

The University of Arizona Main Campus Strategic Plan Transformation into the 21st Century - 2000 Update

Introduction

The University is engaged in a long-range strategic planning process in order to develop effective strategies to fulfill its mission and to achieve its vision. The long range planning rests on assessment of key indicators that are consistent with the Institution's status and goals. The University has made considerable progress in achieving the goals of the previous strategic plan, *Toward the Year 2000*. This revised plan is guided by the University's Strategic Planning and Budget Advisory Committee's environmental scan, and it is consistent with the ABOR Strategic Directions.

The University of Arizona is a Doctoral/Research Extensive land-grant university. An important consequence of the land-grant mission is the increased number of constituencies of The University of Arizona. Beyond students, faculty, and staff, the public (including members of business, industry, and government) has an interest in what the University does and expects to have a voice in its decisions.

Mission

To discover, to learn, to serve, and to inspire.

Description

The University of Arizona, a distinguished public, land-grant, educational, and research institution, is dedicated to preparing students for an increasingly diverse and technological world and to improving the quality of life for the people of Arizona and the nation. The University provides distinguished undergraduate, graduate, professional and interdisciplinary education that is learner-centered; excels in basic and applied research and creative achievement; and promotes the integration of the products of these activities and achievements of regional, national, and international significance into everyday life.

Vision

To be a preeminent student-centered research university.

Foundation Principles

1. The top priority (and virtually the only priority) of The University of Arizona is advancing learning through the integration of teaching, research and service to others.
2. The intellectual, moral and financial integrity of The University of Arizona must be preserved.
3. The University must serve the people of Arizona both individually and collectively.
4. No University can prosper unless it is favorably perceived by the people who finance and otherwise support it.

Operating Principles

1. The learning experiences that deserve the highest priority are those that best prepare students for the lifetime of learning that will enable them to assume leadership roles in communities and lead productive and fulfilling lives.

2. We must build excellence by strategically developing and sustaining a competitive edge for the University of Arizona, recognizing that this goal can often best be achieved by collaboration among the strategic partners.
3. The University of Arizona must develop as an exemplary living and learning community.
4. Three special populations within the University community require special priority.
 - New students, especially first year students
 - Outstanding scholars at all levels
 - Anyone who is directly or indirectly critical to the success of the University
5. Priorities should conform with the mission, vision and goals of the University.
6. A key strategy must be a commitment to agility in response to unanticipated change.
7. As a general proposition, people deserve priority over things.

The Planning Environment

This section describes key strengths and weaknesses of The University of Arizona and key elements of the environment that affect how the UA operates. Drawing on the NCA accreditation self study and report and other university reports as well as on research about the university and environment, it highlights significant trends that will affect the University's future and provides a context for planning. The University faces some extraordinary challenges that, while not unique, are extreme compared to our peers.

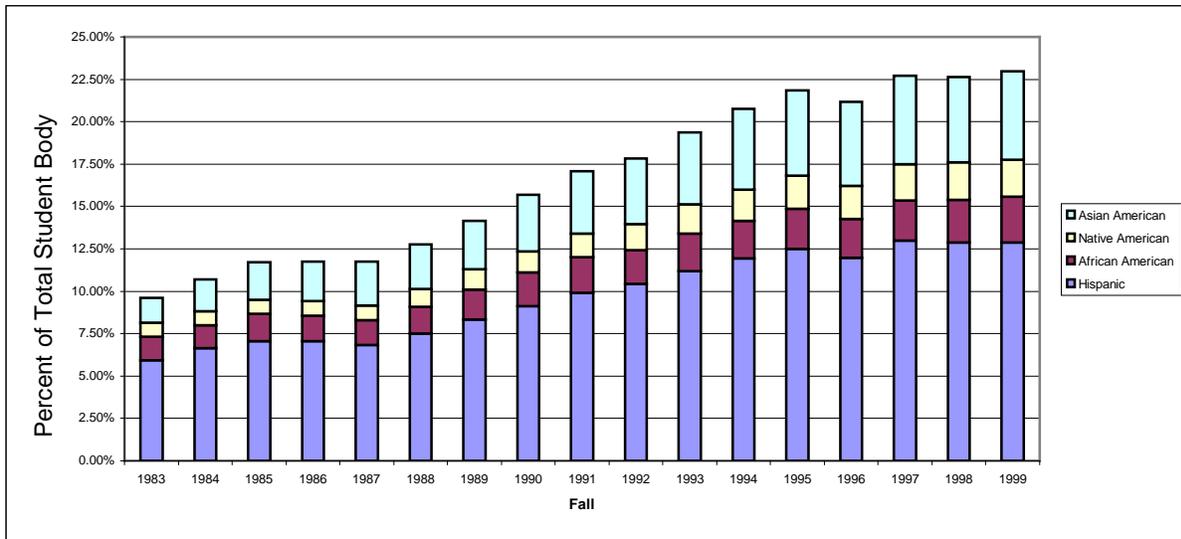
Demographic Factors

Arizona has been one of the fastest growing states in the nation. This growth will continue with a projected population growth of more than 23% over the period 2000-2010. Income growth rate has also been above national norms and promises to continue to do so. Some factors influencing the population growth and business climate in Arizona and northern Mexico during this period include:

- Expansion of tourism, recreation, and retirement communities
- Water availability and cost
- Quality of life and low cost of construction and housing
- Expansion of retail and manufacturing opportunities with Mexico supported by GATT and NAFTA legislation and the recovery of the Mexican economy
- Diversification of Fort Huachuca and Davis-Monthan AFB due to the Base Realignment and Closures Commission

Arizona combines unusual diversity of population with a one-size-fits-all enrollment policy for its universities that occurs in only a few other states. Because of State mandated open access policies, The University of Arizona's student population has an extraordinary range of skills, knowledge, and abilities. It is also becoming more diverse ethnically (see Figure 1). The academic heterogeneity of the student body challenges traditional instructional models and highlights retention issues.

Figure 1: Growth in Minority Students at the University of Arizona



Enrollment Growth and Management

After a two year downturn, University undergraduate enrollments have risen since Fall 1997. The proportion of high school graduates who go on to traditional higher education is flattening but has not declined. In both urban and rural settings, the population of the State of Arizona continues to become more diverse. The National Center for Education Statistics estimates that the number of high school graduates in Arizona will increase 76% between 1997 and 2009, over three times the 23% average increase nationally. Only Nevada will increase faster. Elementary and secondary school populations are increasing, putting more pressure on state resources in K-12 as well as at the universities. Higher college entrance requirements have improved the preparation of new university students, but have also stressed some K-12 schools and Arizona's drop out rate is still one of the highest in the nation. As the recent Arizona Town Hall report states, "Of 100 children who start in the Arizona educational system, only 22 will go on to college and only 6 will obtain a bachelor's degree. The New Economy places a premium on the state's ability to create an environment fostering research and economic development, and on a highly trained and educated work force."

Managing these many changes and demands makes enrollment growth an extremely complex issue. Over the next five years, the University of Arizona must address the following strategic questions:

- 1) What do we want to be? What size of campus and what mix of graduate and undergraduate students will best serve the institution, the students, and the state?
- 2) What are the various roles and how do we articulate with the diverse programs of UA South, Arizona International Campus, Extended University, Arizona community colleges, and distributed and distance learning?
- 3) How do we address the political and social issues created by such a diverse student body?
- 4) What are the financial implications of expansion or non-expansion?
- 5) How do we expand what we do with limited resources for physical infrastructure?
- 6) How do we address department level enrollment issues?

Student Centered Research University

The University is still clarifying its understanding about what being a student centered research university means and how we achieve it without devaluing our research and outreach missions. Certainly, one element is becoming learning centered in instruction, research and service. Learning is one thing that students, faculty, and other staff have in common. Related needs include:

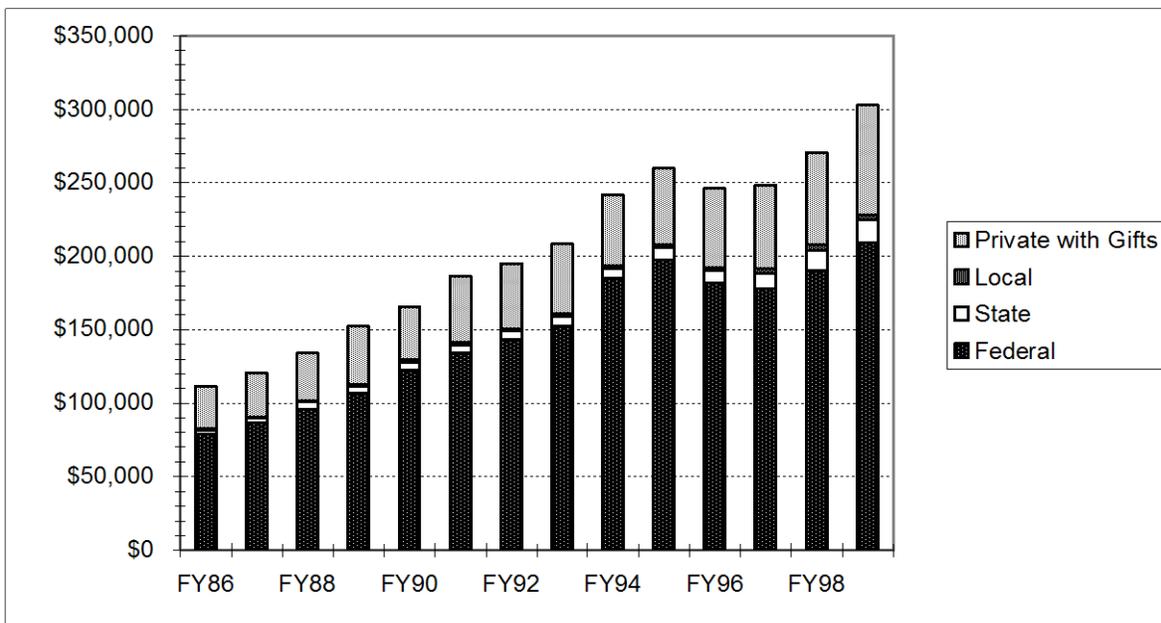
- Increase emphasis on teaching in the faculty-reward system.
- Improve student-services, advising and mentoring.
- Expand undergraduate participation in research and scholarly activities.
- Expand assessment of student learning outcomes to improve programs.

A related question is how to tie the student centered research university to the educational and other needs of the state. A high technology world and knowledge-based economy requires flexible workers who are able to respond effectively to changing economic and technological conditions. This demands a core education that prepares students with strong thinking skills and an understanding of the history, customs, and cultures of other nations while providing both general and specialized professional education.

Research

In the last twenty years, the University has been one of the most rapidly rising universities in the country as measured by national rankings in grant funding (going from 16th in 1979 to 13th in 1999) and National Research Council quality rankings (7th of all institutions ranked on rise in ranking). The University has some extraordinarily strong programs as a result of taking advantage of the social, economic and geographic characteristics of Arizona and the Southwest. We have unusually strong interdisciplinary programs (IDP) that maximize our chance to mobilize the diverse resources of the campus. The rise in IDP Ph.D. degrees in the last six years (from 42 in 1993 to 104 in 1999) has offset declines elsewhere on campus and maintained the UA's Ph.D. output in a time of decline or stability of such programs nationally. Over the same period, the number of masters degrees in these IDP fields has increased from 299 to 389. We have clearly done some things right. The University continues to be successful in garnering grants, contracts, and gifts from multiple sources (see Figure 2).

Figure 2: Sponsored projects revenue by Source Fiscal Years 1986 to 1999



Federal funds acquired allow the University to serve as one of the primary economic engines of the State in terms of transferring research from theory to practice and from laboratory to industry. In fact, extending the benefits of university research and creative activity to the whole State is part of our legal and practical mission. As a result, we can have a major economic impact in such areas as water and environment, health, information science and management, to including doing the research that creates high-tech industry such as in Optics.

Grant funding will be increasingly competitive, and there is constant downward pressure on the funding of institutional overhead that comes with such grants. Funding for traditional University strengths such as astronomy and space sciences, e.g., from the National Aeronautics and Space Administration, have not increased for several years and may not increase in the 2001 fiscal year. On the other hand, the UA was not heavily dependent on defense-related research and was not as adversely affected by the drop in defense spending. Generally, funding has declined for physical sciences and increased for biological sciences. As one of only 13 institutions in the U.S. that has the colleges of agriculture and medicine, as well as strong science programs, on the same campus, we are well placed to take advantage of expanded health and biological grant funding.

Human Resources

Faculty and staff are the University's most important resources. The University's size enables it to offer disciplinary depth and, at the same time, bring scholars together to work on a broad range of interdisciplinary problems and research. Without a faculty of the highest caliber, the University and State will not be able to offer or maintain world class programs of teaching, research, and outreach. A continuing challenge is the recruitment and retention of underrepresented faculty, particularly African American, Native American, and Hispanic in a competitive national market.

One place that budgetary short falls have shown up most dramatically is in declining salaries compared to those with whom we compete. In the late 1970's, due to the State's desire to build higher education, faculty salaries were ten percent above those of peers by several different measures of peer salaries. With the below inflation increases approved by the legislature for this year, we will be 10% below those peers. Further, those peers are all public institutions. The gap in salaries with private universities is much worse and steadily widening. We are also losing large numbers of faculty to private business. As a result, we have had a drop of 80 total regular faculty in the last five years. As the NCA Self Study noted, this cannot go on without destroying the university as we know it.

Technology and the Changing World

Examining new teaching technologies will be an important issue during the next five years. Improved information and communication technology (IT) has created higher expectations about delivery of educational services. A failure to keep up would make the University less attractive to students. The University also faces challenges in expanding education and communication technology to improve the quality and reach of higher education.

This fast-moving technology development has stretched the University's ability to develop, use and protect intellectual properties and fund technology support. In the last 6 years, UA funding for technology staff has increased over \$7 million (almost 65%) and for data processing equipment and supplies by \$4.45 million (almost 40%). With other IT expenditures, we are spending over \$14 million per year more than we were six years ago. This is especially challenging since IT has high up front costs, evolves rapidly, and is a continually shifting mix of central and decentralized equipment, services and applications.

Health Sciences and Services

The health care sector is undergoing a dramatic metamorphosis that is having a major impact upon the Arizona Health Sciences Center. A longer living, more active populace; managed care; costly technology; and an exponential growth in research and information bring great challenges to this area. The University, State and region are expected to deliver effective and efficient health care options and delivery systems. A more diverse, aging and growing population in Arizona, particularly among those over age 65, will create additional demands on the health care delivery system and on the education of health professionals.

Current demands on the health care industry will require professionals to work in interdisciplinary teams and engage in collaborative decision-making, often from different locations. In order to respond to the health needs of society, the health sciences curricula will need to emphasize managed care, treating patients along a continuum of care, management of chronic illness, prevention and health education, epidemiology, and the health of populations. Health professionals will need a thorough grounding in the principles and application of information management. Resources for technology for both the training of and practice by physicians must increase.

Arizona continues to have a surplus in many physician specialties with shortages of general practitioners and other health care professionals. Many rural and some urban areas are underserved by health care professionals and services. In the future, academic health centers will need to produce fewer physicians and fewer physician specialists overall, but given the need to provide more primary care for patients, more primary care providers will be required, including physicians assistants and nurse practitioners.

With or without governmental health care reform, the delivery of health care will continue to change dramatically in the coming decades. The emphasis will be on cost-effective quality care, providing care within the most appropriate settings of care (more non-hospital care), and health outcomes. Government reimbursement for education will continue to decline, and other payers will be reluctant to subsidize the costs of teaching health professions students. Health care providers will be expected to be responsible for the health status of entire populations. Academic health centers will continue to combine research and teaching with patient care, but will face increasing financial pressures from payers on these services. Managed competition will be the dominant model of health care, and academic health centers (like the AHSC) will be severely challenged to compete on the basis of price with community providers. Especially in the Tucson market which has too many hospital beds and is highly competitive.

Fierce national competition for health related research dollars will also continue. Nationally, some research centers of excellence will downsize or be eliminated entirely. Further constraints on resources for education within academic health science centers will emerge. Medicare and other federal funding of graduate medical education for physicians and for graduate nursing education will probably decrease.

College of Medicine reliance on clinical income will not abate, and pressures on clinical income will continue under managed competition. The core mission of education and research will be impacted by managed-competition revenue reduction. Clinical research will bear the greatest pressures with ever-increasing reliance on faculty to provide patient care, leaving less time for research. Other health professional schools and programs will feel similar pressures, although to a lesser extent.

The Southern Arizona Region and Serving the Needs of the State

Rural areas of the State face special challenges that place a greater demand on the research, instruction, and outreach services of the University. The University is expected to apply resources to address issues such as: the use of technology; leadership in small communities;

new agricultural techniques; the use of biological materials and their interactions with natural and human environments; and the rapidly diversifying ethnic, economic, and vocational base of rural areas. Southern Arizona has some characteristics that set it apart from the rest of the state and create needs and opportunities for The University of Arizona. The lack of consistent support in the legislature and lack of unity in the Southern Arizona legislative delegation on higher education issues suggests the need for greater attention to these areas.

How the University Presents Itself

A particular challenge for The University of Arizona is defining a collective mission that unites the institution internally and presents a coherent image that the State will enthusiastically support. The University of Arizona is extraordinarily diverse. Only thirteen states locate both a College of Agriculture and a College of Medicine on the same campus. UA South has a unique role as a community-supported and regional institution. The University cannot afford to be all things to all people but encounters internal and external resistance to focusing on particular niches.

A problem in getting public support is our failure to address campus questions in a way that the public understands. For instance, it is a reasonable guess that campus terms such as “critical thinking” and “liberal education” either mean nothing to many citizens and legislators or, at worst, are interpreted as a threat to religion or family values. This lack of a public oriented presentation has real consequences. For instance:

- A state legislator who is an enthusiastic supporter of Cooperative Extension not knowing that it is part of the University.
- Lack of understanding on the roles and responsibilities of a research oriented, land-grant university.
- Vulnerability to public pressure to support parts of the University at the expense of the whole by those with a particular interest in only a part.

In short, we need to be clear on what we do and describe it in a language that Arizona can say, “Yes. We want our University to do that.”

Economic Factors and Resources

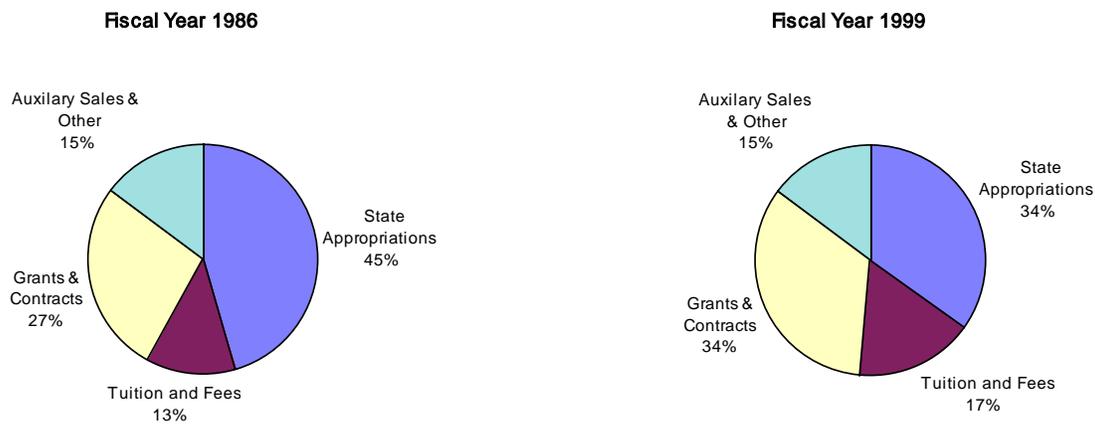
There is strong evidence that The University of Arizona is playing out of its financial league.

- Of the twelve public Research I universities that are land grant and have a College of Medicine, the UA is the second lowest in combined state and tuition funding per student and is over \$1200 below average.
- Arizona receives a smaller proportion of federal and local support for Cooperative Extension than most other states. By every comparison against other peer groups, we are severely under-funded.
- As noted above, the University is making major investments in information technology with equipment costs, maintenance and IT staffing costing over \$14 million more a year than six years ago.
- Unlike most other states, the University has to fund its own buildings. The amount spent on university debt service rose \$9.5 million over the five years from \$25.2 million in 1993-94, and will rise another \$10-15 million over the next five years. Every \$1,000,000 in debt financing for buildings means we give up the resources for funding one typical faculty member.
- The total University revenue shortfall compared with 5 years ago is between \$30 and \$40 million annually. The revenue shortfall compared to our peers is between \$60 to \$90 million annually.

As a result of decreasing state funding, beginning in the 1970’s, the combination of federal, private, and other revenues exceeded University appropriations from the State of Arizona and

now represent approximately one-third of the revenues supporting university education and general expenditures (Figure 3).

**Figure 3: Relative Share of Major Revenue Sources
Total Current Operating Funds Revenues, Fiscal Years 1986 and 1999**



The last five years have been a time of prosperity for the United States, especially in Arizona where job growth has been third in the nation. The Department of Economic Security predicts that job growth will be more than twice the national average over the next two years. Nationally this prosperity has permitted an average increase in state appropriations for higher education of 5.8% per year for the last five years. But in Arizona it just averaged 5.4% per year (*Chronicle of Higher Education* 12/17/99), even though Arizona had the second highest population growth rate and second highest growth rates in the number of students in the country. The number of full-time equivalent (FTE) students at The University of Arizona has increased from 27,720 in fall 1985 to 31,011 in fall 1999. While State-authorized operating funds per student have increased during this period, the purchasing power of the dollar has declined and the State provides no funds for inflation adjustments. As a result, real State dollars per FTE student have declined. This failure to respond to a growing need is in spite of polls indicating that education is a top concern of the public (*Arizona Capitol Times*, 2/24/00, p. 25).

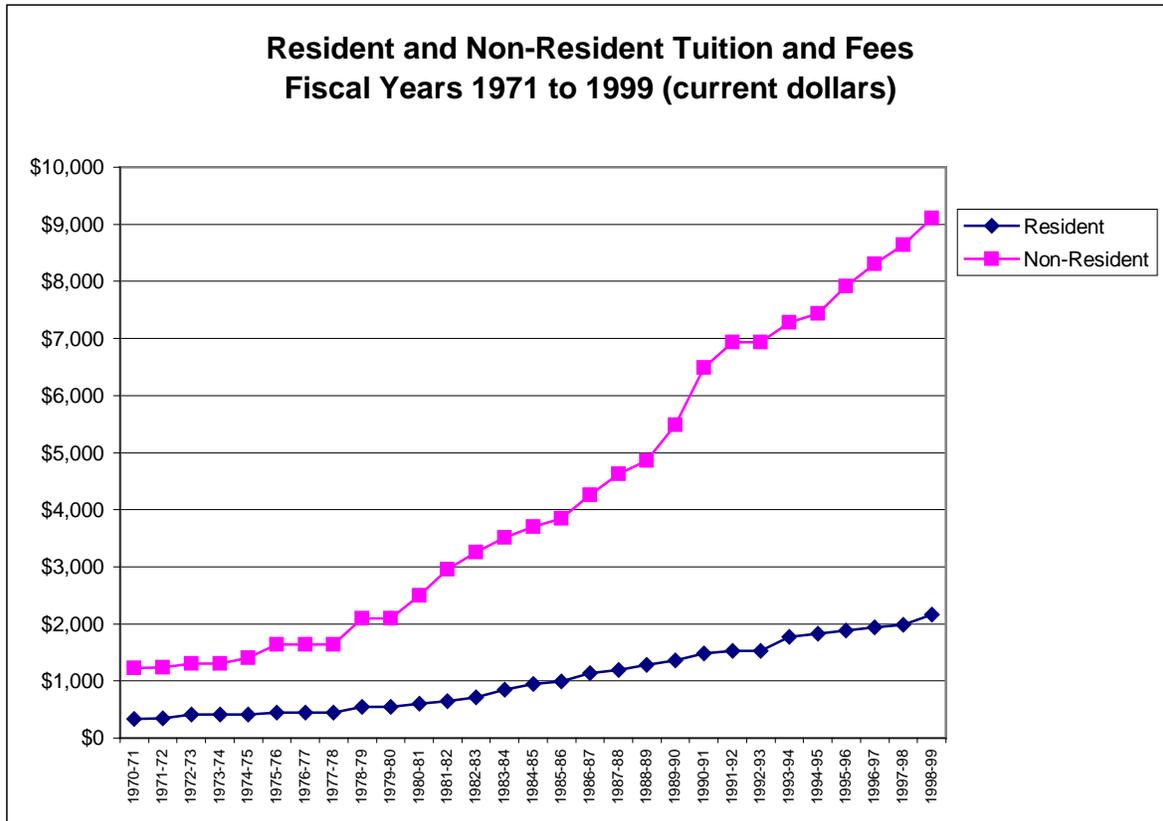
This lack of support during prosperity leaves us especially vulnerable when economic growth levels off to more historically normal levels, as is projected for 2000 and beyond ("2000-2001 Outlook: Slower Growth Ahead," *Arizona's Economy*, University of Arizona Eller College of Business. See page 5 especially for the reasons for this leveling off). In a report by Harold A. Hovey for the National Center for Public Policy and Higher Education, Arizona is projected to have a 10.5% shortfall in State revenues for all purposes within 10 years. Only six states are projected to have worse deficits (*State Spending for Higher Education in the Next Decade*, 1999, p. 10). This means even bigger shortfalls for higher education. A recession would be disastrous. It would completely disrupt university finances at a time when expanding numbers of new high school graduates and the newly unemployed would both increase demand for higher education.

Tuition

Some of the decline in the State budget in real terms has been offset by tuition increases. Nationally and internationally tuition increases have been outrunning inflation. This is hardly surprising when you consider that over "the last ten years, service prices have risen three times faster than" durable goods (*Fortune*, 10/12/98, p. 200). Such increases are encountering growing resistance and leading to increased public scrutiny. However, Arizona tuition increases

have been smaller than national trends since the 1970s. Over the last three fiscal years, The University of Arizona in-state tuition increases averaged only 3.0% per year, only slightly above inflation (see Figure 4). In addition, part of any tuition increase must be set aside for scholarships and is not a net addition to operating revenue.

**Figure 4: Resident and Non-Resident Tuition and Fees
Fiscal Years 1971 to 1999 (current dollars)**



Further, tuition per student at The University of Arizona is the second lowest of major public universities anywhere in the country. This creates a special problem because people tend to perceive tuition increases in percentage rather than dollar terms. At present rates of inflation, public resistance to tuition increases mounts as increases approach 4%. But with our extra low tuition, 4% at the University of Arizona is only a little over \$80 for in-state students; in contrast, 4% at the University of Michigan is \$240. Unfortunately, we cannot spend percentages, only dollars, and on dollars the Arizona universities are falling farther and farther behind.

These problems are especially severe for The University of Arizona because we have a higher proportion of high cost programs by discipline (science, engineering, and medicine) and by degree level. Ph.D.s, pharmacists and M.D.s are far more expensive to educate than masters level students. The University of Arizona produces 15% more Ph.D.s and first professionals than the other two state universities combined.

The University has tried to meet the shortfalls caused by rising costs and marginal increases in state and tuition revenues by deferring over \$40 million in maintenance of the University's buildings and infrastructure, giving up central reserves, cutting staff, and reducing the number of periodicals and books acquired by the library. We have also increased the efficiency and effectiveness of many administrative systems, and carried out \$72 million in internal

reallocations. These strategies have been stretched to the limit. Finances are not just a factor but a major factor in every other issue that faces us.

Management

The University will continue to work to expand resources from all sources. However, even under the most optimistic funding circumstances, the UA will continue to be an under-funded institution compared to those with whom we compete. To compete effectively the university will have to:

1. Manage scarce resources significantly better than our competitors;
2. Create facilities and a climate of collegiality, acceptance and mutual support that makes the UA a unique and unusually attractive place to work.

External constraints on management continually increase. From fiscal auditing to accreditation reviews, every function of the university receives multiple reviews. Recently, universities have become a focus of additional public scrutiny; and ever increasing reporting and paperwork complicates and slows decisions and adds costs.

Faculty-administration relations have improved in recent years, but such relations are still below that of other comparable institutions (HERI, *1998 Faculty Survey Institutional Summary*, p. 16). Resource shortages tend to focus units on self-protection at the very time when a university perspective is most critical. University support services (facilities, accounting, police, human resources, administrative and academic computing, etc.) are budgeted separately from the academic units. Internal and external resistance to funding such “administrative costs” forces academic units into inefficient and sometimes ineffective business practices, higher overheads, and the creation of subsidiary systems to support their activities. The whole university is less effective and everyone’s life is more frustrating than it need be.

Constraints such as these make it extremely difficult to create the internal financial and social flexibility required to meet needs and adapt to changing circumstances and to give people confidence in their colleagues and the environment in which they work.

Conclusions and Implications

Every major institution claims to be unique. In the case of The University of Arizona, this is a more significant claim and factor in institutional planning than at any other institution. We have the momentum of the last 20 years, an extraordinary student and research diversity making possible a synergistic mix of medical, agricultural and interdisciplinary programs, and a strong track record of building on the social, economic and geographic characteristics of Arizona and the Southwest.

The University of Arizona also faces some critical challenges. The public demands and deserves greater accountability and expects the University to improve quality while reducing costs. Federal funding for education and research is decreasing, with some shifts of research funding among disciplines. Real State funding per student has decreased and salaries are falling behind. Resistance to further tuition increases, especially those above inflation, is growing. The goals, objectives, and strategies the University has designed to address these and other problems are outlined in the remainder of this plan.

Goals, Objectives, and Measures

- Goal A.** To enhance learning activities and outcomes at the undergraduate, graduate, and professional levels in a manner consistent with a student-centered research University.

The University of Arizona prides itself in being a student centered research university. In the State of Arizona, it is the premier residential campus for undergraduate education and the premier graduate and professional institution. The University is implementing its commitment to learner-centered education by improving instructional systems that respond to various student learning styles and that incorporate conventional and modern technology.

It is now common for top research universities, such as The University of Arizona, to undertake concerted initiatives to educate and serve undergraduate students more effectively, while maintaining and enhancing excellence in research and graduate programs. Nothing is more basic to the purpose of this University than its commitment to educate and serve undergraduates. Along with its high quality disciplinary programs, the University offers strong interdisciplinary programs. The University of Arizona successfully competes for the most highly qualified students in the country. Among top research universities, The University of Arizona has one of the more diverse undergraduate student bodies, having increased its minority student population during the 1990s.

Another element essential to the purpose and quality of The University is its commitment to support, educate, and train students in graduate and professional programs. The University of Arizona has outstanding graduate and post-baccalaureate professional programs, the quality of which has not been duplicated in the State. In the coming years, the university will build on its strengths and will work to maintain and expand its high-quality and diverse student body.

Objectives:

- A.1. To improve the quality of undergraduate education through a focus on learner-centered instruction, as well as on assisting students to become effective and independent learners (Arizona Board of Regents [ABOR]: I-1, I-4, II-2, VIII). The University will achieve this objective utilizing the following:

Strategies:

- a. Develop innovative methods (including the use of new technologies) and courses in undergraduate education
- b. Increase faculty development opportunities with a focus on improved instructional approaches, techniques, and environments that support a learner-centered approach
- c. Foster student responsibility for building, refining, and executing their own educational plans and engagement in academic programs, research experiences, and campus and community activities
- d. Increase undergraduate contact with faculty, including the expansion of freshmen seminars, and of honors and faculty fellows programs, and by increasing the proportion of lower division undergraduate courses taught by faculty
- e. Provide students with on- and off-campus career related experiences and service learning opportunities that build character traits such as community perspective, cooperation, and teamwork
- f. Increasingly emphasize instructional ability in the hiring and promotion process for faculty
- g. Develop better procedures for using assessment of the individual student's progress and achievement relative to peers

- h. Revise the University's general education curriculum so that it is more coherent and supportive of student objectives
- i. Provide opportunities for students to integrate an international component into their educational experience

A.2. To attract, retain, and graduate a more qualified and diverse undergraduate student body (ABOR: I-2, I-4, IV-1, VI-2, VI-4, VIII). The University will achieve this objective utilizing the following:

Strategies:

- a. Excel in the recruitment of the most highly qualified undergraduate students in the State and the nation
- b. Enhance recruitment of Arizona students in the top 10-25% of their class by increasing financial aid packages for such students
- c. Enhance the achievement of minority recruitment, retention, and graduation programs
- d. Improve and expand partnerships with K-12 and community college educational systems and with other countries to improve upon and diversify our student profile
- e. Improve the educational, campus, and residential environments for first-year and transfer students
- f. Develop instructional and student support systems that are responsive to a learner-centered approach

A.3. To strengthen our graduate and post-baccalaureate professional programs (ABOR: II-1, II-3, II-4, IV-1, VIII). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Excel in the recruitment of the most highly qualified graduate and professional students in the State and the nation
- b. Enhance recruitment and retention of graduate students by continuing to increase Graduate College financial assistance
- c. Enhance achievement of minority recruitment, retention, and graduation programs
- d. Expand the involvement of faculty and students with interdisciplinary activities and programs
- e. Be a leader in the graduate education of Native American, Hispanic/Mexican-American, and international students
- f. Develop more equitable and quantifiable criteria to evaluate graduate and professional programs
- g. Focus on selected graduate and professional programs that are successful in attracting, graduating, and placing diverse students, by redirecting resources based on success in these endeavors
- h. Strengthen programs in areas in which placement responds to societal needs

A.4. To further capitalize on the new and emerging technologies to enhance learning effectiveness (ABOR: V-1, VIII). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Develop, build, and maintain modern, well-equipped educational facilities
- b. Ensure student access to computers and telecommunications networks

- c. Provide students, faculty, and staff with adequate technical support
 - d. Provide opportunity for students to develop information literacy and assessment, as well as independent research skills
- A.5. To integrate scholarly research and creative activity into the instructional program at all levels across the University (ABOR: III-1, VIII). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Ensure that research methods are included as a component of all undergraduate curricula
- b. Facilitate undergraduate and graduate students' involvement in faculty research and creative activities
- c. Provide a rich array of research intensive experiences for undergraduate students, e.g., laboratory experiences, internships, capstone courses, and service learning opportunities, in which students receive academic credit and faculty receive teaching credit

Measures:

- a. Student/Faculty contact:
The percentage of full-time lower division students enrolled per semester in two or more primary classes with tenure/tenure-track faculty.
Baseline: 76.9% Fall 1996
Goal: 70.0% Fall 2004

FY 1999: 69%
FY 2000: 69%
FY 2001: 69%
FY 2002: 69%
FY 2003: 69%
- b. Graduation rates:
Percentage of full-time freshmen being graduated in six years
Baseline: 49% Reported in Spring 1993
Goal: 56% Reported in Spring 2003

FY 1999: 52%
FY 2000: 55%
FY 2001: 56%
FY 2002: 56%
FY 2003: 56%
- c. Enrolled students satisfaction:
Percentage of currently enrolled students expressing that they are satisfied or very satisfied with their University of Arizona experience as measured by annual survey of satisfaction with faculty on an exit survey
Baseline: 90% Spring 1998
Goal: 90%

FY 1999: 94%
FY 2000: 91%
FY 2001: 92%
FY 2002: 92%

FY 2003: 93%

- d. Recent alumni satisfaction:
Percentage of recent alumni expressing satisfaction with University of Arizona educational experiences as measured by the triennial alumni survey.
Baseline: 89% 1995
Goal: $\geq 90\%$
FY 1995: 89%
FY 1998: 94%
FY 2001: $\geq 90\%$
FY 2004: $\geq 90\%$

Goal B. To maintain the quality and quantity of University research and creative activity.

The University of Arizona has realized an extraordinary rise in research standing among research universities in the last 30 years. The premier research university in the State, The University of Arizona is a leader among public research universities nationally. The University has developed a wide range of high quality programs of research and creative activity of national and international visibility. These programs create knowledge about our natural and social worlds. They contribute to creative and technological advances that benefit quality of life and economic well being of the State, the nation, and the world. The University's extraordinary success in competing for external grants and contracts also serves to provide financial support for graduate and undergraduate students. Further, research and creative activity enhance instruction at the graduate and undergraduate levels. Considerable proportion of these sponsored projects are instructional grants or are related to the improvement of education in the public schools or in colleges and universities.

Objectives:

- B.1. To enhance research and creative activity in selected areas of distinction taking into consideration their relevance to societal concerns and needs (ABOR: III-1, VII-1). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Evaluate current areas of research distinction and appropriate levels of support for these activities
- b. Develop and apply criteria for selecting future areas of distinction in which The University of Arizona can make a unique contribution
- c. Reallocate funds to areas of distinction or new targets of opportunity
- d. Develop appropriate assessment and ranking methodology for those areas for which National Science Foundation (NSF) rankings fail to provide adequate information

- B.2. To develop partnerships in which scholars contribute to economic development and enrich the life of the community (ABOR: III-2, III-3). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Expand on-going interactions with State and local leaders to identify needs and areas of cooperation
- b. Develop and utilize working partnerships with business, labor, and government to improve the transfer of technology and other appropriate information
- c. Initiate opportunities for partnerships that respond to identified needs of the community

Measures:

- a. Research ranking:
National Science Foundation research expenditures ranking among public universities
Baseline: Ranked 13th among publics, 18th overall for FY 1993
Goal: Top Ten by FY 2003

FY 1999: 11th
FY 2000: 10th
FY 2001: 10th
FY 2002: 10th
FY 2003: 10th

- b. Private sector support:
The volume of research grants and contracts from the Arizona private sector
Baseline: In 1995, The University of Arizona received approximately \$4.08 million in awards from the Arizona private sector
Goal: To increase Arizona private sector funds by 50% by FY 2003

FY 1999: 4,500 (in '000s)
FY 2000: 5,200
FY 2001: 5,600
FY 2002: 6,100
FY 2003: 6,500

- c. Undergraduate student participation in research:
Percentage of graduating seniors who have participated in a research or capstone experience
Baseline: 60% for the 1994-95 school year
Goal: 100% by FY 1998

FY 1999: 100%
FY 2000: 100%
FY 2001: 100%
FY 2002: 100%
FY 2003: 100%

Goal C. To strengthen University outreach to address needs of the community, State, and nation.

Outreach is a form of education that transcends the classroom and laboratory to bring knowledge and discovery to people outside of the University. As a manifestation of the University's teaching, scholarly research, and creative activities, outreach involves the generation, delivery, application, and preservation of knowledge for the well being of its constituents. Central to the University's land grant responsibility, set by the Morrill (Land Grant) Acts of 1862 and 1890, is the provision of intellectual resources to all the citizens of the State. The University of Arizona's legacy of cooperative extension to the community and State is a tradition that lays a foundation for an expanded definition -- one that must evolve to keep pace with ever changing and global societal needs. The University of Arizona will meet its outreach goal by providing physical and human resources to integrate outreach responsibilities with teaching and research activities.

Objectives:

- C.1. To address major social, cultural, economic, and public policy needs through outreach opportunities (ABOR: III-3, VI-1, VI-2, VIII). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Initiate outreach programs based on the interaction of on-going educational, research, and cultural activities with external needs and institutional capabilities
 - b. Expand working partnerships with early childhood, K-12, and community college educational systems to foster lifelong learning
 - c. Support activities that help Arizona benefit from regional and global economic developments, and contribute to the cultural and fiscal well-being of communities
 - d. Enhance the identification, transmission, and preservation of cultural and ethnic knowledge of the peoples in the State
 - e. Share learning in the arts, humanities, and sciences through community collaboration, public presentations, and publications
 - g. Identify and develop a representative range of cooperative activities with schools, business and industry, government agencies, and non-profit organizations involving University teaching and research programs
- C.2. To coordinate and integrate overlapping outreach activities that address needs of the community, State, and nation (ABOR: VI-3, VII-2, VIII). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Establish an inventory of ongoing University outreach activities and monitor these activities for reporting and analysis
 - b. Form outreach oversight councils, centrally coordinated to address overlapping activities
 - c. Maintain a community planning advisory structure, widely representative, to assist in the strategic planning process
 - d. Assess the value of existing forms of outreach and adjust them in light of economic and cultural changes
- C.3. Enhance outreach capabilities by incorporating new and emerging technologies (ABOR: V-1, V-2; VI-3, VIII). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Provide opportunities for the increased use of distributed education, primarily in cooperation with other educational institutions and university offices located in each county seat and in other Arizona communities
- b. Utilize the World Wide Web and other electronic publishing capabilities to share resources and information with the local, State, national, and global communities

Measures:

- a. Program awareness:
Survey of local awareness of The University of Arizona Extended University.
Baseline: 44% in 1997
Goal: 90% by 2001

FY 1999: 65%
FY 2000: 77%
FY 2001: 90%
FY 2002: 90%
FY 2003: 90%
- b. Program participation:
Increase participation in The University of Arizona outreach programs (number of registrants/attendance/credit hours)

Cooperative Extension event registrants (in '000s)
Cultural events attendance (in '000s)
Museum attendance (in '000s)
Extended University Non-Credit Registrations (in '000s)
Athletic Programs attendance (in '000s)

	*Baseline	1999	2000	2001	2002	2003
Coop. Extension	230	404	425	450	500	500
Cultural Events	60	135	145	150	155	160
Museum of Art	30	38	40	42	44	46
Extended Univ.	20	21	22	23	23	23
Athletic Programs	626	630	630	630	630	630

* Baseline was developed in 1995

Goal D. To improve the way that all members of the University community are supported.

An essential element in the University's transformation is the relationship among students, faculty, and staff. The current context must place emphasis on people, with the knowledge that individuals, working together, know what needs to be accomplished and how best to meet those needs. People must be full participants in the organization's achievements and recipients of its rewards. The focus of the transformation in the University's approach is:

Objectives:

- D.1. To motivate, develop, and support members of the University community effectively. (ABOR: VII-2, VII-3; UGEG:1). To achieve this objective the University will continue to:

Strategies:

- a. Improve the effectiveness of support systems and services for students, faculty, and staff
- b. Develop and implement equitable compensation systems that are aligned with

- c. University values and goals, and that promote job satisfaction
- c. Promote proactive programs to educate and develop members of The University of Arizona community
- d. Increase participation and influence of all members of the campus community in the functions of the institution
- e. Strengthen forms of recognition and reward accomplishments of members of the University of Arizona community

D.2. To provide a healthy campus environment (ABOR: VII-3, VII-4, VIII). To achieve this objective the University will continue to:

Strategies:

- a. Support a campus culture based on caring, equity, and civility
- b. Enhance diversity among faculty, students, and staff, and provide opportunities to increase awareness and appreciation for other cultures and perspectives
- c. Assure high quality, affordable health, housing, food, recreation, safety, and disability support
- d. Provide opportunities for faculty/student/staff/community partnerships that promote the synthesis of learning and life experiences
- e. Provide opportunities for involvement in decision making processes of the institution
- f. Support a rich artistic, intellectual, and cultural environment at The University of Arizona

Measures:

- a. Percentage of employees who respond affirmatively to a campus climate survey question: "I would encourage a friend or family member to apply for a job at the University of Arizona."
 Baseline: 1993 UA Employee Survey
 Goal: 70% by 2002

 FY 1999: 55%
 FY 2000: survey not conducted
 FY 2001: 60%
 FY 2002: 62%
 FY 2003: 64%
- b. Percentage of supervisors/managers who report improved performance by employees participating in the Supervisory Leadership Series Program 9 months after program complete.
 Baseline: To Be Determined (program effort is new as of fall, 1999)
 Goal: 70% by 2002

 FY 1999: N/A (program implementation)
 FY 2000: survey will start next year under new program
 FY 2001: 65%
 FY 2002: 70%
 FY 2003: 75%

- c. Percentage of employees who utilize the faculty and staff tuition fee waiver to pursue higher education opportunities.
 Baseline: 17.7% in 1997
 Goal: 19.5% by 2002

 FY 1999: 18.4%
 FY 2000: 19.5%
 FY 2001: 20.0%
 FY 2002: no target set
 FY 2003: no target set
- d. Number of departments that have formal employee recognition programs.
 Baseline: 42 in 1997
 Goal: 55 by 2003

 FY 1999: 40
 FY 2000: 40
 FY 2001: 45
 FY 2002: 50
 FY 2003: 55

Goal E. To transform the University's infrastructure to support the University's mission effectively and efficiently

Considerable progress has been, and continues to be, made in understanding and streamlining processes across the University. Successes must continue to be communicated and expectations must be defined so that these efforts can be replicated. Effective and efficient management of basic infrastructure resources in support of the University's mission, including financial, human, and physical, will require concentration on the following:

Objectives:

- E.1. To build a flexible organization that continually learns by reviewing its work and results to adapt and improve (ABOR: VII-2, VII-5). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Clarify and streamline processes and eliminate non-productive activities
- b. Enhance communication between and among academic and non-academic units to promote student success
- c. Invest in innovations and activities of excellence to maintain our position as the State's premier institution of higher education
- d. Promote greater synergy by rewarding cooperation among units, institution-wide

- E.2. To use an improved planning and budgeting process to determine priorities, direct resources, and ensure accountability (ABOR: VII-1, VII-5). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Develop, within the principles of shared governance, effective and integrated assessment, environmental scanning, planning, and budgeting that results in the implementation of clear priorities
- b. Develop reliable and valid indicators to chart progress toward implementation of University goals and objectives

- c. Develop a pool of resources to be reallocated in support of institutional priorities
- d. Structure administrative responsibilities and funding to promote accountability for the effective management of resources
- e. Privatize where cost-effective operations will be achieved in a manner consistent with University values

E.3. To continue to develop or acquire technologies to support teaching, research, outreach, and administration (ABOR: V-1, V-2, VIII). The University of Arizona will achieve this objective utilizing the following:

Strategies:

- a. Provide logically integrated information systems that support smooth, effective University of Arizona business operations and provide needed information quickly
- b. Clarify campus direction and priorities for information technology as they relate to learning initiatives
- c. Provide effective management, coordination, and acquisition of campus-wide hardware, software, personnel, and other information technology resources
- d. Develop the infrastructure necessary to provide electronic access to information anytime, anywhere for The University of Arizona community
- e. Take a leading role in planning and developing the physical infrastructure for statewide education, research, and service efforts supportive of State K-12, community college, and other statewide telecommunications needs

E.4. To develop a physical environment supportive of the University mission and community. The University of Arizona will achieve this objective utilizing the following (ABOR: V-2, VII-1, VIII):

Strategies:

- a. Ensure the maintenance, utility, and attractiveness of University buildings and grounds
- b. Provide world class facilities in support of undergraduate and graduate education
- c. Provide world class facilities in support of research
- d. Provide the physical infrastructure for statewide education, research, and service efforts

Measures:

- a. Instructional partnerships:
The number of librarian/faculty instructional partnerships developed for the purpose of integrating new information technologies into the curriculum and resulting in changing the method of instruction in at least one course per faculty member partner

Baseline: 21 librarian/faculty instructional partnerships in FY 1996
2003 Goal: 85 librarian/faculty instructional partnerships

FY 1999: 75
FY 2000: 80
FY 2001: 85
FY 2002: 85
FY 2003: 85

- b. Network access:
The percentage of residence hall students (via residence halls, student centers, and faculty offices) with access to the network
Baseline: 93% fall 1995
Goal: 97% by fall 1999
- FY 1999: 100%
FY 2000: 100%
FY 2001: 100%
FY 2002: 100%
FY 2003: 100%
- c. Network utilization proxy:
Number of computers on the campus network
Baseline: 1,200 in 1993
Goal: 33,000 in 2002
- FY 1999: 29,222
FY 2000: 33,488
FY 2001: 38,000
FY 2002: 43,000
FY 2003: 48,000
- d. Technology ready classrooms:
The number of classrooms available for multimedia and computer based instruction each Fall
- | | Multimedia | Computer Based |
|-----------|---------------|----------------|
| Baseline: | 38 Fall 1993 | 46 Fall 1993 |
| Goal: | 185 Fall 1999 | 60 Fall 1999 |
| | Multimedia | Computer Based |
| FY 1999: | 180 | 93 |
| FY 2000: | 191 | 103 |
| FY 2001: | 201 | 125 |
| FY 2002: | 211 | 135 |
| FY 2003: | 211 | 145 |

Resource Assumptions

Resource assumptions suggest only modest incremental funding will be available for the planning period. The University depends upon funding from a variety of sources to accomplish its mission. The advent of biennial budgeting for the universities has established the appropriated funding level for the 1999-2001 period. Marginal new revenues approved for 2000-01 were set at approximately 3.1 percent and included an annualized salary adjustment pool of 2% which was effective April 1, 2000. Adjustments in revenue resulting from tuition are similarly modest. Marginal new non-appropriated revenues in the Designated, Auxiliary and Restricted funds will vary but are expected to be in the range of 2.5% to 3.5 % for the year. The University is embarking on an expanded fundraising program. However, the results of that activity are longer term in nature and not expected to have a significant influence on expenditures in the 1999-2001 biennium.

The University of Arizona South Strategic Plan Transformation into the 21st Century - 2000 Update

Introduction

The mission and strategic plan of The University of Arizona provide a framework within which UA South will evolve to meet the unique needs of the people and region it serves. Enacting realistic strategies for growth and development begins with an understanding of the needs of the region; an inventory of local, state, and federal resources and expertise; and the full support of the UA main campus.

The resources needed to fulfill the goals outlined below will be channeled through the five administrative offices of the branch campus: Office of the Dean, Office of Finance and Administration, Office of Academic Affairs, Office of Language Programs, and the Office of Student Academic Support. Each unit, charged with implementing the goals and strategies of UA South, shares in the vision of the role the Branch Campus plays in the region and the State.

Vision Statement

The University of Arizona South, dedicated to individual student success, provides a quality learner-centered environment for professional and liberal arts education. The faculty, staff, and administration facilitate student learning through teaching that accommodates diverse learning styles and needs of students, disciplined inquiry into relative issues and problems, and a sense of service to the greater community. The campus, committed to providing necessary resources, supports a community of active learners seeking seamless pathways to success.

Mission

The mission of The University of Arizona South is: to provide quality liberal arts and professional instruction as a branch campus of The University of Arizona that allows the citizens of the State, and primarily Cochise County, to obtain degrees and develop fully their intellectual and professional capabilities as well as gain an appreciation of diversity; to enrich instruction through the integration of technology in resident and distance learning programs; and to foster regional economic development and provide expertise for generating solutions to community problems through the education and public service activities of faculty, staff, and students.

Current Planning Environment

The needs of the region served by UA South reflect the demographic, cultural, and economic diversity of southern Arizona. The diverse population is composed of: a) technologically sophisticated newcomers, many of whom are closely associated with Ft. Huachuca and the rapidly diversifying local economy; b) entrepreneurs who seek advantage of free trade with Mexico; c) retirees lured to the area by the promise of a mild climate and low cost of living; d) immigrants from both sides of the border who recognize the opportunities implicit in a free exchange of goods and ideas among neighbors; and e) "established" local community members who have developed the rich multi-cultural traditions that characterize the region.

Growth Trends

Arizona will continue to be one of the fastest growing states in the nation with a projected population growth of more than 26.4% over the period 1995-2010. Southern Arizona will play a vital role in the growth in Arizona over the next five years. A variety of factors will influence the projected population growth in southern Arizona and northern Mexico, these include:

- Legislation regarding GATT and NAFTA,
- Changes to local tax structures that encourage relocation of business and industry,
- Expansion of ecotourism and recreation,
- Aggressive economic development,
- Development of retirement communities,
- Quality of life,
- Expansion of retail and manufacturing opportunities with Mexico,
- Diversification of Fort Huachuca and Davis-Monthan AFB resulting from the Base Realignment and Closures Commission,
- Low cost of construction and housing,
- Quality health-care (hospitals, life care centers, diverse medical specialists),
- Quality education (kindergarten through graduate studies), and
- Established and expanding retail/commercial opportunities.

The percentage increase in population for the region, e.g., Cochise County, Greenlee County, Graham County, Santa Cruz County and the southeast portion of Pima County, is projected to be 10% over the next five years. Likewise, the percentage increase in population for northern Mexico, e.g., the cities of Nogales, Naco, Cananea, and Agua Prieta, is also projected to be 10% during the same time frame. By the year 2002, the anticipated population of the region will approach 750,000 people.

Sierra Vista's growth over the last 10 years has paralleled that of the State. The rate of growth from 1980 to 1990 was 32.3%, expanding another 17.0% from 1990 to 1995.

Since 1995, the rate of growth in the Sierra Vista area has remained steady at 2% per year. This trend is expected to remain fairly constant for the next 3-5 years. Kartchner Caverns State Park between Sierra Vista and Benson is projected to bring an additional 500,000 visitors to Cochise County each year. Bachman Springs Resort by Tombstone will make Cochise County a premier world-class designation resort area. These two factors, along with increased industrial/commercial/retail development could be factors in increasing the rate of growth in the area.

Employment

In 1999, Arizona's job creation was first in the nation with a growth rate of 4.44%. The growth rate for Cochise County was 10.6%. Employment opportunities extend from farming, ranching, and mining in northern Cochise, Graham, and Greenlee counties with software engineering, electronics research and development, and telecommunications opportunities in southern Cochise and Pima counties. Employment in Santa Cruz County extends to retirement, retail, transportation, and tourism. Interspersed are communities dependent on government, manufacturing, commerce, and tourism.

Education

The education levels within the region range from populations with little or no formal training in parts of northern Mexico to populations with post-doctoral training in parts of southern Cochise County. With the expansion of UA South and along with the availability of the numerous K-12 school and community college districts in Cochise, Pima, and Graham Counties, the higher education needs of the region are beginning to be met. With increased support, UA South will expand academic programs, faculty, staff, and resources to provide education programs desired by students.

Diversity

Ethnicity varies widely within the region. While northern Mexico/southern Arizona are primarily Hispanic, other ethnically diverse populations, e.g., Japanese, Korean, Vietnamese, German, etc., have relocated to the various communities and have established households and businesses. This trend is expected to continue into the 21st century.

The greater Sierra Vista/Ft. Huachuca area contains significant Asian and African-American populations. By comparison, the Hispanic population in this area is significantly less than in Santa Cruz County and the eastern portion of Cochise County, which are predominantly Hispanic. Native American populations are also present in southern Pima County and Santa Cruz County.

Goals

In fulfilling the mission and vision of the University of Arizona South, it is recognized that the primary obligation of the campus is to the entitlements of our regional constituency, particularly our students.

GOAL A. TO PROMOTE A LEARNER-CENTERED ENVIRONMENT

OBJECTIVES: STUDENTS ARE ENTITLED TO:

A.1 An academic environment that provides an inventory of skills and proficiencies requisite for success.

A.1.a. Strategy: Develop inventory of prerequisite competencies for courses and programs

Measure: Percentage of course syllabi that include inventories
(Outcome) FY 00:
FY 01: 50% of all course syllabi
FY 02: 90% of all course syllabi
FY 03: 100% of all syllabi and 50% of all program descriptions
FY 04: 100% and all course syllabi and program descriptions

A.1.b. Strategy: Establish student convocation

- i. Train faculty as part of a professional development program in support of student success (2000)
- ii. Establish and maintain student mentoring program (2001)

Measure: Percentage of faculty involved
(Outcome) FY 00: Program being established
FY 01: 20%
FY 02: 30%
FY 03: 40%
FY 04: 50%

- A.1.c. Strategy: Design and Develop Learning Resource Center (LRC)
- i. Identify Technology Infrastructure needs (2000)
 - ii. Assign campus-wide committee to advise architects in design of the Academic Technology Building (2000)
 - iii. Develop and submit “decision package” of needed staff and equipment to University (2001)

A.2. A support structure to assist mastery of prerequisite skills and proficiencies.

- A.2.a. Strategy Develop LRC Resource Needs
- i. Evaluate existing resources (2000)
 - ii. Establish purchase schedule (2001)
 - iii. Review staffing needs (2001)
 - iv. Orient students and faculty to available resources (2002)
 - v. Provide on-going support

Measure: LRC Budget as a percentage of total budget
(Output) FY 00: 0%
FY 01: 2.5%
FY 02: 5%
FY 03: 5 %
FY 04: 5%

Measure: Percentage of students oriented to available LRC resources
(Outcome) FY 00: Program being established
FY 01: Program being established
FY 02: 40%
FY 03: 50%
FY 04: 60%

Measure: Percentage of satisfactory or better ratings on LRC Student
(Quality) Satisfaction Survey
FY 00: Program being established
FY 01: Program being established
FY 02: 60%
FY 03: 70%
FY 04: 80%

A.3. Timely and accurate advising.

- A.3.a. Strategy: Hire and train additional academic advisor(s)
- i. Expand advising to Douglas and Benson (2001)
 - ii. Evaluate needs of Ft. Huachuca for F/T (2002)

Measure: Number of FTE advisors
(Output) FY 00: 1.5
FY 01: 1.5
FY 02: 2.5

FY 03: 3.0
FY 04: 3.0

- A.3.b Strategy: Develop admissions office
- i. Hire and train admissions officer (2002)
 - ii. Develop recruitment schedule, instate/WUE (2002)

Measure:
(Output) Number of FTE admissions staff
FY 00: 0
FY 01: 0
FY 02: 1.0 (admissions officer)
FY 03: 1.0
FY 04: 2.0

- A.3.c Strategy: Develop on-line advising center
- i. Review available resources (2000)
 - ii. Develop web-based format (2001)
 - iii. Implement web-based format (2002)

Measure:
(Outcome) Number of home page “hits” (percentage increase over baseline)
FY 00: Program being established
FY 01: baseline
FY 02: 20%
FY 03: 40%
FY04: 50%

- A.3.d Strategy: Establish a common advising process with Cochise College
- i. Seek joint UAS/CC hires in selected shared programs (2001)
 - ii. Unify UAS/CC catalogue in selected seamless programs (2002)

Measure:
(Output) Number of “shared” faculty
FY 00: Establishing process
FY 01: 2
FY 02: 4
FY 03: 6
FY 04: 8

A.4. Strong liberal arts and professional education.

- A.4.a Strategy: Expand learning opportunities within existing programs
- i. Conduct needs assessment of regional constituencies (2000)
 - ii. Invite main campus participation (2001)
 - iii. Conduct national searches for faculty and students (2001)
 - iv. Develop retention program for existing faculty (2001)
 - v. Target new curricular areas (2002)
 - vi. Conduct national searches for faculty (2002)

Measure:
(Output) Total ranked faculty
FY 00: 12
FY 01: 14
FY 02: 20

FY 03: 26
FY 04: 30

- A.4.b. Strategy: Monitor program effectiveness using multiple data sources
- i. Record graduate placements (2000)
 - ii. Develop and implement student exit survey, alumni survey, employer survey (2001)
 - iii. Record student performance levels (2002)

Measure: Percentage of programs utilizing multiple data sources to guide program improvement efforts
(Outcome) FY 00: Developing data sources
FY 01: 10%
FY 02: 50%
FY 03: 80%
FY 04: 100%

A.5. Develop synchronous and asynchronous learning opportunities for students

- A.5.a. Strategy: Increase distributed learning opportunities
- i. Hire appropriate support personnel (2000)
 - ii. Provide faculty training (2001)
 - iii. Develop compensation schedule for developers (2002)
 - iv. Assess student performance outcomes and student satisfaction

Measure: Number of web-augmented, web-based courses and programs
(Output) FY 00: 7 web-based courses/ 3 web-augmented courses
FY 01: 10 web-based courses/ 5 web augmented courses
FY 02: 15 web-based courses/ 15 web-augmented courses
FY 03: 15 web-based courses/ 30 web-augmented courses
FY 04: 20 web-based courses/ 50 web-augmented courses

Measure: Percentage satisfied students involved in web-based/augmented courses
(Outcome) FY 00: 50%
FY 01: 60%
FY 02: 70%
FY 03: 75%
FY 04: 80%

Measure: Percentage of faculty trained in web-based/augmented instruction
(Outcome) FY 00: 20%
FY 01: 50%
FY 02: 75%
FY 03: 80%
FY 04: 80%

- A.5.b. Strategy: Increase site delivery of ITV courses
- i. Evaluate ITV delivery (2001)
 - ii. Establish web-based augmentation (2002)
 - iii. Establish site links
 - iv. Provide ITV training to faculty
 - v. Hire appropriate support personnel

Measure: Number of ITV sites utilized
(Output) FY 00: 2
FY 01: 3
FY 02: 4
FY 03: 5
FY 04: 6

Measure: Percentage of students rating ITV satisfactory or better
(Quality) FY 00: 50%
FY 01: 60%
FY 02: 70%
FY 03: 75%

Measure: Percentage of faculty receiving ITV training
(Output) FY 00: 15%
FY 01: 30%
FY 02: 50%
FY 03: 80%
FY 04: 90%

Measure: Number of ITV support personnel
(Output) FY 00: 3
FY 01: 3
FY 02: 5
FY 03: 6
FY 04: 6

- A.5c. Strategy: Accommodate student-scheduling preferences
- i. Continue to work with Registrar's Office
 - ii. Establish evening advising center (2002)

Measure: Number of daytime classes (8:00 A.M – 3:00 P.M.) scheduled
(Outcome) FY 00: 10
FY 01: 12
FY 02: 20
FY 03: 40
FY 04: 50

Measure: Number of weekend courses scheduled
(Output) FY 00: 0
FY 01: 1
FY 02: 3
FY 03: 5
FY 04: 10

A.6. Access to academic resources.

- A.6.a. Strategy: Continue to provide main library "courier" service

Measure: Number of books requested from main library
(Outcome) FY 00: 140
FY 01: 160
FY 02: 180
FY 03: 200
FY 04: 220

- A.6.b. Strategy: Develop local reference library
- i. Establish inter-campus loan procedures (2000)
 - ii. Establish budget for reference library (2001)
 - iii. Initiate electronic reference library (2002)
 - iv. Hire librarian (2003)

Measure: Percentage of campus budget dedicated to development and maintenance of academic resource collections
(Output)
FY 00: 1%
FY 01: 1.5%
FY 02: 2%
FY 03: 3%
FY 04: 4%

Measure: Number of on-line subscriptions and data bases available locally
(Output)
FY 00: 0
FY 01: 3
FY 02: 5
FY 03: 8
FY 04: 12

A.7. Knowledgeable and experienced faculty.

- A.7.a. Strategy: Continue to conduct national searches for faculty
- i. Clarify faculty expectations policy (2000)
 - ii. Target minority candidates (2001)
 - iii. Increase the number of senior faculty

Measure: Ratio of continuing eligible faculty to adjunct faculty
(Efficiency)
FY 00: 50%
FY 01: 55%
FY 02: 60%
FY 03: 65%
FY 04: 70%

Measure: Ratio of tenured faculty to tenure-eligible faculty
(Efficiency)
FY 00: 8%
FY 01: 16%
FY 02: 20%
FY 03: 50%
FY 04: 50%

A.8. Faculty who themselves remain active learners.

- A.8.a. Strategy: Provide professional development training for faculty
- i. Annually survey faculty to assess development needs
 - ii. Invite main campus involvement
 - iii. Schedule on-site development activities throughout the academic year
 - iv. Provide compensation for professional development
 - v. Provide professional travel opportunities for faculty

Measure: Professional development budget (Year-to-year percentage increase over baseline)
(Output)
FY 00: Not applicable as yet

FY 01: Establish baseline budget
FY 02: 10%
FY 03: 10%
FY 04: 10%

Measure: Number of professional development activities provided
(Output)
FY 00: 2
FY 01: 3
FY 02: 4
FY 03: 4
FY 04: 5

A.8.b. Strategy: Establish mentoring program for junior faculty

Measure: Retention rate of regular faculty
(Efficiency)
FY 00: 40%
FY 01: 60%
FY 02: 80%
FY 03: 85%
FY 04: 90%

A.9. Participation in campus decision-making processes.

A.9a. Strategy: Reinvalidate student government
i. Recruit faculty advisor (2000)
ii. Develop structure for shared governance (2001)
iii. Provide funding and support of student government activities (2002)

Measure: Campus funding support for student government
(Output)
FY 00: \$1,000
FY 01: \$1,000
FY 02: \$1,200
FY 03: \$1,400
FY 04: \$1,500

A.9.b. Strategy: Include student representation on campus committees

Measure: Percentage of campus committees with student representation:
(Output)
FY 00: 10%
FY 01: 20%
FY 02: 30%
FY 03: 40%
FY 04: 50%

A.10. High academic standards and expectations.

A.10.a. Strategy: Establish and develop competency-based student outcomes assessment procedures
i. Delineate objectives for assessment (2001)
ii. Develop appropriate measurement instruments (2001)
iii. Regularly survey graduates and employers/grad schools accepting graduates (2001)

Measure: Percentage of students assessed

(Outcome) FY 00: 60%
FY 01: 70%
FY 02: 70%
FY 03: 80%
FY 04: 80%

A.10.b. Strategy: Communicate academic standards and expectations to constituents

Measure: Percentage of students meeting standards for competency-based outcomes

(Quality) FY 00: 70%
FY 01: 75%
FY 02: 80%
FY 03: 85%
FY 04: 90%

A.11. Appropriately designed and well-equipped classrooms.

A.11.a. Strategy: Develop classrooms

- i. Establish timetable for upgrading classroom equipment (2000)
- ii. Establish campus-wide committee to advise architects in design of new classroom building (2000)
- iii. Establish additional classrooms in Douglas and Benson (2001)
- iv. Assess ADA/EOC compliance

Measure: Number of classrooms available

(Output) FY 00: 8
FY 01: 8
FY 02: 15
FY 03: 18
FY 04: 20

A.12. Bridges to lifelong learning and career success

A.12.a. Strategy: Promote “capstone” courses, professional seminars and internships

- i. Establish curriculum autonomy
- ii. Develop and offer professional seminars for students
- iii. Cultivate and maintain relationships with local constituents who can assist in providing internship opportunities

Measure: Percentage of programs providing capstone experiences, seminars or internships:

(Outcome) FY 00: 50%
FY 01: 60%
FY 02: 65%
FY 03: 70%

A.12.b.Strategy: Continue speaker series

Measure: Number of invited presentations and workshops
(Output) FY 00: 6
FY 01: 12
FY 02: 20
FY 03: 20
FY 04: 24

A.13. An effective and efficient administrative structure

A.13.a.Strategy: Review current administrative structure
i. Create Office of External Affairs (2000)
ii. Explore development of academic divisions (2001)
iii. Strengthen communication lines
iv. Create staff advisory (2001)
v. Develop faculty/staff approval survey (2002)

Measure: Percentage of satisfactory or better faculty ratings of
(Quality) administration
FY 00: Restructuring underway
FY 01: 60%
FY 02: 70%
FY 03: 75%
FY 04: 80%

A.14. Site-based programs of regional interest.

A.14.a.Strategy: Conduct needs/feasibility assessment of potential constituencies
(Ft. Huachuca, Immigration and Naturalization, Department of
Corrections, etc.)

Measure: Number of studies conducted
(Output) FY 00: 4
FY 01: 4
FY 02: 6
FY 03: 6
FY 04: 8

A.14.b.Strategy: Initiate program approval surveys of existing site-based programs
(Ft. Huachuca, Department of Defense, local school districts, etc.)

Measure: Percentage of satisfactory or better ratings
(Quality) FY00: 70%
FY01: 70%
FY02: 80%
FY 03: 80%
FY 04: 90%

A.15. An understanding and respect for the diversity of all students.

A.15a.Strategy: Provide opportunities for cross-discipline interaction, diversity,
awareness, and intercultural understanding

Measure: Percentage of programs incorporating diversity themes and
opportunities

(Outcome) FY 00: 60%
FY 01: 65%
FY 02: 70%
FY 03: 80%
FY 04: 85%

Measure: Percentage of programs incorporating cross-discipline interactions
(Outcome) FY 00: Interdisciplinary interactions being developed
FY 01: Interdisciplinary interactions being developed
FY 02: 20%
FY 03: 30%
FY 04: 40%

A.16. Augmentative technology

A.16.a. Strategy: Incorporate technology in classes

- i. Meet technology needs of Douglas campus (2000)
- ii. Provide training to faculty in augmentative technology (2001)
- iii. Provide financial support to faculty for developing augmented classes (2001)
- iv. Orient students to augmented classes (2002)

Measure: Percentage of faculty trained
(Output) FY 00: 20%
FY 01: 20%
FY 02: 50%
FY 03: 70%
FY 04: 90%

Measure: Campus grants to faculty for developing classroom augmentative technology
(Output) FY 00: \$ 1000
FY 01: \$ 0
FY 02: \$5,000
FY 03: \$7,000
FY 04: \$10,000

Measure: Percentage of students rating orientation as satisfactory or better
(Quality) FY 00: Not applicable as yet
FY 01: Not applicable as yet
FY 02: 70%
FY 03: 80%
FY 04: 90%

GOAL B TO SERVE LOCAL, REGIONAL, AND GLOBAL COMMUNITIES

OBJECTIVES: OUR CONSTITUENTS ARE ENTITLED TO:

B.1. University involvement in economic development activity.

B.1.a. Strategy: Remain a focus of economic development initiatives

- i. Increase credit and non-credit programs
- ii. Increase numbers of students, faculty, and staff
- iii. Assist community business recruitment and retention efforts

iv. Assist in development of regional strategies

Measure: Number of programs added

(Output)
FY 00: 6
FY 01: 1
FY 02: 4
FY 03: 2
FY 04: 3

Measure: Number of new grants submitted and supported by UA South

(Outcome)
FY 00: 8
FY 01: 8
FY 02: 10
FY 03: 10
FY 04: 12

Measure: Percentage of non-resident students

(Outcome)
FY 00: 13%
FY 01: 14%
FY 02: 15%
FY 03: 16%
FY 04: 20%

Measure: Number of employees serving on civic organizations

(Outcome)
FY 00: 4
FY 01: 5
FY 02: 6
FY 03: 7
FY 04: 8

B.1.b. Strategy: Establish new international partnerships

Measure: Number of new international partnerships

(Outcome)
FY 00: 3
FY 01: 1
FY 02: 3
FY 03: 1
FY 04: 3

B.2. Access to campus resources including the expertise and experience of faculty, staff, and administration.

B.2.a. Strategy: Provide non-credit educational support and in-service training

- i. Cooperative Extension Programs
- ii. Professional in-service training for educators
- iii. TOFL preparation
- iv. Local government sponsored programs
- v. Training grants

Measure: Number of persons served in non-credit support programs

(Outcome)
FY 00: 3,000
FY 01: 3,300
FY 02: 3,600
FY 03: 4,000
FY 04: 4,400

- Measure: Number of volunteers trained
(Outcome) FY 00: 275
FY 01: 310
FY 02: 340
FY 03: 350
FY 04: 360
- B.2.b. Strategy: Maintain and develop sponsored projects
i. Foreign Language Acquisition
ii. Plant Science Center
iii. New Initiatives
- Measure: External funding generated by Foreign Language
(Outcome) FY 00: \$ 1,358,024
FY 01: \$ 628,783
FY 02: \$ 300,000
FY 03: \$ 300,000
FY 04: \$ 300,000
- Measure: External funding generated by Plant Science Center
(Outcome) FY 00: \$ 25,000
FY 01: \$ 25,000
FY 02: \$ 25,000
FY 03: \$ 25,000
FY 04: \$ 25,000
- B.2.d. Strategy: Provide public access to campus facilities, physical resources, and personnel
- Measure: Hours of campus use by external organizations
(Outcome) FY 00: 1600
FY 01: 1800
FY 02: 2000
FY 03: 2200
FY 04: 2400
- B.3. Continue to support University Foundation of Sierra Vista, Inc. fund raising
- B.3.a. Strategy: Provide volunteer assistance with fund raising activities
i. Capital fund
ii. Student scholarships
iii. Faculty grants
- Measure: Dollars generated
(Outcome) FY 00: \$ 115,000
FY 01: \$ 125,000
FY 02: \$ 150,000
FY 03: \$ 175,000
FY 04: \$ 200,000
- B.4. Access to institutional data.
- B.4.a. Strategy: Establish and maintain multiple data sources to inform the processes of student recruitment/retention and continual program improvement

- i. Develop Measuring Instruments (2001)
- i. Pilot measuring instruments (2001)
- ii. Establish Baseline Information (2002)
- iii. Create a data-base (2002)
- iv. Publish outcomes (2003)
- v. Student exit surveys completed/compiled (2001)
- vi. Alumni surveys completed/compiled/postbaccalaureate (2001)
- vii. Employer surveys completed/compiled (2003)
- viii. Student competency assessment completed/compiled (2001)

Measure: Number of institutional measures
 (Outcome) FY 00: 1
 FY 01: 2
 FY 02: 3
 FY 03: 4
 FY 04: 5

B. 5. Access to UA Education through community television.

B.5.a. Strategy: Expand University programming

Measure: Persons Served
 (Outcome) FY 00: 12,000
 FY 01: 12,000
 FY 02: 15,000
 FY 03: 17,000
 FY 04: 25,000

Measure: Service Programs Aired
 (Output) FY 00: 15
 FY 01: 15
 FY02: 20
 FY 03: 20
 FY 04: 20

B.6. Enhancement of the cultural climate of the community.

B.6.a. Strategy: Continue to sponsor cultural activities

Measure: Number of activities sponsored
 (Output) FY 00: 7
 FY 01: 8
 FY 02: 9
 FY 03: 10
 FY 04: 11

B.7. Competent Graduates.

B.7.a. Strategy: Degree or Certificate Diplomas Awarded

Measure: Number of students earning certificates or diplomas
 (Outcome) FY 00: 100
 FY 01: 150
 FY 02: 200

FY 03: 400
FY 04: 800

Measure: Graduation Rates (three years)
(Efficiency) FY 00: 90%
FY 01: 90%
FY 02: 85%
FY 03: 80%
FY 04: 80%

GOAL C TO PROVIDE SEAMLESS PATHWAYS TO SUCCESS

OBJECTIVES: OUR PARTNERS IN EDUCATION ARE ENTITLED TO:
OUR STUDENTS ARE ENTITLED TO:
OUR CONSTITUENTS ARE ENTITLED TO:

C.1. Access to information about the services and opportunities at UA South.

- C.1.a. Strategies: Evaluate new and existing information outlets
- i. Design program brochures and develop promotional materials (2000)
 - ii. Expand web page (2001)
 - iii. Continue attending career fairs and high school/community college information fairs
 - iv. Continue recruitment with WUE
 - v. Expand and Implement Marketing Plan (2001)
 - vi. Expand and Implement a Promotional Program (2002)

Measure: Percentage increase in Web-page “hits” (Percentage increase over baseline)
(Outcome) FY 00: establish baseline
FY 01: 10%
FY 02: 20%
FY 03: 50%
FY 04: 50%

Measure: Percentage increase in “walk-in” and phone inquiries (Percentage increase over baseline)
(Outcome) FY 00: establish baseline
FY 01: 10%
FY 02: 20%
FY 03: 50%
FY 04: 50%

Measure: Information/Career Fairs Attended
(Output) FY 00: 15
FY 01: 18
FY 02: 20
FY 03: 22
FY 04: 24

Measure: Percentage increase in Marketing Plan expenditures (Percentage increase over baseline)
(Output) FY 00: \$14,000 (baseline)
FY 01: 0 %
FY 02: 10 %

FY 03: 10 %
FY 04: 10 %

C.2. Strong collaborations with our 2 + 2 +2 partners.

- C.2.a. Strategy: Formalize relationships with Cochise College and K-12 districts
- i. Establish Program Management Team with Cochise College (2000)
 - ii. Develop Interagency Governmental Agreements (2000)
 - iii. Develop Memoranda of Understanding
 - iv. Identify collaborative opportunities with K-12 districts

Measure: Percentage increase of students following transfer pathways
(Outcome)
FY 00: establish baseline
FY 01: 5 %
FY 02: 5 %
FY 03: 5 %
FY 04: 5 %

Measure: New Collaborative Efforts
(Output)
FY 00: 6
FY 01: 8
FY 02: 10
FY 03: 12
FY 04: 14

C.3. Enhancement of student life.

- C.3.a. Strategy: Develop co-curricular and extra-curricular opportunities
- i. Assess student interest
 - ii. Implement support of target activities
 - iii. Develop Survey of Satisfaction

Measure: Number of students involved in extra/co-curricular activities
(Outcome) (Percentage increase over baseline)
FY 00: establish baseline
FY 01: 10%
FY 02: 20%
FY 03: 20%
FY 04: 20%

Measure: Students satisfied with student life activities (Percentage increase
(Quality) over baseline)
FY 00: establish baseline
FY 01: 10 %
FY 02: 10 %
FY 03: 10 %
FY 04: 10 %

- C.3.b. Strategy: Incorporate student-life in Campus Development Plan
- i. Develop student/faculty common areas in existing facilities (2001)
 - ii. Include common areas in all new facilities (2001)
 - iii. Develop plans or student housing on campus (2001)

iv. Develop plans for food services on campus (2002)

C.4. Endowment programs.

C.4.a. Strategy: Expand tuition assistance programs
i. Develop paid-internship opportunities (2001)
ii. Develop student endowment fund (2003)

Measure: Externally raised funds designated for assistance (Percentage year-
to-year increase)
(Output) FY 00: (baseline)
FY 01: 10%
FY 02: 10%
FY 03: 10%
FY 04: 10%

C.5. Well-defined relationships with UA Main.

C.5.a. Strategy: Establish and maintain on-going relationships

Measure: Representation on university-wide committees
(Output) FY 00: 4
FY 01: 5
FY 02: 6
FY 03: 7
FY 04: 8

C.6. Pursuit of collaborations with educational institutions with similar missions.

C.6.a. Strategy: Identify peer institutions
i. Establish lines of communication (2001)
ii. Formalize consortium of Arizona Branch Campuses
(2002)

Measure: Number of inter-institutional meetings
(Output) FY 00: 3
FY 01: 4
FY 02: 5
FY 03: 6
FY 04: 7

C.6.b. Strategy: Maintain participation in Western Association of Branch Campus
Administration (WABCA) and the National Association of Branch
Campus Administration

The University of Arizona Health Sciences Center Strategic Plan Transformation into the 21st Century - 2000 Update

Introduction

The Arizona Health Sciences Center is one of the many assets of The University of Arizona. The national and international reputation of the Arizona Health Sciences Center is well documented. The College of Medicine and College of Pharmacy are Arizona's only colleges of medicine and pharmacy. The College of Nursing offers the only doctoral program in nursing in Arizona. The networks of the College of Medicine, Nursing and Pharmacy extend throughout our state. The Arizona Board of Regents approved the College of Public Health in January 2000. The University of Arizona Prevention Center in the College of Medicine and the Health Education Program in the School of Health Professions combined to become what is now the College of Public Health.

The United States health care establishment created since the end of World War II has become the envy of the world. It has also become the most costly. The wonders of biomedical research are disseminated far and wide.

Today, partially through the realization that many people lack economic access to basic health services, and partially through a societal decision to embrace competitive solutions to remedy economic and political concerns, we find the entire health sector in transition. Transition embraces change. The natural sequel of change in the health sector is transformation. Science, technology, education, quality, cost and efficacy are among the many facets that nurture transformation. The strategic plans of the Colleges of Medicine, Nursing and Pharmacy provide the guideposts through the process of transformation that have lead us into the 21st Century.

Mission Statement

The mission of the Arizona Health Sciences Center (AHSC) mirrors that of The University of Arizona, while giving special emphasis to the role of the AHSC in helping to educate and train the health care professionals for the State of Arizona. The AHSC's role in basic and applied research as it expands our ability to improve the health of the residents of the State is also recognized. Finally, the AHSC is also a provider of health services to residents of the State. This not only provides residents with specialized services not obtainable elsewhere in the State, but also is a necessary requirement for the survival of the education and research functions of the AHSC.

The mission of the Arizona Health Sciences Center is:

- To provide health sciences students with the knowledge and skills basic to the practice of their disciplines, inculcate them with the fundamental attitudes of professionalism, compassionate patient care and service to the community, and with a spirit and desire for life-long independent learning and scholarship;
- To provide excellent clinical training programs for advanced level health professions trainees, including medical residents and clinical fellows, pharmacists, nurses, and provide continuing education programs for practicing health care professionals throughout Arizona;
- To make nationally and internationally recognized contributions to scholarship, including basic and clinical research; provide excellent research training programs for graduate students and post-doctoral fellows in both basic and clinical sciences;
- To enhance the quality of life of the people of Arizona through the provision of services which promote and model excellence, cost-effectiveness, and innovation in health care; lead research concerning public health and the delivery of health care;

- To disseminate health information to the public.

Environmental Context

The University's Strategic Plan identifies driving forces regarding higher education, demographic, economic and political/governmental trends. The following specific driving forces in health care, which will have an impact on the Arizona Health Sciences Center, further amplify these trends.

Demographic Shifts

A more diverse, aging and growing population in Arizona, particularly among those over age 85, will create additional demands on the health care delivery system and on the education of health professionals.

Demands on Education

The demands of health care in the future will require professionals to work in interdisciplinary teams and engage in collaborative decision-making.

Adult learners of the future, including those in the health professions, will require self-directed learning and problem solving and critical thinking skills.

In order to respond to the health needs of society, the health sciences curricula will need to emphasize managed care, treating patients along a continuum of care, management of chronic illness, prevention and health education, epidemiology, and the health of populations.

Health professionals will need a thorough grounding in the principles and application of information management.

Health Care Reform and the Marketplace

With or without governmental health care reform, the delivery of health care will change dramatically in the coming decades. The emphasis will be on cost-effective quality care, providing care within the most appropriate settings of care (more non-hospital care), and health outcomes. Health care providers will be expected to be responsible for the health status of entire populations.

Managed competition is the dominant model of health care in Arizona and will remain so for the next several years.

Health care providers are aggregated into large integrated delivery systems consisting of hospitals, physician groups, other provider groups, and insurance payers.

Academic health centers (like the AHSC) are being severely challenged to compete on the basis of price with community providers. Government reimbursement for education will continue to decline, and other payers are reluctant to subsidize the costs of teaching health professions students.

Academic health centers will continue to provide tertiary and quaternary care that combines research and teaching with patient care, but there will be increasing financial pressures from payers on these services as well.

As a result of market forces and/or health care reform pressures an undetermined number of academic health centers will close, or will merge with integrated delivery systems in their regions.

Mix and Distribution of Health Care Professions

In Arizona, there will continue to be a surplus of many physician specialties, with continuing shortages of other health care professionals. Many rural and some urban areas will continue to be underserved by health care professionals and services.

It is projected that in the future academic health centers will need to produce fewer physicians and fewer physician specialists overall, but given the need to provide more primary care for patients, more primary care providers will be required (including physician assistants and nurse practitioners).

Resources

Fierce national competition for research dollars will continue. Nationally, some research centers of excellence will downsize, or be eliminated entirely.

College of Medicine reliance on clinical income will not abate, and pressures on clinical income will continue under managed competition. The core mission of education and research will be impacted by managed-competition revenue reduction. Clinical research will bear the greatest pressures with ever-increasing reliance on faculty to provide patient care, leaving less time for research. Other health professional schools and programs will feel similar pressures, although to a lesser extent.

There will be further restraints on resources for education within academic health science centers. Medicare (or other federal governmental) funding of graduate medical education (GME) for physicians will continue to decrease. Federal funding of graduate nursing education is likely to continue decreasing as well.

Strategic Activities for Effecting Change

To cope with the environmental forces, the Arizona Health Sciences Center will focus on the following strategic activities for effecting change:

A. Clinical Teaching Resources

Sources of patients are necessary to fulfill the educational and research missions of the health professions. We are proceeding to weigh the need for participation in an Integrated Health System within our community and around the state in order to provide patient resources. The participants may be physician groups and managed care contracts. It will be critical for us to participate with those programs, facilities, and patients that ensure a quality educational experience for all of our student professionals. It is a matter of concern that the Arizona Health Care Cost Containment System (AHCCCS) has decreased the patient population served at the Health Sciences Center.

B. Faculty/Staff Size and Responsibilities

We are addressing with vigor and diligence the size of our faculties and staffs in the Arizona Health Sciences Center. With the need to compete with the private sector in a changing marketplace, downsizing, restructuring and re-engineering of organizational elements have become critical. Concurrently, we are amalgamating positions, and have been reviewing personnel systems and analyzing our curriculum. Both University Physicians Incorporated (UPI) and UMC have begun to reduce staffing strategically, redirect professional activities, and probably will merge many of the functions of UPI and UMC. Our ability to change rapidly, reassign professional personnel to duties not initially anticipated at the moment of hire, and the nature of contractual academic relationships pose unique problems. The potential for diminished morale, and loss of our competitive edge is of concern. Downsizing of our technical

support services and redefinition in the work place is currently going on and it is likely to accelerate.

C. Diversification of Research Funding

To maintain our stature as a Carnegie classification Doctoral/Research Extensive university, we need to diversify our revenue streams beyond the National Institutes of Health and other federal funding sources. This requires each college to become involved in new partnerships and joint ventures with the private sector, including the pharmaceutical, bioengineering, and biogenetic industries. We will look nationally and globally for new research partners. These integrated arrangements require new thoughts and new approaches to indirect cost recovery, shared use of resources, ownership of patents, and product licensure.

D. The 21st Century Curriculum Renewal Projects

All the colleges in the Health Sciences Center are nationally rated. The colleges continue to recruit and retain outstanding faculty. We are developing innovative teaching strategies for classroom and clinical settings, and continuing to invest in instructional resources such as computer assisted instruction, interactive videodisc programs, and multimedia instructional applications. We have begun to develop structures to deal with society's expectations for its physicians. In the College of Medicine, the process of curriculum review and renewal as a second step of defining the physician is under way with statewide input. We have encouraged wide and extensive participation from all interest groups around our State into this process. Our Comprehensive Curriculum Analysis and Planning project, CCAP, which has been partially funded by Dr. Virginia Furrow and her generous gifts to the University, is leading the way to the new curricular structure for the 21st Century. The Arizona Health Sciences Center is committed to expanding the entire Health Science Center student learning experiences into rural and other underserved areas in Arizona. We anticipate the opportunity to coordinate appropriate rural and underserved clinical experiences and sites with multidisciplinary teams such as with pharmacy and medicine. The College of Nursing is revising the nursing doctoral student recruitment plan and reviewing graduate curricula.

E. Phoenix Expansion

The growth of the Phoenix Campus, with its capability that a third of our students can take their entire third and fourth year curriculum in Phoenix, along with the future developments of collaborative research facilities with both ASU and the private sector in Maricopa County, is part of our strategic plan to serve the entire state as the state's only Health Sciences Center.

F. Allied Health Education

The health needs of the State require training not only physicians but other health professionals as well. Some services that traditionally were provided by physicians can be delivered more efficiently and economically by these health professionals. Training of the changing work force requires us to participate in new ways with both ASU and NAU, along with the community colleges in the State. Efficiency of education can be realized with a full-service, integrated telecommunication network that links campuses throughout the state in a single orchestrated program for training health professionals. Our first strategic activity has been the tri-campus Public Health Program, which has exceeded our most hopeful wishes. The new College of Public Health will enhance the collaborative efforts to train other health professionals.

G. Telecommunication: Telemedicine/Teleconferencing

An increasingly advanced telecommunications capability will facilitate the Arizona Health Sciences Center in achieving its statewide, regional, and national outreach goals.

The Arizona Telemedicine Program, a multidisciplinary clinical program of The University of Arizona Health Sciences Center, has been of critical importance in establishing statewide leadership in this area. The program was created in 1996 at the initiation of the Arizona legislature to establish pilot projects demonstrating the efficacy of telemedicine in delivering better health care to Arizona's medically underserved rural areas. Telemedicine is defined as the use of computers, video imaging, fiber optics and telecommunications for diagnosis and treatment of persons in rural, geographically isolated communities and state institutions. Initially, the Arizona legislature funded an eight site Arizona Rural Telemedicine Network as a general appropriation to The University of Arizona Health Sciences Center's operating budget.

The initial eight sites in this project are Cottonwood, Ganado, Holbrook, Payson, Sierra Vista/Douglas, Springerville, Tuba City, and a Department of Corrections site in Yuma. An additional project that provides teleradiology services to the Cobre Valley Community Hospital in Claypool (Miami-Globe) is supported through the Arizona Department of Health Services utilizing the state's Tobacco Use and Health Care fund. Late in 1996 the U.S. Department of Agriculture, Rural Utilities Service announced a grant to The University of Arizona to extend the Arizona Telemedicine Program to the Mariposa Community Health Center in Nogales, Arizona. Additionally, the Department of Corrections is funding additional telemedicine sites at their facilities in St. Johns and Douglas, as well as at their Division of Health Services headquarters in Phoenix. By end of FY 1999, Arizona Health Sciences Center was the central hub for an eighteen-site statewide telemedicine network.

In addition to the provision of telemedicine clinical services, this network has a teleconferencing capability, thereby creating a vehicle for extending educational and administrative functions to these rural sites. The combine telemedicine-educational-administrative functions provide vital support for Arizona Health Sciences Center students on rural rotations, and present continuing education activities for rural health care practitioners and preceptors.

The telemedicine network is fully compatible and integrated with Arizona Health Sciences Center's existing and growing teleconferencing capability. In January 1996, with Flinn Foundation support, phase one of the Arizona Health Sciences Interactive Video Educational Network established a dedicated teleconference circuit between the Arizona Health Sciences Center in Tucson and the Arizona Health Sciences Center - Phoenix Programs. This circuit allows medical students in Phoenix to attend core lectures and clerkship courses delivered by Tucson faculty and facilitates participation by Phoenix area faculty in the programs of the Arizona Health Sciences Center.

The Phoenix circuit complements an existing teleconference capability to deliver educational events to all Tucson area hospitals and to statewide educational sites through a shared network operated by Northern Arizona University. Together these networking capabilities have allowed the Arizona Graduate Program in Public Health (AzGPPH) to flourish as a truly statewide academic effort. In mid 1996 the Arizona Health Sciences Center pursued phase two of the Arizona Health Sciences Interactive Video Educational Network, which expanded the dedicated teleconference circuits to the health sciences academic programs at Northern Arizona University and Arizona State University, as well as the Arizona Department of Health Services.

The current teleconference network architecture also allows for uplinking Arizona Health Sciences Center educational activities to satellite transponders for distribution to a national and potentially international audience. Future satellite-distributed programs similar to the 1996 Update on Antithrombotic Therapy, originated here and received by eighty sites across the U.S. and Canada, will allow health sciences faculty to exert leadership in the national health sciences academic arena.

With completion of the network supporting the Arizona Telemedicine Program and phase two of the Arizona Health Sciences Interactive Video Educational Network, the Arizona Health

Sciences Center has a fully integrated high speed rural, urban, and national telecommunications network. This state-of-the-art capability greatly enhances the ability of faculty, staff and students to achieve the diverse set of goals that accompany our responsibilities, as Arizona's only academic health sciences center.

H. Primary Health Care Education

Strategic planning for expansion of primary health care education currently is being reevaluated. The legislature has required new mandates for primary care education. Concurrently, the infrastructure to support Rural Health Education through the Arizona Health Education Centers (AHEC) was defunded by the legislature in the 1995 session. AHEC infrastructure has been the basis for College of Medicine primary care initiatives and minority recruitment. A new plan is being developed.

I. Environment and Culture

To enable persons to maximize their potential as contributing members of the college, University, and community, we will continue to support development and training opportunities for all staff and faculty. We will encourage their participation on college, AHSC, and University committees. The College of Nursing has initiated and implemented a faculty governance model and new administrative structure supporting a climate and environmental culture that emphasizes communication, participation, and shared decision-making.

J. Outreach

The linking of collaborative educational, research and service activities to health needs is a requirement of a land grant university. This is related to the demand for increased collaboration between the Health Sciences Center and other health care partners. We anticipate offering educational programs, participating in interdisciplinary research grants, authoring publications and co-teaching courses with partners throughout the state. Our colleges continue to explore partnerships and collaborative relationships with community health groups. We will continue to recruit adjunct faculty and professional preceptors for our students. We will utilize the expertise of our community colleagues and encourage their input into the educational process.

Goals, Objectives, Strategies, and Indicators

The strategic plan for the Arizona Health Sciences Center will guide our course and steady the helm in turbulent times.

Goal I: To educate a health workforce that meets the needs of the State of Arizona.

Objective 1: Support students, graduates, and practitioners in their professional education and in the provision of health services to the people of Arizona.

Strategies:

- Redefine our size and responsibilities.
- Re-engineer our curricula.
- Re-address the primary care needs of our citizens.
- Advance the Colleges of Nursing and Pharmacy as statewide, regionally and nationally recognized centers for excellence in clinical practice and research.

- In the College of Nursing, implement undergraduate and graduate curricula focused in selected programmatic areas that incorporate up-to-date knowledge or nursing science and health care delivery models.
- In the College of Pharmacy, review and implement professional and graduate curriculum that will prepare students to provide rational, safe and cost-effective drug therapy as well as conducting research leading to new discoveries in the pharmaceutical sciences.

Objective 2: Recruit and admit the most qualified professional and graduate students to the Arizona Health Sciences Center including an appropriate representation of minorities as reflected in the State population.

Strategies:

- Maintain and expand the number of student learning experiences in rural and other underserved areas of the State of Arizona.
- Recruit, admit and retain the most qualified undergraduate and graduate students including individuals from under-represented populations.
- Implement an advising and guidance process that focuses on retention, progression, and graduation of competent and confident practitioners and scholars.
- Create a statewide database of minority students in K-12 who could be encouraged to pursue education in one of the health professions.
- Expand and improve recruitment activities currently in place.
- Create educational partnerships with Arizona schools (K-12), universities, and community colleges.
- Improve early outreach.

Objective 3: Expand the geographic sites at which education in the Life Sciences occurs to ensure adequate patient populations for all students in the health professions.

Strategies:

- Decentralize the sites for professional education.
- Expand the Arizona Health Sciences Center Phoenix Programs.
- Expand the interactive Arizona Telecommunication Network.
- Integrate and expand all continuing professional education programs.
- Explore vigorously new relationships and partnerships.

Measures:

1. Number of College of Medicine graduates entering primary care residency programs.

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
61%	61%	61%	61%	61%

2. In the College of Nursing, percent of undergraduate and graduate students having a rural or underserved clinical nursing experience.

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
30%	30%	30%	30%	30%

3. In the College of Nursing, percent of BSN graduates pass the NCLEX-RN examination.

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
95%	95%	95%	95%	95%

4. Number of students in the first year class in the College of Pharmacy.

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
60	60	60	60	60

Goal II: To plan statewide for the allied health professions in Arizona.

Objective 1: Integrate allied health educational training across the State.

Strategies:

- Create the Arizona Consortium for Allied Health Professions Education.
- Complete and expand Public Health training at UA, ASU, and NAU.
- Integrate the School of Health Professions with existing health professions education programs at university and community college levels.
- Consider adding other health related professions programs into the School of Health Professions.

Measures:

1. Number of memoranda of understanding between the College of Medicine and community colleges for cooperative training of allied health personnel by the end of calendar year

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
2	3	3	4	4

2. Number of students, including full-time and part-time working students, in Arizona Graduate Program in Public Health.

	FY 1999	FY 2000	FY 2001	FY 2001	FY 2002
U of A	157	173	188	204	204
ASU	50	55	60	65	65
NAU	19	21	23	25	25

3. Total number of medical technologists' graduated/year from the School of Health Professions.

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
28	30	32	34	34

Goal III: To maintain the leadership role of the Arizona Health Sciences Center in biomedical research.

Strategies:

- Diversification of researches funding from private, public, and global sources.
- Complete infrastructure development to include the Sarver Heart Center.
- Continue planning and fund raising for expansion of research space for all AHSC colleges.

Measures:

1. Extramural funding per year (in millions) in the College of Medicine

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
\$95	\$99	\$100	\$100	\$100

2. State-of-the-art research space, occupied and utilized in the College of Medicine

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
292,358 sq. ft.	330,331 sq. ft.	320,331 sq. ft.	328,331 sq. ft.	336,331 sq. ft.

3. Percent of tenure-track faculty who have funded programs of research within the College of Nursing’s identified research emphasis areas, which reflect the health care needs within Arizona.

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
51%	51%	51%	51%	51%

4. Number of faculty in prestigious national associations:

In the College of Medicine, the number of faculty listed among best doctors in U.S.

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
46	47	48	49	49

In the College of Pharmacy, the number of faculty inducted into Fellowship in the American Society of Health System Pharmacists, American College of Clinical Pharmacy, or American Academy of Clinical Toxicologists

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
14	15	15	16	16

Goal IV: To achieve an environment and culture that support all members of the University community.

Objective 1: Ensure an environment and culture that empower all persons in the Arizona Health Sciences Center to maximize their potential as contributing members in the education of students, in research and other scholarly activities, and in service to the community.

Strategies:

- Provide services that support the growth and development of employees in expanded knowledge, self-confidence, and motivation.

- Increase opportunities for staff development.
- Implement faculty development plans.
- Establish mentoring systems.
- Maximize individual effectiveness.
- Support a climate for effective decision-making that is caring, challenging, and respectful of creativity and critical thinking.
- Where appropriate by college, continue implementation of faculty governance and further define administrative structures.
- As appropriate by college, establish communication processes to promote shared decision-making.
- Maintain responsiveness and sensitivity to consumer needs.
- Encourage student participation on AHSC committees.
- Support student activities and organizations.
- Solicit input from local and regional health care providers regarding program planning and curricula development.
- Foster an atmosphere of trust and respect that promotes and enhances growth, rewards, spirit, and leadership.
- Establish guidelines for accountability.
- Encourage collegial behaviors of honesty, openness, inclusion, fairness, objectivity, and patience.
- Develop resources and support that ensure an optimal physical environment and facility to meet the educational, research, and service missions of the AHSC.
- Increase faculty and staff support and involvement in development efforts.
- Develop a worksite health promotion program for faculty, staff and students in conjunction with AHSC disease prevention and health promotion programs.

Measures:

1. In the AHSC, percent of classified staff participating in courses/workshops for professional development

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
60%	60%	60%	60%	60%

2. In the AHSC, number of harassment incidents (requiring formal investigation)

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
4	3	3	3	3

3. In the AHSC, number of staff in classification career progression

FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
14%	14%	14%	14%	14%

Resource Assumptions

Resource assumptions for this strategic planning period are modest. Marginal new appropriated revenues requested through the legislative process approximate 2.7 percent for fiscal 1999-00 excluding the employee salary request. Employee salary data and the University’s portion of the System’s request will be submitted by the Board of Regents to the Department of Administration for inclusion in their recommendations for all State employees, therefore this planning document does not include assumptions regarding those issues. Marginal new non-appropriated revenues (Auxiliary, Designated, and Restricted funds) are expected to continue their modest aggregate growth rates in the 2 to 3 percent range.

Resource assumptions suggest only modest incremental funding will be available for the planning period. The University depends upon funding from a variety of sources to accomplish its mission. The advent of biennial budgeting for the universities has established the appropriated funding level for the 1999-2001 period. Marginal new revenues approved for 2000-01 have been set at approximately 3.1 percent and include provision for an annualized salary adjustment pool of 2%, which will be effective April 1, 2001. Adjustments in revenue resulting from tuition are similarly modest. Marginal new non-appropriated revenues in the Designated, Auxiliary and Restricted funds will vary but are expected to be in the range of 2.5% to 3.5 % for the year. The University is embarking on an expanded fundraising program. However, the results of that activity are longer term in nature and not expected to have a significant influence on expenditures in the 2002-2003 biennium.

For health care centers, changes resulting from national health care reform and the marketplace will play a vital role in the resource assumptions. Issues related to these factors make funding levels less predictable due to the economic impacts resulting from external policy considerations, the effects of managed care, and other economic factors which will present both opportunities and challenges for future strategic planning.

