, to colleagues, and to the University, when such employee participates in decisions that may reward or penalize a student with whom the employee has, or has had at any time, a romantic or sexual relationship.

3. Relationships with Employees and Students in Other Contexts. No University employee shall engage in a romantic or sexual relationship with another employee when one of those employees supervises or evaluates the other employee. No employee may supervise another employee or student with whom that employee lives, whether or not the individuals are engaged in a romantic or sexual relationship. When an employee is involved in a relationship with another employee or student whom s/he supervises, teaches or evaluates, such that a conflict of interest arises, as defined herein, then that relationship shall be subject to the disclosure and management of conflicts provisions of this policy.

### **DISCLOSURE AND MANAGEMENT OF CONFLICTS:**

If a romantic, sexual or other personal relationship develops between employees in supervisory and subordinate roles, or if an employee determines that a student with whom s/he has had at any time a romantic, sexual or other relationship that has created or could create a conflict of interest is enrolled in that employee's class or must be supervised or evaluated by such employee, or if a personal relationship between an employee and another employee or a student exists such that a conflict of interest or potential conflict of interest exists, the

supervisory employee shall disclose the relationship to his/her immediate supervisor. The supervisory employee also must submit a written plan to his/her immediate supervisor to eliminate any conflicts of interest or potential conflicts of interest to the immediate supervisor's satisfaction. The plan may include altering supervisory or reporting lines, moving a student to another section of the same class, appointing a different individual to serve on a thesis, dissertation or evaluative committee, moving a supervisor or other individual to another position of the same or comparable status and duties, or establishing alternative means of evaluation of academic or work performance.

Supervisors to whom conflict elimination plans have been submitted shall review any plan and work with the employee(s) and/or student(s) to develop a plan that will eliminate the conflict and shall assist in implementing the plan. Prior to implementation of any conflict elimination plan under this policy, the immediate supervisor must approve the plan and ensure that it is consistent with proper functioning and management of the unit and the University.

In cases in which an employee and his/her supervisor become involved in a romantic, sexual or other relationship that results in a conflict of interest under this policy, and where a conflict elimination plan is not or cannot be developed, either employee or both employees may be subject to termination. If a termination occurs under this paragraph, it shall not be recorded as a disciplinary discharge.

Any disclosures made or plans developed will be treated as personnel information, subject to the confidentiality provisions of ABOR Policy Manual 6-912.

#### **CONSEQUENCE OF VIOLATION OF THIS POLICY:**

Violation of this policy by an employee is misconduct, subject to disciplinary action, up to and including discharge or termination of a contract or agreement, in accordance with the *University Handbook for Appointed Personnel*, the *Arizona Board of Regents Policy Manual*, and the *Classified Staff Employee Handbook* and other rules, regulations and statutes governing University business operations.

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