

REVISED
2-4-04

For Faculty Senate Agenda Item 6

CONSENT AGENDA
Faculty Senate Meeting
9 Feb 2004

Instruction and Curriculum Policy Committee

CONSENT AGENDA ITEMS

Item 1

Approval of the transfer of the GIDP Gerontology Program, including the MS degree, graduate minor and certificate, and undergraduate courses to the College of Nursing, Office of the Dean. The undergraduate minor is to be disestablished prior to transfer as detailed in the proposal dated 09/02/2003.

Projected effective date: Spring, 2004

Description: The transfer of the GIDP Gerontology Program, including the MS degree, graduate minor and certificate, and undergraduate courses to the College of Nursing, Office of the Dean. The undergraduate minor is to be disestablished prior to transfer. However, sufficient undergraduate courses are to be maintained until such time as students enrolled in the minor have completed their program.

Justification: The Gerontology GIDP has matured to a stage that its association with the College of Nursing and the new Arizona Center on Aging would be beneficial to the University, faculty and students. This proposal will permit continuing connections between biomedical, clinical, social, and behavioral study of aging. The certificate and Ph.D. minor will continue to be taught. The MS degree will be closed to enrollment until such time as student demand has increased.

Approvals:

Undergraduate Council: 11/25/03

Graduate Council: 10/17/03

Administrative Review: 11/24/03

ICPC: 1-28-04

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For Faculty Senate Agenda Item 6

CONSENT AGENDA
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Item 2

Approval of the Proposal to add a requirement on Minimum University Credit in the Major as detailed in the proposal dated 12/10/03.

Projected effective date: 2004-2005 Catalog

Proposed language to be added to the General Catalog:

Major-related course work should include no fewer than 18 units of University Credit, to be identified on the Academic Program Requirements Report (APPR). Major-related course work could include the major, pre-major, and/or professional core. This requirement applies to any and all majors in the student's academic program.

Approvals:

Undergraduate Council: 4/22/03

Graduate Council: NA

Administrative Review: 10/21/03

ICPC: 1/21/04

Acceptable Use of Computers and Networks at the University of Arizona

I. Introduction

The University of Arizona provides a wide variety of computing and networking resources to all qualified members of the university community. Access to computers, computing systems and networks owned by The University of Arizona is a privilege which imposes certain responsibilities and obligations and which is granted subject to university policies and codes, and local, state and federal laws. All users of these resources must comply with specific policies and guidelines governing their use, and act responsibly while using shared computing and network resources including wireless. The purpose of this policy is to promote the efficient, ethical and lawful use of the University of Arizona's computer and network resources.

II. Scope

This policy applies to all users of University of Arizona computing and network resources, whether initiated from a computer and/or network device located on or off campus.

III. Policy Statement

Individuals using computer resources belonging to The University of Arizona must act in a responsible manner, in compliance with law and University policies, and with respect for the rights of others using a shared resource. The right of free expression and academic inquiry is tempered by the rights of others to privacy, freedom from intimidation or harassment, protection of intellectual property, ownership of data, and security of information.

Violations of this policy are subject to sanctions prescribed in, but not limited to, the following policies: Arizona Board of Regents Code of Conduct, Student Code of Conduct, Code of Academic Integrity, Classified Staff Personnel Policy Manual, University Handbook for Appointed Personnel. Some potential sanctions are listed in Article V of this policy.

IV. Acceptable Use Guidelines

The specific usage guidelines that follow are not intended to be comprehensive, but rather to establish and clarify the intent of this policy. Situations not enumerated here will inevitably arise, and they should be interpreted according to the spirit of this policy.

Each person using the University of Arizona's computer and network resources should:

1. Take no actions that violate the Codes of Conduct and Academic Integrity, Classified Staff Personnel Policy Manual, University Handbook for Appointed Personnel, or other applicable policy or law. This is not a comprehensive list of applicable University policies. In the event of a conflict between policies, the more restrictive use policy shall govern.

See the following related manuals/documents for more information:

Faculty and Staff Manuals {http://www.hr.arizona.edu/09_rel/polpro.php}

Student Code of Conduct {<http://info-center.ccit.arizona.edu/~studpubs/policies/studcofc.htm>}

Misuse of University Assets (pending approval)

2. Use security measures to protect the integrity of information, data, and systems. Users shall protect their computer systems and accounts by using strong passwords, installing anti-virus software consistent with management directives and keeping such software, as well as the operating system and application security patches, up to date. Users are responsible for safeguarding their identification codes and passwords, and for using them only as authorized. Examples of misuse include using a computer account and/or obtaining a

password that you are not authorized to use, using the campus network to gain unauthorized access to any computer system, and using a "sniffer" or other methods in an attempt to "crack" passwords.

See the following related documents for more information:

UA Electronic Privacy Statement {<http://w3.arizona.edu/~security/uaelectprivstmt.htm>}

UA summary of FERPA {<http://www.registrar.arizona.edu/ferpa/>}

Guidelines for Collection, Use and Disclosure of Personal Information at the University of Arizona
{<http://w3.arizona.edu/~security/Guidelines.htm>}

3. Clearly and accurately identify one's self in electronic communications. Do not forge or misrepresent one's identity. Concealing or masking the identity of electronic communications such as altering the source of an email message by making it appear as if the message was sent by someone else is a violation of this policy.

See the following related policies for more information:

Electronic Mail Policy {<http://w3.arizona.edu/~records/efinal.htm>}

Official Student E-mail Policy {<http://www.registrar.arizona.edu/emailpolicy.htm>}

4. Use computer and network resources efficiently. Computing resources are finite and must be shared. Users may use the University's computer and network resources for incidental personal purposes, provided that such use does not (A) unreasonably interfere with the use of computing and network resources by other users, or with the University's operation of computing and network resources; (B) interfere with the user's employment or other obligations to the University; or (C) violate this policy or other applicable policy or law. The university retains the right to set priorities on use of the system, and to limit recreational or personal uses when such uses could reasonably be expected to cause, directly or indirectly, strain on any computing facilities, or to interfere with research, instructional or administrative computing requirements, or to violate applicable policies or laws. Examples of inappropriate use include circumventing the editor or moderator to post messages to private (closed) listservs, sending "chain letters" or engaging in pyramid schemes, or engaging in unauthorized peer-to-peer file sharing. Sending "spam," defined as unsolicited "junk" e-mail sent to large numbers of people to promote products or services or inappropriate promotional or commercial postings to discussion groups or bulletin boards, is not permitted.

See the following related policies for more information:

Approved Use of University Computing and Communications Equipment

{<http://w3.arizona.edu/~policy/comp equip.shtml>}

5. Do not harass or intimidate or use computer and network resources for unlawful acts. The University, in general, cannot and does not wish to be the arbiter of content maintained, distributed or displayed by users of the University's computing and network resources. For example, the University, in general, cannot protect users from receiving e-mail they may find offensive. Using the University's computer or network resources for illegal activities, however, is strictly prohibited. Unlawful use of University computer and network resources can expose the individual user and the University to damages claims, or potential criminal liability. Unlawful uses may include, but are not limited to: harassment and intimidation of individuals on the basis of race, sex, religion, ethnicity, sexual orientation or disability; obscenity; child pornography; threats; theft; attempting unauthorized access to data; attempting to breach security measures on any electronic communications software or system; attempting to intercept electronic communication transmissions without proper authority; and violation of intellectual property or defamation laws. Do not use computer systems to send, post, or display slanderous or defamatory messages, text, graphics, or images. By using the University's computer and network services, each user accepts the responsibility to become informed about, and to comply with, all applicable laws and policies.

6. The use of university computer resources and networks is for legitimate academic or administrative purpose. Incidental personal use is permissible to the extent that it does not violate other provisions of this

policy, interfere with the performance of employee's duties, or interfere with the education of students at the university. Use of your computer account or the network for commercial activities that are not approved by appropriate supervisory University personnel consistent with applicable policy, or for personal financial gain (except as permitted under applicable academic policies) is prohibited. Examples of prohibited uses include using your computer account for engaging in unauthorized consulting services, software development, advertising products/services, and/or other private commercial activity.

See the following related document for more information:
Acknowledgment and Advertising on University of Arizona Web Pages
{<http://uaweb.arizona.edu/council/advertising.shtml>}

7. Respect copyright and intellectual-property rights. Users must adhere to the U.S. Copyright Act, the University of Arizona Interim Intellectual Property Policy, and the terms and conditions of any and all software and database licensing agreements. Any form of original expression fixed in a tangible medium is subject to copyright, even if there is no copyright notice. Examples include music, movies, graphics, text, photographs, artwork and software, distributed in any media -- including online. The use of a copyrighted work (such as copying, downloading, file sharing, distribution, public performance, etc.) requires either (A) the copyright owner's permission, or (B) an exemption under the Copyright Act. The law also makes it unlawful to circumvent technological measures used by copyright owners to protect their works. Copyright infringement exposes the user, and possibly the University, to heavy fines and potential criminal liability. Therefore, without limitation of other possible sanctions, the University may refuse, suspend and/or terminate computer and network access, with respect to any user who violates the copyright law, or who uses the University's computer or network resources contrary to the terms of the University's software or database license agreements.

See the following related document for more information:
Copyright and the Web {<http://uaweb.arizona.edu/council/copyright.shtml>}
United States Copyright Office {<http://www.loc.gov/copyright>}
Copyright and Fair Use {<http://fairuse.stanford.edu/>}
Use of Peer to Peer File Sharing Programs {<http://www.arizona.edu/home/p2p-programs.shtml>}

8. Respect University property. Misuse of university property includes, but is not limited to, theft or damage of equipment or software, knowingly running or installing computer viruses or password cracking programs, attempting to circumvent installed data protection methods that are designed and constructed to provide secure data and information, or in any way attempting to interfere with the physical computer network/hardware, or attempting to degrade the performance or integrity of any campus network or computer system.

9. Make only appropriate use of data to which you have access. Authorized university personnel (e.g. system, network and database administrators, among others) may have access to data beyond what is generally available. Privileged access to data may only be used in a way consistent with applicable laws, University policies, and accepted standards of professional conduct. Those who have access to databases that include personal information shall respect individual privacy and confidentiality, consistent with applicable laws and University policies regarding the collection, use and disclosure of personal information. Users should be aware however that state laws and university policies, guidelines and regulations may prevent the protection of certain aspects of individual privacy. Both the nature of electronic communications, and the public character of the University's business make certain uses less private than users may anticipate. For example,, in certain circumstances, the University may permit the inspection, monitoring or disclosure of e-mail, consistent with applicable laws and with the University's Electronic Mail Policy.

See the following related polices/documents for more information:
UA Electronic Privacy Statement {<http://w3.arizona.edu/~security/uaelectprivstmt.htm>}

Electronic Mail Policy {<http://w3.arizona.edu/~records/efinal.htm>}
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Guidelines for Collection, Use and Disclosure of Personal Information at the University of Arizona
{<http://w3.arizona.edu/~security/guidelines.htm>}

10. Respect and adhere to other departmental/college/Internet Service Provider's acceptable use policies.
When using a university computer system and/or network to connect to a non University of Arizona system or network, adhere to the prevailing policies governing that system or network. This does not in any way release your obligation to abide by the established policies governing the use of University of Arizona computer systems and networks.

V. Recourse for Misuse and/or Non-Compliance

Aforementioned policies in this document include action steps to be taken to determine whether or not an individual has, in fact, misused University computing and/or network resources. Protections of the rights of individuals accused of policy violations afforded by those policies also apply.

Users who misuse University computing and network resources or who fail to comply with the University's written usage policies, regulations and guidelines are subject to one or more of the following consequences:

- Temporary deactivation of computer/network access
- Permanent deactivation of computer/network access
- Disciplinary actions taken by the department or Dean of Students Office up to and including expulsion from school or termination of employment
- Subpoena of data files
- Legal prosecution under applicable Federal and State laws
- Possible penalties under the law, including fines and imprisonment

Violations, complaints and questions should be reported to the University Information Security Office by email (iso@arizona.edu) or call 621-0100.

Rpc/2003-04/1-30-04 Draft Acceptable Use of Computers

Electronic Mail Policy {<http://w3.arizona.edu/~records/efinal.htm>}
UA summary of FERPA {<http://www.registrar.arizona.edu/ferpa/>}
Guidelines for Collection, Use and Disclosure of Personal Information at the University of Arizona
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REVISED
1-23-04

The University of Arizona

Policy Title: Misuse of University Assets
Policy Number "P"
Contact: Joel D. Valdez
Effective Date:
Approved:

I. POLICY STATEMENT: The University of Arizona is responsible for the appropriate use of its assets. In substantiated cases of misuse of those assets, it is the policy of the University to obtain full restitution, to impose administrative sanctions, and refer to violations of criminal statutes for prosecution.

II. PURPOSE

This policy is adopted for the purpose of:

- A. Defining, and delineating responsibilities relating to, the misuse of University assets.
- B. Establishing protocols for reporting and handling of incidents involving alleged or actual misuse of University assets.
- C. Providing guidelines for corrective actions when the investigations confirm that misuse has occurred, or is likely to occur.
- D. Misuse of University assets is a violation of the Arizona Board of Regents (ABOR), University Handbook for Appointed Personnel (UHAP), Classified Staff Human Resources Policy (CSHP), the Student Code of Conduct, and other policies of the University. Therefore, policy is addition to, but does not substitute for other laws and policies governing employees and students at the University, whether currently in effect or whether established after the adoption of this policy. Employees are required to be familiar with all policies governing the appropriate use of University assets.
- E. Disciplinary action against employees or students for misuse of University assets will be pursued under one or more of those policies, using the procedure applicable to that category of employees or students in connection with those policies.

III. DEFINITIONS

Unless otherwise stated, language in this policy is to be given its ordinary meaning consistent with the remedial purpose of this policy. Examples are given by way of illustration only, and specially defined terms are not limited to the examples given. As used in this policy:

- A. "Employee," means an individual who is employed by the Arizona Board of Regents under classifications "faculty," "classified staff," or "academic," administrative or service," professional, as those terms are defined in the *University Handbook for Appointed Personnel, Arizona Board of Regents' Policy Manual, and Classified Staff Employee Handbook*, student employees who have authority to impose discipline on other students, graduate students with supervisory or teaching responsibilities, including instructors, whether the individual is paid or unpaid, or any individual who represents or acts on behalf of the University and whose actions may bind the University. For purposes of this policy, "employee" shall include all agents of the University."
- B. "University assets" are items of tangible or intangible property owned by, leased to, licensed to, or in the possession of the University of Arizona. Examples include name, money, land, buildings, improvements, proprietary information, inventory, equipment, accounts receivable, supplies, library volumes, museum pieces, art objects, furniture, materials, intellectual property, campus electronic information resources or internet domain (arizona.edu) software, tools, vehicles, and paid employee time. University assets also include items, which should have rightfully become an asset of the University, but did not due to misuse by an employee.
- C. Misuse is the illegal or unauthorized use (for example, a use not permitted by ABOR or University rules or the person having authority over the property or resource), which results in loss, damage or financial liability to the University or gain to the individual or a third party of no benefit to the University. Examples include but are not limited to using University assets for personal purposes, fraud, theft or embezzlement, which violate provisions of criminal law of the State of Arizona; acts (such as disclosure of confidential, proprietary or privileged information) that reduce the value of University assets or expose the University to legal or financial penalties, or are conflicts of interest that benefit only the employee or a third party.
- D. "Corrective Action Plan" (CAP) means a written plan developed by the management of the affected unit following a determination of misuse (or risk of misuse) of University assets, in order to correct and protect the University from future losses or potential losses.

IV. RESPONSIBILITIES OF ALL EMPLOYEES AND STUDENTS

- A. Employees and students may not misuse University assets.
- B. Employees have a responsibility to report activities or significant incidents that appear to be inappropriate or illegal, and/or violate a University rule or policy such as conflict of interest or commitment, and/or create a benefit to an employee or a third party and no benefit to the UA. Employees may report such misuse to any manager or supervisor in the chain of authority (director, department/unit head, dean, or appropriate vice president) or may make a report directly to the Senior Vice President for Business Affairs, or Executive Vice President. Employees need not report misuse

to their direct supervisors, but may make a report of alleged misuse to any supervisor, vice president or Executive Vice President or to the Senior VP for Business Affairs. Good faith reports of misuse of University assets are subject to the protection of the ABOR policy against whistle blowing as outlined in ABOR Policy Manual, as amended. Reporters of violations of this policy should be aware that some misuses of University assets are *de minimus*, and do not rise to the level to which a University administrator, auditor or the University of Arizona Police Department (UAPD) would consider the use a violation of this policy. However, if, combined with other incidents of reported misuse, the incident is not *de minimus*, the University supervisor, auditor or UAPD may consider the incident a significant misuse of University assets, warranting an investigation.

- C. Supervisors receiving alleged reports may take action to satisfy themselves that there is a reasonable basis to suspect that misuse has occurred prior to reporting to their immediate superior or supervisor in the chain of authority. However, before doing so, supervisors should consult with a representative from the Human Resources Department Employee Advising, the Chief of UAPD, the Chief Auditor or the Office of the General Counsel, whose expertise in these matters may provide helpful insights to confirm the appropriateness of an evaluation or indicate the need for additional assistance.
- D. The UA respects the rights and prerogatives of any individual to report incidents or activities directly to the immediate supervisor or to an administrator up the chain of authority, including a vice president.
- E. Employees involved in any aspect of a preliminary evaluation by the administrator, supervisor or manager, or an investigation under this policy, are responsible for keeping all information regarding the alleged misuse confidential.

V. RESPONSIBILITIES OF ADMINISTRATORS (Vice Presidents, Deans, Department/Unit Heads/Directors)

- A. Receive reports of alleged misuse of University assets.
- B. Exercise good judgment and carefully evaluate the alleged infraction to determine whether it is *de minimus* or that it does not rise to the level to which a University supervisor, dean, director or department head would consider reporting the infraction to the next level.
- C. Consult with appropriate administrator(s) to determine who in the chain of authority should be advised of the reported misconduct. In the event that a report of significant misuse of University assets has occurred, the administrator to whom a report has been made shall report the misuse to the Senior Vice President of Business Affairs (SVPBA).

- D. The responsibilities set forth in paragraph IV, above.
- E. Ensure that matters pertaining to reports of investigation of misuse of University assets are treated as confidential, pending the completion of an audit or investigation.
- F. Where an incident of misuse is confirmed following an investigation:
 - 1. Administer appropriate disciplinary action in accordance with ABOR and University policies and procedures in effect at that time;.
 - 2. Take steps to recover assets;
 - 3. Take steps to prevent recurrence; and
 - 4. Develop a Corrective Action Plan, which shall be reviewed and approved by an immediate supervisor, or as directed by a senior official (dean or vice president) in the chain of authority.
- G. Ensure preparation and implementation of a corrective action plan when misuse of assets is confirmed.
- H. When a person who is suspected or accused of misuse of University assets is the head of a department/unit/agency, consideration should be given to having all unit management responsibilities of that individual performed by the next higher authority.
- I. Ensure compliance with the provisions of this policy.
- J. The Senior Vice President for Business Affairs has overall staff responsibility for matters concerning known or suspected misuse of University assets. Attendant to this task is the responsibility for:
 - 1. Notifying and updating the University President and General Counsel of confirmed misuse of assets;
 - 2. Ensuring that an investigation is conducted;
 - 3. Effecting appropriate reporting to ABOR; and
 - 4. Coordinating the investigative process with the Executive VP and Provost and other senior University officials.
- VI. The University and its administrators shall follow any other policies and procedures of the ABOR or University regarding misuse of assets. By way of example, but without limitation, the following policies may apply:
 - A. ABOR Policy regarding Protection of Employees from Reprisal for Whistleblowing and University policies addressing the same;
 - B. Conflict of Interest and Commitment Policy;
 - C. Classified Staff Policy and Procedures Manual (CSPM);

- D. University Handbook for Appointed Personnel (UHAP);
- E. Intellectual Property policy;
- F. FRS Policy 9.18, Small Dollar/Direct Purchase Procedures;
- G. FRS Policy 15, Security, theft Control, Lost and Damage; and
- H. University of Arizona Acceptable Use of Computers and Network, if applicable;
- I. University of Arizona Codes of Conduct;
- J. Provisions of Arizona statutory law; and
- K. Any other policies currently in effect or effected subsequent to the adoption of this policy, which address misuse of University assets.

VII. INVESTIGATIVE PROCESS

A. General

As set forth in paragraph IV (C) above, employees are required to report incidents involving significant misuse of University assets.

B. Confidentiality

1. Subject to applicable Arizona law, matter pertaining to reports and investigations of misuse of University assets shall be treated as confidential pending the completion of any audit or investigation. University employees responsible for conducting any phase of a confidential investigation shall inform individuals contacted that their identities, and the information they provide, will remain confidential to the extent permitted by law.

C. Preliminary Investigation

1. The Internal Audit Department may conduct an investigation of the available evident and related circumstances to determine whether a thorough or more extensive audit is necessary.
2. If, after consulting with General Counsel, it appears to the Senior Vice President for Business Affairs (SVPBA) or the Internal Audit Department that the matter may involve criminal misconduct, s/he shall request a preliminary investigation by UAPD.
3. The Senior Vice President for Business Affairs (SVPBA), UAPD Internal Audit Department, deans, directors and department heads have authority to take

immediate action as they determine necessary, to secure and protect from misuse, destruction or alteration of University assets and any pertinent accounting and administrative records.

4. An individual who is charged with misuse or misappropriation of University assets may, at his or her expense, employ and be accompanied by legal counsel during any interviews or meetings with UAPD, internal auditors or others charged by the University to investigate this matter. Should disciplinary action be initiated upon a finding of wrongdoing, the individual shall be entitled to the protections provided under applicable personnel rules of the University and ABOR policies.
5. If permitted by applicable policies and procedures of the University of Arizona, an individual who is subject to an investigation for misuse of University assets may be placed on administrative suspension with or without pay while an investigation into wrongdoing is pending. Leave with pay, if appropriate, may be imposed by any supervisor in the chain of authority, and shall be imposed in accordance with applicable University and ABOR policies, and following consultation with Human Resources Department, the Provost and the Senior Vice President for Business Affairs.
6. Upon being placed on leave with pay, the employee shall, if requested, deliver to the immediate supervisor or department head all university keys, credit cards, and other university property.

B. Post-Investigation Actions

1. The officials conducting the preliminary investigation shall make a written report to the SVPBA, subject to their right to expand the scope of their investigation to determine the extent of the misuse, to identify individuals responsible for the improprieties, or to include a review of internal controls of the area in which the misuse occurred.
 2. If the individuals or offices conducting the investigation determine that no further investigation is required, then they shall complete their report to the SVPBA.
 3. If, after consultation with the General Counsel, it appears from the investigation that the individual under investigation has committed a criminal act in violation of Arizona or federal law, the UAPD shall notify and coordinate further actions with the relevant prosecuting agency.
- C. After receipt of a written final investigative report, the SVPBA will inform the Executive Vice President and Provost of the final disposition of the investigation.
- D. The Executive Vice President, Provost and SVPBA shall inform appropriate subordinate supervisors, within their respective areas of responsibility, of the

investigative results which affect their units, and direct, if appropriate, that they initiate appropriate disciplinary action.

VIII. DISCIPLINARY ACTIONS

- A. If the investigator(s) conclude that an employee or student is responsible for misuse of university assets, management or the Dean of Students shall initiate appropriate disciplinary action, in accordance with existing ABOR and University policies.
- B. All other rules, regulations and statutes governing University business operations shall also apply to disciplinary action taken against an employee for violation of this policy.

IX. ACTIONS WHERE FINDINGS DO NOT SUPPORT CLAIM OF MISUSE

If, at the conclusion of the evaluation or investigation, either the supervisor conducting the evaluation of the allegation of misuse or the SVPBA finds insufficient evidence upon which to determine that misuse occurred, or if s/he disagrees with the Investigators' findings and recommendations, the University, including the SVPBA, a Department Head, Director, Dean or Supervisor, will undertake diligent efforts to restore the reputations of persons alleged to have engaged in misuse under this policy. They also will make diligent efforts to protect the positions and reputations of those persons who, in good faith, made those allegations. Unless the employee or student so requests, no records of the complaint, investigation or report shall be maintained by the University, except as required by law.

X. REFERENCES AND RELATED POLICIES (These policies, by way of example, but not limitation, also may apply to allegations of misuse of University assets)

- A. ABOR Policy Manual:
http://www.abor.asu.edu/1_the_regents/policymanual/index.html
- B. University Handbook for Appointed Personnel:
<http://w3.arizona.edu/~uhap/>
- C. Classified Staff Human Resources Policy Manual:
http://www.hr.arizona.edu/09_rel/clsstaffmanual.php
- D. Use of University property:
http://www.hr.arizona.edu/09_rel/policies/pp414.php
- E. Department of Risk Management and Safety property loss claims procedures:
http://fp.arizona.edu/riskmgmt/property_claims.htm
- F. Student Code of Conduct and Disciplinary Procedures:
<http://w3.arizona.edu/~studpubs/policies/studcofc.htm>

G. Campus Use Policy:

<http://w3.arizona.edu/~policy/campus-use.shtml>

H. Conflict of Interest Policy:

http://vpr2.admin.arizona.edu/rie/conflict_of_interest.htm

I. ABOR Policy regarding Protection of Employees from Reprisal for Whistleblowing:

http://www.abor.asu.edu/1_the_regents/policymanual/chap6/6-914.pdf

1/23/04

misuse policy5 vg revisions.doc

COALITION ON INTERCOLLEGIATE ATHLETICS (COIA)

A NATIONAL COALITION OF FACULTY GOVERNANCE LEADERS

FRAMEWORK FOR INTERCOLLEGIATE ATHLETICS REFORM

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[PAC-10 RESOLUTION](#)

[BIG TEN RESOLUTION](#)

["CALL FOR A
COALITION"](#)

About the Coalition

The Coalition on Intercollegiate Athletics (COIA) was originally formed in 2002 as an email network of faculty leaders from over fifty Division I-A schools in Bowl Championship Series conferences, including the Atlantic Coast Conference, the Big-12, the Big East, the Big Ten, the Pac-10, and the Southeastern Conference. In the Fall of 2003, the COIA became a coalition of faculty senates welcoming membership from all Division I-A schools. It seeks to become a faculty voice in the national debate over the future of college sports.

The Coalition functions through a [Steering Committee](#) of twelve members, nominated by faculty leaders in each conference.

The COIA works with the American Association of University Professors, the [Association of Governing Boards](#) (a national organization representing college and university trustees), and the [NCAA](#) to promote serious and comprehensive reform of intercollegiate sports, so as to preserve and enhance the contributions athletics can make to academic life by addressing longstanding problems in college sports that undermine those contributions.

The Coalition's structure and mission is described in its [Charter](#) document. A more detailed description of its goals is developed in the [Framework for Intercollegiate Athletics Reform](#), which the Steering Committee has proposed for adoption this Fall by faculty governance at schools involved in the Coalition.

Together with the NCAA and the AGB, the COIA collaborated in the 2003 [AAUP Governance Conference](#), which focussed on intercollegiate athletics. The conference was held in Indianapolis, October 9-11. The COIA is in the process of revising and preparing several documents as a result of the conference.

Site last updated 28
October 2003
[Contact COIA](#)

A Framework for Comprehensive Athletics Reform Coalition On Intercollegiate Athletics (COIA), August 2003

Executive Summary

Reform of intercollegiate athletics is an urgent priority. Successful reform will require a broad consensus and a comprehensive approach. Some issues may be resolved quickly, others may require much more time, but national agreement on a comprehensive plan in the near future is essential to accomplish meaningful reform; the piecemeal approach has not succeeded. The COIA Framework, aimed at Division I-A, outlines essential features such a plan should include, and calls for the NCAA and national academic constituencies to develop detailed, appropriately flexible strategies for implementation. The goal of reform is not negative; it is to bring out the positive aspects of intercollegiate athletics, which contribute to the personal development of athletes and enhance college life on campus and off.

Academic Integrity. Colleges should admit only students with realistic prospects of graduation. Admissions practices should confirm that high schools must prepare athletes to meet such standards. Continuing eligibility standards should ensure that only academically engaged students compete in athletics. Faculty must take responsibility to ensure academic integrity in all programs. Athletics advisors must be closely integrated with academic advising to ensure prioritization of academic goals and integrity.

Athlete Welfare. The design and enforcement of limits on athlete participation in non-academic activities must be improved; assessment of coaches must reflect commitment to athletes' academic opportunities. Optimal season schedules for each sport should be designed and adopted. The terms and bases of scholarships should be reexamined so as to support student academics, and athletes should be fully integrated into campus life.

Governance. Shared oversight of athletics between governing boards, administrations, and faculty should involve clear communication and complementary responsibilities. Best-practice designs for the interaction of faculty athletics representatives, campus athletics committees, and faculty governance should be designed nationally, and adapted locally. Uniform reporting standards for athletics budgets should be established, to provide more financial transparency. Stable athletics conferences should support the linkage of athletics and academics, and become the basis for intercollegiate relationships beyond athletics competitions and finances.

Finances. The link between winning and financial solvency undermines the values of college sports and contributes to the athletics arms race. Broadened revenue sharing, and limits on budgets and capital expenditures should be implemented. Amateur goals appropriate to each sport should determine standards of expectations. Cost cutting in the areas of scholarships, squad size, season length, and recruitment should be explored.

Over-commercialization. Excesses in marketing college sports impair institutional control and contribute to public misperception of the nature and purpose of higher education. Schools must step back from over-commercialization by cutting costs and setting clear standards of institutional control and public presentation of college sports.

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A Framework for Comprehensive Athletics Reform

Recommended by the COIA Steering Committee, October 2003

The need for reform of intercollegiate athletics is serious and requires immediate action. The problems are not new, but they are worsening. During the 1990s, universities and the NCAA responded to the 1989 Knight Commission report, yet in 2000 the Commission concluded that intercollegiate athletics was more troubled than ever. The Coalition on Intercollegiate Athletics (COIA), a national network of Division I-A faculty leaders, believes that reform requires a comprehensive approach that addresses five issues: **(1) academic integrity, (2) athlete welfare, (3) governance of athletics at the school and conference level, (4) finances, and (5) commercialization.** Some of these issues may be resolved quickly, but others may require as much as a decade. With a comprehensive plan, however, we can avoid the ineffectiveness of the piecemeal approach of the 1990s. The present document reflects a consensus within the COIA; not every faculty leader associated with the Coalition will agree with all points. It is our hope that in conversation with other groups and individuals—such as the NCAA, the Association of Governing Boards (AGB), the AAUP, and university presidents—it can contribute to a plan of action for the coming decade. The Coalition encourages efforts to compile and analyze relevant data, and remains open to rethinking its positions as information becomes available.

There is wide diversity among college sports. While some issues may be of general concern, others may pertain very differently to team and individual sports, or to sports where the highest levels of competition are professional or amateur. A document as brief as this cannot attempt comprehensiveness. The process of reform we envision would appropriately adapt to each sport the general approaches we advocate. While some aspects of reform can and should be carried out immediately, others may involve complex solutions and significant lead time. The goal of the Coalition is to work with all groups over the next two years to develop a comprehensive plan that can be practically implemented as a series of scheduled steps.

The goal of reform is not negative; it is to bring out the positive aspects of intercollegiate athletics, which contributes to the personal development of athletes, connects schools to their alumni and communities, and enhances life on campus and off.

I. Issues of Academic Integrity

1. Initial eligibility and admissions. In football and men's basketball especially, many athletes are academically under-prepared, and have such heavy commitments to sports that they have little or no prospect of graduation. Students should not be enrolled if they do not have reasonable prospects of graduation. The Coalition supports the NCAA's initiative to raise initial eligibility standards through strengthening core course requirements, and supports the proposal to increase this requirement to 16 courses within five years. The NCAA's sliding scale of GPA and SAT/ACT scores has significantly increased reliance on high school grades. Universities should be required to inform high schools of the academic success rates of their graduates by sport, so that they can assess whether graduating athletes are really prepared to succeed academically. Admissions decisions regarding athletes with scores below institutional standards should involve academic review procedures no less rigorous than apply to other types of students; faculty review is recommended.

2. Continuing eligibility. The COIA supports the NCAA's recent strengthening of continuing eligibility standards, and its incentives/disincentives proposal. Exceptional cases may occur with regard to both GPA and progress-towards-degree requirements; appeals in such cases

should involve faculty and NCAA review.

3. Grading and program integrity. At some schools athletes are given preferential treatment to ensure continuing eligibility, either through academically unchallenging programs or differential grading practices. Such practices can only be addressed at the institutional level. Faculty at all schools should be provided with data concerning the majors and academic performance of all athletes, disaggregated to the highest degree permitted by law and distinguished by sport; procedures should be developed that allow faculty to determine there are no pressures to lower academic standards, and that permit abuses to be easily reported.

4. Academic advising and related services. Because athletes have such heavy burdens on their time, schools typically provide them enhanced support. Advising programs supervised through the Athletics Departments are a common source of academic violations. COIA recommends that Athletics Department advisors be appointed in the regular campus advising system, report through the academic advising structure, and be assessed by an academic-side review.

II. Issues of Athlete Welfare

1. The 20-hour rule. The NCAA places a 20-hour weekly maximum on in-season non-academic athletics activities to ensure that athletes can give adequate time to academics. Athletics departments must not permit coaches to schedule explicitly or implicitly mandatory training beyond the limit. Athletes often wish to devote more time to training individually, and this is their prerogative, but coaches and advisors should discourage it when it appears to interfere with academics. The Coalition supports efforts underway among NCAA Faculty Athletics Representatives (FARs) to develop better methods for enforcing the limit. Not only training, but all explicitly or implicitly required activities should be considered part of the 20-hour limit. Schools should empower Athletics Governance Committees to develop principles for training schedules and to monitor compliance. Evaluation of coaches should include their compliance with training limits, and encouragement of a balanced approach to academic and athletic needs. Athletics conferences should consider training-limit violations an infringement on conference rules, and review practices at member schools.

2. Schedules for competition. Schedules should provide an adequate competitive season with the least possible interference with the academic needs of athletes. In recent years, seasons in many sports have grown in length and number of competitions; no further expansion should be adopted, and efforts should be made to reduce season schedules. The Coalition recommends that the NCAA and FARs lead an effort to develop and adopt optimal scheduling principles for each sport. Certain principles should apply generally: weeknight competitions during the regular season should generally be eliminated; seasons must be designed to minimize travel. In this same spirit, spring football practice should be curtailed and closely monitored.

3. Scholarships. No athlete should feel the need to shortchange academic commitment in order to retain scholarship support. Scholarship support should never be terminated for a student who has demonstrated effort in athletics, who wishes to continue in athletics, and who has met standards of academic and personal conduct. Lengthening the term of athletes' scholarships should be explored.

4. Integration in campus life. Athletes on campus are students first, and should have the opportunity to participate fully in campus life. They should not be segregated in their own dormitories. They should participate in normal orientation activities. Athletic advisors should make athletes aware of the full range of campus opportunities available to them. They should help them coordinate major requirements and the demands of athletics. No athlete should be discouraged from pursuing a major because of athletics.

5. Professionalization. Athletics departments should make their goal the development of well-rounded students. While coaches work to win, those who win at the cost of the balanced development of their athletes should not be rewarded or retained. The NCAA, through the work of FARs, athletics directors, and coaches, should develop 'best-practice' criteria for the

evaluation of coaches and other athletics staff, to reward excellence that conforms with the best amateur ideals, rather than the standards of professional sports.

III. Governance Issues

The ultimate authority for athletics governance must lie with university presidents. Athletics programs must enhance the academic mission. For presidents to be effective in aligning athletics with the academic mission, they must have the backing of governing boards and effective input from faculty. Our focus here is on the faculty role.

1. Faculty Athletics Representatives. The effectiveness of the FAR is central to athletics governance. The appointment and evaluation of the FAR must be credible to administration and faculty, and the FAR must be supported with funds, release time, and authority.

Guidelines designed to assess FAR offices have been developed at PennState University. The Coalition proposes these be used to develop a 'best-practice' model for other schools during 2003-04. Individual schools must be responsible for the effectiveness of the FAR office, but NCAA review should be part of a best-practices model.

2. Athletics Governance Committee. An Athletics Governance Committee should exist on every campus, bringing faculty (including the FAR), administrators, and students together to oversee intercollegiate athletics. It should be the chief policy-setting organ for athletics programs, and should review special admissions, major personnel decisions and reviews, and assessment of budgets and financial performance. The constitution, appointment and authority of the committee must ensure credibility. The Coalition proposes that Penn State **Guidelines** be used in this case too, as the basis for a best-practices model.

3. Faculty senates. Faculty senates or their executive committees should receive detailed reports on campus sports programs at least annually from the FAR and Athletics Governance Committee, including academic performance of athletes, program budgets, and NCAA infractions. Faculty senates should be involved in the appointment of both the FAR and faculty members of the Athletics Governance Committee. A best-practices model should be developed for faculty senates in these regards.

4. Financial reporting principles. Uniform reporting standards for athletics budgets should be established, to allow the development of common guidelines and practices, and to provide more transparency in how colleges and universities account for revenues and expenses. At most schools, athletics program expenses exceed revenues and require funds from the academic side or the assessment of student fees. These should be determined through an open governance process, in which governing boards, administration, and faculty participate.

5. The role of conferences. Conferences enhance the role of athletics by creating traditions of rivalry central to school identity, and alumni and community loyalty. As a level of athletics governance, the conference can create or influence policies concerning academic standards, athlete welfare, limits of program scale, and so forth. The conference has its fullest effect when its members share regional identity, academic standards and goals, or longstanding common traditions. Lasting reform of college sports requires stable conference structures that represent academic rather than simply financial relationships. Conferences that also serve as academic consortia, such as the Big Ten, and recent initiatives by faculty leaders in the SEC to create structures of conference-wide faculty governance to complement and monitor athletics relationships, are models of the direction the Coalition believes conferences should take. Coalition partners such as the AGB and the AAUP can play a role in promoting models for intercollegiate relationships, but ultimately, university presidents and conference commissioners must set long-term conference goals beyond athletic revenues.

IV. Financial Issues

The rising costs of athletics programs place a strain on schools at a time of budget scarcity, and attempts to solve this problem through increased commercialization can lead to an impairment of institutional control over athletics, increased financial commitments (e.g., facilities), and violations of taste that can alienate donors. Reform in this area is likely to take longer than in the others, because of the complexity of the issues. However, so many problems can be traced to issues of cost

and commercialization that no reforms will be effective unless these are successfully addressed. Gradual but firmly scheduled changes pertaining to cost and commercialization must accompany the more rapid implementation of reforms in the areas of academics, welfare, and governance.

1. **Winning and revenues.** Winning is the goal of athletes and coaches, and programs appropriately promote winning. In the revenue sports, winning is also generally viewed as essential to financial health. However, to the degree that financial success is tied to winning, intercollegiate athletics cannot be healthy on the national level: not only do half of all competitors lose, but the emphasis on post-season tournaments and national championships raises the bar and increases the number of programs that fall short. The link between winning and financial success induces programs to invest in sports with the goal of financial returns, and drives a competitive cost spiral. The Coalition supports increased revenue-sharing (beyond the participants in events) to minimize revenue-driven incentives for winning. To the degree allowable under federal anti-trust laws, conferences should also seek to control expenses and capital investment, to create as level a playing field as possible. Increasing revenue-sharing and limiting expenses may disadvantage programs that are currently most successful financially; developing a plan that buffers these effects during the period of reform is necessary and will take time.

2. **Professional standards and costs.** Increased media attention and rising expectations among fans have led to the application of professional standards to college sports, including increasingly sophisticated equipment, facilities and specialized coaching staffs. Training for professional sports careers is not a goal of intercollegiate athletics, nor does it benefit the vast majority of college athletes; higher education gains nothing from serving as a minor league for professional sports. Conferences should establish standards for equipment, facilities, and coaching staffs appropriate to amateur competition, and restrain excesses as violations.

3. **Other cost reduction possibilities.**

a. **Scholarships.** The present number of athletic scholarships may be too high, and should be reviewed for each sport, with the goal of fostering amateurism and reducing the impact of commercial expectations. Scholarships based on need should be considered as an alternative to the current system, consistent with the concerns raised in the earlier discussion of scholarships and athlete welfare.

b. **Football squad sizes.** The size of football squads should be reassessed.

c. **Season length and design.** Shortening seasons (and post-seasons) is justified on student welfare grounds and would also cut costs. Schedules should be designed to emphasize conference play, reducing travel costs.

d. **Off-campus recruitment.** Off-campus recruitment by coaches places a heavy demand on coaches' time, requiring more staff, and it encourages students' self-identification as athletes rather than students. This costly competition for prospects provides no net gain for higher education, and rewards coaches for success as recruiters, rather than for adding value as teachers, mentors, and coaches. The Coalition recommends exploring limitations on off-campus recruitment.

V. Over-commercialization

Televising games can deepen the loyalties of nationally dispersed alumni and raise public awareness of higher education. However, the marketing of intercollegiate athletics impairs institutional control, and may undermine support for academics. It may link universities to products and corporate sponsors that present conflicts with institutional values; may impair institutional control over scheduling and contracts; and may lead to misjudgments of taste that damage public perception of higher education. 'Name recognition' and 'fan loyalty' based on televised sports has not been demonstrated to contribute to the academic mission, and is costly and unproductive for American higher education; it contributes to a misperception by young people and parents of the nature and purpose of higher education, and reinforces an emphasis on athletics over academics in high schools. Moreover, college programs increasingly emulate features of professional sports, raising costs that eliminate revenue gains. Stepping back from over-commercialization entails cost-cutting

and the articulation by presidents and conferences of firm standards of presentation and control.

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