The University of Arizona

Strategic Plan
2001-2006

August 15, 2001

THE UNIVERSITY OF ARIZONA

Main Campus

College of Agriculture and Life Sciences
College of Architecture, Planning, & Landscape Architecture
Eller College of Business & Public Administration
College of Education
College of Engineering & Mines
College of Fine Arts
College of Humanities
James E. Rogers College of Law
College of Science
College of Social & Behavioral Sciences
Graduate College
Arizona International College
Division of Extended University and Summer Session

Arizona Health Sciences Center

College of Medicine
College of Nursing
College of Pharmacy
College of Public Health

University of Arizona South

University Science & Technology Park

Legend:

College of Agriculture and Life Sciences Cooperative Extension

- ▲   Extension Reservation Offices
- λ   Extension Office Satellites
- ◆   Agricultural Centers
- H   Country Extension Offices

Arizona Telemedicine Program Sites

Rural Health Office Sites

The University of Arizona Strategic Plan
2001-2006

Mission

To discover, educate, serve, and inspire.

The University

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

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

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

Vision

To be a preeminent student-centered research university.

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

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

- ❑ have access to world class faculty and research facilities.
- ❑ will be exposed to leading-edge scholarship integrated into the curriculum throughout their educational experience.
- ❑ can expect individual and small-group educational experiences.
- ❑ have opportunities for learning beyond the classroom.
- ❑ can expect to be challenged to advance, grow, and achieve.
- ❑ will find instructional technology used to support different learning styles.
- ❑ will engage in and be members of a diverse community.
- ❑ will find an atmosphere of mutual respect and responsibility.

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

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

Goals and Objectives

Organization and Quality of the Academic Enterprise

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

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

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

Objective A.3. Provide all dedicated students with:

- a foundation of knowledge both generally and within special areas or fields.
- critical thinking and creative problem-solving skills.
- effective oral and written communication skills.
- the ability to find, evaluate, and use information.
- the ability to appreciate and analyze ethical and moral issues.
- the ability to engage in self-evaluation.
- the ability to learn from and work with others to attain these ends.

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

Collaborative Relationships in Learning and Research

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

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

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

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

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

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

Organization and Quality of Campus Life

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

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

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

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

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

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

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

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

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

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

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

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

<p style="text-align:center; color:red; font-weight:bold">The University of Arizona Strategic Plan
Planning Context 2001-2006</p>

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

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

I. Demographic Changes

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

Research shows that society has made little progress in closing the gaps between the college graduation levels of minority populations and those of Anglos. Unless this pattern is reversed, these gaps will widen and by 2015 the overall share of adults entering the labor force with college degrees will be lower than in 1990 (*Business Week*, September 27, 1999, p.34). Arizona's ethnic shifts are illustrated below:

Projected Number of Arizona High School Graduates by Race/Ethnicity FY1999 to FY2012
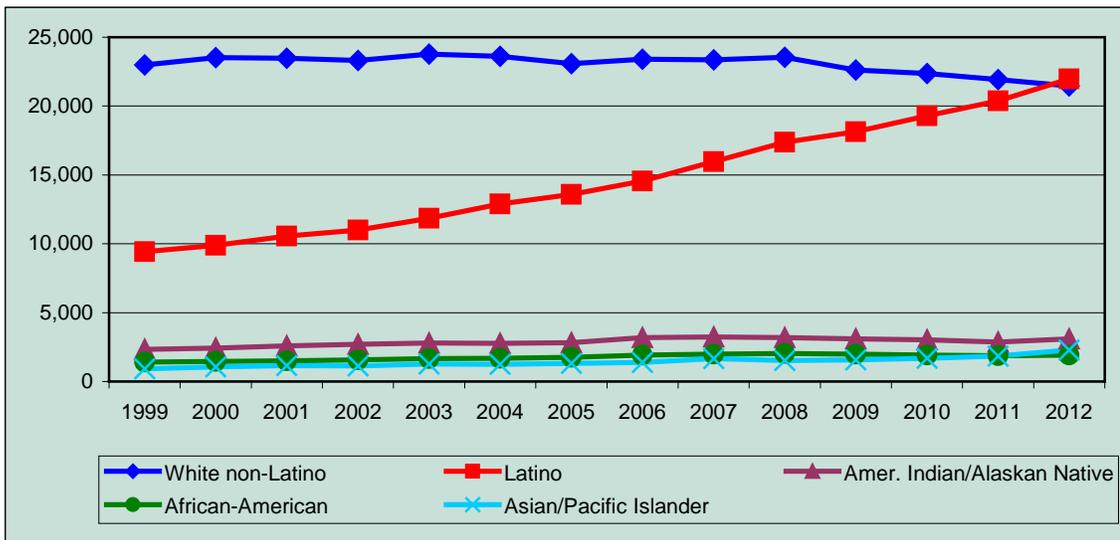
In general, the college-going population either has reflected or will reflect the following social and demographic characteristics:

- By age 24, 48% of young men and women from high-income families have graduated from college; among low-income young adults, the rate is only 7% (Presentation to the Danforth Forum for the American School Superintendent by Kati Haycock, Chicago, Illinois, July 9, 1998).
- According to year 2000 census data, Arizona had the second highest population growth rate in the nation as well as growth in numbers of students over a 10 year period. The number of high school graduates in Arizona will increase 76% between 1997 and 2009, over three times the 23% national average.
- The Arizona high school to college continuation rate is 45%, ranking 47th among the 50 states, and well below the national norm of 57.2%. From 1994-1998, Arizona also had the biggest drop of any state in this rate: -9.4 percentage points. The national average increased 4.1 percentage points (*Postsecondary Education Opportunity*, August, 2000).
- National data comparing college continuation rates for all students and Hispanics show a downward trend. In 1976 52.6% of Hispanic students continued on with college, in 1998 it was 47.2%, and in 1999 the downward trend continued to a low of 42.2%. At the same time the number of high school graduates of Hispanic descent is growing. (*Postsecondary Education Opportunity*, June 2000).
- In order to stay globally competitive, both national and state officials have expressed the need to develop more effective educational programs for students from preschool through the 12th grade.
- The Department of Education estimates that 2.1 million public school teachers should be hired over the next ten years to replace the large number of retirees, to accommodate rising enrollments, to offset shortages of math and science teachers,

and to reduce class size.

- During the 1999-2000 school year, the proportion of Arizona's undergraduates receiving state financial aid grants was 1.4% with the nationwide average proportion standing at 15.4% (*Postsecondary Education Opportunity*, June 2001).
- The Report of The Governor's Task Force on Higher Education (December 2000) http://www.gtfhe.state.az.us stated: "The extent to which Arizona thrives in the New Economy will rely heavily on whether the state is able to provide a trained workforce." This finding has led to a statewide strategy to "raise the level of participation in higher education."

Implications for the University of Arizona

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

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

II.   The Effect of Shifting Public Priorities

The importance of research and education in a knowledge-based economy is being recognized. More than ever, successful economic development seems to hinge on the innovations and highly educated workforce that universities provide. While the 21st

Century is being heralded as "the age of biology," advances in other areas, ranging from computing technologies to broadening applications for the optical sciences, suggest an increased demand for cross-disciplinary and cross-organizational efforts. Similar collaborative efforts among researchers from a different set of disciplinary and organizational groups are needed to develop an understanding about the impact of these advancing technologies and their effects on group and individual relationships

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

- Concerns about aging, health, and more environmentally-benign ways of living have shifted attention and funding towards the biological sciences. For instance, President Bush's 2002 budget provides The National Institutes of Health with funds that add up to a 70% increase since 1998.
- An aging and diverse public will look to higher education and the health care professions to ensure continued quality of life.
- Research and development spending by the top 100 companies in the United States totaled $100 billion in 1998, up 8.5% from the 1997 total of $92.2 billion (*Commission on Professionals in Science and Technology, Comments,* p. 9).
- Along with scientific and technological skills, global competitiveness depends heavily on cultural understanding as well as the language, creative problem-solving, and critical thinking skills that are so well-developed among graduates of the arts, liberal arts, and humanities.
- Competency in the arts and humanities is essential to society's capacity to holistically integrate the human experience with technological advancement. Because the value of these foundational programs cannot be readily derived from markets, focused institutional support is important.
- American students are moving away from technically-oriented graduate degrees such as science and engineering, with graduate-level students from abroad filling the void.
- *Business Week* (1/11/99, p.133) estimates that by 2010 the number of for-profit college and universities, including universities developed by corporations to meet their own needs, will exceed the number of traditional colleges and universities.
- Voucher systems are growing in preschool through 12th grade, and states are expanding financial aid to these students at the expense of direct funding of public universities. Arizona is a national leader in this shift.
- State support for health programs that address the needs of rural Arizonians

contrasts with national trends that forecast a political realignment away from rural areas.

- The Report of The Governor's Task Force on Higher Education has found that improved preparation for the New Economy requires a strategy to "increase the amount of targeted research, technology transfer, and business and workforce development provided by higher education."

Implications for the University of Arizona

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

- Arizona's active support for the development of businesses that participate in its high technology clusters will increase the demand for highly skilled graduates who will be expected to constantly upgrade their skills. Demands on the University's research enterprise will also increase.
- As research leads in new and often unexpected directions, the ability to assemble responsive research teams will be increasingly important.
- Perpetual technological change means, policies related to technology transfer and business development are likely to require regular monitoring and revision.
- The need for improved collaborative skills may place new University generated demands on the Cooperative Extension Service, as units endeavor to gain expertise in "making science useful" and in bringing people in local communities together to solve local problems.
- Applied advances in medicine and pharmacy, and the knowledge gleaned from scientific investigation by the faculty in public health and nursing, are assisting in providing enhanced methods of both prevention and treatment.
- Advances in programs such as the Rural Health Rotations Program, the Arizona Telemedicine Program, and the Arizona Poison and Drug Information Center are likely to require increasing resources as services in Arizona are expanded and as developing countries look to these units for models of health care delivery.
- The proliferation of for-profit institutions, corporate universities, and other professional preparation programs could negatively affect student demand.
- The lines between instruction, research, and collaborative efforts are increasingly being blurred. Review procedures that provide for more balanced faculty evaluations may be warranted.
- The need for better schools challenges the University to produce high-quality school teachers (preschool through grade 12).
- Raising support for arts and humanities initiatives is vital to a rich cultural life.

III.   The Effect of Financial Issues

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

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

- Federal and state appropriations used for providing higher education to veterans and minorities is expected to decline.
- The Federal government continues to consider reducing or eliminating indirect cost recovery on grants and contracts, a major source of institutional support.
- The 20-year trend of shifting the costs of higher education from the taxpayer to students and families is expected to continue. State support has not kept, and will not keep, pace with instructional costs; tuition is expected to increase in an attempt to cover a portion of the shortfall.
- The lack of financial support during prosperous times leaves the university especially vulnerable when economic growth levels off to more historically normal levels, as is projected for 2001 and beyond. A recession could further disrupt university budgets at the very time that expanding numbers of new high school graduates and the newly unemployed increase demand for higher education.
- State funding levels are not tied to inflation nor do they fully fund University maintenance and utilities. This creates an situation of chronic under-funding.
- One-fifth to one-half of four-year college undergraduates and their parents have major concerns about financing a college education and are not prepared to do so (*College Affordability: A Closer Look at the Crisis* by Jerry S. David. Washington, D.C.; Sallie Mae Education Institute, 1997.).
- The proportion of the State's budget devoted to higher education has steadily decreased from 19% in 1980 to 13.4% in 1998. This trend is not expected to change.
- Salary levels (1999-2000) for graduate assistants at the University of Arizona seem competitive with the University ranking 6th out of 26 peer institutions. However when required tuition and fees are subtracted from these salary levels,

the ranking falls to 14th, placing the University of Arizona at the 54th percentile and negatively affecting its ability to successfully compete for top graduate students.

- During the fall of 2000, Arizonians passed two ballot initiatives that directed increased sales tax revenues to public education and set aside tobacco settlement funds for use in rural health initiatives. The passage of these initiatives are an indication of public support. While this is a positive development, such funding is restricted to specific programs and fails to address chronic operating and maintenance needs.

Implications for the University of Arizona

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

- Unlike most other states, the University must fund the lion's share of the construction or repair of its own buildings. Debt service rose from just over $9 million in 1985-86 to $38 million in 1999-2000.
- Based on the Arizona Board of Regents comparison of public universities, Arizona in-state tuition per student is the second lowest of major public universities in the country. Tuition increases have been smaller than national trends since the 1970s.
- In order to provide the level of education required by today's students, the University is making major investments in information technology. Salary expenditures for information technology staff positions alone have increased 72% in the last 5 years compared to a 25% increase in salary expenditures for all other classified staff positions.
- The University of Arizona produces 15% more Ph.D.s and first professionals than the other two state universities combined. The costs to prepare these students are significantly higher than those related to non-scientific or non-technical disciplines. Given the University's distinctive mission in the state system, it is able to support fewer of these students than it should.
- For decades, Arizona's universities enjoyed the distinction of being among the state's premier places of employment when it came to wages and benefits. The improving economic climate in Arizona, coupled with nearly full employment rates, means that the state's universities are suddenly less able to compete for employees in all areas and are less able to retain the ones they have. The staff and appointed personnel at the University of Arizona have become prime targets for other organizations needing competent employees.
- Budgetary shortfalls show up most dramatically in declining faculty salaries compared to the national market. During the late 1970's, the State's priority to build higher education resulted in faculty salaries at the University averaging 10% above salaries paid by its peers. Today, those salaries fall 10% below its peers, all
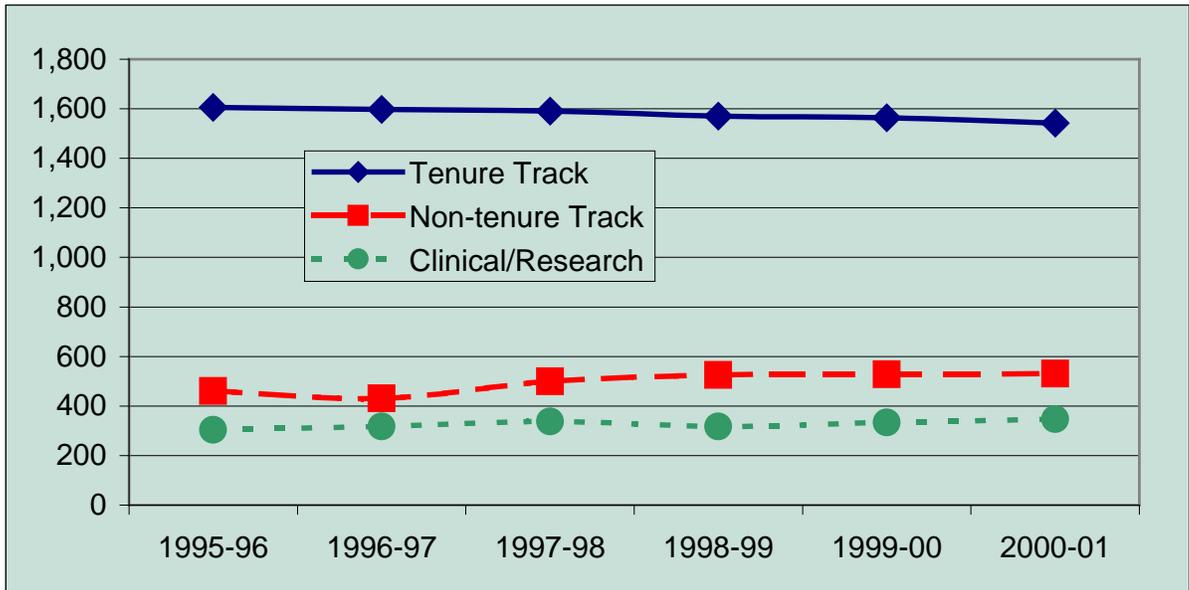
of them public institutions. The salary gap with private universities is much more than 10% and is steadily widening. Faculty are also being lured to private businesses.

- Recent increases in the employee portion of health insurance and co-pays will tend to have a disproportionately negative effect on staff and professionals .

IV. The Effect of Campus Climate

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

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

Faculty Trends

Faculty Trends chart showing Tenure Track, Non-tenure Track, and Clinical/Research from 1995-96 to 2000-01. Y-axis ranges from 0 to 1,800. Tenure Track stays near 1,600, Non-tenure Track rises from about 460 to 540, Clinical/Research stays around 300-350.

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

V.   Conclusion

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

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

The University of Arizona Strategic Plan
Measures 2001-2006

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

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

Measures forGoal A

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

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

2. Degrees granted – by level

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

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

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

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

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

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

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

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

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FY 2000        92%*
FY 2001        92%
FY 2002        93%
FY 2003        94%
FY 2004        95%
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**Goal B. Collaborate with the people and organizations of Arizona to improve quality
of life through research and community engagement**

Measures for Goal B

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

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   FY 2000        $345*
   FY 2001        $363
   FY 2002        $379
   FY 2003        $396
   FY 2004        $413
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2. Number of students majoring in Interdisciplinary Programs

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   FY 2000        495*
   FY 2001        519*
   FY 2002        500
   FY 2003        510
   FY 2004        510
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3. Technology Transfer initiatives

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

4. Increase participation in the University of Arizona outreach programs *(SP, ML)*

	FY 2000	FY 2001	FY 2002	FY 2003
Cultural Events attendance	145,000*	150,000	155,000	160,000
Extended University Non-credit registrations	22,000*	23,000	23,000	23,000
Athletic programs attendance	630,000*	630,000	630,000	630,000

	FY2000	FY2001	FY2002	FY2003
Middle/High school students in Early Outreach efforts	3,518*	4,000	4,500	5,000
UA faculty engaged in Early Outreach programs	100*	125	140	150
School children given tours	17,500*	17,500	17,500	17,500

5. Number of teleconsultations conducted by the Arizona Telemedicine Program

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

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

Measures for Goal C

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

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

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

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

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

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

4. Students using disability related services rating these services as acceptable or better

FY 2000	98%*
FY 2001	94%
FY 2002	95%
FY 2003	95%
FY 2004	95%

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

Measures for Goal D

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

FY 2000	191*
FY 2001	241
FY 2002	256
FY 2003	258
FY 2004	264

2. Faculty trained in new teaching technologies—cumulative

FY 2000	590*
FY 2001	640*
FY 2002	670
FY 2003	700
FY 2004	730

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

FY 2000	60%	($600,000,000 as of June 30, 2001)*
FY 2001	70%	($700,000,000)
FY 2002	80%	($800,000,000)
FY 2003	90%	($900,000,000)
FY 2004	100%	($1,000,000,000)

4. Recycling efforts in support of environmental issues

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

The University of Arizona Strategic Plan

Strategies 2001-2006

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

ORGANIZATION AND QUALITY OF ACADEMIC ENTERPRISE

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

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

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

OBJECTIVE A.3. PROVIDE ALL DEDICATED STUDENTS WITH:

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

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

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

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

o Conduct a General Education program that offers students the opportunity to develop a foundation of general knowledge, critical thinking, reading, oral, quantitative, and writing skills, as well as an understanding of the use of technology.

o Emphasize curricula in majors that refine critical thinking and communication skills and provide knowledge at the forefront of students' respective fields.

o Offer experiences of active learning throughout an undergraduate's career, in and out of the classroom, that promote capacities to raise and to solve problems, to undertake self-initiated discovery, and to engage in self-evaluation.

o Promote opportunities to learn from and work with a diversity of people and viewpoints through a combination of residence life, active learner-centered approaches in classes, service learning, internships, exchange programs, and study abroad.

o Offer programs that engage students and advance education effectively with due consideration of the students' levels of initial preparation.

o Provide for timely student entry into all courses required for their academic programs.

o Design curricula that allow for graduation in four years, along with the financial support that maximizes the retention and graduation of students.

o Administer a program of financial aid aimed at attracting and retaining a student body of the highest academic ability and greatest diversity.

o Periodically monitor the degree to which University commitments to students are being met and continuously assess whether the desired outcomes are being achieved.

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

o Make available to graduate students both instruction and ongoing study with individual faculty who are leaders in their fields.

o Provide access to curricula that offer graduate students knowledge and skills at the forefront of their respective fields and an understanding about the professional ethics of those fields.

o Make graduate courses available in a timely manner.

o Offer competitive access to resources for graduate and professional student research, publication, and participation in conferences.

o Honor the University's commitment to academic freedom for and the respectful treatment of students.

o Maintain the level of financial support and assistantship workloads required to recruit and retain graduate students of the highest quality and diversity.

COLLABORATIVE RELATIONSHIPS IN LEARNING AND RESEARCH

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

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

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

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

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

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

GOAL B STRATEGIES

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

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

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

o Improve institutional coordination, tracking, and internal communication of activities that engage University people and programs with the external community.

o Raise community involvement in and awareness of collaborative activities.

o Clarify the definition of community engagement activities for the entire university population.

o Give appropriate recognition to achievements in community engagement at both the unit and institutional levels.

o Develop University-wide community engagement assessment and measurement processes that will allow more meaningful benchmarking and reporting.

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

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

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

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

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

o Utilize forums such as KUAT, arizona.edu, and other University portals to allow leading scholars to communicate their research with the campus, alumni, and community.

o Provide and improve access to continuing education for non-University of Arizona students.

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

o Develop and extend programs designed for working professionals and alumni so that they may stay current with advances in their fields and retrain for other fields.

o Aggressively seek new corporate partnerships for internships, work-study, research collaborations, and sponsorships.

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

o Maintain and improve communication with alumni, including their database of career information and jobs, for mentoring opportunities, networking, and financial contributions.

o   Place a representative of the Cooperative Extension Service on the technology transfer team so that the service's long experience with "making science useful" can be applied in more areas.

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

o   Undertake activities to assist community economic development through programs that enable the community and state to benefit from regional and global economic changes and that contribute to the fiscal well-being of communities.

o   Undertake activities that help the community to solve societal problems and to deepen the quality of debate about these programs.

o   Undertake activities that culturally and intellectually enrich the local community, as well as communities at the state, national, and international levels.

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

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

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

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

ORGANIZATION AND THE QUALITY OF CAMPUS LIFE

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

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

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

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

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

GOAL C STRATEGIES

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

o   Enhance programs that connect what happens in the classroom to students' lives.

o   Promote and provide professional development opportunities for all employees.

o Assign faculty and appropriate staff a workload that permits adequate time for discovery and creative endeavor.

o Train supervisors to insure the professional and respectful treatment of all University employees.

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

o Implement the NCA-mandated diversity action plan.

o Provide services that will facilitate equal opportunity for disabled faculty, staff, students, alumni, and guests.

o Assist individuals who are directly or indirectly impacted by sexual assault or relationship violence through programs and services.

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

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

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

o Comply with state and federal laws and AZ Board of Regents and University policies related to employment, conduct, health, and safety.

o Provide members of the campus community with access to high quality wellness programming and preventive services, adaptive fitness, and advocacy services.

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

o Carry out the UA Plan for Extended Shared Governance.

o Create an environment that fosters collaboration among students, faculty, staff, appointed personnel, alumni, legislators, business and community leaders, benefactors, and contributors in an interdisciplinary way.

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

o Provide increased opportunities for students, faculty, staff, and alumni of diverse backgrounds and cultures to interact and learn from one another in a positive non-threatening atmosphere.

o Provide forums for all voices to be heard.

o Foster the celebration of U of A traditions and rituals through programs in partnership with other campus departments and student organizations.

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

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

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

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

o   Provide the salaries and benefits required to recruit and retain a diverse faculty of first- class teachers and discovers.

o   Allow adequate time for discovery and creative endeavor through assignment of appropriate faculty and staff workload levels.

o   Create an overall faculty-to-student ratio similar to that of our peers.

o   As much as possible, provide University researchers with the development funds, laboratory, and personnel resources needed for them to remain competitive while producing cutting-edge scholarly and creative advances.

o   Provide support for faculty development and the advancement of research and creative skills.

o   Allocate the resources necessary to the library, network infrastructure, and other information technologies that will allow the University of Arizona to be a leader among its research peers.

o   Support creative endeavor and scholarship primarily on the merits of quality and not solely on the potential to generate additional funding.

o   Fund the operations budget to the level necessary to support the University mission.

o   Produce an environment that fosters collaboration among students, faculty, staff, appointed personnel, alumni, legislators, business and community leaders, benefactors, and contributors.

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

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

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

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

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

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

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

GOAL D STRATEGIES

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

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

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

- o Recognize units that excel in both cost-conscious behavior and high-quality service to students.

- o Give staff members the salaries, training, and respect necessary to provide outstanding services to both students and faculty.

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

- o Minimize the number of vehicles parking on or near main and health sciences campuses, thus reducing the heat island effect and producing benefits ranging from cost savings to the preservation of beautiful, natural spaces.

- o Provide and maintain an effective administrative information system as well as stable, yet secure, access to the internet for all members of the university community.

- o To the greatest extent possible, develop the resources needed to effectively implement the Information Technology Plan.

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

- o Have every investment in the campus support the University's mission.

- o Coordinate the campus plan with regional solutions to the built environment - including traffic, transit, energy, and water resource management - to ensure a University contribution to the positive, long-term development of the region and State.

- o Promote the development and use of technologies that improve both internal and external campus environments while conserving natural resources.

- o Foster respect for the natural world through awareness initiatives that serve to provide for the stewardship of water, land, and the environment.

- o Create and link outdoor intellectual space while encouraging and facilitating walking and biking.

- o Make the campus an increasingly open, accessible, and enjoyable for the public to visit.

- o To successfully meet our common challenges, utilize the expertise of those who work in the Cooperative Extension Service to bring together university planners and neighborhood representatives.

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

- o Better communicate to the entire University population the institution's unwavering commitment to providing a high-quality university experience at the lowest possible cost.

- o Identify and phase-out those activities that are no longer required to provide a high-quality university experience.

o Emphasize the on-going need for all university units to implement or maintain procedures that lower or contain costs while maximizing effectiveness.

o Develop and present a strong and consistent message to the legislature regarding the benefits the University brings to the State of Arizona and the lives of its citizens, and all of the costs necessary to provide these benefits.

o Develop and carry out a plan to improve public support and action on behalf of the University that comprehensively involves and engages all constituent parts of the University community.

o Maintain an effective presence in Washington to compete for federal funding, respond to changes in federal funding patterns, and coordinate opportunities with those in Arizona.

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

o Provide support for a diverse faculty knowledgeable about active learner-centered approaches through access to faculty development and a reward structure that supports both continuous development and high-quality instruction, as well as high-quality research and creative endeavor.

o Continue offering instruction at all levels of the curriculum and in all courses by professionals who meet appropriate credential, skill, and effectiveness levels.

o Make accessible, competent, supportive, and consistent advising readily available.

o Provide high-quality equipment and instructional technology both outside and within classrooms and computer labs, with adequate support to maintain that equipment and technology.

o Create and maintain classrooms that increase student capabilities for learning.

o Further develop residence halls with vibrant living-learning environments, especially able to house a large majority of first-year students.

o Whenever possible, implement personnel and administrative procedures that put students first.