

THE UNIVERSITY OF ARIZONA
TUCSON ARIZONA

**FACULTY SENATE
MEETING SCHEDULE**

**FACULTY SENATE
Meeting Schedule 2002-2003**

**All meetings are scheduled for 3:00-5:00 p.m.
in the College of Law, Room 146.**

Monday September 9, 2002
Monday October 7, 2002
Monday November 4, 2002
Monday December 2, 2002
NO JANUARY MEETING*
Monday February 3, 2003
Monday March 3, 2003
Monday April 7, 2003
Monday May 5, 2003

*First day of classes: Wednesday, January 15, 2003
MLK Day: Monday: January 20, 2003

BACK

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THE UNIVERSITY OF ARIZONA®
 FACULTY SENATE ROSTER
 2002-2003

<u>NAME</u>	<u>FACULTY SENATE STATUS</u>	<u>TITLE AND DEPARTMENT</u>
Arabyan, Ara	Senator-at-Large (2003)	Assoc. Prof., Aerospace/Mech Engr
Bales, Roger	College Rep., ENGR (2004)	Professor, Hydrology/Water Res
Bixby, Barbara	College Rep., AIC (2004)	Professor, Arizona Internat'l College
Borden, Lynne	College Rep., CALS (2004)	Assoc. Professor, Fam St/Hum Dev
Burd, Gail D.	Senator-at-Large (2003)	Professor, Molecular/Cellular Bio
Caldwell, Roger L.	Senator-at-Large (2003)	Professor, Soil, Water/Envir Sci
Chandler, Vicki L.	Senator-at-Large (2003)	Professor, Plant Sciences
Dahlgran, Roger A.	College Rep., CALS (2004)	Assoc. Prof., Ag./Resource Economics
Davis, Donald R.	College Rep., ENGR (2004)	Professor, Hydrology/Water Res
Davis, George	Ex-Officio: Provost	Provost
Erickson, Julie R.	College Rep., NUR (2004)	Assoc. Professor, Nursing
Esparza, Adrian X.	College Rep., CAPLA (2004)	Assoc. Professor, Architecture
Farney, Christopher W.	ASUA Student Representative (2003)	Student Representative
Garcia, J. D.	Senator-at-Large (2003)	Professor, Physics
Hancock, Jory	Chair of the Faculty (2003)	Professor, Dance
Hartz, Douglas	ASUA President (2003)	ASUA President
Heinrich, Juan C.	Senator-at-Large (2003)	Professor, Aerospace/Mech Engr
Holmes, Marci	ASUA Student Representative (2003)	Student Representative
Howell, Wanda H.	Vice Chair of the Faculty (2004)	Assoc. Professor, Nutritional Sciences
Impey, Christopher D.	College Rep., SCI (2004)	Professor, Astronomy
Jenkins, Jennifer L.	College Rep., NON (2004)	Asst. Professor, Humanities Program
Joens, Lynn A.	College Rep., CALS (2004)	Professor, Vet Sci/Microbiology
Jones, Douglas E.	Senator-at-Large (2003)	Librarian, University Library

<u>NAME</u>	<u>FACULTY SENATE STATUS</u>	<u>TITLE AND DEPARTMENT</u>
Kiefer, Frederick P., Jr.	Senator-at-Large (2003)	Professor, English
Kinney, Thomas	GPSC Student Representative (2003)	Student Representative
Larson, Dennis L.	College Rep., CALS (2004)	Assoc. Professor, Ag/Biosys Engr
Likins, Peter W.	Ex-Officio: President	President
Lynch, Ronald M.	College Rep., COM (2004)	Assoc. Professor, Pharmacology/Phys
Miesfeld, Roger L.	College Rep., SCI (2004)	Professor, Biochemistry
Mishra, Shitala P.	Senator-at-Large (2003)	Professor, SpecEd/Rehab/Sch Psych
Mitchell, Robert P.	Secretary of the Faculty (2004)	Librarian, University Library
Morris, Pete	GPSC President (2003)	GPSC President
O'Brien, Shirley J.	Senator-at-Large (2003)	Assoc. Dir., Cooperative Extension
Oxnam, Maliaca	Senator-at-Large (2003)	Asst. Librarian, University Library
Pintozzi, Chestalene	College Rep., NON (2004)	Assoc. Librarian
Powell, Richard C.	Ex-Officio: Elected by Vice Presidents (2004)	VP, Research & Graduate Studies
Rimsza, Jennifer F.	ASUA Student Representative (2003)	Student Representative
Schlager, Edella	College Rep., BPA (2004)	Assoc. Professor, Public Admin/Policy
Silverman, Andrew	College Rep., LAW (2004)	Clinical Professor, Law
Songer, J. Glenn	Senator-at-Large (2003)	Professor, Vet Sci/Microbiology
Spece, Roy G., Jr.	Senator-at-Large (2003)	Professor, Law
Swanson, G. Marie	Ex-Officio: Elected by Deans (2004)	Dean, Public Health
Sweazea, Karen	GPSC Student Representative (2003)	Student Representative
Szilagyi, Miklos N.	Senator-at-Large (2003)	Professor, Elec/Cptr Engr
Tatman, Neil	Senator-at-Large (2003)	Assoc. Professor, Music
Timmermann, Barbara	College Rep., PHAR (2004)	Professor, Pharmacology/Toxicology
Vierling, Elizabeth	Senator-at-Large (2003)	Professor, Biochem/Molec Bio Phys
Warburton, Jeffrey L.	College Rep., FA (2004)	Assoc. Professor, Theatre Arts

<u>NAME</u>	<u>FACULTY SENATE STATUS</u>	<u>TITLE AND DEPARTMENT</u>
Warnock, John P.	Senator-at-Large (2003)	Assoc. Professor, English
Weinand, Martin E.	College Rep., COM (2004)	Assoc. Professor, Surgery
Willerton, John P.	College Rep., SBS (2004)	Assoc. Professor, Political Science
Witte, Marlys H.	Senator-at-Large (2003)	Professor, Surgery
Wright, J. Edward	Senator-at-Large (2003)	Director, Judaic Studies
Wright, Stephen	College Rep., COM (2004)	Professor, Physiology
Wysocki, Vicki H.	College Rep., SCI (2004)	Professor, Chemistry
Zwolinski, Malcolm J.	Senator-at-Large (2003)	Professor, Renewable Natural Res

PARLIAMENTARIAN

Sankey, Dr. Robert Associate Professor Emeritus

RECOGNIZED OBSERVERS

APPOINTED PERSONNEL ORGANIZATION COUNCIL

Burr, George Research Scientist, Physics

ALUMNI ASSOCIATION

Rochlin, Jay M. Assoc. Director, Alumni Association

STAFF ADVISORY COUNCIL

Wakefield, Lisa Executive Asst, Communications

UNIVERSITY OF ARIZONA SOUTH

Zizza, Frank Assoc. Professor, Mathematics, UA South

Total: 56 Senators

Not elected in 2002: 1 - College of Education
 1- College of Humanities
 1 - College of Public Health
 1 - College of Science
 1 - College of Social & Behavioral Sciences

FACULTY SENATE STANDING COMMITTEES, 2002-2003

Academic Personnel Policy Committee

- *Frederick Kiefer, Jr., CHAIR, English
 Laura Bender, Library
- *Adrian Esparza, Architecture
 Victor Hruby, Chemistry
 Mari Stoddard, AHSC Library
 Michael Thieme, GPSC representative
- *Shirley O'Brien, Cooperative Extension Administration
 - *J. Edward Wright, Judaic Studies
 TBA, ASUA representative

Instruction and Curriculum Policy Committee

- *Jennifer Jenkins, CHAIR, Humanities Program
- *Donald Davis, Hydrology and Water Resources
 - Barbara McKean, Theatre Arts
Linda Scheu, GPSC representative
 - *John Warnock, English
 - *John Willerton, Political Science
- Barbara Williams, Science Engineering Library
 - Vicki Wysocki, Chemistry
TBA, ASUA representative

Research Policy Committee

- *Chestalene Pintozzi, CHAIR, Science Engineering Library
 - *Gail Burd, Molecular & Cellular Biology
 - *Vicki Chandler, Biochemistry/Molec Bio-Physiology
- Bruce P. Johnson, Teaching and Teacher Education
 - Jani Radebaugh, GPSC representative
- *Elizabeth Vierling, Ecology/Evolutionary Biology
 - J. Bruce Walsh, Ecology/Evolutionary Biology
TBA, 1 faculty member
TBA, ASUA representative

Student Affairs Policy Committee

- *Jeffrey Warburton, CHAIR, Theatre Arts
 - Lucy Colbert, Nursing
 - Kathryn Hatch, Agric & Biosystems Engr
- Alexis Hernandez, Ex-Officio, Assoc. Dean of Students
 - Avnish Kapoor, GPSC representative
Elaina Norlin, Library
 - *Neil Tatman, Music
TBA, 2 faculty senators
TBA, ASUA representative

Faculty Senate Executive Committee

- *Wanda Howell, Chair, Vice Chair of the Faculty, Nutritional Sciences
 - *George Davis, Provost
- *Jory Hancock, Chair of the Faculty, Music and Dance
 - *Doug Hartz, ASUA President
- *Jennifer Jenkins, CHAIR, ICPC, Humanities Program
 - *Douglas Jones, Science Engineering Library
 - *Frederick Kiefer, Jr., Chair, APPC, English
- *Robert P. Mitchell, Secretary of the Faculty, University Library
 - *Pete Morris, GPSC President
Patti Ota, Office of the President, *non-voting*
- *Chestalene Pintozzi, Chair, RPC, Science Engineering Library
 - Robert Sankey, Parliamentarian
 - *Andrew Silverman, C11 Vice Chair, Law
 - *Jeffrey Warburton, Chair, SAPC, Theatre Arts
 - *Malcolm Zwolinski, Renewable Natural Resources

GENERAL FACULTY STANDING COMMITTEES, 2002-2003

Committee of Eleven

*J.D. Garcia, Chair, Physics
*Andrew Silverman, Vice Chair, Law
Diana Archangeli, SBS Rsrch Institute-Linguistics
Beata Blachuta, GPSC representative
Michael Cusanovich, Biochemistry
*Christopher Farney, ASUA representative
*Jory Hancock, Music
John Hildebrand, Arizona Research Laboratory
Thomas M. Holm, American Indian Studies
*Shitala Mishra, Education
Peter Strittmatter, Steward Observatory
*Martin E. Weinand, Surgery
*Marlys Witte, Surgery

Committee on Academic Freedom and Tenure

Ralph Fregosi, Chair, Physiology
Darrell Goll, Vice Chair, Nutritional Sciences
*Ara Arabyan, Aerospace and Mechanical Engineering
Anne E. Atwater, Physiology
Don Bourque, Biochemistry
Donald DeYoung, University Animal Care
Laura A. McCammon, Theatre Education
Victoria Mills, University Library
Julie Anne Plax, Art
James Ratner, Law
Bruce D. Sales, Psychology, Policy and Law Program
Ann Weekes, Humanities

Committee on Conciliation

Dennis Ray, Chair, Plant Sciences
Thomas Ervin, Music
Barry Ganapol, Aerospace and Mechanical Engineering
Jeanette C. McCray, Arizona Health Sciences Library
S. Mae Smith, Special Educ, Rehab & School Psychology
Joyce Verran, Nursing

University Committee on Ethics and Commitment

Richard Friedman, Chair, Microbiology and Immunology
David Ortiz, Vice Chair, History
Janice Dewey, Humanities Program
Elizabeth Evans, English
Gabriel Gonzales-Portillo, Surgery
*Juan C. Heinrich, Aerospace and Mechanical Engineering
Mary Holcomb, Arizona Health Sciences Library
Eileen Luna-Firebaugh, American Indian Studies
Helen Nader, History
John Prince, Electrical and Computer Engineering
Alfred Quiroz, Art
*J. Glenn Songer, Veterinary Science and Microbiology

Committee on Committees

*Shitala Mishra, Chair, Special Educ, Rehab & School Psychology
*Ara Arabyan, Aerospace and Mechanical Engineering
Donald DeYoung, University Animal Care
Gerald Monsman, English
Edward F. Reid, Music
Ninfa Trejo, University Library

Committee on Elections

Nancy Huber, Chair, Agriculture Education
Barbara Becker, Architecture
Paula D. Johnson, Centralized Animal Facility

CONSENT AGENDA
Faculty Senate Meeting
9 Sept 2002

Instruction and Curriculum Policy Committee

CONSENT AGENDA ITEMS

1. Approval of the request from the College of Humanities and the Department of Russian and Slavic Languages to change the name of the department to Russian and Slavic Studies, as detailed in the proposal dated March 1, 2002.

Projected effective date: Fall 2002

Justification: This name change would better reflect the diversity of curriculum in the requesting department.

Approvals:

Undergraduate Council, 2 April 2002
Completed administrative review, 22 April 2002
ICPC, 27 August 2002

2. Approval of the request from the College of Science and the Department of Atmospheric Sciences to disestablish the undergraduate minor in atmospheric sciences and the BS with a major in atmospheric sciences, as detailed in the proposal dated February 15, 2002.

Projected effective date: no later than Fall 2003

Justification: The request for deletion of the major and minor in Atmospheric Sciences is based on graduation rates below 10 for the past decade, difficulties meeting minimum enrollment of 12 students for upper division classes, and the College of Science not being financially able to provide adequate faculty for both the undergraduate and graduate programs.

Approvals:

Undergraduate Council, 2 April 2002
Completed administrative review, 22 April 2002
ICPC approval: 30 April 2002

Strategic Planning and Budget Advisory Committee

Professor Jerry Hogle, Chair
hogle@u.arizona.edu



Institutional Planning, Analysis,
and Special Services
621-3030

August 29, 2002

TO: The Faculty Senate

FR: Jerry Hogle, Chair, for the University-wide
Strategic Planning and Budget Advisory Committee (SPBAC)

Handwritten initials 'JH' inside a circle.

RE: Annual Report to the Senate for 2001-2002

General Parameters --

The *functions* of SPBAC as it is presently constituted are all subsumed under these:

1. To recommend to the President, Provost, and Cabinet the Strategic Plan of the University, including its appendices, *or* revisions of that Plan at times when a full new one is not required; and
2. To make the University-wide "Shared Governance" recommendations on the overall UA Budget to the President, Provost, and Cabinet, including recommendations about
 - requests to the state for new funds,
 - prioritizations and funding sources for new space on campus,
 - reallocations or new allocations within the "All Funds" process,
 - budget reductions when they are necessary, and
 - the *principles* by which reductions, reorganizations, reallocations, and quests for new funds should (or should not) be pursued by the University.

Within these functions, SPBAC studies those larger parts of the University in which issues of planning and budgeting have arisen, all so that it can make informed recommendations. It also strives, as much as time permits, to be a liaison with other representative groups (including the Senate and the College councils or mini-SPBACs) on the principles and directions of planning and budgeting at the University of Arizona. As an extension of all this, the Chair of SPBAC represents it (and the planning and budgeting sides of Shared Governance) on the President's Cabinet and Finance Committee. With that being said, however, SPBAC has not yet drafted a "Mission Statement" of its own, though it has recommended the Mission statement of the University now in the current UA Strategic Plan. One SPBAC endeavor this next year could be a Mission statement for itself, on which Senate input would be very helpful.

SPBAC

SPBAC derives its current powers and responsibilities both from the President and Provost and from the Shared Governance Memorandum of Understanding (see Attachment A) passed by the Senate and signed by the Chair of the Faculty and the President in 1997. To be more specific, SPBAC fulfills the mandate under section B of that Memorandum for a “university-level forum for obtaining full consultation of the faculty on the projected budget.”

In this connection, the *membership* of SPBAC (the current state of which is presented in Attachment B) is, as the Memorandum asks, “at least half” composed of General Faculty members “chosen by way of accepted faculty governance procedures.” Of the 21 voting SPBAC members, 11 are there as General Faculty, and 2 of those are the Chair of the Committee and the elected Chair of the Faculty *ex officio*. Another 6 of the 11 are elected for 3-year terms, two at a time each year, under the *Constitution and Bylaws of the General Faculty*. Those 6 comprise the General Faculty Committee on Budget and Strategic Planning mandated in the *Constitution* (Article V, section 6), and they can meet separately if they wish. But practically this group has been folded into SPBAC since the mid-1990s as the elected “core” of its voting membership. The remaining 3 voting General Faculty members on SPBAC are appointed to it for staggered 3-year terms by the Chair of the Faculty, much as that elected officer appoints faculty to other General Faculty committees under the faculty *Bylaws* (Article V, section 6). This group of 11 General Faculty, in addition, folds into SPBAC what was once the faculty Space Committee, since SPBAC, as noted above, now participates in making University-wide recommendations about space priorities and the funding of them.

Of the 10 further voting members of SPBAC, some (as it happens) are General Faculty members, but they are all there primarily as group representatives from the Staff Advisory Council (SAC), the Appointed Personnel Organization Council (APOC), the Associated Students (ASUA, representing undergraduates), the Graduate and Professional Student Council (GPSC), the Alumni Association, Health Sciences administration, the Academic Council of Deans (from which 2 Deans serve each year), and the President’s Cabinet (from which 2 Vice Presidents are voting delegates to SPBAC). The remaining attendees at meetings listed on the roster are *non-voting* attendees whose information, counsel, and follow-up are essential to SPBAC being well-informed and fully connected to all planning and budget activities at the UA. SPBAC is supported, for which the Chair and Committee are most grateful, by the coordinator and two staff members in the Office of Institutional Planning, Analysis, and Support Services (IPASS).

The overall SPBAC membership, we believe, is thus *quite* broadly representative of the entire University community. Our Health Sciences Center, in particular, is now better represented than it used to be. To increase representative contact between campus-community members and SPBAC (and vice versa), we have even developed a *web site* (about to be operational), with much-appreciated support from Mary Raphael and Nealie Neff in IPASS. The address of the site, which will be “up” soon, is as follows: <http://www.arizona.edu/~SPBAC>. There you will be able find, not only all the information here, but information on virtually all SPBAC activities and the opportunity to

convey your concerns about what SPBAC should or should not be looking into as part of its functions. You can also, of course, e-mail me directly at hogle@email.arizona.edu. SPBAC is very interested in hearing the views of any and all Faculty Senators on anything we do throughout the year. Our current membership includes faculty in the Senate who can help us in this regard (Senators Hancock, Impey, Larson, and Mishra), but if you are not one of those right now, we are always pleased to hear from you, and I can promise you a response if one is requested. SPBAC is but one branch of Shared Governance, and we greatly respect and value the vital importance of the Faculty Senate as another one, which has its own major functions under Section "E" of the Shared Governance Memorandum (again, Attachment A).

SPBAC Activities in 2001-2002 –

- I. *The UA Strategic Plan:* The current Strategic Plan (Attachment C) was recommended by SPBAC, approved by the President, and accepted by the Arizona Board of Regents (ABOR) in the year 2000 when Professor Andrew Polk was SPBAC Chair and I was on the Committee as Chair of the Faculty. The goals and strategies presented there – which constitute a vision of where the University wants to be by 2006 and lists particular processes for getting to that desirable point – were arrived at by SPBAC after *extensive* University-wide consultations. These included one session with the Faculty Senate (leading to several useful suggestions, especially over e-mail) and meetings between SPBAC and *all* the College councils (which are supposed to be or to set up mini-SPBACs at the College level), as well as SAC, APOC, ASUA, GPSC, the Millennium Project Oversight Committee, the Diversity Coalition, the Committee of Eleven, and other groups. The "Measures" at the end of the Plan, also produced with input from SPBAC and what it heard during its consultations, are the ones negotiated between the University and ABOR, which has long mandated the measures by which it wants to assess most aspects of the University. *This last year* (2001-2002) SPBAC and I as its Chair have been involved with this ongoing plan in several ways:
 - explaining its features to various groups (including ABOR staff) on request,
 - helping to update the "Measures" on an annual basis, as ABOR mandates,
 - using it as an overarching guide for recommendations about budget reductions and the implementation delays because of such reductions,
 - employing it as the basis of and frame around SPBAC's "Near-Term Budgeting Guidelines" for 2001-2003 (Attachment D), and
 - working to back it up with an "Implementation Plan and Strategic Budget" for the upcoming five years (see the next segment).

- II. *The Implementation Plan and Strategic Budget:* The most important *long-term project* for SPBAC in 2001-2002, since we had promised it to those College councils who asked for it when we discussed the Strategic Plan with them, was to be (a) a proposed itinerary, with priorities, for implementing the Plan's strategies over five years *and*, linked to that, (b) a five-year UA strategic budget. The latter was to include projected revenues from all known sources as the possible

“income,” out of which prioritized “expenditures” would be recommended in general areas of need ranging from faculty and staff compensation and research support to increased financial aid, restored operating budgets, and improved support for classes and advising at all levels, all (we hoped) in a way helpful to, and not too intrusive into, College-level planning and budgeting. *Subcommittee and full Committee meetings on this effort occupied most of the time SPBAC set aside this last year for long-term planning.*

Ultimately, though, despite the best of intentions, this project turned out to be impossible to complete in this very unusual budget-cutting year. After all, the UA has lost over \$24 million of its *already budgeted* dollars since July 1 of 2001 and nearly \$95 million of what it *expected* in new funds in the budget passed by the Arizona legislature for 2002-2004 that was repealed and then reduced when state revenues began to fall after the Summer of 2001. As result of all that *plus* a low tuition increase by ABOR this last Spring, SPBAC found no reliable way to make any workable five-year projections about revenues. *We therefore decided to delay the Strategic Budget and the Implementation Plan connected to it.*

As it happens, though, we cannot and should not delay this effort indefinitely. Regent Robert Bulla, one of the newest appointees to ABOR, has become Chair of *its* Strategic Planning Committee, which oversees the strategic planning of all three Arizona state universities. He has directed that all three institutions bring the *formats* of their strategic plans more in line with each other – which will mean more work for SPBAC this next year in revisions to the existing Strategic Plan – and he has passed along a request from the Arizona legislature and the Office of the Governor that all the state universities submit some form of *5-year proposed budget* not entirely unlike what SPBAC was planning. We have yet to hear any clear parameters from the state for this second request and thus do not yet know precisely what it involves. But SPBAC stands ready to do its part in this effort, since we feel that such a long-term budget discussion needs to take place, especially if the state and ABOR can help us project possible income in workable ways. *This whole endeavor, in some way or other, will thus continue for SPBAC in 2002-2003.*

III. *The 2002 budget reductions:* Reluctantly but inevitably, SPBAC has had to play a major role in helping to work these out over this past academic year within its more *short-term efforts*. We have thus been a big part of a continuous interchange between SPBAC, the Finance Committee, the Cabinet, and especially the Provost’s Office as it has negotiated with the Colleges. This process has gone on during (a) *the rescission process mid-year* (in which over \$16 million was taken away from the University of Arizona by last March) and (b) *the imposition of cuts for this new academic year on top of the mid-year cuts by the legislature and the Governor*. In this second stage, just under \$8 million was extracted from the UA while the earlier reduction amounts remained in place, leaving us \$24 million down overall compared to our funding at the start of 2001-2002). *All recommendations for the reductions that have resulted, the vast majority of them*

stemming from back-and-forth negotiations between Vice-Presidents (including the Provost) and the units reporting to them (including the Colleges), *have been discussed by SPBAC, and we have made recommendations about them after considerable questioning and study, before the final decisions have been made by the President, Provost, and Cabinet.*

I have been present on the Cabinet throughout all this representing SPBAC, it turns out, and have been gratified to see our administration, facing great pressures of time and lost revenue, allow SPBAC to have extensive input at all stages and even invite SPBAC recommendations, particularly about the principles according to which reductions – and even “strategic saves,” despite the cuts – should or should not be made. I have lost count of the numerous exchanges this last year between SPBAC and the various Vice Presidents about this difficult set of problems. Indeed, all of the VPs (Provost Davis especially), and some Deans and Directors when asked, have very helpfully come to SPBAC meetings to talk through the details of their budgets and possible prioritizations with us. *The 2002-2003 budget documents* – which will be presented by Provost Davis to the Senate at its October meeting next month -- *have all been worked out with SPBAC involvement and based on SPBAC recommendations.* We are not pleased with having to do most of this, needless to say, especially since lost funds mean lost people and positions. But it has all resulted from a Shared Governance process at the University level.

One very particular result of these reduction discussions appears here as Attachment E, and we consider this document to be an important SPBAC contribution to planning and budget considerations now and in the future. Faced with the largest state funding cuts in many years and questions being raised about University programs that might have to be reduced as a consequence, we have first urged the application of our Near-Term Budgeting Guidelines (again, Attachment D) within the Strategic Plan. But we have found that these have proven insufficient for dealing with questions of *where to reduce funding and what programs should be scrutinized first for reduction, reorganization, reallocation, or even elimination*, where by “scrutinized” we mean “according to procedures recommended by the Faculty Senate and approved by the President.” As a result, after much discussion, SPBAC has produced its March 27, 2002, “Priority Recommendations” (again, Attachment E) as a supplement to our Near-Term Budgeting Guidelines. This document, distributed first to the Cabinet, the Finance Committee, and the Academic Council of Deans (with whom I have met about it), asks mainly that all considerations about reductions, reallocations, or reorganization be based on *six criteria of quality and importance to the UA mission* rather than anything else (the first two of the six being the most paramount as we see them). These “attributes of quality,” as the document terms them, are listed on the first and second pages of Attachment E. These are offered as up-front principles of selection *both* for possible budget reductions or reallocations (even this year) *and* for deciding whether University areas should be studied for possible reorganization under Senate and ABOR guidelines, with the

ones suggested for scrutiny first (generally speaking) being those that meet *none or very few* of the six criteria. We even believe that these criteria can play a major role this next year as we deal with our President's promise to the Regents that the UA will present to them a vision of "focussed excellence" as its basic plan for gradual change over this coming decade now that the Board has opened itself to at least considering long-term adjustments in the how the university system operates.

I hasten to say, of course, that these "Priority Recommendations," which even add to the six criteria some other items of immediate concern, are proposals about possible changes *from a planning and budgeting point of view*. They are not intended to usurp, but rather to help enable, among other things, policy decisions that come under the purview of the Faculty Senate, as in Section E of the Shared Governance Memorandum (Attachment A). To that extent, our "Priority Recommendations" are proposed to the Senate itself, as well as to other relevant University groups. We are pleased to note that the Provost has included our six criteria in his message to the University of April 18, 2002, about the changes that now face us all (Attachment F).

In addition, we are equally gratified (though not at all glad, in the circumstances) to see that our Near-Term Guidelines and Priority Recommendations have proven to be relevant to, and influential on, the budget reductions with which we begin this academic year. Overall, units throughout the UA have had to give back 7.7%, mostly in state funds, of the budgets they had in July of 2001. The amount thus generated (\$27,421,354) is in excess of the over \$24 million repossessed by the state since that time. Yet the excess, SPBAC believes, has been truly necessary to help enable "strategic saves" by which dollars have been channeled back to units who need them to provide crucially vital instruction for students and research support for faculty. The resulting reductions in each Vice Presidential unit and College are not uniform, percentage-wise, across the board. Still, as undesirable as it is for all of us, SPBAC finds that this approach, worked out incrementally in negotiations over many months, is best for the meeting of both our six criteria and most of the priorities set forth in the Strategic Plan and our Near-Term Budgeting Guidelines. We are particularly supportive of how this reduction scheme, in general, draws down non-academic areas to a greater extent than academic ones. The President's units and those under Business Affairs have been reduced 9.4% and 9% respectively, while Academic Affairs under the Provost on the main campus has been cut 7.1%, with a lot of careful differentiation within those academic reductions. Even in the College reductions, we have found, efforts have clearly been made to tilt towards as many non-academic cuts as possible, though sometimes "academic" and "non-academic" are difficult to separate. *SPBAC, then, has found this University-wide reduction plan to be reasonable, given that it had to occur at all, and accepts its share of responsibility for it,* though primarily in the hope that such a series of losses does not have to be repeated again. We have even tried to make sure that cuts and new allocations do not prevent us from keeping the UA's promises to our students. When there came

to be some question about whether the University budget was fulfilling the President's pledge of \$1.9 million of additional support for *advising* from the 2001 tuition increase, the current Chair of SPBAC mediated a discussion between representatives from the Cabinet, the University Finance Committee, and the Advising Task Force. The result was an agreement, based on the Task Force's excellent *Report*, that allocated those funds over three years (*instead* of cutting any), with the proviso that the precise allocations for the third year remain open for discussion (though they *will* be for advising, broadly defined), given the vagaries of changing circumstances. At the same time, SPBAC unanimously believes that the UA is a greatly underfunded institution, given all that does and does well, and we now feel that way more than ever.

One more cautionary note now has to be added. SPBAC is mindful that the budget reductions which have just occurred are largely permanent but partly derived from "temporary" funds recoverable on a one-time basis only (\$10,262,668 of those University-wide). That decision, while necessary for our functioning this academic year, means that ways must be found to make that temporary total cut a permanent one before July 1, 2003 – unless of course there is a big influx of additional state funds over this next year that right now looks unlikely. *SPBAC will have to take part in this difficult process too across the coming year, and we will keep the Senate apprised of what happens.*

- IV. *The "All Funds" Budget for 2002-2003 (FY2003):* This budget is the annual allocation of *marginal new dollars* – ones not already committed as ongoing expenditures in College or other unit budgets – as the UA comes into a new fiscal and academic year. It is referred to as an "All Funds" process because several different sources (or "colors") of UA money can be used for funding these expenditures, provided we honor the regulations affecting each "color." These sources include state General Fund dollars; the \$27,421,354 drawn into central accounts from across the University in the budget reduction plan; 22:1 enrollment increase funding from the state; new tuition dollars; Indirect Cost money from the overhead on grants (IDC); investment income (the interest or dividends we have recouped); and amounts that come in from Administrative Service Charges (ASC) remitted to the central University by our auxiliaries (athletics, bookstores, other Student Union vendors, etc.). The final FY2003 "All Funds" allocations under this system, a result of many hard choices, will be enumerated for you by Provost Davis in October. *SPBAC has had several meetings on this budget, as on the items discussed above, and has concluded that this set of allocations, on the whole, is reasonably consonant with the UA Strategic Plan, our Near-Term Budgeting Guidelines, and our Priority Recommendations, given the complex circumstances faced by the UA and the State of Arizona at this time.*

The All Funds revenue begins, of course, with a deficit of over \$24 million in the General Fund (our overall state cuts, as noted above) and an additional drop, compared to recent years, in our investment income. These deficits are made up for, to an extent, by increases in the other "All Funds" money pools, but the

overall result is only \$19,290,285 available for allocation – a relatively low amount made even more of a problem by the fact that we are, as of now, receiving \$0.00 in “Building Renewal” funds from the state after having had (and spent) several million a year on new laboratories, repairs, and refurbishings through most of 1990s. These always necessary expenses will now have to be covered *and limited* by the diminished resources that are still available. Moreover, none of this money covers salary increases. The state has annualized the money needed for the \$1450 raises that all full-time UA employees still working received as of last June, but that money simply passes through to go into contractual salary payments. It does not help in any other area and, as we all know, is extremely inadequate given how far our faculty and staff salaries are below national averages at peer institutions. SPBAC has made it quite clear that we feel improvements in salary levels are vital to the future of the University of Arizona.

In other words, the resulting “All Funds” decisions, along with the budget reductions, do not tell a happy story overall, particularly since so much that is worthy of support has not received what it truly needs and too many people are not presently working for the University of Arizona. Reluctant efforts to reduce expenses further in several areas *permanently* are also not over, as I have mentioned. But SPBAC does believe (1) that these latest budget decisions are the most reasonable ones possible under very difficult circumstances and (2) that it has been a part of a genuine Shared Governance process as these problems have been worked through, one that meets the mandates in SPBAC’s functions and in the Shared Governance Memorandum. We look forward to that kind of process continuing in the future even as we also face tough challenges ahead in planning and budget.

SPBAC Activities we will therefore need to pursue in 2002-2003 --

1. Help craft any necessary revisions to the UA Strategic Plan and supporting documents;
2. Help work out a longer-term “strategic budget” and priority plan, within new guidelines established by the Arizona legislature and Board of Regents;
3. Help find solutions to the problem of over \$10 million in temporary cuts needing to be turned into permanent reductions (though not necessarily from the same places) by FY2004;
4. Do our Senate- and ABOR-mandated part in the process of possibly scrutinizing some University areas for reduction or reorganization;
5. Help work out the “All Funds” budget for 2003-2004, with particular emphasis on pushing the state for substantial salary increases for faculty and staff;

6. Find more effective ways, including and beyond our web site, to be a liaison with many campus groups on University planning and budget; and
7. Craft, as a group, a "Mission Statement" for SPBAC to define our purposes and functions even more precisely.

My thanks to the Senate, on behalf of SPBAC, for your kind attention, your support, and your insights (which are always welcome). Let me know if you have any questions, either via e-mail or at the Senate meeting. It is a privilege to continue working with you.

last updated 08/08/01

THE UNIVERSITY OF ARIZONA
TUCSON ARIZONA

**SHARED GOVERNANCE
MEMORANDUM
OF
UNDERSTANDING**

A

GUIDELINES FOR SHARED GOVERNANCE

The University of Arizona
Memorandum of Understanding Entered into by the Faculty and Administration
Passed in the Faculty Senate September 8, 1997

I. INTRODUCTION

This memorandum of understanding agreed to by faculty and administration outlines principles of shared governance at The University of Arizona and is entered into freely by a faculty and an administration committed to a common vision of the mission of the University. In an era of significant educational change, the success of the University and the positive morale of the faculty and administration are dependent upon continued use of the collective intelligence of the university community in planning and decision-making. Shared governance involves mutual participation in the development of policy decisions by both faculty and administration, and requires shared confidence between faculty members and administrators. This confidence extends to short- and long-range financial priorities for the University, the creation and elimination of programs and units, and a shared understanding that faculty representatives and administrators have the support of the faculty. The following guidelines are intended to elaborate further details in the way the faculty and administration address certain issues. These guidelines express a mutual desire to work together. They do not constitute a legal contract. It is intended that these guidelines be consistent with and not supersede Arizona Board of Regents Policies, including the Conditions of Service and Arizona Board of Regents Policies 6-910 and 6-201(J); the applicable provisions of the Constitution of the Faculty of The University of Arizona (1); the Revised Statutes of the State of Arizona (2); and other documents as described in Section II. H.


II. STRUCTURE AND PROCESS FOR SHARED GOVERNANCE

A. Selection and Review of Academic Administrators and Academic Vice Presidents

The faculty and administration will play a collaborative role in the recruitment, selection, five-year review, and retention decisions as a result of such review of heads of departments or academic unit directors, deans, vice provosts, and vice presidents. The expectation is that these personnel decisions will take place only after full consultation of the faculty has occurred. With respect to the selection or retention of a head or academic unit director, the position of the faculty shall be determined through procedures decided by the faculty of the respective department or unit. With respect to such decisions relating to academic deans, vice provosts, and vice presidents, the faculty shall be represented through faculty chosen by way of an elected faculty committee on committees at the respective college and university levels. Faculty representatives shall comprise half or more of

each search committee and each review committee. Extraordinary reviews shall be conducted by procedures outlined in the University Handbook for Appointed Personnel. It is the responsibility of all committees to ensure open faculty input, including the input of the appropriate elected faculty body.

B. Budget and Strategic Planning

With respect to budgetary and financial matters, the projected budget of University funds will be formulated by the administration with faculty participation, publicized to both the faculty and public, and then reviewed by faculty representatives, chosen by way of accepted faculty governance procedures. A committee on the budget and long-range strategic planning, comprised of faculty administrators, and other sections of the University community as appropriate, shall be the university-level forum for obtaining full consultation of the faculty on the projected budget. At least half of the committee will come from the faculty, chosen by way of accepted faculty governance procedures. The committee will receive full and timely input from the Faculty Senate and regularly report back to the Faculty Senate. University budgets and records of University expenditures will continue to be open to all members of the faculty and the public, as required by law. 

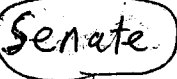
C. Position Searches


All tenured, tenure-eligible, continuing, and continuing-eligible faculty, academic administrative and vice-presidential appointments will be made following open competitive searches with selection based on merit and due consideration of intellectual and cultural diversity. This statement is not intended to prohibit target-of-opportunity appointments.

D. Faculty Representation

Representation of the faculty at all levels of University governance will be carried out by members of the faculty who have been elected directly by their faculty peers or selected by a committee on committees or other faculty body which has been elected directly by the faculty at the University, college, or unit level. Faculty members have the responsibility to participate in shared governance. In work assignments and performance reviews, their participation shall be recognized as service and given the weight necessary to ensure the success of shared governance.

E. Academic and Academic Personnel Policies

Academic and curricular policies rest primarily with the faculty. The creation and elimination of programs and units, policies relating to student affairs and admissions, faculty personnel policy, and the guidelines on faculty and administration salary policy also are among those included within the jurisdiction of shared governance. An initial proposal to change academic or academic personnel policy may come from any source, but the formal consideration and development of such policy changes shall always be undertaken through shared governance arrangements. 

If a substantial minority of any shared governance committee disagrees with any action taken by the committee, their position should be stated with the committee's recommendation. These recommendations then will go through the normal procedure of the Faculty Senate, which is the ultimate representative of the faculty in these areas.  The Faculty Senate and administration will work to resolve any differences they may have so as to attain an outcome that is mutually agreeable to both in the end. When mutual agreement on a policy is reached, the administration will suggest the

steps it intends to take to implement the policy and provide a timeline so as to assure proper implementation of the policy and appropriate faculty review. Except for review and monitoring, shared governance does not extend to management decisions, that is, to the carrying out and implementation of policy that stays clearly within the guidelines of that policy.

Until the point that mutual agreement is reached between the administration and the faculty, the status-quo ante prevails. Only on those unusual occasions where mutual agreement between the faculty and administration cannot be reached and where the President deems action is clearly necessary in order to protect or advance interests vital to the University shall the President or designees act unilaterally.

F. Shared Governance Review Committee

With the purpose of enhancing the smooth operation of shared governance, a review committee composed of the Chair of the Faculty, the Presiding Officer of the Senate, three Senators (elected by the Senate), the Provost, and two other members of the administration shall be established. Its purposes are to address issues regarding the implementation and functioning of the procedures contained in this document, to recommend a process to review compliance with this agreement, and to make recommendations toward more effective working of shared governance.

G. Involvement of Students, Staff, and Professional Personnel

Students, classified staff, and professional personnel should participate in the shared governance process where appropriate and in a fitting manner. A task force shall be appointed to develop further details of this participation for consideration by the Faculty Senate and the administration. This task force should include one representative selected by each of the following groups: Appointed Personnel Organization Council, Staff Advisory Council, ASUA, GPSC, Faculty Senate, and the Provost's Office. The recommendations of this task force should be submitted to the Senate and the administration for further action by the end of the first year of the start of the implementation of the shared governance process.

H. Consistency With Other Documents

It is intended that these guidelines be consistent with and not supersede the applicable provisions of the Arizona Revised Statutes, Arizona Board of Regents policies, the Constitution and Bylaws of the Faculty of the University of Arizona, and the University Handbook for Appointed Personnel.

However, the guidelines are built upon principles of shared governance developed after the Constitution and UHAP were instituted. Therefore, these guidelines are designed to provide a framework for revising those documents, which may be amended to conform with the principles set forth in this document.

I. Continuing Structure and Process

Shared governance on the above-mentioned policies shall also be implemented within the colleges and units, as appropriate to the circumstances of each college and unit, but consistent with the aims and objectives of shared governance.

The Faculty Senate and the administration shall jointly continue to consider the further development

of this memorandum of understanding, and make arrangements to implement the provisions as adopted.

(signature) Peter Likins (President)

(signature) Jerrold E. Hogle (Chair of the Faculty)

(Dr. Hogle and President Likins signed the document on October 6, 1997)

NOTES:

1) From The Constitution of the Faculty of the University of Arizona: "The general faculty has fundamental responsibilities in the areas of academic personnel policy, instruction and curriculum policy, research policy, student affairs policy, ethics and commitment, advice on budget and university support, and acts on such matters affecting the welfare of the University as are brought for consideration in accordance with University policy."

2) From Arizona Revised Statute 15-1601B: "The Universities shall have colleges, schools and departments and give courses of study and academic degrees as the Board (of regents) approves. Subject to the responsibilities and powers of the Board and the University Presidents, the faculty members of the Universities, through their elected faculty representatives, shall share responsibility for academic and educational activities and matters related to faculty personnel. The faculty members of each University, through their elected faculty representatives, shall participate in the governance of their respective Universities and shall actively participate in the development of University policy."

BACK

This site maintained by
The University of Arizona Faculty Center
facsen@u.arizona.edu
last updated 08/08/01

SPBAC MEMBERSHIP

B

<u>Position</u>	<u>Criteria</u>	<u>No.</u>	<u>2002-03</u>
Chair	Faculty member selected by President in consultation with Chair of the Faculty. Prior term on SPBAC.	1	Jerrold Hogle ⁽⁰³⁾
Deans	Appointed by President, not members of President's Cabinet.	2	Marjorie Isenberg ⁽⁰³⁾ Maurice Sevigny ⁽⁰⁴⁾
Cabinet	Appointed by President.	2	Janet Bingham ⁽⁰³⁾ Patti Ota ⁽⁰³⁾
Staff	Selected by Staff Advisory Council	1	Karen Stanley ⁽⁰³⁾
Undergraduate Student	President of ASUA	1	Jennifer Reece for Doug Hartz ⁽⁰³⁾
Graduate Student	Selected by GPSC	1	Antonio Flores ⁽⁰³⁾
Faculty Chair	Chair of the Faculty	1	Jory Hancock ⁽⁰³⁾
Faculty Representatives	Elected members of Faculty Senate Budget Committee	6	Betty Atwater ⁽⁰³⁾ Shitala Mishra ⁽⁰³⁾ Vic Baker ⁽⁰⁴⁾ John Schwarz ⁽⁰⁴⁾ Nancy Huber ⁽⁰⁵⁾ Dennis Larson ⁽⁰⁵⁾
Faculty Representatives	Selected by Chair of Faculty with consent of President.	3	Judy Parrish ⁽⁰³⁾ Chris Impey ⁽⁰⁴⁾ Tony Estrada ⁽⁰⁵⁾
Non-faculty Staff	Appointed by President.	2	Pat St. Germain ⁽⁰³⁾ Jay Rochlin ⁽⁰⁴⁾
Appointed Personnel Representative	Selected by Appointed Personnel Advisory Council	1	Margie Barber ⁽⁰³⁾
Ex-officio <u>Non-Voting</u>	Sr. Vice President for Academic Affairs, Sr. Vice President for Business Affairs	7	George Davis Ed Frisch Nancy Guthrie Dick Roberts Ken Smith Carla Stoffle Joel Valdez
TOTAL		28	

Summary

Faculty	11
Deans	2
President's Cabinet	2
Staff	1
Non-faculty/appointed	3
Students	2
Ex-officio (non-voting)	7
Total	21 voting-members
	<u>7 non-voting-members</u>
Grand Total	28 members

C

THE UNIVERSITY OF ARIZONA STRATEGIC PLAN 2001-2006 PLANNING CONTEXT

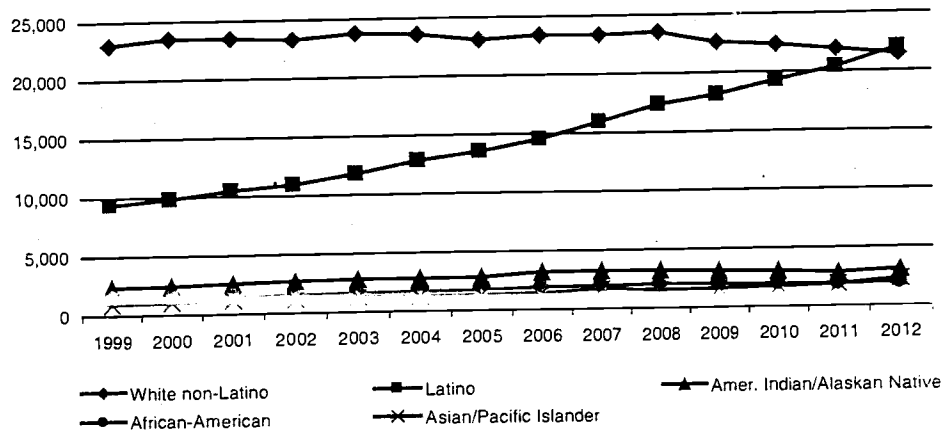
The University of Arizona, the State's land-grant institution, has made remarkable progress in taking its place among the top universities in the nation over the past 20 years. The extraordinary diversity of its students, research, and community collaborations makes possible a synergistic mix of disciplines and interdisciplinary programs. Its strong record of leveraging the social, cultural, economic, and geographic characteristics of Arizona and the Southwest shows that addressing regional issues can prove beneficial to both the university and its surrounding communities. Even so, economic, technological, social, political, and cultural trends suggest that even greater challenges lie ahead.

The following planning context takes into consideration a number of broad environmental trends and their implications. Some of these trends are disturbing, but awareness is the first step to developing effective means for seizing opportunities rather than simply reacting to problems.

I. Demographic Changes

The birth rate in all of the developed countries, including the United States, has already fallen below the rate needed to maintain a steady-state population. Although the number of young people in the United States is expected to increase until about 2015, it will then stabilize and drop quite rapidly. Nothing except a huge influx of immigrants can prevent a decrease in the traditional age labor force (under 65) after about 2025. While the magnitude of future immigration can only be estimated, it is known that developing countries will continue to experience population growth. Emigration to developed countries, such as the United States, will continue to be an attractive option for many living in developing countries. (*The Futurist* by Marvin J. Cetron and Owen Davies; Washington; Mar/Apr 2001).

Research shows that society has made little progress in closing the gaps between the college graduation levels of minority populations and those of Anglos. Unless this pattern is reversed, these gaps will widen and by 2015 the overall share of adults entering the labor force with college degrees will be lower than in 1990 (*Business Week*, September 27, 1999, p.34). The projected number of Arizona high school graduates by race/ethnicity is shown below:



In general, the college-going population either has reflected or will reflect the following social and demographic characteristics:

- By age 24, 48% of young men and women from high-income families have graduated from college; among low-income young adults, the rate is only 7% (Presentation to the Danforth Forum for the American School Superintendent by Kati Haycock, Chicago, Illinois, July 9, 1998).
- According to year 2000 census data, Arizona had the second highest population growth rate in the nation as well as growth in numbers of students over a 10 year period. The number of high school graduates in Arizona will increase 76% between 1997 and 2009, over three times the 23% national average.
- The Arizona high school to college continuation rate is 45%, ranking 47th among the 50 states, and well below the national norm of 57.2%. From 1994-1998, Arizona also had the biggest drop of any state in this rate: -9.4 percentage points. The national average increased 4.1 percentage points over the same time period (*Postsecondary Education Opportunity*, August 2000).
- National data comparing college continuation rates for all students and Hispanics show a downward trend. In 1976 52.6% of Hispanic students graduating from high school continued on with college, in 1998 it was 47.2%, and in 1999 the downward trend continued to a low of 42.2%. At the same time the number of high school graduates of Hispanic descent is growing. (*Postsecondary Education Opportunity*, June 2000).
- In order to stay globally competitive, both national and state officials have expressed the need to develop more effective educational programs for students from preschool through the 12th grade.
- The Department of Education estimates that 2.1 million public school teachers should be hired over the next ten years to replace the large number of retirees, to accommodate rising enrollments, to offset shortages of math and science teachers, and to reduce class size.
- During the 1999-2000 school year, the proportion of Arizona's undergraduates receiving state financial aid grants was 1.4% with the nationwide average proportion standing at 15.4% (*Postsecondary Education Opportunity*, June 2001).
- The Report of The Governor's Task Force on Higher Education (December 2000) stated: "The extent to which Arizona thrives in the New Economy will rely heavily on whether the state is able to provide a trained workforce." This finding has led to a statewide strategy to "raise the level of participation in higher education." <http://www.gtfhe.state.az.us>

Implications for the University of Arizona

In some ways, Arizona's population issues run counter to national trends. Its significant in-migration from across the country coupled with the tendency of its citizens to have large families means the state's population is likely to continue growing. As is the case in so many premier public universities with open access policies, the University of Arizona attracts students from the very brightest to the most challenged. Serving students with a broad range of needs requires a wide range of programs and presents significant institutional challenges and opportunities. These include:

- A student population that encompasses extraordinary heterogeneity in academic preparation, abilities, and ethnicity challenges traditional instructional models and highlights retention issues.
- Greater commitments of financial resources to financial aid are necessary to attract and retain low-income students.
- As increasing numbers of students work while earning a degree, the types of services required may be different than those currently in place.
- Recruiting and retaining a broader range of students challenges the University to develop more individualized methods for student contact, advising, and mentoring.
- Reaching students effectively becomes more important as ready access to the Internet makes students and their parents more savvy consumers and as competition for the best and brightest students escalates.
- In order to stay competitive in the work force, people need to continually upgrade their knowledge. This affects program demand, educational delivery modes, and scheduled class times. Increased demand may compel redefinition of the academic year.

II. The Effect of Shifting Public Priorities

The importance of research and education in a knowledge-based economy is being recognized. More than ever, successful economic development seems to hinge on the innovations and highly educated workforce that universities provide. While the 21st Century is being heralded as "the age of biology," advances in other areas, ranging from computing technologies to broadening applications for the optical sciences, suggest an increased demand for cross-disciplinary and cross-organizational efforts. Similar collaborative efforts among researchers from a different set of disciplinary and organizational groups are needed to develop an understanding about the impact of these advancing technologies and their effects on group and individual relationships.

In addition, the quality of cultural life in Arizona is increasingly dependent on the State's universities. The University of Arizona has long been a center for the dissemination of art, theater, language-learning, composition skills, media arts, and technologies of communication throughout Arizona, the nation, and international venues, including Mexico. Because grant monies are available to the arts and humanities in different ways and to different degrees compared to those accessed by scientific and technical disciplines, the University's constituents need to be reminded of the increasing support required to build and sustain a vibrant, developing, and multi-dimensional cultural life—a major draw to people and businesses from outside the state. This is especially important in this region of intermixed cultures. Given all of these factors, shifting priorities that may affect the University include the following:

- Concerns about aging, health, and more environmentally-benign ways of living have shifted attention and funding towards the biological sciences. For instance, President Bush's 2002 budget provides The National Institutes of Health with funds that add up to a 70% increase since 1998.
- An aging and diverse public will look to higher education and the health care professions to ensure continued quality of life.
- Research and development spending by the top 100 companies in the United States totaled \$100 billion in 1998, up 8.5% from the 1997 total of \$92.2 billion (*Commission on Professionals in Science and Technology*, Comments, p. 9).

- Along with scientific and technological skills, global competitiveness depends heavily on cultural understanding as well as the language, creative problem-solving, and critical thinking skills that are so well-developed among graduates of the arts, liberal arts, and humanities.
- Competency in the arts and humanities is essential to society's capacity to holistically integrate the human experience with technological advancement. Because the value of these foundational programs cannot be readily derived from markets, focused institutional support is important.
- American students are moving away from technically-oriented graduate degrees such as science and engineering, with graduate-level students from abroad filling the void.
- *Business Week* estimates that by 2010 the number of for-profit colleges and universities, including universities developed by corporations to meet their own needs, will exceed the number of traditional colleges and universities. (1/11/99, p.133)
- Voucher systems are growing in preschool through 12th grade, and states are expanding financial aid to these students at the expense of direct funding of public universities. Arizona is a national leader in this shift.
- State support for health programs that address the needs of rural Arizonans contrasts with national trends that forecast a political realignment away from rural areas.
- The Report of The Governor's Task Force on Higher Education has found that improved preparation for the New Economy requires a strategy to "increase the amount of targeted research, technology transfer, and business and workforce development provided by higher education."

Implications for the University of Arizona

The Report of The Governor's Task Force on Higher Education in December 2000 recognized the direct relationship between a strong system of higher education and the state's economic health. As that report noted, economic success and cultural development depend on increased collaboration, commitment, and investment. The mandated state-wide initiatives provide the University with significant opportunities and challenges, including the following:

- Arizona's active support for the development of businesses that participate in its high technology clusters will increase the demand for highly skilled graduates who will be expected to constantly upgrade their skills. Demands on the University's research enterprise will also increase.
- As research leads in new and often unexpected directions, the ability to assemble responsive research teams will be increasingly important.
- Perpetual technological change means policies related to technology transfer and business development are likely to require regular monitoring and revision.
- The need for improved collaborative skills may place new University generated demands on the Cooperative Extension Service, as units endeavor to gain expertise in "making science useful" and in bringing people in local communities together to solve local problems.
- Applied advances in medicine and pharmacy, and the knowledge gleaned from scientific investigation by the faculty in public health and nursing, are assisting in providing enhanced methods of both prevention and treatment.

- Advances in programs such as the Rural Health Rotations Program, the Arizona Telemedicine Program, and the Arizona Poison and Drug Information Center are likely to require increasing resources as services in Arizona are expanded and as developing countries look to these units for models of health care delivery.
- The proliferation of for-profit institutions, corporate universities, and other professional preparation programs could negatively affect student demand.
- The lines between instruction, research, and collaborative efforts are increasingly being blurred. Review procedures that provide for more balanced faculty evaluations may be warranted.
- The need for better schools challenges the University to produce high-quality school teachers (preschool through grade 12).
- Raising support for arts and humanities initiatives is vital to a rich cultural life.

III. The Effect of Financial Issues

Government funding for public universities has consistently fallen below maintenance levels. Students, programs, the people who work in higher education, and ultimately the entire community are being affected. This, coupled with nearly a decade of inadequate reimbursements from health maintenance organizations (HMOs), the decrease in federal compensation to hospitals (particularly teaching hospitals) and the ever-increasing costs tied to research discoveries at pharmaceutical companies, all indicate that universities must become more aggressive in the competition for funds.

Most states severely reduced funding increases to public higher education during the early 1990s. Although the political climate has recently become more favorable for universities, this change comes at a time when the economy is flattening. Nationally, for the last 5 years, prosperity has permitted an average increase in state appropriations for higher education of 5.8% per year. In Arizona, where job growth has been third highest in the nation and will be more than twice the national average over the next 2 years, increases in state higher education appropriations have averaged just 5.4% over the last decade, an amount insufficient to cover even basic increases in costs. Additional impacts include:

- Federal and state appropriations used for providing higher education to veterans and minorities is expected to decline.
- The Federal government continues to consider reducing or eliminating indirect cost recovery on grants and contracts, a major source of institutional support.
- The 20-year trend of shifting the costs of higher education from the taxpayer to students and families is expected to continue. State support has not kept, and will not keep, pace with instructional costs; tuition is expected to increase in an attempt to cover a portion of the shortfall.
- The lack of financial support during prosperous times leaves the university especially vulnerable when economic growth levels off to more historically normal levels, as is projected for 2001 and beyond. A recession could further disrupt university budgets at the very time that expanding numbers of new high school graduates and the newly unemployed increase demand for higher education.
- State funding levels are not tied to inflation nor do they fully fund University maintenance and utilities. This creates a situation of chronic under-funding.

- One-fifth to one-half of four-year college undergraduates and their parents have major concerns about financing a college education and are not prepared to do so (*College Affordability: A Closer Look at the Crisis* by Jerry S. David. Washington, D.C.; Sallie Mae Education Institute, 1997).
- The proportion of the State's budget devoted to higher education has steadily decreased from 19% in 1980 to 13.4% in 1998. This trend is not expected to change.
- Salary levels (1999-2000) for graduate assistants at the University of Arizona seem competitive with the University ranking 6th out of 26 peer institutions. However when required tuition and fees are subtracted from these salary levels, the ranking falls to 14th, placing the University of Arizona at the 54th percentile and negatively affecting its ability to successfully compete for top graduate students.
- During the fall of 2000, Arizonans passed two ballot initiatives that directed increased sales tax revenues to public education and set aside tobacco settlement funds for use in rural health initiatives. The passage of these initiatives are an indication of public support. While this is a positive development, such funding is restricted to specific programs and fails to address chronic operating and maintenance needs.

Implications for the University of Arizona

The University of Arizona has performed surprisingly well given its available resources. Of the 12 public land-grant Doctoral Extensive universities that have a College of Medicine, the University of Arizona is the second lowest in combined state and tuition funding per student and is more than \$1,200 per student below the national average in annual spending. In addition:

- Unlike most other states, the University must fund the lion's share of the construction or repair of its own buildings. Debt service rose from just over \$9 million in 1985-86 to \$38 million in 1999-2000.
- Based on the Arizona Board of Regents comparison of public universities, Arizona in-state tuition per student is the second lowest of major public universities in the country. Tuition increases have been smaller than national trends since the 1970s.
- In order to provide the level of education required by today's students, the University is making major investments in information technology. Salary expenditures for information technology staff positions alone have increased 72% in the last 5 years compared to a 25% increase in salary expenditures for all other classified staff positions.
- The University of Arizona produces 15% more Ph.D.s and first professionals than the other two state universities combined. The costs to prepare these students are significantly higher than those related to non-scientific or non-technical disciplines. Given the University's distinctive mission in the state system, it is able to support fewer of these students than it should.
- For decades, Arizona's universities enjoyed the distinction of being among the state's premier places of employment when it came to wages and benefits. The improving economic climate in Arizona, coupled with nearly full employment rates, means that the state's universities are suddenly less able to compete for employees in all areas and are less able to retain the ones they have. The staff and appointed personnel at the University of Arizona have become prime targets for other organizations needing competent employees.

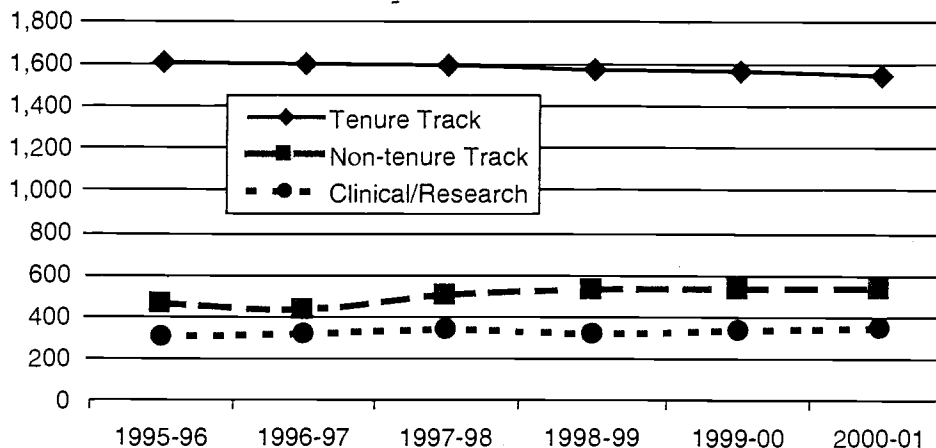
- Budgetary shortfalls show up most dramatically in declining faculty salaries compared to the national market. During the late 1970's, the State's priority to build higher education resulted in faculty salaries at the University averaging 10% above salaries paid by its peers. Today, those salaries fall 10% below its peers, all of them public institutions. The salary gap with private universities is much more than 10% and is steadily widening. Faculty are also being lured to private businesses.
- Recent increases in the employee portion of health insurance and co-pays will tend to have a disproportionately negative effect on staff and professionals.

IV. The Effect of Campus Climate

Creating a campus climate that allows for the recruitment and retention of creative and productive people at the University is a constant challenge. It requires sustained effort and new thinking to make the University and the campus a place where people want to be. Creating greater campus diversity must be recognized as a means to greater University achievement, not only as an end in itself. Consequently, these are some campus climate considerations:

- Discussion of ethical issues and dilemmas are more central for all at the University as campus populations become more diverse and more representative of the global community.
- The role of graduate assistants and post-doctoral students in teaching and research is important and unique. Due to their status somewhere between students and regular employees, organization and unionization efforts are increasingly common. There needs to be fuller recognition and understanding of graduate assistants as valued associates in the accomplishment of the University's mission.
- Following a national trend, tighter departmental budgets mean that more teaching is being done by non-tenure track faculty, including part-time faculty and lecturers. Although these employees perform many of the same duties as tenure and tenure-eligible faculty, they often feel marginalized due to significantly lower salaries and often have little voice in the development of the curriculum as well as other departmental or governance issues.

Faculty Trends



- Applicants, students, and staff all expect administrative systems to match or exceed what they experience with commercial on-line applications in ease-of-use, personalization, and breadth of coverage.
- In the College of Medicine the ability to use clinical income to support teaching and research continues to decrease. With ever-increasing pressure on faculty to provide patient care, there is less time left for valuable clinical research efforts.

V. Conclusion

So far the University of Arizona has done a remarkable job of doing more with less, as reflected in the recent North Central Association (NCA) reaccreditation self-study and team report. Recent increases in specific program funding will permit doing more in a few areas. A public institution has many responsibilities and obligations with a multi-faceted mission and a dedication to serving students well. Because financial requirements will continue to outstrip available resources overall, finding effective solutions to staffing, enrollment management, diversity, and campus climate issues will be a major challenge. Failure to meet these and other challenges will have major consequences for the State of Arizona and its people.

As shown in the Report of the Governor's Task Force on Higher Education, there have been recent clear indications that government and business leadership in the State of Arizona are increasingly viewing Arizona's universities as an essential resource for increasing and sustaining economic growth and quality of life. It can be concluded that the State and the University of Arizona must support one another, even more deeply and imaginatively, to achieve common goals in a challenging future.

**Near-Term Budgeting Guidelines 2001 - 2003
January 25, 2001**

Mission: To discover, educate, serve, and inspire.

Description

The University of Arizona, an outstanding public, land-grant, educational, and research institution, is dedicated to preparing students for an increasingly diverse and technological world and to improving the quality of life for the people of Arizona and the nation. The University provides an environment for discovery where distinguished undergraduate, graduate, and professional education are integrated with world-class basic and applied research and creative achievement to enhance everyday life at the community, national, and international levels.

Vision: To be a preeminent student-centered research university.

Strategic Plan Goals

Goal A: To be a distinguished and accessible center of learning and discovery.

Goal B: To enhance the University community as learner centered and to create a genuine sense of belonging.

Goal C: To improve the quality of life of the people of Arizona through outreach.

Goal D: To gain and retain the human and physical resources and environments required to achieve the university's vision and goals.

Priorities

Student Recruitment

- Provide financial aid, adequate compensation, reasonable teaching loads, and other incentives to successfully compete for top quality graduate students.
- Provide financial aid and other incentives to more successfully compete for the top high school and community college transfer students.
- Provide adequate resources to identify and successfully recruit from a student applicant pool that reflects the diversity and quality necessary to assure a valuable and well-rounded university experience.

University Programs

- Enhance the quality of university programs by ensuring competitive faculty, graduate student, and staff compensation.

- Increase support for programs with steadily increasing student demand within reasonable limits.
- Support only those student services that have demonstrated effectiveness in improving student success, learning, and retention.
- Support high quality programs that are nationally ranked; are rapidly becoming recognized at the international, national, or regional level; or that otherwise demonstrate excellence.

State Issues

Address critical issues of importance to the State including:

- Access
- Economic Development
- Quality of Life
- Workforce Development

Infrastructure

Support infrastructure activities, facilities, technologies, compliance, training and/or development that are critical to achieving the University's priorities for instruction, research, and outreach.

General Considerations

Promote:

- Investments that complete the necessary conditions for achieving an individual goal or objective of the strategic plan.
- Investments essential to the physical operation of the University.
- Investments made now for a central program or activity that avoid substantially larger investments later to achieve the same result.
- Investments that make significant contributions to two or more of the strategic plan goals and objectives.
- Small investments to achieve an entire strategy.
- Investments that promote increased additional revenues for the university.

SPBAC Recommends Holding The Line in the Following Areas

- Avoid overall reductions in workforce capacity for academic units.
- Protect existing library dollars.
- Refrain from using new state dollars beyond proposition 301 to fund state issues in the short term.
- Reexamine increasing support for programs with a steady record of low student demand.

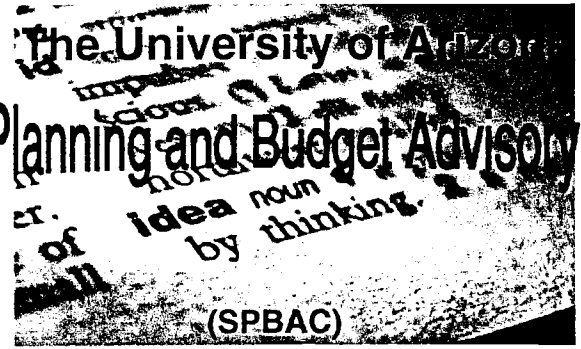
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Strategic Planning and Budget Advisory Committee

Professor Jerry Hogle, Chair
hogle@u.arizona.edu



Institutional Planning, Analysis,
and Special Services
621-3030

March 27, 2002

TO: The President's Cabinet and the Finance Committee

FR: The UA Strategic Planning and Budget Advisory Committee
(through Jerry Hogle, SPBAC Chair)

RE: Priority Recommendations for FY 2003 to supplement our own
"Near-Term Budgeting Guidelines" for 2001-2003

SPBAC still stands behind the Near-Term Guidelines that it advanced last year, as well as our current Strategic Plan. But we are aware that conditions, especially in state funding, have changed greatly since that time, so much so that the areas in those Guidelines now need to be *prioritized* with special urgency. We want to urge that our Strategic Plan objectives be pursued, given declining General Fund dollars, through thoughtful attention to the following recommendations as the UA proceeds into All-Funds Budgeting for FY 2003:

1. We accept the reality that there will be *budget reductions in academic programs in order for the UA to deal with current and impending General Fund Reductions*. We believe that these should be variable cuts, however, and pursued with an eye to what is really most vital to the educational, research, and outreach missions of this University. Within that general parameter, however, we recommend that judgments about cuts, short-term or long-term, be based on consistently applied *criteria of academic value*. Academic units should be evaluated for possible budget reductions in the current financial context, we believe, based on the following attributes of quality:
 - *Educational Excellence*: includes demonstrations of unusually high quality and effectiveness in teaching in the unit as a whole, with special consideration given to effectiveness in teaching a diverse student community

- **Research and Creative Excellence:** includes national rankings (within the top 20% of comparable units nation-wide); significantly increased recognition at international, national, and regional levels; and/or other demonstrations of true excellence in research or creative endeavor
- **Student Demand:** includes high or significantly increasing enrollments, provided the teaching is being done primarily, or closely supervised, by faculty
- **Vital Public Impact:** includes demonstrable need for this program in Arizona, the southwest, the nation, and/or the world
- **Revenue Generation:** includes capacity to attract more non-state revenue than the state funding allocated to this enterprise
- **Interdisciplinary Need:** includes the importance of this program to the success of other units or programs *or* to the growing interdisciplinarity of the UA

In our view, those units which cannot demonstrate high quality in *any* of these areas should be the first examined for possible cuts or elimination. If such reductions are insufficient to recover the amount of funding needed for state-based cuts, scrutiny should be applied to units that truly satisfy *only one* – or, in extreme circumstances, just two -- of the above criteria. In any case, reductions or eliminations should be proposed and/or carried out only by way of the appropriate shared governance procedures at this University.

2. At the same time, we understand the need for *reallocations* beyond short-term budget cuts, since too much temporary money is still being spent on permanent commitments and there need to be dollars available (as SPBAC has long urged) to pursue exceptional opportunities or to meet exceptional needs that fall within our mission. We therefore make the following recommendations about reallocation:

- a. Commitments now being funded by temporary dollars should all be examined for the extent to which they meet the above six criteria. Those programs that are *both* dependent on temporary dollars *and* meet none or very few of those criteria should have their temporary funding reduced or eliminated. In addition, as the UA considers future commitments, the Provost and others (using shared governance processes) should put constraints on the use of one-time funds for such ongoing purposes.

- b. If transfers of money are necessary to fund exceptional opportunities or needs, the areas to which the funds are transferred should generally be, or have demonstrable potential to be, *strong* in at least half of the above six criteria. In the cases of units that may lose funds for reallocation, in turn, we recommend that they be selected only from those who satisfy *none or very few* of the above six criteria. Evidence for such decisions (and for those under # 1 above) should include Academic Program Reviews, all of which include external reviewers and constituencies. In urging this approach, moreover, we are assuming that reallocations will not necessarily mean the same budget percentage from every college but will result from a careful examination

– by the Provost, among others, using appropriate processes of shared governance – of the relative strengths and efficiencies of units within the above six criteria.

3. We further endorse ongoing and incipient efforts to *assess the effectiveness and necessity* of non-academic and student-service programs throughout the University. Those among these shown to be ineffective over a reasonable time *relative to their stated objectives*, or less necessary or useful than they were predicted to be when they began, should be scrutinized for possible reallocations to academic programs that meet at least half of the above criteria. Student support programs that foster retention to graduation, however, warrant special consideration. Some of these assessments, we also believe, should consider the feasibility, fairness, and efficiency of possibly outsourcing some non-academic and service areas so that savings from their current University funding may be reallocated to valuable academic programs.
4. Every reasonable effort should be made to minimize the need for remedial education classes as our student population grows. *Provisional admissions, in our view, should be curtailed as soon as possible.* Such students, even if they must be admitted, should be encouraged to complete their preparation by way of Community College offerings. We believe our University should guide a diverse student community into avenues that (A) maximize their individual chances of success, (B) allow us to provide the instruction and other opportunities for students most appropriate to our mission as a student-centered research university, and (C) preserve the quality of the learning environment that results from diversity in the student body.
5. All viable efforts should be undertaken to *enhance University revenue soon* without making the UA inaccessible to qualified students. These include a double-digit percentage rise in tuition as soon as possible; more flexibility from the Regents in our management of financial aid; selective uses of more differential tuition, especially at the graduate level; more scholarship and research support through Campaign Arizona; and reasonable quests for more sources of funding than are currently available to us.
6. Programs that receive state funding should use those dollars in ways that allow our best faculty to do their best work to meet state needs. Therefore the University, through reliable sources of information and proper shared governance advice, should *more closely monitor the present uses of targeted state funds* by departments and programs to assure that those uses match the known intent behind the dollars and are appropriately frugal in the process. Uses of such targeted state funds that do not sufficiently match funding intentions or do not show prudent budgetary management should be shifted as soon as possible to uses that clearly meet the criteria specified in the targeting of state resources.

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- Auxilliaris

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April 18, 2002

MEMO TO: Deans, Directors, Department Heads, and Faculty
FROM: George H. Davis, Senior Vice President for
Academic Affairs and Provost
RE: Supporting Excellence

There is no doubt that the university is going to suffer some severe financial strains over the next several years. Despite this it is my firmly held position that the programmatic excellence the University has attained must not be sacrificed. Over the past several decades the University of Arizona has advanced to become one of the finest public research universities in the nation. A significant milestone occurred when the UA was invited to join the most prestigious public and private academic institutions in the country as a member of the Association of American Universities. And we have continued to garner national and international recognition since. The UA currently ranks 18th nationally in extramural funding among public universities; the quality of our faculty in seven programs was ranked among the top twenty nationally by the National Research Council; and we count among our distinguished teacher-scholars members of the National Academies of Science and prestigious fellowships including MacArthur, Rockefeller, and Guggenheim. Lest it be assumed that outstanding scholarship and teaching do not coexist, 77% of UA undergraduate students rank the faculty as excellent. Our forty-three active Regents Professors and twenty University Distinguished Professors are symbolic of our emphasis upon outstanding research *and* teaching.

Of course we still have work to do. For example, NCA reminds us that our efforts in creating a more diverse faculty are lagging. We must have an effective action plan in place by Spring 2003, which not only underscores our institution commitment to diversity, but provides a roadmap.

I am especially aware of the quality of the faculty during this time of year, when I am heavily engaged in the review of promotion and tenure dossiers. This activity allows me to see clearly and unmistakably the outstanding quality of our faculty. What a pleasure it is, for example, to read letters received from external reviewers as they assess the talent and contributions of our teacher-scholars. Furthermore, I become informed of the quality of our people and programs through frank conversations with expert colleagues from other institutions invited to conduct reviews of four academic programs. Those sessions almost always leave me feeling exceptionally proud of the faculty and faculty leadership in this university.

Overall, the University of Arizona's record of achievement is to be prized and nurtured. Yet, the rescissions of FY02 and the sobering budget projections for FY03 give rise to deep concern about sustaining the quality that has characterized the UA. We must respond by demanding that our onerous budget situation be addressed at every level through the support of excellence and essential mission responsibilities. As one of my colleagues has observed, we must not allow budgetary vicissitudes to drive us to uniform mediocrity. Instead, we must fortify our will to selected excellence.

SPBAC is offering guidance for decision-making required to align our budget with programmatic activities. The evaluative criteria recommended by SPBAC acknowledge the vital need to make judgments about quality and centrality of our research, scholarship, and teaching. Furthermore, they include the imperative of serving an increasingly diverse student community more effectively.

Educational Excellence: includes demonstrations of unusually high quality and effectiveness in teaching in the unit as a whole, with special consideration given to effectiveness in teaching a diverse student community.

Research and Creative Excellence: includes national rankings (within the top 20% of comparable units nationwide); significantly increased recognition at international, national, and regional levels; and/or other demonstrations of true excellence in research or creative endeavor.

Student Demand: includes high or significantly increasing enrollments.

Vital Public Impact: includes demonstrable need for this program in Arizona, the southwest, the nation, and/or the world.

Revenue Generation: includes capacity to attract more non-state revenue than the state funding allocated to this enterprise.

Interdisciplinary Need: includes the importance of this program to the success of other units or programs or to the growing interdisciplinarity of the UA.

By way of example, I personally believe we must not permit top nationally ranked programs to slip. Programmatic excellence takes decades to achieve, yet can be eroded in "ten minutes." We must continue to exploit the leveraged potential we have in Prop 301 areas of emphasis, namely optics, water, biotechnology (including biomedical science), information science and technology, and strategic workforce development (e.g., teacher preparation). Furthermore, we must address opportunities and meet responsibilities in strengthening and integrating programs that take full advantage of our unique cultural and geographic location. Establishing clear priorities is essential.

All vice presidential areas have been asked to take stock of how to achieve reductions as great as 7% for FY03, with the knowledge that an important fraction will be permanent. How much is truly permanent will remain unknown for some time, for it depends importantly upon tuition setting and legislative decisions on budget both for FY03 and FY04. Without question, however, we will be working with less overall, and thus there are some things that we simply will not be able to continue to do as fully, if at all. In making those difficult choices, we must be mindful of our commitment to quality. It will be difficult and taxing to merge, trim, and cut programs in order to wrestle programmatic activities into alignment with revenues and to garner institutional resources that will permit me to respond to critical needs in academic units. President Likins envisions that restoration of overall budget will begin as early as FY04, at which time selective reallocations could begin to take place. Careful planning now will better equip us to seize upon promising opportunities later.

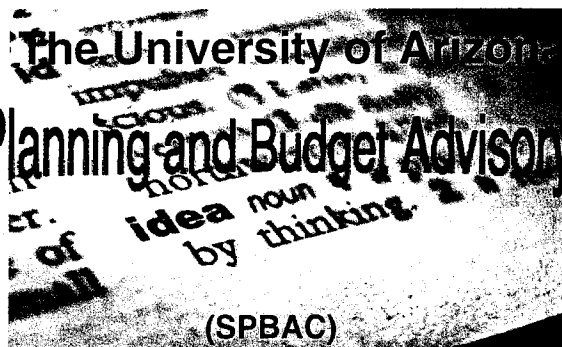
We are not alone in the national higher education landscape in facing these challenges, even though we are nearly alone in our 49th position among state in tuition level(s), keeping tuition "free as possible." Some universities are just riding out the storm in whatever ways possible, whereas others are actively calling upon fundamental strategic principles and values in decision-making. In our situation, must take the latter path. Although the resolve required in the short term will be great, our commitment to excellence demands it. Quoting Laurence McKinley Gould: "Good is the enemy of excellence."

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The University of Arizona Strategic Planning and Budget Advisory Committee

Professor Jerry Hogle, Chair
hogle@u.arizona.edu



Institutional Planning, Analysis,
and Special Services
621-3030

August 1, 2002

TO: President Likins, Provost Davis, Vice President Valdez, and the entire Cabinet

FR: Jerry Hogle, Chair, on behalf of the UA
Strategic Planning and Budget Advisory Committee (SPBAC)

RE: The use of Indirect Cost (IDC) funds “off the top” to pay the debt service on the projected buildings for IBSB, Medical Research, and Chemistry

As we decided in a recent Cabinet meeting, I called a special summer meeting of SPBAC on July 25 and asked the whole group to consider this key planning and budget question, with the aid of Vice President Powell, who provided a great deal of information and insight on the matter. All those present (a wide SPBAC cross-section) discussed all the ramifications, with considerable Health Sciences input too, and concluded on making *the following recommendations* to you:

1. ***IDC funds should be used to pay debt service right away only on the funding still needed for the IBSB building.*** For the UA to commit 10% of its IDC funds “off the top” for *three* buildings at once, as per figures Dr. Powell gave us, would be too unworkable, in our view, though SPBAC does support the construction of these buildings over time. Too many important units vital to the UA Strategic Plan would be deprived of too much of the IDC they now have – *on top of deep cuts* – to conduct their operations so essential to the University’s mission.
2. We would add, however, that ***the debt service from IDC assigned to the IBSB building should be kept as low as possible.*** If, for example, gift funds increase fairly soon for this project, the amount to be financed would be less and the IDC support could drop accordingly. We urge the UA Foundation and Campaign Arizona to do their best to ensure that increased giving for IBSB makes that happen.

SPBAC

3. We also urge that the gifts to Campaign Arizona be examined closely to see if any of them – and which ones – are being designated for faculty and research that will be housed in the IBSB complex *or* perhaps in the Medical Research and Chemistry buildings. If such eventual locations are connected to particular gifts, ***discussions should begin in these cases among the parties involved to see if a portion of the funds collected could be applied towards some payments for the space that those researchers would use.*** This approach is already being used in the Health Sciences.
4. At the same time, ***we urge that the University indicate its solid support for the Medical Research and Chemistry buildings,*** since they are quite important to the University's mission and future. This announcement should indicate, we think, that IDC funds *may* be used at later stages to support these projects, even though it may have to be employed in a *phased* way to do so. Meanwhile, ***other sources of funds should be sought to fund the Medical Research and Chemistry buildings to the greatest extent possible.*** Efforts to attract gifts towards these projects, especially, should be intensified. Depending on future circumstances, IDC funds should perhaps be considered as *matching money* that could be joined to dollars first raised from other sources for these buildings.

Overall, then, we urge a phased development of support for these three buildings, with IBSB "first in line" for a limited amount of Indirect Cost money during FY2003. For us the President's positioning of the IBSB building as the top construction priority for Campaign Arizona should be upheld, albeit through a complex combination of funding sources. SPBAC greatly respects the outstanding research aims of many of our colleagues, but we also believe that their *present* efforts across the whole University also need IDC support just as much as their future ones. Thank you for considering this recommendation, and good luck in your efforts to support our important research aspirations.

THE UNIVERSITY OF ARIZONA STRATEGIC PLAN 2001-2006

Mission

To discover, educate, serve, and inspire.

The University

As a public land-grant institution, the University of Arizona provides an accessible environment for discovery where distinguished undergraduate, graduate, and professional education are integrated with world-class basic and applied research and creative achievement. The University prepares students for a diverse and technological world while improving the quality of life for the people of Arizona, the nation, and the world. The University of Arizona is among America's top 20 research universities (based on NSF total research expenditure data) and is one of about 60 select institutions recognized by membership in the Association of American Universities.

Geographically, the University includes the Tucson campus, which is comprised of seven academic colleges, four professional colleges, and four colleges comprising the Arizona Health Sciences Center (which also includes University Medical Center and University Physicians). It also reaches people throughout the state by encompassing the Science and Technology Park; the Cooperative Extension Service with locations throughout Arizona; the Phoenix campus; and UA South, a branch campus in Sierra Vista (see map on cover).

Compared to other top research universities, the University of Arizona is unusually accessible to students of modest means and wide-ranging backgrounds. This is a place where every student is given the opportunity to reach high goals, and many students and faculty reach the very highest levels of excellence.

Vision

To be a preeminent student-centered research university.

"The University of Arizona strives for the highest degree of excellence possible in the discovery of new knowledge and new forms of expression while providing its students and its wider communities with the best possible access to the fruits of those discoveries in ways that invigorate, empower, and inspire all its participants towards life-long learning."

- Peter Likins, President

A student-centered research university is a place of learning and discovery where students:

- have access to world class faculty and research facilities.
- will be exposed to leading-edge scholarship integrated into the curriculum throughout their educational experience.

- can expect individual and small-group educational experiences.
- have opportunities for learning beyond the classroom.
- can expect to be challenged to advance, grow, and achieve.
- will find instructional technology used to support different learning styles.
- will engage in and be members of a diverse community.
- will find an atmosphere of mutual respect and responsibility.

A student-centered research university is also a place of research, creative activity, and collaborative relationships where:

- researchers are valued for the important contributions they make to the advancement of learning, creative expression, scientific knowledge, and quality of life.
- collaborative relationships across campus disciplines, institutions, economic entities, and community boundaries are the rule rather than the exception.
- researchers (scientists, artists, and scholars) can expect the equipment, facilities, and resources needed to advance premier work.
- learning through research, teaching, and collaborative relationships is so well integrated that it is impossible to advance one element without advancing all the rest.
- research is important to the University's ability to attract, retain, and educate students at all levels.

Goals and Objectives

Organization and Quality of the Academic Enterprise

GOAL A. Enhance the University of Arizona's position as a preeminent and accessible center of learning, research, and discovery.

Objective A.1. Enhance undergraduate students' abilities to learn and discover through active and traditional learning and through the integration of teaching, research, and service.

Objective A.2. Support programs that develop graduate and professional students and enable them to excel in their chosen careers, advance their fields, and make significant contributions to their communities.

Objective A.3. Provide all dedicated students with:

- a foundation of knowledge both generally and within special areas or fields.
- critical thinking and creative problem-solving skills.
- effective oral and written communication skills.
- the ability to find, evaluate, and use information.

- the ability to appreciate and analyze ethical and moral issues.
- the ability to engage in self-evaluation.
- the ability to learn from and work with others to attain these ends.

Objective A.4. Enable students, faculty, staff, and appointed personnel to engage in discovery and creative endeavor of the highest quality.

Collaborative Relationships in Learning and Research

GOAL B. Collaborate with the people and organizations of Arizona and beyond to improve quality of life through research and community engagement.

Objective B.1. Improve the quality of life through the University's educational programs, research and creative activities, and community service programs.

Objective B.2. Improve quality of life by addressing health, cultural, social, and economic concerns.

Objective B.3. Improve University coordination and communication of programs across the State.

Objective B.4. Collaborate with community groups, governments, and for-profit entities to promote community economic development, enable the community and State to benefit from regional and global changes, and contribute to the economic well-being of communities served by the University of Arizona.

Objective B.5. Promote programs from preschool through college that better prepare students for life-long learning.

Organization and Quality of Campus Life

GOAL C. Create a dynamic, inclusive community that excites and engages its members and promotes a sense of belonging.

Objective C.1. Bring the campus community together to build a respectful, collaborative, and just learning environment.

Objective C.2. Create a dynamic, caring, and responsive community where students, faculty, staff, and appointed personnel can be productive, unhindered by impediments based on considerations such as gender, religion, race, ethnicity, physical ability, age, or sexual orientation.

Objective C.3. Create a campus environment that is welcoming in its messages and behavior, fosters an appreciation of heritage, and is aesthetic and accessible in its design of buildings, landscape, and open spaces.

Objective C.4. Maintain and nurture a healthy and safe campus community.

Support for the Academic Enterprise, Research, Collaborative Relationships and Campus Life

GOAL D. Enable the members of the University community to gain and use the institution's financial and physical resources to support the University's mission, vision, and growth.

Objective D.1. Maintain long-term expenditure projections that are informed by the strategic plan and linked to revenue estimates.

Objective D.2. Provide resources to all units sufficient to support their key missions.

Objective D.3. Make the University of Arizona the educator and employer of choice through its positive presence; valuing of work at all levels; and respect for both the academic and the natural environments.

Objective D.4. Address campus needs through the judicious application of technological solutions.

Objective D.5. Assist in creating a comprehensive campus plan that promotes, reflects, and supports the University; serves as a guide to sustainable, effective, and responsible campus development; and recognizes the sensitive balance between our urban and desert environments.

THE UNIVERSITY OF ARIZONA STRATEGIC PLAN 2001-2006

STRATEGIES

To meet the goals of the Strategic Plan, the University is committed to the following strategies, although these should not be considered the only ones available either to the University as a whole or to individual units.

ORGANIZATION AND QUALITY OF ACADEMIC ENTERPRISE

GOAL A. ENHANCE OUR POSITION AS A PREEMINENT AND ACCESSIBLE CENTER OF LEARNING, RESEARCH, AND DISCOVERY

OBJECTIVE A.1. ENHANCE UNDERGRADUATE STUDENTS' ABILITIES TO LEARN AND DISCOVER THROUGH ACTIVE AND TRADITIONAL LEARNING AND THROUGH THE INTEGRATION OF TEACHING, RESEARCH, AND SERVICE.

OBJECTIVE A.2. SUPPORT PROGRAMS THAT DEVELOP GRADUATE AND PROFESSIONAL STUDENTS AND ENABLE THEM TO EXCEL IN THEIR CHOSEN CAREERS, ADVANCE THEIR FIELDS, AND MAKE SIGNIFICANT CONTRIBUTIONS TO THEIR COMMUNITIES.

OBJECTIVE A.3. PROVIDE ALL DEDICATED STUDENTS WITH:

- A FOUNDATION OF KNOWLEDGE BOTH GENERALLY AND WITHIN SPECIAL AREAS OR FIELDS.
- CRITICAL THINKING AND CREATIVE PROBLEM-SOLVING SKILLS.
- EFFECTIVE ORAL AND WRITTEN COMMUNICATION SKILLS.
- THE ABILITY TO FIND, EVALUATE, AND USE INFORMATION.
- THE ABILITY TO APPRECIATE AND ANALYZE ETHICAL AND MORAL ISSUES.
- THE ABILITY TO ENGAGE IN SELF-EVALUATION.
- THE ABILITY TO LEARN FROM AND WORK WITH OTHERS TO ATTAIN THESE ENDS.

OBJECTIVE A.4. ENABLE STUDENTS, FACULTY, STAFF, AND APPOINTED PERSONNEL TO ENGAGE IN DISCOVERY AND CREATIVE ENDEAVOR OF THE HIGHEST QUALITY.

TO ACCOMPLISH OBJECTIVES A.1., A.3., AND A.4., THE UNIVERSITY WILL STRIVE TO:

- Provide students with opportunities for in-depth and sustained interaction with individual faculty at the forefront of scholarship by such means as freshmen colloquia, Faculty Fellows programs in the residence halls, preceptor programs, enhancements of faculty-student interaction in large classes, appropriate upper-division class sizes in all majors, and capstone experiences.

- Conduct a General Education program that offers students the opportunity to develop a foundation of general knowledge, critical thinking, reading, oral, quantitative, and writing skills, as well as an understanding of the use of technology.
- Emphasize curricula in majors that refine critical thinking and communication skills and provide knowledge at the forefront of students' respective fields.
- Offer experiences of active learning throughout an undergraduate's career, in and out of the classroom, that promote capacities to raise and to solve problems, to undertake self-initiated discovery, and to engage in self-evaluation.
- Promote opportunities to learn from and work with a diversity of people and viewpoints through a combination of residence life, active learner-centered approaches in classes, service learning, internships, exchange programs, and study abroad.
- Offer programs that engage students and advance education effectively with due consideration of the students' levels of initial preparation.
- Provide for timely student entry into all courses required for their academic programs.
- Design curricula that allow for graduation in four years, along with the financial support that maximizes the retention and graduation of students.
- Administer a program of financial aid aimed at attracting and retaining a student body of the highest academic ability and greatest diversity.
- Periodically monitor the degree to which University commitments to students are being met and continuously assess whether the desired outcomes are being achieved.

TO ACCOMPLISH OBJECTIVES A.2. AND A.4. THE UNIVERSITY WILL STRIVE TO:

- Make available to graduate students both instruction and ongoing study with individual faculty who are leaders in their fields.
- Provide access to curricula that offer graduate students knowledge and skills at the forefront of their respective fields and an understanding about the professional ethics of those fields.
- Make graduate courses available in a timely manner.
- Offer competitive access to resources for graduate and professional student research, publication, and participation in conferences.
- Honor the University's commitment to academic freedom for and the respectful treatment of students.
- Maintain the level of financial support and assistantship workloads required to recruit and retain graduate students of the highest quality and diversity.

COLLABORATIVE RELATIONSHIPS IN LEARNING AND RESEARCH

GOAL B. COLLABORATE WITH THE PEOPLE AND ORGANIZATIONS OF ARIZONA AND BEYOND TO IMPROVE QUALITY OF LIFE THROUGH RESEARCH AND COMMUNITY ENGAGEMENT.

OBJECTIVE B.1. IMPROVE THE QUALITY OF LIFE THROUGH THE UNIVERSITY'S EDUCATIONAL PROGRAMS, RESEARCH AND CREATIVE ACTIVITIES, AND COMMUNITY SERVICE PROGRAMS.

OBJECTIVE B.2. IMPROVE QUALITY OF LIFE BY ADDRESSING HEALTH, CULTURAL, SOCIAL, AND ECONOMIC CONCERNS.

OBJECTIVE B.3. IMPROVE UNIVERSITY COORDINATION AND COMMUNICATION OF PROGRAMS ACROSS THE STATE.

OBJECTIVE B.4. COLLABORATE WITH COMMUNITY GROUPS, GOVERNMENTS, AND FOR-PROFIT ENTITIES TO PROMOTE COMMUNITY ECONOMIC DEVELOPMENT, ENABLE THE COMMUNITY AND STATE TO BENEFIT FROM REGIONAL AND GLOBAL CHANGES, AND CONTRIBUTE TO THE ECONOMIC WELL-BEING OF COMMUNITIES SERVED BY THE UNIVERSITY OF ARIZONA.

OBJECTIVE B.5. PROMOTE PROGRAMS FROM PRESCHOOL THROUGH COLLEGE THAT BETTER PREPARE STUDENTS FOR LIFE-LONG LEARNING.

GOAL B STRATEGIES

TO ACCOMPLISH OBJECTIVE B.2, THE UNIVERSITY WILL STRIVE TO:

- Be an active integral partner that respects and supports its neighbors, since the University, its neighbors, and the City of Tucson benefit from the creation of community within and surrounding the campus.

TO ACCOMPLISH OBJECTIVE B.3, THE UNIVERSITY WILL STRIVE TO:

- Improve institutional coordination, tracking, and internal communication of activities that engage University people and programs with the external community.
- Raise community involvement in and awareness of collaborative activities.
- Clarify the definition of community engagement activities for the entire university population.
- Give appropriate recognition to achievements in community engagement at both the unit and institutional levels.
- Develop University-wide community engagement assessment and measurement processes that will allow more meaningful benchmarking and reporting.

TO ACCOMPLISH OBJECTIVE B.5, THE UNIVERSITY WILL STRIVE TO:

- Develop and extend activities of faculty and students that reach into the preschools, the elementary and the secondary schools, and the community colleges.

TO ACCOMPLISH OBJECTIVES B.1 AND B.2, THE UNIVERSITY WILL STRIVE TO:

- Devise and implement appropriate incentives for faculty participation in interdisciplinary programs, which include incentives for each member's home department and college.

TO ACCOMPLISH OBJECTIVES B.1 AND B.3, THE UNIVERSITY WILL STRIVE TO:

- Utilize forums such as KUAT, arizona.edu, and other University portals to allow leading scholars to communicate their research with the campus, alumni, and community.
- Provide and improve access to continuing education for non-University of Arizona students.

TO ACCOMPLISH OBJECTIVES B.1 AND B. 4, THE UNIVERSITY WILL STRIVE TO:

- Develop and extend programs designed for working professionals and alumni so that they may stay current with advances in their fields and retrain for other fields.
- Aggressively seek new corporate partnerships for internships, work-study, research collaborations, and sponsorships.

TO ACCOMPLISH OBJECTIVES B.3 AND B.4, THE UNIVERSITY WILL STRIVE TO:

- Maintain and improve communication with alumni, including their database of career information and jobs, for mentoring opportunities, networking, and financial contributions.
- Place a representative of the Cooperative Extension Service on the technology transfer team so that the service's long experience with "making science useful" can be applied in more areas.

TO ACCOMPLISH OBJECTIVES B.1, B.2, AND B.4, THE UNIVERSITY WILL STRIVE TO:

- Undertake activities to assist community economic development through programs that enable the community and state to benefit from regional and global economic changes and that contribute to the fiscal well-being of communities.
- Undertake activities that help the community to solve societal problems and to deepen the quality of debate about these programs.
- Undertake activities that culturally and intellectually enrich the local community, as well as communities at the state, national, and international levels.

TO ACCOMPLISH OBJECTIVES B.1, B.4, AND B.5, THE UNIVERSITY WILL STRIVE TO:

- Encourage the development of courses and programs that allow students to engage in applied learning through off-campus community service.

TO ACCOMPLISH OBJECTIVES B.1, B.2, B.3, AND B.4, THE UNIVERSITY WILL STRIVE TO:

- Encourage the application of faculty research and creative activity to address the needs of local, state, and national communities.

ORGANIZATION AND THE QUALITY OF CAMPUS LIFE

GOAL C. CREATE A DYNAMIC, INCLUSIVE COMMUNITY THAT EXCITES AND ENGAGES ITS MEMBERS AND PROMOTES A SENSE OF BELONGING.

OBJECTIVE C.1. BRING THE CAMPUS COMMUNITY TOGETHER TO BUILD A RESPECTFUL, COLLABORATIVE, AND JUST LEARNING ENVIRONMENT.

OBJECTIVE C.2. CREATE A DYNAMIC, CARING, AND RESPONSIVE COMMUNITY WHERE STUDENTS, FACULTY, STAFF, AND APPOINTED PERSONNEL CAN BE PRODUCTIVE, UNHINDERED BY IMPEDIMENTS BASED ON CONSIDERATIONS SUCH AS GENDER, RELIGION, RACE, ETHNICITY, PHYSICAL ABILITY, AGE, OR SEXUAL ORIENTATION.

OBJECTIVE C.3. CREATE A CAMPUS ENVIRONMENT THAT IS WELCOMING IN ITS MESSAGES AND BEHAVIOR, FOSTERS AN APPRECIATION OF HERITAGE, AND IS AESTHETIC AND ACCESSIBLE IN ITS DESIGN OF BUILDINGS, LANDSCAPE, AND OPEN SPACES.

OBJECTIVE C.4. MAINTAIN AND NURTURE A HEALTHY AND SAFE CAMPUS COMMUNITY.

GOAL C STRATEGIES

TO ACCOMPLISH OBJECTIVE C.1, THE UNIVERSITY WILL STRIVE TO:

- Enhance programs that connect what happens in the classroom to students' lives.
- Promote and provide professional development opportunities for all employees.
- Assign faculty and appropriate staff a workload that permits adequate time for discovery and creative endeavor.
- Train supervisors to insure the professional and respectful treatment of all University employees.

TO ACCOMPLISH OBJECTIVE C.2, THE UNIVERSITY WILL STRIVE TO:

- Implement the NCA-mandated diversity action plan.
- Provide services that will facilitate equal opportunity for disabled faculty, staff, students, alumni, and guests.
- Assist individuals who are directly or indirectly impacted by sexual assault or relationship violence through programs and services.

TO ACCOMPLISH OBJECTIVE C.3, THE UNIVERSITY WILL STRIVE TO:

- Direct student services to the changing student population, especially the increasing number of students with jobs and families.

TO ACCOMPLISH OBJECTIVE C.4, THE UNIVERSITY WILL STRIVE TO:

- Comply with state and federal laws and Arizona Board of Regents and University policies related to employment, conduct, health, and safety.
- Provide members of the campus community with access to high quality wellness programming and preventive services, adaptive fitness, and advocacy services.

TO ACCOMPLISH OBJECTIVES C.1 AND C.2, THE UNIVERSITY WILL STRIVE TO:

- Carry out the UA Plan for Extended Shared Governance.
- Create an environment that fosters collaboration among students, faculty, staff, appointed personnel, alumni, legislators, business and community leaders, benefactors, and contributors in an interdisciplinary way.

TO ACCOMPLISH OBJECTIVES C.1 AND C.3, THE UNIVERSITY WILL STRIVE TO:

- Provide increased opportunities for students, faculty, staff, and alumni of diverse backgrounds and cultures to interact and learn from one another in a positive non-threatening atmosphere.
- Provide forums for all voices to be heard.
- Foster the celebration of UA traditions and rituals through programs in partnership with other campus departments and student organizations.

TO ACCOMPLISH OBJECTIVES C.2 AND C.3, THE UNIVERSITY WILL STRIVE TO:

- Promote people-centered decision making based on partnering with campus leaders and planners in policy, program, and facilities development.

- Develop and encourage appreciation for the arts through offering exhibits and performance programs on campus.

TO ENSURE THE ATTAINMENT OF GOALS A, B, AND C, THE UNIVERSITY WILL STRIVE TO:

- Provide the salaries and benefits required to recruit and retain a diverse faculty of first- class teachers and discovers.
- Allow adequate time for discovery and creative endeavor through assignment of appropriate faculty and staff workload levels.
- Create an overall faculty-to-student ratio similar to that of our peers.
- As much as possible, provide University researchers with the development funds, laboratory, and personnel resources needed for them to remain competitive while producing cutting-edge scholarly and creative advances.
- Provide support for faculty development and the advancement of research and creative skills.
- Allocate the resources necessary to the library, network infrastructure, and other information technologies that will allow the University of Arizona to be a leader among its research peers.
- Support creative endeavor and scholarship primarily on the merits of quality and not solely on the potential to generate additional funding.
- Fund the operations budget to the level necessary to support the University mission.
- Produce an environment that fosters collaboration among students, faculty, staff, appointed personnel, alumni, legislators, business and community leaders, benefactors, and contributors.

SUPPORT FOR THE ACADEMIC ENTERPRISE, RESEARCH, COLLABORATIVE RELATIONSHIPS, AND CAMPUS LIFE

GOAL D. ENABLE THE MEMBERS OF THE UNIVERSITY COMMUNITY TO GAIN AND USE THE INSTITUTION’S FINANCIAL AND PHYSICAL RESOURCES TO SUPPORT THE UNIVERSITY’S MISSION, VISION, AND GROWTH.

OBJECTIVE D.1. MAINTAIN LONG TERM EXPENDITURE PROJECTIONS THAT ARE INFORMED BY THE STRATEGIC PLAN AND LINKED TO REVENUE ESTIMATES.

OBJECTIVE D.2. PROVIDE RESOURCES TO ALL UNITS SUFFICIENT TO SUPPORT THEIR KEY MISSIONS.

OBJECTIVE D.3. MAKE THE UNIVERSITY OF ARIZONA THE EDUCATOR AND EMPLOYER OF CHOICE THROUGH ITS POSITIVE PRESENCE, VALUING OF WORK AT ALL LEVELS, AND RESPECT FOR BOTH THE ACADEMIC ENVIRONMENT AND THE NATURAL ENVIRONMENT.

OBJECTIVE D.4. ADDRESS CAMPUS NEEDS THROUGH THE JUDICIOUS APPLICATION OF TECHNOLOGICAL SOLUTIONS.

OBJECTIVE D.5. ASSIST IN CREATING A COMPREHENSIVE CAMPUS PLAN THAT PROMOTES, REFLECTS, AND SUPPORTS THE UNIVERSITY; SERVES AS A GUIDE TO SUSTAINABLE, EFFECTIVE, AND RESPONSIBLE CAMPUS DEVELOPMENT; AND RECOGNIZES THE SENSITIVE BALANCE BETWEEN OUR URBAN AND DESERT ENVIRONMENTS.

GOAL D STRATEGIES

TO ACCOMPLISH OBJECTIVE D.2, THE UNIVERSITY WILL STRIVE TO:

- Widely publicize the goals of Campaign Arizona and involve all areas of campus in developing proposals that meet these goals.

TO ACCOMPLISH OBJECTIVE D.3, THE UNIVERSITY WILL STRIVE TO:

- Recognize units that excel in both cost-conscious behavior and high-quality service to students.
- Give staff members the salaries, training, and respect necessary to provide outstanding services to both students and faculty.

TO ACCOMPLISH OBJECTIVE D.4, THE UNIVERSITY WILL STRIVE TO:

- Minimize the number of vehicles parking on or near main and health sciences campuses, thus reducing the heat island effect and producing benefits ranging from cost savings to the preservation of beautiful, natural spaces.
- Provide and maintain an effective administrative information system as well as stable, yet secure, access to the internet for all members of the university community.
- To the greatest extent possible, develop the resources needed to effectively implement the Information Technology Plan.

TO ACCOMPLISH OBJECTIVE D.5, THE UNIVERSITY WILL STRIVE TO:

- Have every investment in the campus support the University's mission.
- Coordinate the campus plan with regional solutions to the built environment - including traffic, transit, energy, and water resource management - to ensure a University contribution to the positive, long-term development of the region and State.
- Promote the development and use of technologies that improve both internal and external campus environments while conserving natural resources.
- Foster respect for the natural world through awareness initiatives that serve to provide for the stewardship of water, land, and the environment.

- Create and link outdoor intellectual space while encouraging and facilitating walking and biking.
- Make the campus increasingly open, accessible, and enjoyable for the public to visit.
- To successfully meet our common challenges, utilize the expertise of those who work in the Cooperative Extension Service to bring together university planners and neighborhood representatives.

TO ACCOMPLISH OBJECTIVES D.1 AND D.2, THE UNIVERSITY WILL STRIVE TO:

- Better communicate to the entire University population the institution's unwavering commitment to providing a high-quality university experience at the lowest possible cost.
- Identify and phase-out those activities that are no longer required to provide a high-quality university experience.
- Emphasize the on-going need for all university units to implement or maintain procedures that lower or contain costs while maximizing effectiveness.
- Develop and present a strong and consistent message to the legislature regarding the benefits the University brings to the State of Arizona and the lives of its citizens, and all of the costs necessary to provide these benefits.
- Develop and carry out a plan to improve public support and action on behalf of the University that comprehensively involves and engages all constituent parts of the University community.
- Maintain an effective presence in Washington to compete for federal funding, respond to changes in federal funding patterns, and coordinate opportunities with those in Arizona.

TO GAIN AND RETAIN THE RESOURCES NECESSARY TO BE STUDENT CENTERED, THE UNIVERSITY WILL STRIVE TO:

- Provide support for a diverse faculty knowledgeable about active learner-centered approaches through access to faculty development and a reward structure that supports both continuous development and high-quality instruction, as well as high-quality research and creative endeavor.
- Continue offering instruction at all levels of the curriculum and in all courses by professionals who meet appropriate credential, skill, and effectiveness levels.
- Make accessible, competent, supportive, and consistent advising readily available.
- Provide high-quality equipment and instructional technology both outside and within classrooms and computer labs, with adequate support to maintain that equipment and technology.
- Create and maintain classrooms that increase student capabilities for learning.
- Further develop residence halls with vibrant living-learning environments, especially able to house a large majority of first-year students.
- Whenever possible, implement personnel and administrative procedures that put students first.

THE UNIVERSITY OF ARIZONA STRATEGIC PLAN 2001-2006

MEASURES

Note: All actual numbers are marked with an asterisk (); all other numbers are projections.*

GOAL A. Enhance our position as a preeminent and accessible center of learning and discovery.

Measures for Goal A

1. Full-time lower division students enrolled per semester in two or more primary classes with tenured/tenure-track professors:

FY 2000	68.8%*
FY 2001	69.9%
FY 2002	68.3%
FY 2003	68.8%
FY 2004	70.0%

2. Degrees granted - by level:

	Bachelors	Masters	Doctorate	First Professional	Total
FY 2000	4,709*	1,118*	362*	166*	6,335*
FY 2001	4,792	1,150	375	169	6,486
FY 2002	4,877	1,154	375	172	6,578
FY 2003	4,962	1,158	375	175	6,670
FY 2004	5,047	1,162	375	178	6,762

3. Average number of years taken to graduate for students who began as freshmen:

FY 2000	4.84*
FY 2001	4.82
FY 2002	4.80
FY 2003	4.78
FY 2004	4.76

4. UA minority enrollment (Black, Hispanic, Asian/Pacific Islander, or American Indian) as a percent of UA total enrollment (excludes nonresident aliens and unknown students):

	Undergraduate	Graduate & First Professional
Fall 2000	25%*	17%*
Fall 2001	26%	17%
Fall 2002	27%	18%
Fall 2003	28%	18%
Fall 2004	29%	19%

5. Graduating seniors satisfied with the quality of instruction at the UA:

FY 2000	88.9%*
FY 2001	90%
FY 2002	91%
FY 2003	92%
FY 2004	93%

6. Alumni (who graduated three years ago) indicating satisfaction with their education at the UA:

FY 2000	92%*
FY 2001	92%
FY 2002	93%
FY 2003	94%
FY 2004	95%

Goal B. Collaborate with the people and organizations of Arizona to improve quality of life through research and community engagement

Measures for Goal B

1. Total research expenditures in millions (the majority in external funds):

FY 2000	\$345*
FY 2001	\$363
FY 2002	\$379
FY 2003	\$396
FY 2004	\$413

2. Number of graduate students majoring in Interdisciplinary Programs:

FY 2000	495*
FY 2001	519*
FY 2002	500
FY 2003	510
FY 2004	510

3. Technology Transfer initiatives:

	New licenses	New patents issued
FY 2000	37*	10*
FY 2001	26*	8*
FY 2002	53	17
FY 2003	63	21
FY 2004	77	25

4. Increase participation in the University of Arizona outreach programs:

	FY 2000	FY 2001	FY 2002	FY 2003
Cultural Events attendance	145,000*	150,000	155,000	160,000
Extended University Non-credit registrations	22,000*	23,000	23,000	23,000
Athletic programs attendance	630,000*	630,000	630,000	630,000
Middle/High school students in Early Outreach efforts	3,518*	4,000	4,500	5,000
UA faculty engaged in Early Outreach programs	100*	125	140	150
School children given tours	17,500*	17,500	17,500	17,500

5. Number of teleconsultations conducted by the Arizona Telemedicine Program:

FY 2000	3,077*
FY 2001	3,230
FY 2002	3,391
FY 2003	3,560
FY 2004	3,738

GOAL C. Create a dynamic, inclusive community that excites and engages its members and promotes a sense of belonging.

Measures for Goal C

1. Minority employees in administrative, faculty, and professional positions:

FY 2000	17.9%*
FY 2001	17.9%
FY 2002	18.0%
FY 2003	18.1%
FY 2004	18.2%

2. Students who feel safe on campus (Day/Night):

FY 2000	99% / 84%*
FY 2001	99% / 86%
FY 2002	99% / 87%
FY 2003	99% / 88%
FY 2004	99% / 88%

3. Number of students using Cultural Resource Centers (CRC) and percent who indicate that interaction with CRC positively affected their sense of belonging:

FY 2000	7,450 - 87%*
FY 2001	7,700 - 88%
FY 2002	7,950 - 89%
FY 2003	8,200 - 90%
FY 2004	8,450 - 91%

4. Number of students using disability related services and percent who rate these services as acceptable or better:

FY 2000	750* - 98%*
FY 2001	1057* - 94%*
FY 2002	1065 - 95%
FY 2003	1075 - 95%
FY 2004	1085 - 95%

GOAL D. Enable the members of the University community to gain and use the institution's financial and physical resources to support the University's mission and growth.

Measures for Goal D

1. Classrooms adequately equipped to deliver instruction using modern multi-media instructional technology:

FY 2000	190*
FY 2001	241*
FY 2002	256
FY 2003	258
FY 2004	264

2. Faculty trained in new teaching technologies-cumulative:

FY 2000	590*
FY 2001	641*
FY 2002	670
FY 2003	700
FY 2004	730

3. Percentage of goal reached in Campaign Arizona (dollar amount):

FY 2001	60% (\$600,000,000 as of June 30, 2001)
FY 2002	70% (\$700,000,000)
FY 2003	80% (\$800,000,000)
FY 2004	90% (\$900,000,000)
FY 2005	100% (\$1,000,000,000)

4. Recycling efforts in support of environmental issues:

	Fiber Totals	Aluminum Totals
FY 2000	354 tons	5,020 lbs.
FY 2001	536 tons	4,970 lbs.
FY 2002	573 tons	4,920 lbs.
FY 2003	613 tons	4,871 lbs.
FY 2004	656 tons	4,822 lbs.

April 24, 2002

To: Faculty Senate

Fr: APPC

Re: "Reorganization Procedures At The University of Arizona"

Note: This document comes to the Senate as a seconded motion from APPC. Text proposed for deletion from the current policy is lined out, while text proposed for addition appears in bold face.

REORGANIZATION PROCEDURES AT THE UNIVERSITY OF ARIZONA

From time to time it is useful for departments, faculties and colleges **academic units** within the University to re-examine their organizational structure and consider whether changes may be appropriate. In 1983 the Senate adopted a set of procedures for considering and implementing such reorganizations; **the procedures were revised by the Senate in April 1992, March 1993, and May 1993.** The University of Arizona is again entering a period of limited budgets. This ~~will~~ **may** require us to reduce programs, downsize the faculty and explore organizational alternatives that maximize efficiency **while retaining quality.** ~~Given those constraints it is appropriate to consider modifications of the earlier procedures.~~ Even in such circumstances, academic reorganization proposals must be based on broad-based planning processes within the academic units. ~~In order to implement strategies in a timely fashion while providing for faculty consultation and a participatory process, revised procedures are proposed that focus the time for review.~~

It is understood that the following procedures pertain to reorganizations that would include the transfer of members of the general faculty from one academic unit to another. They do *not* pertain to reorganizations that would involve the release of general faculty prior to the end of an appointment period. The procedure for reorganizations that involve the release of general faculty prior to the end of an appointment period is governed by ABOR policy 6-201K, "Release of Faculty for Reorganization Caused by Budgetary Reasons or Programmatic Changes."

The following assumptions and clarifications are an integral part of these procedures:

- ~~These procedures do not pertain to any unit smaller than a department~~ **reorganizations within a department.**
- When the proposed reorganization provides for the transfer of faculty members from one unit to another, the designation "affected faculty" will include those in the receiving unit, those in the sending unit(s), as well as those to be transferred. The proposal should provide for an optimal degree of mutual agreement among the groups in order to facilitate transfers in an amicable manner. Unilateral decisions to move faculty members from one group to another should be avoided.
- **These procedures shall not affect negative decisions made by mandated sunset reviews.**

- ~~When unit or program reduction or elimination would eliminate faculty positions, every effort should be made to find alternative positions within the university for displaced faculty members. The present procedures do not preclude access to the grievance mechanism provided for in the Faculty Constitution and ByLaws~~ **any applicable grievance mechanism in ABOR policy, UHAP, or the Faculty Constitution and Bylaws.**

Regardless of the **administrative** level at which a proposal for academic reorganization originates, it should always evolve from consultation with and participation by the faculty members **and academic administrators** in the units to be affected. The proposer(s) will submit a proposal to the President with copies to the Provost and Chair of the Faculty. ~~Included in the proposal will be the following~~ **The proposal will include, in the following order:**

1. A summary of the proposal;
2. A background statement establishing the basis for the proposal;
3. The alternative(s) considered;
4. The proposal in detail, including:
 - a. a timetable for the action, including an implementation date;
 - b. an assessment of the impact of the proposed change on affected research and instructional programs including a list of the potentially affected faculty members and a description of the impact on affected faculty members, **staff, and appointed personnel;**
 - c. a review of the types of course and curriculum changes which might be necessary; and
 - d. a preliminary analysis of the costs and of the benefits of the proposed reorganization, including projections for the future.

If the affected faculty agree to the reorganization, no further documentation or action is necessary. If there is disagreement among the affected faculty regarding elements of the reorganization, then the following steps must be followed.

PHASE I

If the President deems the proposal worthy of further consideration, within 15 days of **receiving the proposal**, the President will ensure that:

1. Each potentially affected faculty member **employee** receives a copy of the proposal.
2. An advisory committee is constituted. The composition of the committee should provide equal representation for affected faculty, the various units that might be affected, as well as the University at large. The membership of the committee will be determined as follows:
 - a. Three faculty members, to include one member from the group of **elected by the faculty** in the sending unit(s), one member from the group of **elected by the**

faculty in the receiving unit(s), and one member from among **elected** by those whose transfer is proposed. The Chair of the Faculty will conduct nomination meetings with each of the three groupings and will arrange for mail ballots to select the three members.

- b. Three members appointed by the President.
- c. One member of the Faculty Senate's Budget and Strategic Planning Committee **Strategic Planning and Budget Advisory Committee (SPBAC)**, selected by members of the committee **SPBAC**.
- d. The Chair of the Faculty or a designee.
- e. The President of ASUA or a designee.
- f. **The President of GPSC or a designee.**
- g. The President of the Staff Advisory Council or a designee.
- h. **The President of APOC or a designee.**

The Chair of the Faculty will convene the first meeting, at which the **Advisory Committee** will elect a chairperson.

PHASE II

Within 45 days of the creation of the **Advisory Committee**, the **Advisory Committee** will:

1. Evaluate the proposal.
2. **As quickly and as broadly as possible**, present the University community with a summary proposal that ~~is to include~~ **includes** a tentative schedule for action and a tentative implementation date. ~~The committee will accomplish this by using *Lo Que Pasa* and by distribution through deans, directors and department heads, as well as by a report to the Faculty Senate and its Budget and Strategic Planning Policy Committee.~~
3. Organize discussions with affected faculty members in each unit.
4. Solicit written and oral opinions from the University community outside the affected units.
5. Provide the President with its evaluation and recommendations, which may support, oppose, or suggest modification of the proposal. Copies of the evaluation and recommendation should go to the ~~Faculty Senate Budget and Strategic Planning Policy Committee~~ **SPBAC, the Faculty Senate, and the ASUA's Budget Review Committee, and GPSC**, and the ~~University Budget and Planning Committee.~~

PHASE III

~~Within 30 days the Faculty Senate Budget and Strategic Planning Policy Committee and the ASUA Budget Review Committee should review the evaluation and recommendations and separately provide the President with recommendations. Copies of comments should go to the University Budget and Planning Committee and to the affected parties. Within 15 days of the publication of the Advisory Committee's report, ASUA and GPSC should review the evaluation and recommendations and separately provide the President and SPBAC with their recommendations.~~

PHASE IV

~~Within 20 days the University Budget and Planning Committee will provide the President its own comments and recommendations, with copies going to the affected faculty members.~~ **Within 15 days of the issuance of the recommendations by ASUA and GPSC, SPBAC will provide the President with its own comments and recommendations, with copies going to affected faculty members.**

PHASE V

If the President accepts a ~~recommended~~ **an original or amended** reorganization plan, then it ~~should be implemented no later than the next budget year, alternatively the matter would have to be considered all over again~~ **implementation should begin according to the timetable in the approved plan.**

Note: These arrangements are to control internal arrangements for considering reorganization of academic units. They do not release the University from the obligation to seek the approval of the Regents as required by Arizona Board of Regents Policies 2.204 and 2.301.

Appc/2002-03/uareorganization1 –sept 9 2002

September 9, 2002

Your Name: _____

Your Email: _____

I will attend the electronic brainstorming dialogue on making the Senate and the Shared Governance process more effective, on **October 14** at **3-5pm** in the Decision Lab in McClelland Hall, Room 214.

I will attend the electronic brainstorming dialogue on making the Senate and the Shared Governance process more effective, on **October 28** at **3-5pm** in the Decision Lab in McClelland Hall, Room 214.

I am unable to attend either of these electronic brainstorming sessions.

I decline to participate in either of these electronic brainstorming sessions.

Please leave this form at your seat following the Senate meeting today or fax back to the Faculty Center at 621-8844.