

Instruction and Curriculum Policy Committee

CONSENT AGENDA ITEMS

Item 1

Approval of the Graduate Certificate in Orthopaedic Science

Projected effective date: Spring 2008

Description: The Department of Orthopaedic Science, in cooperation with the College of Engineering and the Department of Physiology, proposes a Graduate Certificate in Orthopaedic Science. Students who complete the certificate will be introduced to basic orthopaedic science as follows: they will be introduced to the principles of mechanics to the clinical setting and materials used within orthopaedics, will be familiarized with experimental and research techniques, will have a scientific basis for rational analysis of common surgical techniques and an understanding of the mechanisms of injuries and the biology of bone and soft tissue, will understand connective tissues and their function and pathobiology, and will understand the relationship between clinical problems and orthopaedic science.

Justification: There is a clear need for graduate educational programs in orthopaedic sciences that provide specialty research and education training in orthopaedic basic science. Graduate students rarely have access to the clinical insight given in orthopaedic residency programs and very few programs offer specific orthopaedic biology, physiology and pathology instruction. The certificate will increase awareness of orthopaedic research opportunities and expose unresolved clinical issues for students developing their dissertation and thesis projects. The program fulfills the needs of the State of Arizona and the region by promoting the development of a formal orthopaedic science educational program. It encourages graduate students to pursue orthopaedic research interests and develop translational activities which will improve medical research and the industry's approach to such research, and will prepare students for an increasingly diverse and technological world. Having such a unique program will also attract an excellent and diverse student body.

Approvals:

Undergraduate Council: NA

Graduate Council: 10/11/07

CAAC: 11/28/07

Team Provost Review: 12/3/07

ICPC: 12/5/07 5-0-0 with 3 absent

Item 2

Approval of the Graduate Certificate in Early Modern Studies

Projected effective date: Spring 2008

Description: The Department of History, in cooperation with departments in the Colleges of Humanities, Fine Arts and Social & Behavioral Sciences, is proposing a Graduate Certificate in Early Modern Studies. The Group for Early Modern Studies (GEMS) has established a formal relationship with the national Newberry Library Consortium for Renaissance Studies, and seeks to promote cross-disciplinary intellectual inquiry and research, facilitate curriculum development and enrich the graduate experience of students in different departments who share an interest in the period from 1400-1800. Students will be required to take 15 units, 12 of which must be outside their home discipline. This certificate will enhance the credentials of our graduates as they compete for teaching jobs and research funding.

Justification: There are few Early Modern certificate programs in the United States, and they all center on Europe. The proposed certificate will include faculty from Middle Eastern Studies, East Asian Studies, and Latin American Studies and is designed to expand the geographical boundaries of the field beyond its conventional European parameters and has the potential to develop a unique national identity. The certificate will identify a cohesive program of course work and graduate research that cuts across conventional major and minor fields and will officially recognize expertise and achievement in an important interdisciplinary sub-field. It will also promote an intellectual community, will facilitate communication and curriculum / program initiatives and should attract interest to the University of Arizona and build our national and international reputation.

Approvals:

Undergraduate Council: NA

Graduate Council: 10/31/07

CAAC: 11/28/07

Team Provost Review: 12/3/07

ICPC: 12/5/07 5-0-0 with 3 absent

Instruction and Curriculum Policy Committee

NON-CONSENT AGENDA ITEMS

Item 1

Approval of Creation of a Catalog page outlining current policy on Multiple Majors

Projected effective date: Immediate for undergraduates in all catalogs

Proposed Multiple Major Policy – new page for all General Catalogs since 1997-98:

A double major is possible for undergraduate students with two principal fields of study in programs that offer the identical degree type. For example, a student can major in both Linguistics and Classics, since both lead to the Bachelor of Arts Degree. A triple major is another option, as long as the same degree title is available for the selected majors: B.A., B.S., B.F.A., B.S.B., etc. Double and triple majors may be in the same or different colleges.

A second major may replace the required (or optional) minor, or it may be completed in addition to a minor in the student's degree program. The minimum total units required for graduation are set by the primary degree program or major (the first one). At least 18 units in each major must be taken as University Credit. See the Academic Program Requirements Reports (APRRs) for a complete statement of the requirements and approved courses for all undergraduate majors. It is essential to maintain contact with the major advisor in each department to ensure that all specific requirements are met.

The student's primary major determines the student's college. The student with a double major follows the degree requirements, policies and procedures of the college offering the primary major/degree program. All majors are declared when the student files an application for degree candidacy. When the student has completed all degree requirements, including those for the second/third major, the college of the primary major/degree program awards the degree, along with any academic honors.

To add a second or third major within or outside of your college, consult with the academic advisor for the new major regarding program requirements and the procedure to declare the major. There may be restrictions on the time of the semester for declaring the major. Declaration of a second or third major does not involve a change of college.

Rationale for adding this policy to the General Catalog:

A description of double majors was included in the 1995-97 Catalog for the former College of Arts & Sciences, where this was an option for students pursuing the B.A., B.S., and B.F.A. Degrees. When that college split into 4 colleges—Fine Arts, Humanities, Science, and Social & Behavioral Sciences—in 1996, the double major policy was inadvertently omitted from those Catalog policies that were University-wide. Students and advisors are aware that a second major is possible because it is noted on the Academic Program Requirements Reports (APRRs) for each program where it's an option. However, there is

no official Catalog description. Currently, undergraduates may complete double, triple, or more majors; thus, the heading for this page is "Multiple Majors." The text is a statement of current policies and procedures.

NOTE: Because this is not a new policy, the Instructional & Curriculum Policy Committee (ICPC) voted to forward this item directly to Faculty Senate without asking for review by the Undergraduate Council, Academic Deans, and Administration.

Approvals:

ICPC: 12/5/07 5-0-0 with 3 absent

Item 2

Approval of policies and guidelines for Individual Studies Courses

Projected effective date:

Spring 2008 for students in all catalogs, faculty and department heads.

Proposed Change to Individual Studies Course List – changes in bold print to the 2007-08 General Catalog page, University-Wide House Numbered Courses:

*Individual studies courses are taught on an individual basis. These courses have numbers ending in 91, **92**, 93, 94, and 99, as well as all 900-level courses. Under their generic numbers and titles, these courses, with prior approval of the responsible faculty member, may be selected by a student in any department even though the courses are not listed in the departmental course offering section. **All Individual studies courses carry grades of S, P, F, I, W, with the exception of Directed Research and Independent Studies-Honors, which carry grades of A, B, C, D, E, I, W. See Individual Studies Policies and Guidelines for more information on these courses:***

Preceptorship: 191, 291, 391, 491, 591, 691, 791

Directed Research: 392, 492

Internship: 193, 293, 393, 493, 593, 693, 793

Legislative Internship: 493L, 593L

Practicum: 194, 294, 394, 494, 594, 694, 794

Independent Study: 199, 299, 399, 499, 599, 699, 799

Independent Study – Honors: 199H, 299H, 399H, 499H

Proposed Individual Studies Policies and Guidelines – a new page to be added to the 2007-08 General Catalog, linked to University-Wide House Numbered Courses page:

Policies for Individual Studies Courses:

1. *Determination of credit: The University and Board of Regents require a minimum of 45 hours of course work for each unit of credit awarded.*
2. *The number of credits of Individual Studies must lie within the approved credit range listed in the catalog course description.*
3. *The content of an Individual Studies course must not significantly duplicate material offered in a regularly scheduled course in the department in the current semester, any exceptions must be approved by the college dean.*
4. *Departments and programs must have Individual Studies proposal forms modeled on the approved University templates (see Curriculum forms, <http://www.registrar.arizona.edu/forms.htm>) that are to be completed when the student enrolls in the course or at the beginning of the term.*
5. *For undergraduate Individual Studies courses, the instructor or project advisor must provide either a course syllabus or a project plan detailing: (1) learning outcomes, (2) expected reading, or lab or field work, (3) expected meetings, (4) expected work products, and (5) criteria to be used for evaluation and grading.*
 - a. *All proposal forms and project plans must be signed by the instructor and the student and filed in the department or program office within a week after the term commences.*
 - b. *At the end of the term, or whenever the student completes the project, the instructor or project advisor must complete a record of the outcome that explains the grade submitted. The record of outcome form with the instructor's signature should be filed in the department or program office when the course grade is submitted.*
6. *If students are paid in association with an Individual Studies course, academic credit can be awarded only for faculty-approved academic work as defined by department policy. Students must check on the department policy before enrolling for internship or practicum credit related to their paid jobs.*
7. *If registration for an Individual Studies course occurs after the twenty-first day of the regular semester, after the first two days of Winter Session or Pre-session, or after the first week of a Summer Session, the department head (or designee) must sign the Change of Schedule form, in addition to the instructor.*
8. *If a grade of Incomplete is awarded for an Individual Studies course at the end of the term, another Project Advisor must be identified who agrees to evaluate the student's work, should the original Project Advisor become unavailable.*

Guidelines for Individual Studies Courses:

1. *The student should have a specific proposal or project in mind when requesting an Individual Studies course.*

2. *The enrollment fee for Individual Studies credit is calculated at the same rate as for other credit courses.*
3. *Students should enroll within the first three weeks of the Fall and Spring Semesters or immediately after the beginning of Winter or Summer Sessions. Students must complete the required 45 hours of course work per credit unit before the last day of the term. The last day to register for Individual Studies in Fall and Spring Semesters without incurring a late charge is the same as for all other courses; see <http://www.bursar.arizona.edu/students/fees/census> and http://www.bursar.arizona.edu/students/fees/late_charge.asp.*

Management of Individual Studies (IS) Policies and Guidelines:

Each department head, and ultimately the college dean, is responsible for ensuring that faculty observe IS policies and guidelines. New faculty should be oriented to University and department expectations about IS courses during the regular New Faculty Orientations at the University and department levels. As instructors submit IS course proposals and project plans, the department head should review them for timeliness and completeness. Department heads should emphasize the integrity of IS courses by attending to these in every instructor's Annual Performance Review and evaluating faculty work on IS courses based on the workload expectations established for the faculty member.

Rationale for Establishing Policies and Guidelines:

- To clarify and strengthen student learning outcomes for all types and levels of Individual Studies (IS) courses.
- To raise the academic standards and integrity of IS courses by ensuring that faculty specify in writing the expected course work, assessment methods, and criteria for grading.
- To provide a means for department heads to monitor the quality of IS courses.
- To reduce duplication of IS courses with regularly scheduled department courses.
- To increase consistency among colleges and departments on the way that students, with guidance by the instructor or project advisor, develop and implement their IS projects.

Approvals:

Vice Provost's Task Force on Independent Studies:	12/5/06
Undergraduate Council:	4/17/07; as revised with Grad Council, 10/23/07
Graduate Council:	10/19/07
Academic Deans:	11/28/07
Administrative Review:	12/3/07
ICPC:	12/5/07 4-1-0 with 3 absent

Instruction and Curriculum Policy Committee

INFORMATIONAL ITEM

CLARIFICATION OF THE GRADUATION AVERAGE POLICY

Current Catalog Statement:

Graduation Average

A graduation average of 2.000 for all University Credit course work undertaken and for any work satisfied by the Special Examination for Grade is required for the bachelor's degree.

Note: The graduation grade average is based only on University Credit.

Need for Clarification:

Students periodically contact the Registrar's Office with requests to change their graduation GPA after they finish an Incomplete grade or take an additional UA course, even though the Incomplete or the new course was completed after their graduation date. Students can improve their cumulative GPA by taking courses after the graduation date but not their Graduation Average, which is frozen at the time the degree is posted to the transcript. The Registrar's Office will not change the Graduation Average unless an instructor has made an error in calculating or submitting a course grade. There is no need to state this exception. The catalog statement should simply specify that the graduation GPA is based only on course work completed prior to the official graduation date.

Proposed Catalog Statement (changes are in bold print):

A graduation average of 2.000 for all University Credit course work undertaken and for any work satisfied by the Special Examination for Grade is required for the bachelor's degree.

Note: The graduation grade average is based only on University Credit **grades awarded prior to the graduation date, when all degree requirements have been satisfied.**

Effective Date:

This amendment clarifies the current policy but does not change it. Therefore, the wording will be changed in all catalogs.

Approvals:

Undergraduate Council:	4/17/07
Academic Deans:	10/16/07
Provost's Management:	10/24/07

C. Pardee, 3/22/07
Updated, 1/14/08

Executive Summary

Through a web reporting template titled *College Portrait*, the Voluntary System of Accountability (VSA) provides consistent, comparable, and transparent information on the undergraduate student experience to key higher education stakeholders, including prospective students and their families, public policy-makers, legislators, and campus faculty and staff. An important goal of the VSA is to improve public understanding of how public colleges and universities operate, and to affirm the significance of the many diverse missions of U.S. higher education.

The VSA project is the result of a partnership between the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC). During spring of 2006, the associations, in consultation with education officials, policy-makers, and academic leaders, outlined a mechanism through which public higher education could become more accountable for student learning and student development while providing additional information to students and families to aid them in the college selection process. The VSA project was funded by a December 2006 Lumina grant. Over 80 higher education leaders from 70 public colleges and universities contributed to the development of the VSA program and data reporting template.

The data elements included in *College Portrait* were identified and evaluated based on input from student/family focus groups, feedback from the higher education community, and research on higher education. The majority of the data elements selected are from currently available data sources with established definitions and reporting conventions. This approach was designed to enhance comparability, transparency, public confidence, and accuracy as well as to minimize the cost and burden on institutions.

During the VSA development process some university leaders expressed interest in including items on the *College Portrait* template to reflect the specialized missions of their institutions as research universities, land-grant universities, urban universities, open admissions universities, etc. The current *College Portrait* template accommodates differences in institutional missions by providing opportunities to add university-specific text and through the numerous "more" links. However, at this time, the template does not include data elements that are specifically customized by institutional mission.

For each VSA participating institution, the *College Portrait* reporting template will be five pages in length and organized into three primary sections: 1) student and family information, 2) student experiences and perceptions, and 3) student learning outcomes.

In August 2007, the VSA Presidential Advisory Committee reviewed the work of the task forces and unanimously recommended to the AASCU and NASULGC Boards that the VSA program be an on-going activity of the two associations. In fall of 2007, the creation and delivery process for the web reporting template will be finalized. During the interim period, details on the VSA project are being widely disseminated to members of AASCU and NASULGC to increase knowledge of the project and to gauge interest in participation.

The AASCU and NASULGC boards will meet in November 2007 and act on the recommendations of the advisory committee, task forces, and work groups. One of the recommendations is the establishment of a VSA Oversight and Governance Board to oversee the growth and development of the VSA, make modifications as needed, and refine the network of rules necessary to maintain its integrity.

MEMORANDUM *(revised 1/8/08)*

DATE: November 2, 2007
TO: Deans, Vice Deans, and Associate Deans for Instruction
SUBJECT: Instructional accountability and responsibility process

Introduction:

Instruction is a central aspect of the mission of the University of Arizona (UA). Recognizing the need for consistent instructional resources and the need to make academically sound and efficient use of those resources, the UA has developed a set of best practices that will provide a campus-wide system of instructional responsibility and accountability. This process applies the principles of the “responsibility compacts”, now used in determining the central funding of General Education and Foundation courses, to all instructional activities. This process also places the responsibility and accountability for instructional activities across all levels of the academy: Faculty, Department Heads, Deans, Provost.

Establishing Teaching Responsibilities:

Setting appropriate expectations is the first element of institutional accountability and responsibility. Colleges and departments will establish, through appropriate shared governance methods, guidelines for how the teaching responsibilities of individual faculty members will be met. Further, baseline numbers of courses which will be taught must be established at the college, department, and individual faculty levels. Thus, I ask that you implement the following steps:

Clarify what constitutes a contribution to teaching:

- To create a baseline from which equivalencies can be determined, each College should determine and report to the Provost the teaching load of a faculty member whose workload assignment is 100% teaching.
- Each department should determine what types and amounts of teaching are equivalent for fulfilling teaching assignments at various workload percentages.

Establish baseline levels of responsibility:

- The Vice President for Instruction will establish with each dean the total teaching responsibility of that college. The dean will then establish with each department a resource-driven teaching responsibility.
- Each department head will establish with each faculty member his or her normal teaching workload.

Ongoing Processes to Ensure Teaching Responsibility and Unit and Individual Accountability:

While from year to year, there may be variance as to how different units within a college will meet their teaching responsibilities, the total teaching responsibility at the University level has not dramatically changed over the past several years. Thus, there will be an expectation that at the college level, the baselines established above may not greatly change from year to year.

At the individual faculty member level, however, there may be appropriate reasons for changes made annually. Consequently, it is important that, depending upon resources, changes in teaching accountability can be accommodated. It is also important that accountability for meeting these responsibilities become a routine part of annual reporting at all levels. Thus I ask that the following steps be reaffirmed in our standard practice of faculty annual performance evaluations.

- Department heads working with individual faculty members must ensure that the department's overall responsibility for teaching is met. To be more specific, each department as a whole will decide how the unit will meet its responsibilities for teaching. This will necessitate that departments appropriately distribute teaching responsibilities among all members of the department, at least on an annual basis.
- Each spring, during the normal faculty performance evaluation, each department head will negotiate a written workload statement for the following academic year. This will result in each faculty member having a specified percentage of time assigned to instructional activities. Department heads will be expected to balance teaching load assignments based on the curricular needs of the unit to ensure appropriate levels of course offerings that advance our student retention and graduation goals.
- In the case of individual faculty members and departments, accountability for meeting pre-established teaching responsibilities will occur within the normal annual performance review process. Individual faculty workload statements will be part of the annual performance review and will explicitly state how teaching workload assignments were met. Likewise, each department will include in its annual report the teaching compact established with the dean and an account of how that responsibility was met.

- College deans will be accountable to the Provost each year during the annual performance review process for demonstrating the high quality of teaching in their college and how the college met the terms of its “responsibility compact” for instruction that academic year.
- The Provost and the Vice President for Instruction will be accountable to the colleges and departments for providing a negotiated amount of resources necessary to meet the agreed-upon responsibility compacts of the colleges and its individual departments.

Earlier drafts of this process have already been discussed at meetings of the Dean’s Council and CAAC. Based on your suggestions, the original drafting team – Jerry Hogle, Wanda Howell and Miranda Joseph – have made revisions. I now ask that each of you begin implementation using your normal shared governance process. I would like to complete the first four bulleted items in this memo under Establishing Teaching Responsibilities by February 1, 2008.

Sincerely yours,

A handwritten signature in black ink that reads "Gene Anderson". The signature is written in a cursive style with a large, prominent initial "G".

Executive Vice President and Provost

attachment: Management Plan Document

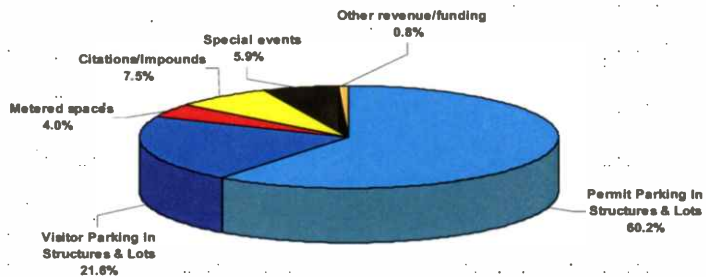
xc: Jerry Hogle
Robert Shelton
Team Provost

Parking & Transportation Services Budget Information

\$13.2 Million Annual Budget

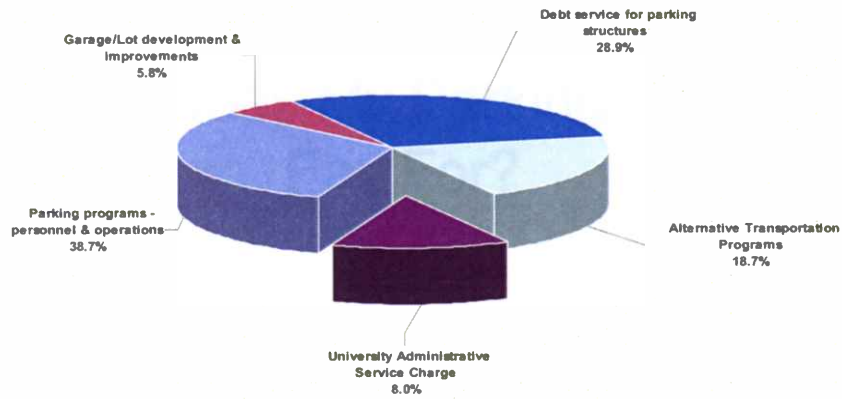
Department Revenue

Parking & Transportation Services
Revenues by Major Source
Fiscal Year 2007-08 Budget



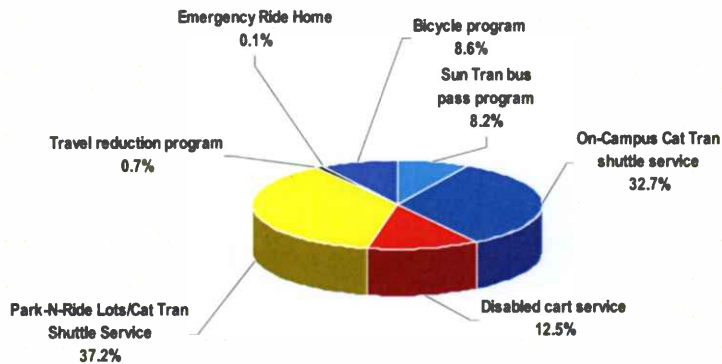
Department Expenses

**Parking & Transportation Services
Expenses by Major Activity
Fiscal Year 2007-08 Budget**



Alternative Transportation Expenses

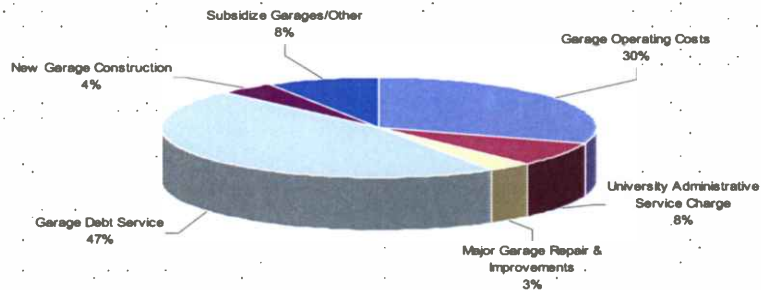
**Alternative Transportation
Expenses by Major Activity
Fiscal Year 2007-08 Budget**



What Does My Parking Permit Pay For?

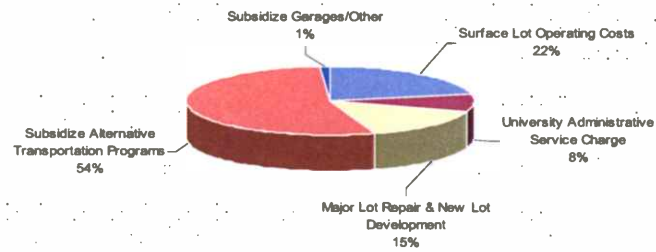
What Does My Permit Pay For?

**What Does My Parking Permit Pay For?
Garage Parking Permits
FY 2007 - 08 Budget**



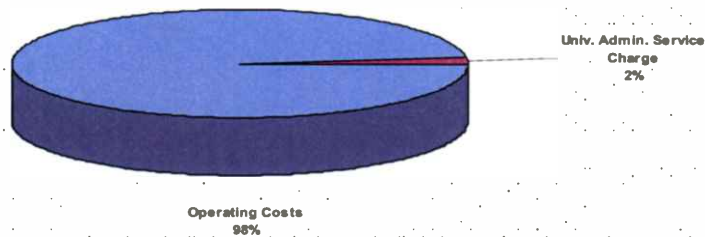
What Does My Permit Pay For?

What Does My Parking Permit Pay For? On-Campus Surface Lots & Street Parking Permits FY 2007 - 08 Budget



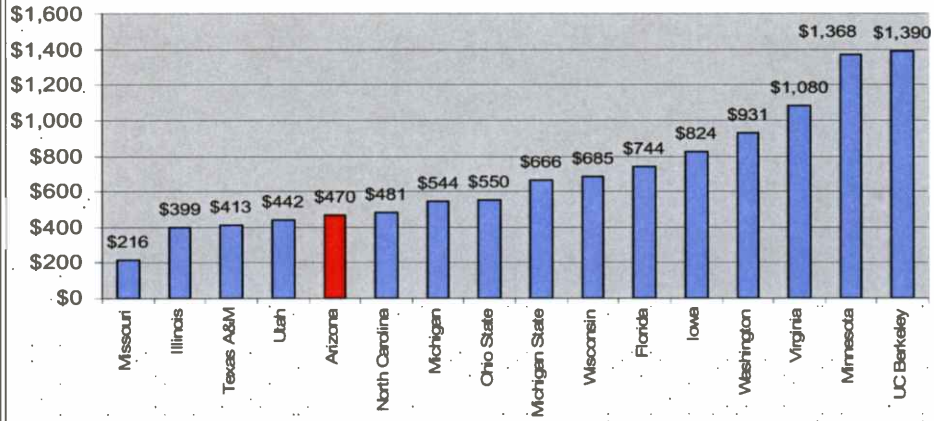
What Does My Permit Pay For?

What Does My Parking Permit Pay For? Off-Campus Permits FY 2007 - 08 Budget



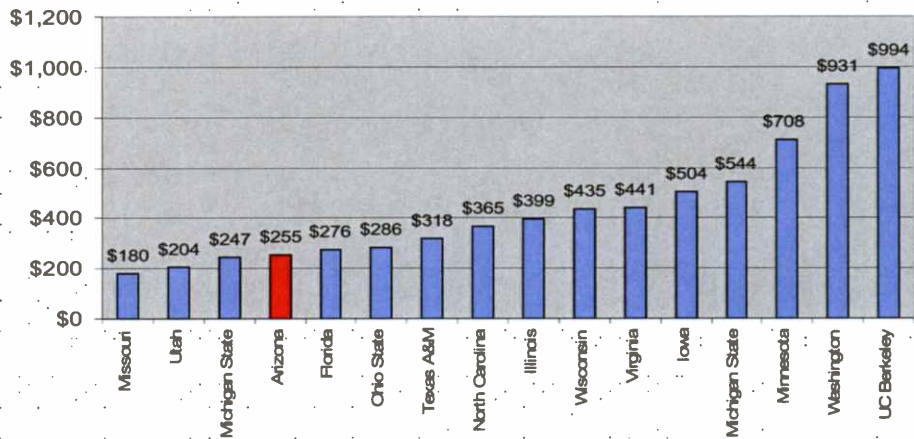
2006-07 Parking Permit Rate Comparison

Peer Institution Garage Parking Rate Comparison
Average Rate \$700



2006-07 Parking Permit Rate Comparison

Peer Institution Surface Parking Rate Comparison
Average Rate \$443



Provost's Plan for a New UA Management Process

***BETTER ORGANIZING PRIORITIES MANAGEMENT:
How to Do More High-Quality Teaching, Research, and Service
Given a Shrinking Percentage of Discretionary Dollars***

*Approved by Provost George Davis based on a proposal by
Andrew Comrie, David Cox, Edward Frisch, Jerry Hogle, and Leslie Tolbert,
The Academic Priorities Enterprise Team, Office of the Provost*

The changes we know to be necessary at the University of Arizona depend fundamentally on making clearer distinctions between Central Administration and College responsibilities – and then sticking to these distinctions within *compacts* (formal responsibility agreements) between the administration and each college (or college-level entity).

Central Administration is needed to provide:

- (a) economies of scale and reasonable efficiencies across the whole institution;
- (b) the distribution and management of risk (including fundamental compliance with and accountability to government or accrediting agencies);
- (c) overall strategies for the recruitment, retention, and advising of students;
- (d) reporting to external authorities and accreditors through a “point person” and supporting staff; and
- (e) a healthy alignment of overall mission with the distribution of resources to ensure balanced and strategic degrees of excellence in teaching, research, creativity, outreach, and service overall, in part through interdisciplinary activities across and within colleges.

Each College, in turn, often in collaboration with others, has the responsibility and should be held accountable for:

- (f) the differential allocation of personnel to ensure the high-quality and accessible fulfillment of its teaching and mentoring obligations to graduate students, majors, minors, and General Education or Foundations students (where appropriate);
- (g) the production of cutting-edge new knowledge and creative endeavor, substantially through grants, contracts and partnerships, with local, world-wide, and often interdisciplinary value and relevance;
- (h) the outreach and application of research-based knowledge throughout Arizona, the nation, and the world;
- (i) the recruitment and fruitful development of a diverse and highly-qualified faculty and staff, each in different ways, to serve the educational, research, creative, and outreach missions;
- (j) the strategic raising and deployment of college, central, and external resources to promote college priorities while fulfilling public-university obligations; and
- (k) the cultivation of a diverse and welcoming community of learners at all levels so that each individual, within his or her differentiated assignment, enhances the community and contributes to a workable and healthy balance among mission responsibilities.

Given these distinct roles and the need for them to interact more effectively so that instruction, research, creativity, outreach, and service can all be delivered to the most optimum levels that resources permit – especially in this time of discretionary funds becoming a shrinking percentage of the whole – we propose the following for short-term *and* long-term future implementation at The University of Arizona:

1. *More Provost's Money Should Move to Colleges (to begin "Responsibility Compacts")*: Central Temporary Instructional Funds should continue to be allocated to colleges for university-wide requirements, needs, and functions such as General Education (Tiers I and II), Foundations, and Basic Science. These funds should also be complemented, as negotiations decide, by college-based Temporary Funds. Both Administration and the Colleges are jointly responsible for ensuring that student demand is reasonably well met in these areas. But:
 - *Courses for all majors and minors should come out of College budgets from now on*, as part of each college's annual instructional compact with the Provost (which should become more formal, starting with arrangements for 2007-08).
 - To that end, the Provost's Office should transfer a portion of its current Temporary Budget to a college or colleges whose instruction for majors and minors is clearly under-funded *or* who offer essential Foundations courses with steady or growing enrollments -- but only *under a formal agreement about what the College responsibility for both lower- and upper-division instruction will be annually*.
 - Such agreements should come as close as possible to *instructional-responsibility "compacts" between the Provost and every college*, to be implemented to the full extent they are feasible.

2. *Instructional-Responsibility Compacts Should Be Adjustable and Increasingly Based on the Principle that "a Large Proportion of Instructional General Fund, Net Tuition Revenue, and 22:1 Money Follows Student Credit Hours (SCH)" with Some Consideration for Differing Program Costs*: Such compacts will usually be based on enrollment estimates that may not prove completely predictive when students actually enroll by the first day of a semester. In general, though, if actual enrollments rise compared to the last comparable term, the Provost may retain some of the differential of Net Tuition Revenue (NTR) and 22:1 allocations-to-come, as well as some unassigned General Fund money targeted for instruction, and allocate it to those colleges whose enrollments have risen most both for majors and General Ed. Hence:
 - If enrollments differ across colleges compared to the last comparable term, the Provost should have the option, to a limited extent, of moving some NTR, instructional General Fund, and/or 22:1 dollars to those colleges that are experiencing enrollment increases. *This option would mean that College base budgets -- whose sources do include tuition, instructional General Fund, and/or 22:1 dollars -- are no longer simply sacrosanct and assumed to just carry over.*
 - Within the same logic, too, available funds in general that come from NTR, instructional General Fund, or 22:1 monies should henceforth follow SCH as much as possible, *provided* that some consideration is still given to the differential

- cost of programs, but also to whether or not such programs do or can charge differential tuition.
- Within this scheme, in all fairness, research-derived dollars, mostly from indirect cost recovery, should increasingly fund research-related costs. These costs might include seeding and/or matching funds for grant proposals, research infrastructure (including physical plant and O&M debt service), research compliance efforts, and the administration of grants and contracts.
3. Colleges Should Prioritize Programmatically, then Differentiate Faculty Roles, to Assure More Teaching Funded out of the Permanent-line Budget While the UA Also Maintains or Expands its Research and Creative Mission in its most Prioritized Areas: Each College should continue its present efforts to prioritize allocations to its units based on each one's contributions to the College's teaching, research, and outreach missions, as well as to the University's overall commitments to its students, the State, and the nation. These prioritizations should include clear estimates of the Student Credit Hours that should be offered to meet the legitimate demands of the teaching mission in each unit. Within the frame of these endeavors, then:
- more ranked and regular faculty positions on the permanent budget – a modest, but definite, percentage in most units-- should rapidly become, as some are now, **teaching intensive positions** (on, for example, 60-70% Teaching contracts as opposed to 40/40/20 arrangements, which should continue substantially but be less routine). Normally, except sometimes in large departments, these positions should be funded by *additional* dollars generated by growth in the UA student body.
 - Even in the cases of high-research or top-artistic programs, one or two positions, depending on the area, should normally be teaching-intensive ones so that the unit's and the College's reasonable obligations for instruction are met while much of the faculty concentrate, with *some* teaching obligations, on research or outreach or both.
 - Some individuals on teaching-intensive appointments, as a few do now, could contract to publish on *instructional* best practices and innovations in their fields.
 - To remain a high-quality University, we should be able to offer a quality instructional program across all the areas that students, families, Regents, and legislators rightly expect even as we *equally* maintain and pursue research-and-creative supremacy in well-chosen areas, many of them interdisciplinary, whether of established international importance *or* of rising and cutting-edge significance in the state, the nation, or the world.
4. To Enable all of the Above and the Compacts Involved, All College Hiring Plan Proposals Henceforth Should Include Plans for How Needed Teaching By That College Will Continue to Be Accomplished or Be Augmented, Either by the New Hires or by Reallocations of Human Resources that the Hiring Plan Would Permit.

5. Clear and Equally-valued Options Should be Available for Teaching-Intensive Appointments on Permanent Lines so that Appointees to Them are Never Second-class Citizens at the UA: Depending on the college and the field, some of these positions can be continuing-eligible, some can be multi-year-contract Lecturers, and some (carefully chosen and placed) probably should be tenure-track (especially those already-tenured people who are converted, as a few have been, to 60/10/30 contracts, say, from 40/40/20). In addition:
- * Full General Faculty rights should apply in all these cases, and all Merit Adjustments should be based on ratings calculated according to the contractually-allocated distribution of time in each case.
 - Promotion and Tenure Committees should also be instructed, from the department to the University level, that recommendations should be based on *actual* distribution of responsibility – the meeting of an individual’s contract -- so much so that less quantity of research productivity can still lead to promotion if a candidate is on a 60-70% teaching appointment and is teaching substantially well.
 - The procedural mechanisms for doing all this are already in place.

If all of this can be done, the UA can use more of its permanent line budget – with less reliance on Temporary Funding from the Provost -- to *both* satisfy the demands of students for a high-quality, university-level education *and* achieve continuing and increased distinction in its highly-prioritized areas of cutting-edge research and creative endeavor.

Approved in February, 2007

A New Model for Continuing Education and Academic Outreach: The Arizona Outreach College

Background

Over the years, Continuing Education and Academic Outreach (CEAO) has not been perceived to be part of the university's main academic core. Aside from lacking an explicit and tangible connection to the university's mission, CEAO itself lacked a coherent vision that accurately reflected its mission and function.

Within the university, many are unaware of the integral role that CEAO plays in university outreach on behalf of UA faculty and departments, and in student access to academic content. Further, a more organized and systematic approach to outreach in both the credit and non-credit arenas is critical to expanding and enhancing the impact of UA teaching, outreach, service and engagement activities, in addition to opportunities for enrollment growth and student access.

CEAO has been a key player in supporting UA faculty efforts in these areas. CEAO provides student services to both non-traditional as well as "main campus" students taking both credit and non-credit courses. CEAO provides departments with expertise in course registration, finance, marketing, and ensuring consistency in university policies and procedures. Working through CEAO, departments can provide flexible student services, avoid duplicating efforts, and ensure that tuition and fees are collected and managed in a consistent fashion. Specifically, for Fall 2007, CEAO provided support to departments and colleges in delivering 8 degree programs, plus additional courses, which generated approximately 698 FTE students.

CEAO and all its functions must serve to advance the interests of our faculty and our students. That has not always been the case. "Continuing education" as a stand alone concept, as opposed to serving the university's core mission, drove what CEAO did, and that model became a self-fulfilling model. Further, recall that CEAO, before Focused Excellence, was known as Extended University. Although this name suggested centrality, it was only a name. The UA had not addressed strategic alignment with our academic mission. Due in part to a lack of strategic institutional focus regarding the role of CEAO, it has been a "defocused" auxiliary, with a loosely governed cluster of cost centers in some instances detracting from core academic activities. Accordingly, a significant reorganization was in order. We have changed CEAO's structure, and the organization's function, culture and identity must become more clearly mission-centric.

CEAO has been completely reorganized to reflect the lifelong learning cycle of many individuals desiring to connect to the University of Arizona experience. All programs have been compressed into seven divisions following not only that cycle, but the basic nature of outreach and instructional programs offered by our faculty: the Arizona Youth University, Correspondence, Credit Outreach, Distance Learning, Evening/Weekend, Professional Development and the Osher Lifelong Learning Institute/Elderhostel. This cycle serves to embed young learners into the Arizona Experience and continues to serve their educational needs for

life, providing appropriate gateways into core academic content. Further, we have completely revamped our financial system to provide incentives for faculty and departments desiring to leverage this capacity. Note that we are currently providing this service with fewer than 3.0 state-funded FTE, and a staff of 29, down from 50 at the beginning of this process.

So, What Is Our Identity?

Given the success of our current programs, as well as our ability to be flexible, entrepreneurial, and proactive, Continuing Education and Academic Outreach is uniquely poised to be a major force in outreach, student access and enrollment growth for the University of Arizona. CEAO has proven its ability to increase enrollments through outreach efforts, while at the same time representing and reinforcing the university's academic mission through close ties to academic departments and their clientele. Making the connection between the university and the community is where CEAO's expertise lies and CEAO is eager to leverage that expertise in promoting the university's land-grant mission. A coherent change in identity, emphasizing the inherent, integral connection to university mission will strengthen the image of CEAO as well as working relationships with academic colleges.

Emblematic of that cultural change, to reflect CEAO's integral role in serving university faculty, a name change is in order. The Office of Continuing Education and Academic Outreach should become the **Arizona Outreach College** under the leadership of a Dean but with minimal additional administrative structure. Arizona Outreach College is more indicative of the services that CEAO is able to provide. This change will be a clear indication to ABOR, UA faculty and staff, students, and the public that The University of Arizona is moving ahead with its land-grant mission by elevating the status of access, service and flexibility.

The Honors College serves as an existing model. As with the Honors College, the Arizona Outreach College would be a non-degree granting unit with college status, supporting course and program delivery from the academic colleges. This unit will continue to work through the academic colleges to provide courses and assist with credit-based degrees and certificates. The mission of the Arizona Outreach College is to facilitate campus departments in providing courses and programs that result in degrees or other academic support of clientele.

The unit as proposed will be similar in structure to the Honors College, yet it differs from the academic colleges because the courses and programs supported reflect a wide variety of disciplines and areas of study; nor does it "house" faculty or faculty appointments. Another distinction is that the unit supports credit-based courses and programs that are controlled by other departments. A fourth difference is that it provides a wide array of non-credit offerings and opportunities. Finally, an important difference lies in the emphasis placed upon utilizing an enterprise model to reach new pockets of non-typical students who are not necessarily full-time or of traditional college age.

With the university's support, Arizona Outreach College will continue to enhance our academic service capability and to grow enrollments outside of the traditional campus format. The unit is committed to helping the university increase access to reach a more diverse student

body, serve our land-grant mission, enhance enrollment, and return critical resources to university faculty, departments and colleges.

Summary

Given the recent structural and administrative change in university outreach and in CEAO, the need to enhance enrollments, the need to strengthen potential support for our programs, and the growing demand for electronic education whether offered locally or elsewhere, the timing for a change is ideal. With respect to the increased population of the state, the enrollment pressures on the “main campus” and student needs and demands for flexible course availability, this proposed change will enhance the ability of The University of Arizona to reach new audiences and to engage those audiences in the Arizona experience.

Identifying the unit as a college will assist faculty, departments and colleges in understanding the role of the Arizona Outreach College by highlighting its centrality to the mission and enhancing the credibility of its offerings. Further, “college standing” conveys a strong message to potential students—no matter their age—that the courses and programs offered are, in fact, University of Arizona offerings.

Reasons for Change

- Increase visibility of and audiences for UA academic programs.
- Provide clarity that courses are grounded in main campus.
- Increase student enrollment and access.
- Enhance opportunities for place-bound and work-bound citizens.
- Create a structure supporting closer working relationships with faculty, directors and deans.
- Extend appropriate opportunities to worldwide audiences in a more coherent fashion.
- Abandon non-essential history and components of CEAO.
- Contribute more funding back to departments.
- Allow for some funding to follow enrollments in certain areas.
- Move away from the conception that UA academic outreach programs are all somehow related to “continuing education.”
- Increase enrollment beyond day classes.
- Create a more coherent mechanism linking youth programs to the University of Arizona experience.
- Provide mechanisms to allow delivery of the most advanced educational experience to UA students, driven by main campus departments and faculty.

MEMORANDUM

To: The University of Arizona Faculty Senate
From: Tommy Bruce, ASUA President
Date: January 28, 2008
Subject: Proposed Textbook Legislation

Attached you will find the current version of the proposed textbook legislation that the Arizona Students Association is working in a bipartisan effort to make law in Arizona.

Currently, there are identical bills in both the House (H2230) and the Senate (S1175) that have been officially assigned to the Higher Education Committees'. The earliest date that the bills may be heard is February 5th.

In the house, the proposed legislation is sponsored by Representative Tobin and in the Senate, the proposed legislation is sponsored by Senator O'Halleran, Chairman of the Senate Higher Education Committee. Many co-sponsors have also signed on in support.

Details of the legislation include:

- Full price disclosure to faculty members and anyone else involved in the textbook/supplementary document purchasing process
- Summary of the differences between textbook editions
- Full listing of textbook/supplemental material availability (paperback, unbound etc.)
- If a textbook/supplementary material is offered in a bundled fashion, they must also be offered unbundled
- Copyright dates of the previous editions of the textbook or supplementary materials
- If a custom textbook textbook/supplementary material is created between a publisher and professor, the suggested retail and wholesale price must be disclosed

The battle against the high price of textbooks has been a joint effort between students, faculty, bookstores and administration in states that have passed this legislation including Connecticut, Oregon, Minnesota, Washington and Oklahoma. We hope that this may be the case here in Arizona. Your support is critical because the legislation not only helps to lower the cost of textbooks for students but it also introduces price into the sales conversation between faculty and publishing company representatives. It thereby allows faculty to have all of the information needed to make a decision about choosing textbooks for their courses.

It is the hope of the Arizona Students Association that The University of Arizona Faculty Senate will support college textbook information legislation and will vote to support the attached resolution marking official support.

The vote on this resolution will take place at the February 4th Faculty Senate meeting. Thank you for your consideration. Please contact me if you have further questions.

Rough Draft
December 21, 2007 3:14 PM
Folder 981, Drafter TODD BAYNE

REFERENCE TITLE: college textbooks; information

State of Arizona
Senate
Forty-eighth Legislature
Second Regular Session
2008

S. B. _____

Introduced by _____

AN ACT

AMENDING TITLE 15, CHAPTER 14, ARIZONA REVISED STATUTES, BY ADDING ARTICLE 9;
RELATING TO UNIVERSITIES AND COMMUNITY COLLEGES.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Title 15, chapter 14, Arizona Revised Statutes, is amended
3 by adding article 9, to read:

4 ARTICLE 9. COLLEGE TEXTBOOK INFORMATION

5 15-1891. College textbooks; information; definitions

6 A. THE PUBLISHER OF A COLLEGE TEXTBOOK OR SUPPLEMENTAL MATERIALS FOR
7 COLLEGE COURSES SHALL PROVIDE THE FOLLOWING WRITTEN INFORMATION TO FACULTY
8 MEMBERS AND ANY OTHER PERSONS WHO ARE IN CHARGE OF SELECTING COURSE MATERIALS
9 FOR A UNIVERSITY UNDER THE JURISDICTION OF THE ARIZONA BOARD OF REGENTS OR A
10 COMMUNITY COLLEGE UNDER THE JURISDICTION OF A COMMUNITY COLLEGE DISTRICT IN
11 THIS STATE WHENEVER THE PUBLISHER PROVIDES A FACULTY MEMBER OR OTHER PERSON
12 WITH INFORMATION ABOUT TEXTBOOKS:

13 1. THE SUGGESTED RETAIL PRICE AND WHOLESALE PRICE OF THE TEXTBOOK OR
14 OTHER SUPPLEMENTAL MATERIAL.

15 2. THE COPYRIGHT DATES OF ANY PREVIOUS EDITIONS OF THE SAME TEXTBOOK
16 OR THE SAME SUPPLEMENTAL MATERIALS WHENEVER THE PUBLISHER PROVIDES A FACULTY
17 MEMBER OR OTHER PERSON WITH INFORMATION ABOUT TEXTBOOKS.

18 3. A SUMMARY OF THE SUBSTANTIVE CONTENT DIFFERENCES BETWEEN THE
19 CURRENT EDITION OF THE TEXTBOOK OR SUPPLEMENTAL MATERIALS AND THE IMMEDIATE
20 PRIOR EDITION.

21 4. WHETHER THE TEXTBOOK OR SUPPLEMENTAL MATERIALS ARE AVAILABLE IN ANY
22 OTHER FORMAT, INCLUDING PAPERBACK OR UNBOUND EDITIONS, AND THE SUGGESTED
23 RETAIL PRICE AND WHOLESALE PRICE OF THE TEXTBOOK OR SUPPLEMENTAL MATERIALS IN
24 THE OTHER FORMATS.

25 B. IF A PUBLISHER OFFERS A TEXTBOOK THAT IS BUNDLED WITH SUPPLEMENTAL
26 MATERIALS, THE PUBLISHER SHALL ALSO OFFER THE TEXTBOOK AND THE SUPPLEMENTAL
27 MATERIALS SEPARATELY.

28 C. IF A FACULTY MEMBER AND A PUBLISHER CREATE A CUSTOM TEXTBOOK, THE
29 PUBLISHER SHALL PROVIDE THE SUGGESTED RETAIL PRICE AND THE WHOLESALE PRICE OF
30 THAT CUSTOM TEXTBOOK TO FACULTY MEMBERS AND ANY OTHER PERSONS WHO ARE IN
31 CHARGE OF SELECTING COURSE MATERIALS.

32 D. SUBSECTIONS A AND B APPLY TO CUSTOM TEXTBOOKS TO THE GREATEST
33 EXTENT PRACTICABLE.

34 E. THIS SECTION SHALL NOT BE CONSTRUED IN A MANNER THAT VIOLATES
35 ACADEMIC FREEDOM.

36 F. FOR THE PURPOSES OF THIS SECTION:

37 1. "BUNDLED" MEANS ONE OR MORE COLLEGE TEXTBOOKS OR OTHER SUPPLEMENTAL
38 LEARNING MATERIALS THAT ARE PACKAGED TOGETHER TO BE SOLD AS COURSE MATERIALS
39 FOR A SINGLE PRICE.

40 2. "COLLEGE TEXTBOOK" MEANS A TEXTBOOK OR A SET OF TEXTBOOKS USED FOR
41 OR IN CONJUNCTION WITH A COURSE IN A UNIVERSITY UNDER THE JURISDICTION OF THE
42 ARIZONA BOARD OF REGENTS OR A COMMUNITY COLLEGE UNDER THE JURISDICTION OF A
43 COMMUNITY COLLEGE DISTRICT IN THIS STATE.

44 3. "CUSTOM TEXTBOOK" MEANS A COLLEGE TEXTBOOK THAT IS COMPILED AT THE
45 DIRECTION OF A FACULTY MEMBER OR ANY OTHER PERSON OR ENTITY IN CHARGE OF

1 SELECTING COURSE MATERIALS AT A UNIVERSITY UNDER THE JURISDICTION OF THE
2 ARIZONA BOARD OF REGENTS OR A COMMUNITY COLLEGE UNDER THE JURISDICTION OF A
3 COMMUNITY COLLEGE DISTRICT IN THIS STATE, INCLUDING SELECTIONS FROM ORIGINAL
4 INSTRUCTOR MATERIALS, PREVIOUSLY COPYRIGHTED PUBLISHER MATERIALS, COPYRIGHTED
5 THIRD-PARTY WORKS AND ELEMENTS THAT ARE UNIQUE TO A SPECIFIC EDUCATIONAL
6 INSTITUTION SUCH AS COMMEMORATIVE EDITIONS.

7 4. "INTEGRATED TEXTBOOK" MEANS A COLLEGE TEXTBOOK THAT IS COMBINED
8 WITH MATERIALS DEVELOPED BY A THIRD PARTY THAT, BY THIRD-PARTY CONTRACTUAL
9 AGREEMENTS, MAY NOT BE OFFERED BY PUBLISHERS SEPARATELY FROM THE COLLEGE
10 TEXTBOOK WITH WHICH THE MATERIALS ARE COMBINED.

11 5. "PUBLISHER" MEANS A PUBLISHER OF COLLEGE TEXTBOOKS OR SUPPLEMENTAL
12 MATERIALS THAT IS INVOLVED IN OR AFFECTING INTERSTATE COMMERCE.

13 6. "SUBSTANTIVE CONTENT" MEANS PORTIONS OF A COLLEGE TEXTBOOK,
14 INCLUDING NEW CHAPTERS, ADDITIONAL ERAS OF TIME, NEW THEMES OR NEW SUBJECT
15 MATTER.

16 7. "SUPPLEMENTAL MATERIALS" MEANS EDUCATIONAL MATERIAL THAT IS
17 DEVELOPED TO ACCOMPANY A COLLEGE TEXTBOOK, INCLUDING PRINTED MATERIALS,
18 COMPUTER DISKS, WEBSITE ACCESS AND ELECTRONICALLY DISTRIBUTED MATERIALS, AND
19 THAT IS NOT BOUND BY THIRD-PARTY CONTRACTUAL AGREEMENTS TO BE SOLD IN AN
20 INTEGRATED TEXTBOOK.

21 8. "WHOLESALE PRICE" MEANS THE PRICE AT WHICH THE PUBLISHER MAKES OR
22 WOULD MAKE THE TEXTBOOK OR SUPPLEMENTARY MATERIAL AVAILABLE TO A BOOKSTORE ON
23 THE CAMPUS OF A UNIVERSITY UNDER THE JURISDICTION OF THE ARIZONA BOARD OF
24 REGENTS OR A COMMUNITY COLLEGE UNDER THE JURISDICTION OF A COMMUNITY COLLEGE
25 DISTRICT IN THIS STATE.

Faculty Senate Resolution on College Textbooks

WHEREAS, high textbook prices decrease the accessibility and affordability of higher education: In 21st Century America, a college education is critical for individual success and for the strength of our nation. Textbooks cost students \$900 per year, on average, which is nearly one-fifth of tuition at a state university in Arizona. With tuition already at all-time highs, the added cost of textbooks can be a "tipping point" expense for middle and low-income students.

WHEREAS, commercial textbook publishers engage in tactics to drive up prices: Textbook prices have increased four times the rate of inflation over the past decade, due in part to business practices that artificially inflate the price of textbooks, mainly:

- Withholding-pricing information from faculty so they cannot easily determine the lowest cost materials
- Undermining availability of cheaper used books through excessive new editions and single-use editions
- "Bundling" supplementary materials with textbooks that do not add significant educational value

WHEREAS, the structure of the textbook market gives publishers disproportionate power: Publishers are not held accountable for their prices by the market because there is little competition for business between publishers, and the consumers (students) are required to purchase the products regardless of price.

NOW THEREFORE BE IT RESOLVED the University of Arizona Faculty Senate support statewide legislation requiring the publisher of a textbook or supplemental materials for college courses shall provide the following written information to faculty members and any other persons who are in charge of selecting course materials for a university under the jurisdiction of the Arizona board of regents or a community college under the jurisdiction of a community college district in this state whenever the publisher provides a faculty member or other person with information about textbooks:

1. The suggested retail price and wholesale price of the textbook or other supplemental material.

2. The copyright dates of any previous editions of the same textbook or the same supplemental materials whenever the publisher provides a faculty member or other person with information about textbooks.
3. A summary of the substantive content differences between the current edition of the textbook or supplemental materials and the immediate prior edition.
4. Whether the textbook or supplemental materials are available in any other format, including paperback or unbound editions, and the suggested retail price and wholesale price of the textbook or supplemental materials in the other formats.

BE IT FURTHER RESOLVED the University of Arizona Faculty Senate support statewide legislation requiring the publisher of a textbook or supplemental materials for college courses to do the following:

1. If a publisher offers a textbook that is bundled with supplemental materials, the publisher shall also offer the textbook and the supplemental materials separately.
2. If a faculty member and a publisher create a custom textbook, the publisher shall provide the suggested retail price and the wholesale price of that custom textbook to faculty members and any other persons who are in charge of selecting course materials.

BE IT FURTHER RESOLVED that legislation include a provision stating that the legislation may not be construed in a manner that violates academic freedom.

NOW THEREFORE BE IT RESOLVED the University of Arizona Faculty Senate endorses the Arizona Students' Association textbook price disclosure legislation.

January 11, 2008

NOTICE OF GENERAL FACULTY PRIMARY ELECTION

SPRING 2008

Nominating petitions for the Vice Chair of the Faculty, Secretary of the Faculty, twenty-nine Faculty Senate College Representatives, five seats on the Committee of Eleven, two seats on the Committee on Committees, and two seats for elected faculty representatives to the Strategic Planning and Budget Advisory Committee (SPBAC) have been prepared and are available from the Faculty Center (621-1342) or online at <http://fp.arizona.edu/senate> (click on "Election Petitions" in the left sidebar) or at the locations indicated below through Monday, February 11, 2008.

College of Agriculture, Forbes 306
College of Humanities, Modern Languages 345
College of Medicine, AHSC 2201/Lobby
Department of Geosciences, Gould-Simpson 208
Main Library, Room A349

Members of the General Faculty may nominate themselves.

All petitions must be returned to the Faculty Center, 1400 E. Mabel St. (PO Box 210473), by Monday, February 11, 2008.

Instruction sheets attached to the petitions indicate the number of signatures required for each office. Nominees are requested to provide a paragraph of 150 words or less, to be used for publicity purposes and for the ballot, describing their reason(s) for becoming a candidate this particular year, or the issues in faculty governance in which they are (or continue to be) interested, or any statement which they feel best describes their candidacy. The descriptive paragraphs (150 words or less) are also due no later than February 11, 2008.

COMMITTEE ON ELECTIONS, 2007-08

Douglas E. Jones, Science-Engineering Library, Chair
Marlene Helm, Library, Arizona State Museum North
J.P. (Pat) Willerton, Political Science