Extending the Frontiers of Excellence

"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

Five-Year Strategic Plan

FY 2006-2010
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PREAMBLE

“A University with tremendous potential.” This is how we are often described by those who recognize the University of Arizona’s intellectual wealth and resolute commitment to becoming one of the nation’s top public research universities. We seek to seize that potential by sharpening our focus and mobilizing the resources required to realize our vision of being an exceptional learning environment, a place of possibility, and a destination for the world’s best thinkers.

An Exceptional Learning Environment

We aspire to create an environment that stimulates each member of our University community to achieve his or her full potential. This is the goal for our freshmen, and this is the goal for our most advanced scholars, whose personal learning elevates human understanding worldwide. The environment we envision includes inviting outdoor spaces that offer opportunities for engaging conversation, invigorating activity, or quiet reflection. Top quality, well-equipped indoor spaces including classrooms, research spaces, areas for relaxation and interaction, and libraries are also important as we envision our exceptional learning environment. Most important to our vision are students, faculty, and staff who represent a broad diversity of thought, background, ethnicity, and perspective who find inspiration through their interactions with each other.

A Place of Possibility

In becoming a place of possibility we must transform the invisible barriers of systems, processes, and resource constraints by forging them into tools that provide seamless support to students, faculty, staff, and the communities we serve. In this way, possibilities are made real, constrained only by the imagination. From helping students discover unrealized dreams, to assuring top quality healthcare for Arizona’s diverse populations, to supporting research efforts yet to be conceived, we seek to be a place where anything is possible.

A Destination for the World’s Best Thinkers

The Changing Directions initiative has enabled us to more keenly focus on our vision of being a destination for the world’s best thinkers. The ability to focus on excellence in everything we do will attract the best researchers to our outstanding programs, the best faculty to teach our top students and the best students to consider the University of Arizona their very first choice. We must ensure that the University of Arizona is recognized as a place of potential and opportunity for the world’s finest minds.

Realizing our aspirations requires rigorous analysis, keen focus, and a willingness to make difficult decisions. Our strategic plan reflects a new way of thinking, a new sense of urgency, and our new commitment to making the hard choices required to achieve academic excellence.
OUR MISSION
OUR VISION
OUR COMMITMENTS

OUR MISSION:  
*To discover, educate, serve, and inspire*

OUR VISION:  
*The University of Arizona:*

  *An exceptional learning environment*
  *A place of possibility*
  *A destination for the world’s best thinkers*

OUR COMMITMENTS:

- **Extend the frontiers of knowledge, discovery, and creativity.**
- **Prepare and inspire students for their future roles in the world as thinkers, learners, leaders and responsible citizens.**
- **Serve as a model for linking scholarship and creative expression to our land-grant mandate to serve our communities.**
OUR CORE VALUES

Our core values describe who we are and how we fulfill the University’s mission.

A DIVERSE AND INCLUSIVE COMMUNITY

People are the source of our strength. Their different perspectives, backgrounds and experiences make us stronger. We treat people with respect and share decision making to create a climate that supports the success of all who learn and work here.

EXCELLENCE

We hold to the highest standards in all we do and we invest our resources accordingly.

INNOVATION AND ENTREPRENEURIAL ACTION

We explore new approaches, challenge the status quo, and foster creative endeavor.

INTEGRITY

We honor our commitments; take responsibility for our actions; are honest, fair and just in all we do; and stand ready to make informed decisions for the good of the community.

PARTNERSHIPS

We create synergies and expand opportunities through collaborative and interdisciplinary approaches. As Arizona’s land-grant university, we embrace the opportunity to enable communities to share new knowledge to benefit Arizona and the world.
OVERVIEW

The University of Arizona, with campuses in Tucson, Phoenix (Health Sciences) and Sierra Vista, programs in every county in Arizona, and a nationally recognized Science and Technology Park, offers more than 300 degree programs through its 14 colleges. It is a member of the Association of American Universities (AAU), a prestigious organization whose members are recognized for their exceptionally strong research and academic programs. The University of Arizona is the State’s land grant university, with explicit statewide responsibilities for agriculture and medicine and a strong tradition of service to its many communities. It is one of only 16 universities in the United States to have colleges of medicine, nursing, pharmacy, and public health and one of the 12 universities nationwide with both a college of medicine and a college of agriculture. Organized outreach, characterized by being engaged with the community and linked with scholarship, is the defining feature of our land grant status. Cooperative Extension offices in every county and the six tribal headquarters link University research to local needs and each college has forged vital community partnerships to share and apply new knowledge. The depth and breadth of the University’s academic and research programs create unique opportunities for discovery, outreach, creative expression, economic impact, and cross-disciplinary collaboration.

The University’s main campus is located 70 miles from Mexico in the heart of the bountiful Sonoran Desert, one of America’s oldest continuously populated regions. Tucson’s Hispanic and Native American heritage makes the city an attractive destination and contributes to the University of Arizona’s ability to thrive in an increasingly diverse and interconnected world. The University’s South Campus in Sierra Vista has received federal designation as a Hispanic Serving Institution. In an August 2004 Memorandum of Understanding, the Arizona Board of Regents (ABOR), Arizona State University, and the University of Arizona agreed to expand the operations of the University of Arizona’s Colleges of Medicine and Pharmacy in Phoenix to include first and second year students and complementary research. ABOR will also rely on the University of Arizona’s internationally acclaimed Telemedicine Network to connect all medical education participants in a unified curriculum.

Since its establishment in 1885, the University of Arizona has provided an exceptional environment for learning and discovery. Today, as an academic community connected to its many communities and cognizant of the power of partnerships, the University is committed to discovering and using new knowledge to transform the state, the nation, and the world.

DEFINING OUR ROLE

After more than a century of service, the University has been challenged to more explicitly define its role in the State and higher education community. This challenge is prompted in part by the Arizona Board of Regents’ 2002 “Changing Directions” initiative, which acknowledged the need for Arizona’s universities to promote their
distinctive characteristics, bolster their existing strengths, and achieve greater financial stability. The University of Arizona has embraced this challenge.

Using the concept of Focused Excellence, the University proposes to build on its heritage and potential as a student-centered research university at the forefront of discovery, and to leverage limited resources accordingly. As the strategic plan is implemented, well-articulated areas of focused excellence, within colleges as well as at the University level, will help guide resource investment. We recognize that organizational clarity and direction, informed decision-making, deliberate implementation, and rigorous process of assessment are required for the University to achieve its aspirations.

THE STRATEGIC PLANNING PROCESS

This document reaffirms our mission, advances a vision for the future, describes a set of values that will guide decision-making, and details five strategic priorities necessary for the University to become what we know it can be. This strategic plan is not intended to highlight specific colleges, units, or the University’s ongoing efforts to provide top quality research and education. Plans specific to each college and unit are developed at those levels. The University’s plan is implemented through the President and his Cabinet, University offices, and college deans. Progress is monitored through annual reports, as well as through academic, sunset, and unit reviews. The Arizona Board of Regents also monitors progress. The University’s plan is a guide for decisions at all levels.

In recent years separate strategic plans for the Main Campus and Arizona Health Sciences Center were submitted. This year, the strategic plan has been unified and covers all University of Arizona entities. Suggestions and feedback were solicited and received from individuals representing all parts of the University. The ideas contained in this document emerged from conversations with more than 1000 individuals who participated in “A Conversation about Choices,” an initiative sponsored by the University’s Strategic Planning and Budget Advisory Committee (SPBAC) during the 2004 academic year. University and community groups were asked to address several key questions; among them: “Given our current and future resources, how will we invest our time, energy and money?” “What are our priorities?” “What will further distinguish the University of Arizona from other universities in the state of Arizona, the nation, the world?”

Two explicit themes emerged from these conversations. The first: The University of Arizona must achieve absolute clarity in its intention to become a top-ten public research university. The second: We require additional resources to realize our enormous potential, and must be creative in the quest for those resources.

The University of Arizona educates future leaders; artists who inform and delight; individuals who enhance the quality of life in Arizona and the world; and researchers who think in new ways, discover new ideas, and transfer new knowledge. It is a
community of scholars committed to discovery. The University of Arizona makes the State of Arizona stronger and the world a better place in which to live.

The University of Arizona is recognized as one of the nation’s best public universities. By committing to excellence in all we do, the University of Arizona is poised to achieve recognition as one of the world’s best universities. The FY2006-2010 strategic plan will guide the University of Arizona toward an exciting future.

RESOURCE ASSUMPTIONS

Over the past two years public universities have increased tuition rates significantly. It is understood that this rate of tuition increase cannot continue without pricing some students out of the market. In developing plans, it is anticipated that the tuition rate will increase relative to the top of the bottom one-third of the fifty flagship universities. The University of Arizona is using the concept of net tuition revenue (NTR) as its tuition related focus. This focus will foster the development of financial aid policies that maximize student benefits while assuring the University the most effective use of this valuable resource.

One indication of the University’s commitment to research is found in its ambitious construction agenda. Research facilities currently under construction include: the Institute for Biomedical Science and Biotechnology (now known as BIO5), the significant addition to the Optical Sciences building, and the Chemistry building expansion. These projects coupled with ongoing renovations to existing laboratory space are expected to result both in improving the University’s grant winning competitiveness and in broadening the types of grants University faculty will be able to seek. The expanded and updated spaces, as well as the University’s increased competitiveness are the basis for assuming an eight to ten percent increase in total grants and contracts.

It is expected that gifts to the University will continue to grow but not at the rate experienced during the midst of the capital campaign. For the most part, gifts continue to be restricted in use. Therefore, the University cannot rely on increased gift income to offset increasing operating and other costs. As pledges are realized, the University’s endowment will increase in the long term.

A program of Focused Excellence is continuing to identify those programs essential to maintaining the University of Arizona’s standing as a premier student-centered research university. This concept is one which, when coupled to the Changing Directions project initiated by the Arizona Board of Regents, holds the potential for long term benefits for the University and State higher education. It is expected that the continued careful evaluation and matching of institutional strengths will allow the university to offer strong, vibrant and nationally recognized educational programs to our students and throughout the State. This process is built upon successfully engaging each of the strategic issues. Our present challenge is to support the critical programs and student instruction in the face of continuing budget restrictions.
Even as the public demand for higher education is increasing, public universities in all parts of the nation are experiencing additional cuts in the state funding when measured in dollars of constant value. These cuts continue a 30-year trend that has resulted in a lower proportion of state dollars going to public higher education while health care programs, corrections, and other portions of the state budget have required greater shares. We are appreciative of the last year’s State appropriation that allowed the University of Arizona to move salaries closer to national norms. For purposes of the strategic plan, it is assumed that the next appropriation will, at a minimum, cover those salary increases and increase modestly.

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OUR STRATEGIC PRIORITIES

The University of Arizona is one of the best public universities in the country, and is poised to become one of the best universities in the world. In order to be an exceptional learning environment, place of possibility, and a community for the world’s best thinkers, we must devote energy and resources to initiatives that will enable us to achieve our aspirations.

During the next five years, the University of Arizona must attend to its core activities while devoting special attention to five strategic priorities. In order to improve its standing as a world-class research university, the University of Arizona will focus its resources to:

I. Build a world-class and diverse academic community at the forefront of discovery.

II. Increase student engagement, achievement, retention, and graduation rate.

III. Extend the concept of a land-grant university to position the University of Arizona, across all colleges, as a model for linking scholarship and creativity to societal and community needs.

IV. Achieve a strong financial foundation.

V. Increase recognition as a research university committed to an outstanding educational experience and connected to its community and the world.
Focused Excellence Strategic Priority I

Build a World-Class and Diverse Academic Community at the Forefront of Discovery

A world-class, diverse faculty aided by pre-eminent graduate assistants and an engaged academic community are essential to an agenda of focused excellence in research, scholarship, and creative expression. Moreover, competitive compensation for faculty, graduate assistants, and staff; building maintenance and renewal; and information technology investments and upgrades, as well as other structural components of the University, are necessary to offer students quality learning and research experiences. Success in this agenda will position the University to promote a vital State economy and provide its citizens with an outstanding quality of life.

Priority Detail

Top-quality, experienced faculty, graduate assistants, staff, and administrators are essential to building a world-class and diverse academic community at the forefront of discovery. Chronically inadequate compensation precipitates the loss of valuable human resources across the campus and threatens the very concept of focused excellence. These losses, too commonly in academic areas of strategic emphasis, create shortages in many of the areas where experience is essential. The University has been able to recruit top-notch faculty but not always able to retain them. The consequences reverberate throughout the community. The quality of the learning environment and the capacity to attract the secure research funding at the historic rates of growth will diminish if this trend continues. It is well understood that State support alone is inadequate to fund a return to competitive faculty salaries but developing additional funding sources is both difficult and slow. The availability of funds from reallocation efforts can also be delayed due to responsibly phasing out rather than abruptly terminating academic efforts. While it took decades to build a distinguished faculty, that same faculty could be lost in a few short years. The need to act immediately is urgent, but our efforts to address this problem, through reallocation of resources and prioritization of state allocations have encountered some resistance. There seem to be no solutions without distributed pain.

The Comprehensive Campus Plan map (appendix A) shows the University’s commitment to quality research, scholarship, creative endeavors, and teaching activities. The added space will better accommodate both current and new research programs in optics, chemistry, medicine, biotechnology and other areas of the University emphasis. In addition, significant renewal and maintenance dollars are required to protect the State’s investment in the University’s physical plant and to keep buildings and equipment operating. These inescapable needs put additional fiscal pressure on the fundamental activities that are at the heart of the University’s mission.

First-class information technology is required for the University to provide a twenty-first century environment for instruction, research, outreach, and institutional
management. To provide students with the technological proficiency necessary for them to successfully compete in the workforce and for instructional and research faculty as well as staff to perform at a requisite level of efficiency, computer software and hardware need to be available and current. This requires diligent commitment to a constant upgrade cycle. In a manner identical to building renewal, information technology requirements place additional demands on monies required for other purposes.

Good practice in technology resource management requires planning and budgeting around equipment life-cycles, especially given the pace of today’s Information Technology (IT) industry. There are several areas to consider in resource management, desktop hardware, server-based hardware, institutional applications, desktop software, database software and tools, middleware tools, and more. Funding commitments to refresh information technology have not been consistent across the areas. For example, large investments in mainframe based equipment have been coupled with multi-year commitments of operating funds from central organizations, such as the Center for Computing and Information Technology (CCIT). However, expenditures in other categories, notably desktop computing equipment, have not been treated as recurring expenses and appropriately budgeted. This is especially true for large-scale applications projects such as Matrix, where technology refresh requires a large annual ongoing investment of about $500,000. Planned growth must not simply consider occasional critical needs, but most provide an orderly design for build-out and maintenance of the IT infrastructure. The movement from responding only to critical needs to orderly build-out requires a consistent, reliable resource stream.

The knowledge-based economy is characterized by an unprecedented focus on both the quality of human capital and infrastructure support. States are competing for future economic prosperity and recognize that higher education is the determining engine of success. Building a world-class and diverse academic community at the forefront of discovery is of prime importance if the State is to effectively compete in the global economy.

INITIATIVES

A. Build a more academically robust and diverse student body

1. Revamp recruitment efforts to attract diverse and academically talented students from Arizona, the nation and the world.
2. Establish admission standards and processes that increase the quality of the student body and ensure that those who are admitted are likely to succeed.
3. Increase financial aid packages to recruit top scholars and other students with high academic promise.
4. Provide financial aid to ensure access for Arizona’s qualified students proportionate to increases in tuition.
5. Increase the number of quality graduate students by developing effective recruitment and retention packages.
B. **Recruit and retain a world-class, diverse faculty.**

1. To expand discovery, enhance student-faculty interaction and support the faculty more fully.
2. Invest in cluster hires to better leverage available funds and create intellectual synergies.
3. Recognize and reward entrepreneurial scholarship and creative expression.

C. **Build and strengthen world-class programs.**

1. Assess, invest in, and build upon institutional success in attracting and retaining world-class talent.
2. Support and bolster individual and departmental productivity.
3. Invest in information and technological resources including the technology refresh required to meet research demands, address emerging trends in academic disciplines, and support innovative approaches to educational delivery.
4. Establish and adapt a Network Master Plan that supports focused excellence initiatives by implementing a state of the art communications infrastructure.

D. **Create, strengthen, and support collaborations across departments and programs, both within and across colleges.**

1. Provide financial and resource incentives for interdisciplinary collaboration.
2. Make building and space allocation decisions that support collaborative efforts.
3. Ensure that interdisciplinary efforts are recognized and rewarded.

E. **Create synergies and leverage resources in the University’s recognized areas of strength**

1. Invest resources to enhance core disciplines and programs.
2. Involve the Technology Research and Initiative Fund (TRIF) initiatives: water, optics, biomedical science and biotechnology, information technology, and workforce development in cooperative programmatic efforts that maximize the use of resources.
3. Explore and articulate new or emerging themes to optimize interactions across disciplinary boundaries in potential areas of focused excellence.
F. Create a culture that supports the success of all members of the University community.

1. Create an environment in which civility, social responsibility, and ethical behavior are expected and demonstrated.
2. Emphasize University values as criteria in the selection of leadership at all levels.
3. Provide all employees with development opportunities in order to enhance professional growth and effectiveness.
4. Implement performance feedback systems, including post-tenure review, aligned with the University’s values and strategic plan.
5. Strive for universal design to increase access to services and facilities for people with disabilities.

G. Increase the equity and competitiveness of total compensation packages offered to faculty, staff, appointed personnel and graduate assistants.

1. Develop incentives for obtaining dollars.
2. Conduct regular market studies and adjust salary levels considering focused excellence.
3. Regularly allocate internal resources to retain individuals essential to fulfilling the University’s mission.
4. Conduct regular salary equity studies and address internal salary disparities within and between units.

RESOURCES

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STRATEGIC PRIORITY #1: Build a world-class and diverse academic community at the forefront of discovery.

GOAL – Enhance the University of Arizona’s position as a pre-eminent center of learning, research, and discovery.

PERFORMANCE MEASURES:
1. Net assignable square feet devoted to research.

2. Gift, Grant, and Contract Expenditures.

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3. Ethnicity and Gender.

TENURED AND TENURE ELIGIBLE FACULTY

Diversity

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DEGREES CONFERRED

Undergraduate

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<td>1. Enhance research efforts through enhancing existing research space and developing new space to accommodate leading edge research.</td>
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<td>2. Promote and support research efforts across campus.</td>
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<td>3. Retain and recruit a diverse competitively paid faculty and provide a campus where top-quality students can thrive in an atmosphere of excellence.</td>
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<td>Research efforts enhance learning and the quality of life, both directly and indirectly.</td>
<td>Adding and renovating top quality research space is expensive.</td>
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<td>Research efforts enhance learning and the quality of life, both directly and indirectly.</td>
<td>Amount of top-quality research space and faculty are limited.</td>
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<td>Provide the best possible learning and discovery including an environment that better prepares students to take their places as effective members of society.</td>
<td>Maintaining and attracting high quality faculty and students are highly competitive and costly endeavors.</td>
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### Doctorate and First Professional

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Focused Excellence Strategic Priority II

Increase Student Engagement, Achievement, Retention, and Graduation Rates

Determining optimal mission-based student demographics (e.g. resident, non-resident or undergraduate, graduate), as well as assuring a mix of curricular options within budgetary constraints, is critical to high quality education. This must be achieved within the context of providing for students’ needs and continued access.

Priority Detail

The University of Arizona must be diligent in managing issues related to admission requirements, the percentages of resident and non-resident students, financial aid, and the mix of undergraduate and graduate students to assure diversity and meet institutional aims for focused excellence. The results of such efforts will inevitably affect retention, class size, course offerings, student services, administrative processes, advising structures, students’ ability to obtain their educational objectives, and other elements that significantly contribute to exceptional academic and social experiences for all students.

In order to provide for increasing academic quality and diversity of a student body of essentially constant size in an era of increasing tuition price, funds for student financial aid must be increased. The significant application of tuition increases to financial aid has helped improve our affordability for impoverished students while stressing others financially. A reliable measure of affordability for University of Arizona students is the magnitude of unmet need for various classes of students. Unmet need (excluding loans) is calculated by taking the total cost of education (tuition, housing, books, transportation, and personal expenses) less expected family contribution and gift aid (grants, waivers, and scholarships), yielding the unmet need. Total unmet need for University of Arizona resident students was $52.9 million in academic year 2000-2001. When federally subsidized loans are subtracted from this amount the unmet need is reduced to $15.7 million; thus, resident students had to earn or borrow an additional $37.2 million to attend the University that year. After federally subsidized loans are taken into account, the average student on financial aid had unmet need of $1,875; some undoubtedly had to work to make up the difference. Having to borrow to attend college is a particular hardship to low-income students attending college. For non-resident students the total unmet need was $17.2 million, which after federally subsidized loans fell to $2.0 million with the latter unmet need averaging $1,056 per student. Resident graduate students have $19.6 million in unmet need before these loans and $0.9 million after loans and average $574 in unmet need in the latter case. Non-resident graduate students have the lowest total unmet need at $10.5 million excluding these loans and $1.1 million unmet need when loans are included, with average $1,143 in unmet need in the latter case. These data for 2000-2001 provide a base year against which future year data are tested.
INITIATIVES

A. **Enhance the quality of undergraduate, graduate, and professional education.**

1. Improve the quality of instruction using learner-centered approaches.

2. Reduce class sizes as appropriate to enhance the learning experience.

3. Recognize and reward excellent teaching and mentoring by and for faculty, postdoctoral fellows, graduate, and professional students.

4. Expand academic offerings, research opportunities, and career-related experiences for Honors students and develop a system for recognizing and rewarding faculty who work with honors students.

5. Expand and enhance undergraduate research opportunities as well as graduate and professional student research support.

6. Develop a classroom renovation and technology refresh program to ensure that students have access to cutting-edge instructional approaches.

7. Further develop and better utilize information systems and assessment programs related to student recruitment, retention, graduation rates, and institutional effectiveness in meeting student needs.

8. Maintain high quality graduate and professional programs with sufficient course offerings and appropriate class sizes to advance program goals.

B. **Enhance the University of Arizona student experience.**

1. Create expectations of and educate students about civility, social responsibility, and ethical behavior.

2. Improve out-of-classroom learning by providing physical and virtual spaces and information resources for active collaboration and discovery and by expanding opportunities such as service learning and study abroad.

3. Ensure that on-campus housing is safe, attractive, available to all first-year students, and conducive to a quality educational experience.

4. Improve the care, quality, efficiency, and responsiveness of student administrative services.
5. Identify and strengthen student services and activity programs linked to student success.

6. Expand career advising and employment options linked to persistence and graduation.

7. Support graduate and professional student educational opportunities such as professional conferences, fellowships, travel, and research.

C. Enable students to meet their academic and graduation goals.

1. Improve course availability while maintaining quality in general education courses and courses needed for majors and minors.

2. Ensure that students are provided access to quality advising services.

3. Ensure that students in good academic standing have the financial aid required to make steady progress toward graduation.

4. Use e-learning to increase academic quality and academic success.

5. Develop electronic programs selectively to support specialist post-baccalaureate education in the University’s areas of strength.

RESOURCES

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STRATEGIC PRIORITY #2: Increase student engagement, achievement, retention, and graduation rates.

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

PERFORMANCE MEASURES:

1. Undergraduate graduation rates for 4, 5, and 6 years.

2. Student retention. Percent of Freshman returning for second and third year.

3. Distribution of class size for undergraduate courses.

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<tr>
<td>16-30 Students</td>
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<td>31-50 Students</td>
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<td>7%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>STRATEGIES</td>
<td>PROS</td>
<td>CONS</td>
<td>RA See Page</td>
<td>Policy Changes Necessary?</td>
<td>PROBABILITY FOR SUCCESS</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
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<td>---------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1. Promote a student-centered environment.</td>
<td>Provide a better learning environment to better prepare students.</td>
<td>Limited resources</td>
<td>8</td>
<td>No</td>
<td>High</td>
</tr>
<tr>
<td>2. Promote a student-centered environment.</td>
<td>Provide a better learning environment to better prepare students.</td>
<td>Limited resources</td>
<td>8</td>
<td>No</td>
<td>High</td>
</tr>
<tr>
<td>3. Make the best use of funds without compromising quality.</td>
<td>Ability to maintain high levels of quality and service even when resources are limited.</td>
<td>Cost saving opportunities are limited due to human resources costs.</td>
<td>8</td>
<td>No</td>
<td>Low to Medium</td>
</tr>
</tbody>
</table>
Focused Excellence Strategic Priority III

Extend the concept of a Land Grant University to Position the University of Arizona, Across All Colleges, as a Model for Linking Scholarship and Creativity to Societal and Community Needs

The University of Arizona is committed to improving the quality of life by addressing cultural, social, environmental, health, and economic concerns in both urban and rural areas throughout the State and the nation. Collaborations with community groups, governments, and for-profit entities that promote economic development, social and physical well-being, as well as contribute positively to the individuals and communities served by the University of Arizona are the proper focus of outreach programs.

Priority Detail

The University of Arizona engages in significant numbers and types of collaborations with various external communities and constituencies. The Arizona Health Sciences Center’s Phoenix Campus continues to evolve and strengthen its position as a resource for Phoenix-area graduate students and allopathic medical students. The campus partners with Valley hospitals, Arizona State University, community physicians, foundations and other organizations to bring research and health related education to Maricopa County, and to help strengthen health care in Arizona. Plans are underway for an enhanced presence of the University of Arizona College of Medicine and Pharmacy in downtown Phoenix.

The Science and Technology Park contributes nearly a billion dollars to the State’s economy each year while providing educational opportunities for students and applied research potential for faculty. Initiatives developed with the help of the Technology and Research Initiative Fund (TRIF) support Arizona’s bio-industry companies, internet companies, and optical science and technology companies through research and development, workforce development, and technology transfer. TRIF also provides the science based technical, economic, legal, and political expertise necessary for development and use of water in an increasingly urban and industrial state.

Approximately 200,000 individuals attend University of Arizona cultural events and museums each year. UA Cooperative Extension counts about 450,000 registered participants in its programs each year. The University also takes seriously its responsibility to support Kindergarten through 12th Grade education. Currently, over 400 programs and partnerships administered out of most colleges bring University knowledge and techniques to these students and their teachers. This commitment reflects the certain knowledge that students who are prepared and excited about learning will do better beyond high school. Plans for relocating and expanding the UA Science Center in Tucson’s Rio Nuevo district will greatly enhance the University’s outreach in informal science education.
These collaborative efforts and others can be bolstered by a strategic commitment to ongoing public and private partnerships. Achieving these improvements will require:

- Enhancing responsiveness to constituent needs;
- Respecting our collaborators and the knowledge we can gain from them in the teaching/learning interaction;
- Reinforcing the University’s role as a neutral facilitator and source of information;
- Finding ways to assure that our institutional climate fosters and integrates outreach, service, and engagement;
- Coordinating collaborative activities to achieve the most out of the resources committed; and
- Developing resource partners who not only benefit from the knowledge/research base, but also share the burden of necessary costs.

**INITIATIVES**

**A. Build a firm foundation upon which the University can advance its expanded land-grant vision.**

1. Establish inventories of UA programs and services that link scholarly and creative inquiry to community needs.
2. Promote UA initiatives that apply scholarship and discovery.
3. Recognize, reward and support individuals and programs that link scholarship and discovery to community needs.
4. Assess the effectiveness of community programs and services in providing a model for linking scholarship and creative expression to our land-grant mandate.
5. Become a resource of choice for individuals, businesses, social institutions, and community-based groups.

**B. Advance our position as Arizona’s health sciences leader.**

1. Provide health sciences leadership in the State of Arizona.
2. Expand University of Arizona programs throughout the State.
4. Educate a professional health workforce that meets Arizona’s needs.
5. Move forward in implementing the Memorandum of Understanding that expands College of Medicine operations in Phoenix to include first and second year students and complementary research.

C. Within and across colleges determine and extend areas of strength that link scholarship to community needs.

1. Building on historic areas of strength, enhance the quality of life in Arizona and beyond.

2. Support the State’s efforts to become a national leader in biosciences, sustainable systems, and advanced communication and information technologies, including optics and telemedicine.

3. Promote, restore, and sustain healthy people, populations, and communities in Arizona and the world.

D. Advance Arizona’s future by increasing its economic viability.

1. Fulfill Arizona’s key workforce needs by expanding and enhancing programs that address critical shortages.

2. Support the creation and development of embryonic industries.

3. Partner with Arizona communities to ensure their economic strength and sustainability.

RESOURCES

<table>
<thead>
<tr>
<th>Incremental Costs; constant/nominal dollars; in thousands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>General Funds</td>
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<tr>
<td>Other Appropriated Funds</td>
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<tr>
<td>Other Non-appropriated Funds</td>
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<tr>
<td>Federal Funds</td>
</tr>
<tr>
<td>Full-time Equivalent</td>
</tr>
<tr>
<td>Strategic Issue Total Funds</td>
</tr>
</tbody>
</table>
STRATEGIC PRIORITY #3: Extend the concept of a “land-grant university” to position the University of Arizona, across all colleges, as a model for linking scholarship and creativity to societal and community needs.

GOAL – Collaborate with the people, businesses, and organizations of Arizona and beyond to improve quality of life and address issues through community engagement.

PERFORMANCE MEASURES:

1. Office of Technology Transfer Statistics.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Major Agreements Executed</th>
<th>Gross License income $’s</th>
<th>Income Yielding Licenses &amp; Options</th>
<th>Approved Enabling Disclosures</th>
<th>Start-Up Companies Formed*</th>
<th>Invention Disclosures Received</th>
<th>Total U.S. Patent Applications Filed</th>
<th>U.S. Patent Issued (Foreign Pat. Issued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>21</td>
<td>833,954</td>
<td>55</td>
<td>2</td>
<td>3</td>
<td>111</td>
<td>62</td>
<td>9</td>
</tr>
<tr>
<td>2002</td>
<td>18</td>
<td>714,415</td>
<td>29</td>
<td>4</td>
<td>5</td>
<td>111</td>
<td>62</td>
<td>8</td>
</tr>
<tr>
<td>2003</td>
<td>24</td>
<td>1,076,870</td>
<td>43</td>
<td>0</td>
<td>1</td>
<td>111</td>
<td>77</td>
<td>12</td>
</tr>
<tr>
<td>2004</td>
<td>25</td>
<td>1,008,621</td>
<td>40</td>
<td>9</td>
<td>4</td>
<td>95</td>
<td>91</td>
<td>14 (1)</td>
</tr>
</tbody>
</table>

# Major agreements include licenses, options, in-bound licenses negotiated by OTT for access to technology, Inter-Institutional Agreements to consolidate technology licensing rights, and master agreements.

* To conform to AUTN definitions these are only companies whose foundational technology is licensed by OTT. Reporting in previous years may have over reported this number by including companies that optioned technology.

2. Leveraging of Proposition 301 Technology and Research Fund (TRIF) investment.

- **FY03 TRIF INVESTMENT** ⇒ Resulting New Grants and Contracts $21,776,787 ⇒ OUTCOME $1.35 per $1.00 invested

- **FY04 TRIF INVESTMENT** ⇒ Resulting New Grants and Contracts $41,872,979 ⇒ OUTCOME $2.30 per $1.00 invested


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25
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>PROS</th>
<th>CONS</th>
<th>RA See Page</th>
<th>Policy Changes Necessary?</th>
<th>PROBABILITY FOR SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Support technology transfer to facilitate both the number of spin-off new companies from University efforts.</td>
<td>Successful technology transfer efforts foster improved economic conditions and a better quality of life.</td>
<td>None</td>
<td>8</td>
<td>Prop 102 acceptance will help</td>
<td>High</td>
</tr>
<tr>
<td>2. Leverage Prop. 301 funding to provide as much as possible to these initiatives.</td>
<td>Effective leveraging will provide additional funds.</td>
<td>None</td>
<td>8</td>
<td>No</td>
<td>High</td>
</tr>
<tr>
<td>3. Support outreach activities to help fulfill the University’s Land Grant Mission. Telemedicine and telehealth serve as samples of the many and varied outreach efforts mounted by all colleges.</td>
<td>Helping to enhance the life of Arizonans through outreach is an important part of University’s mission.</td>
<td>None</td>
<td>8</td>
<td>No</td>
<td>High</td>
</tr>
</tbody>
</table>
Focused Excellence Strategic Priority IV

Achieve a Strong Financial Foundation

To address all its strategic priorities, the University must strive to establish a stable financial base sufficient to effectively plan and succeed in its mission, vision, and goals for the people of Arizona. Establishing a stable and predictable financial base requires working within a financial framework that recognizes University support and growth depends on an ever increasing proportion of gift, grant, contract, and tuition dollars versus State dollars. The University must continue its successful pursuit of securing alternative funding and routinely considering tuition increases. Regular, incremental tuition increases may be the only means available to allow the University to consistently preserve and boost the quality of its instructional programs. As tuition increases, students of limited financial means must continue to be assured the availability of need and merit-based financial aid.

Priority Detail

State financial support for public higher education in Arizona declined steadily in the past decade. The percentage of the three state universities share of the State General Fund Appropriation decreased from 15.3% in FY 1992 to 8.7% in FY 2002. What is more, during the same period, General Fund Appropriations to the University of Arizona decreased, in constant 2000 dollars based on the Higher Education Price Index, from $315.5 M to $300.6 M, a 4.7% decrease. The University is receiving a lower constant dollar general fund appropriation, by approximately $15 M, now than it was receiving in 1992. Even in terms of current dollars, the UA General Fund allocation for FY05 is less than that for FY01.

State support of physical plant maintenance and renewal is also an area of concern. According to the formula, the appropriation for this purpose has been fully funded only once since FY 1990. The shortfall between the formula and the actual allocation since 1990 totals $180 million. The appropriation was reduced to $0 for FY 2002 and FY 2003. Deferring maintenance provides some short term budgetary relief for the State but challenges the University to develop timely funding solutions.

Gaining greater funding stability has been a priority at the University for a number of years. A successful fundraising campaign is well underway (already exceeding its billion dollar goal), researchers are bringing more grant and contract dollars to the University than ever before (now well over $400 million per year), and support units continue to look for ways to cut costs and improve effectiveness without sacrificing overall levels of quality and support. The obvious and easy solutions have been identified and implemented. It is difficult to make choices when program quality is high. Focusing on excellence may ultimately mean that very good programs must be phased out in favor of the truly excellent. Providing fewer programs of higher quality is not desired but may be necessary to assure that the University’s standing and reputation are not compromised.
INITIATIVES

A. Reaffirm the understanding that the University of Arizona, a public research university, can meet its responsibilities to the public only with significant state support.

1. Strengthen and enhance funding mechanisms appropriate to the University’s needs and capabilities.

2. Link state appropriation decision package requests to Arizona’s economic development agenda.

3. Secure funding for state-mandated expenses.

4. Secure funding for building renewal.

5. Increase state-funded financial aid.

B. Increase net tuition revenue.

1. Develop and implement differential tuition and fees as appropriate.

2. Strategically use financial aid.

3. Evaluate revenue opportunities possible with high demand evening and weekend programs.

4. Increase tuition to levels consistent with ABOR mandates.

5. Increase main campus enrollment to its responsible capacity.

6. Increase out-of-state undergraduate students as appropriate.

7. Increase UA South enrollment.

C. Increase private support.

1. Aggressively pursue support for endowed chairs, student scholarships and research space.

2. Increase alumni giving, non-alumni giving, corporate support, and support from major national foundations.

3. Align UA Foundation efforts with the University’s strategic plan.
D. Increase our success in securing external funding.

1. Invest in research infrastructure including super computers and lab and office space.

2. Make research space and investment decisions based on productivity records and potential.

3. Reward faculty for research productivity

4. Offer more competitive compensation packages for graduate students.

5. Create, strengthen and support collaborations across university colleges and departments.

E. Selectively invest in our research infrastructure to increase potential revenue from applied knowledge.

F. Explore opportunities to reduce overhead expenses.

1. Analyze the potential benefit of more centralized computing staffing and resources.

2. Analyze potential for sharing administrative resources laterally among academic departments.

3. With an eye toward increasing efficiency and reducing costs, conduct regular reviews of academic programs, research centers, and administrative, service and support units.

RESOURCES

<table>
<thead>
<tr>
<th>Incremental Costs; constant/nominal dollars; in thousands</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2006</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>General Funds</td>
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<tr>
<td>Other Appropriated Funds</td>
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<tr>
<td>Other Non-appropriated Funds</td>
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<tr>
<td>Federal Funds</td>
</tr>
<tr>
<td>Full-time Equivalent</td>
</tr>
<tr>
<td>Strategic Issue Total Funds</td>
</tr>
</tbody>
</table>
STRATEGIC PRIORITY #4: Achieve a strong financial foundation.

GOAL – Acquire the institutional financial and physical resources required for the University of Arizona to meet its constitutional obligations and to support its mission, vision, and goals.

PERFORMANCE MEASURES:
1. Percent of Alumni Donors*

![Graph showing percent of alumni donors from FY01 to FY04]

* (Percent of Alumni Donors for year/total percent of alumni with good addresses) Each year the percent of Alumni Donors has increased, but the total percent of Alums has increased faster.

2. Combined UA and UA Foundation endowment value.

![Graph showing combined endowment value from FY01 to FY04]

STRATEGIES | PROS | CONS | RA See Page | Policy Changes Necessary? | PROBABILITY FOR SUCCESS
---|---|---|---|---|---
1. Better understand the characteristics of donors to successfully target and connect with a larger donor pool. | Enhance private and corporate support for the University. | Resources. | 8 | No | High
2. Work to increase all giving to the university. | Securing additional resources for the University is imperative to maintaining quality and programmatic breadth. | None. | 8 | No | High
Focused Excellence Strategic Priority V

Increase Recognition as a Research University Committed to an Outstanding Educational Experience and Connected to its Community and the World

Basic and applied academic research are central to the University of Arizona’s mission to expand and transfer knowledge and are key to economic development. The integration of research endeavors through interdisciplinary collaboration, as well as partnerships with industries and community entities, are essential for the scientific, technological, and social advancement of the State and region.

Priority Detail

The scholarship of discovery is a significant component of the University of Arizona, which has consistently ranked among the top public, land-grant research universities in the nation. This top ranking took decades to attain. The entrepreneurial efforts of researchers, scholars, and artists, and the teams on which they depend for support, have enabled the University to reach the top ranks of public research universities despite persistent resource challenges. At the heart of this rise to national prominence has been a deliberate and consistent policy of nurturing first-class research programs, which has allowed the University to produce rich returns on the State’s investment of resources. Campus-wide interdisciplinary research collaborations add breadth to the advancement of knowledge and creative endeavors while collaborations with community groups and businesses help to refine that knowledge to a point where it improves the quality of life. Research at the University of Arizona drives all levels of education, provides the basis for enhanced economic development within the State, and lays the foundation for solving complex problems important to Arizona and the American Southwest.

A persistent theme in the University’s history has been developing strengths based on the University of Arizona’s unique physical and cultural environment and through interdisciplinary collaborations across departments.

- Since the University of Arizona is Arizona’s land grant institution, arid land agriculture and mining and geological studies became early focal points of a broad range of research, teaching, and public service activities.
- The University of Arizona is recognized as the leading university in the world of water. This reputation is based on its broad strengths in many top academic programs such as Hydrology, Geosciences, and Agriculture coupled with units such as the Tree Ring Laboratory, the Udall Center, the Institute for the Study of Planet Earth, and the International Center for Arid Lands Studies. This has resulted in national funding for four major federally funded centers of excellence related to water. There are complementary strengths related to water issues in Geography, Atmospheric Sciences, Architecture, Latin American Studies, Law and Public Policy, Medicine and Public Health, and a
major superfund remediation research effort in Toxicology. It is the goal of the University of Arizona to build on this area of strength by expanding and coordinating water programs at the University of Arizona so they can more efficiently and effectively address the water issues in the state of Arizona and support Arizona’s Environmental Technology Industry Cluster.

- Generations of outstanding astronomers and planetary scientists have made the University of Arizona world renowned in astronomy and planetary sciences. Furthermore, transforming technological innovation by University of Arizona faculty has created new generations of major telescopes and facilities, helping to make the University a world center for astronomy and planetary science, with cooperative projects with Germany, Italy, and the Vatican. This reputation will be enhanced by the international astrophysical observatory being developed on Mt. Graham, recent international prominence gained from University designed and built instruments, including cameras placed on Mars and instruments placed on the Hubble telescope, as well as those in development for future space missions.

- Leveraging its strength in biological sciences and related technologies, the University of Arizona has attracted $3 million in federal and $10 million in private funds toward the multidisciplinary Institute for Biomedical Science and Biotechnology (now known as Bio 5).

- Earth sciences and environmental programs are especially strong and based across colleges. The projects are as diverse as developing a new and natural method to reclaim wastewater using soil filters and directing fresh water and marine investigations done by students in K-12 schools worldwide.

- Determining the nature of human intelligence is the fundamental goal of cognitive sciences. The University of Arizona ranks in the top ten of universities with such programs. Studies in this area involve several disciplines such as philosophy, psychology, computer science, linguistics, and neuroscience. Typical topics for research include reasoning, problem solving, natural language comprehension and production, goal directed movement, logic, perception and performance, computational theory, artificial intelligence, and theories of the structure and function of the brain.

- Exploration of the many remnants of past cultures in the area has led to leadership in archaeology both in the Southwest and in Classical and Middle-Eastern settings.

- Astronomy and archaeology provided the intellectual basis for development of a new science, dendrochronology. The study of tree rings as indicators of past environments is of increasing importance in identifying world environmental trends.

- The internationally-recognized Optical Sciences Center is a leader in science and engineering-related optics, and the technologies and industries enabled by optics, including the design and manufacturing of laser devices, medical devices, as well as imaging, diagnostic and telecommunications equipment will continue to enhance the lives of people all over the world.
The many Native American communities in the State have presented opportunities for partnership in preserving rich cultures and in economic and educational development.

The location of the University, near the international border with Mexico, and the special social, economic, legal, and political circumstances of the border zone are reflected in various programs in Hispanic language, literature, and culture.

A successful effort to achieve focused excellence and more widespread recognition will take extraordinary resources—both human and financial. The University must retain and attract world-class faculty and support teams. Our faculty has sought and will continue aggressively to seek external research support in every possible sector. A 1999 study concluded that the State realizes $6.31 in non-State dollars for every $1.00 of State-appropriated funds it invests in the University of Arizona.¹ The State’s residents also gain in non-monetary ways from the rich collaborations that enhance their cultural and social lives. The State’s citizens demonstrated their support of these activities in an initiative that provides a portion of sales tax funding for advancing technology and research initiatives (TRIF). Given this extraordinary return on investment, and voter approval of support for educational initiatives, it is imperative that the University assure that it attains the broad recognition that it has earned.


INITIATIVES

A. Design, fund, support, communicate, and implement a strategic integrated communication plan.

1. Implement a comprehensive marketing research effort to survey strategic audiences in a systematic and consistent fashion.

2. Strengthen organizational identity by employing core institutional messages campus-wide.

3. Develop and implement communication strategies that encourage diverse, high-quality students to attend the University of Arizona,

4. Encourage UA employees to serve as University ambassadors by increasing employee knowledge of University programs, services, values, and traditions.

5. Increase public understanding of the University’s activities and contributions in our local community and throughout the State of Arizona and the world.
B. Develop, implement and sustain a communication plan to increase grants and donations in alignment with the University’s strategic priorities.

1. Increase faculty interaction with national and international professional audiences.

2. Increase media visibility nationally of University programs and accomplishments.

C. Inform and engage alumni

1. Increase alumni knowledge of the University’s excellence in teaching, research and outreach.

2. Increase alumni engagement in University programs and activities.

3. Increase alumni training and involvement as volunteers in support of the University’s mission, vision and goals.

4. Recruit and mobilize alumni to disseminate information about University programs, services, and challenges.

RESOURCES

<table>
<thead>
<tr>
<th>Incremental Costs; constant/nominal dollars; in thousands</th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Funds</td>
<td>5,539.5</td>
<td>4,748.7</td>
<td>4,752.5</td>
<td>4,735.8</td>
<td>4,655.4</td>
</tr>
<tr>
<td>Other Appropriated Funds</td>
<td>0.0</td>
<td>297.6</td>
<td>312.4</td>
<td>328.1</td>
<td>344.5</td>
</tr>
<tr>
<td>Other Non-appropriated Funds</td>
<td>1,254.4</td>
<td>1,580.5</td>
<td>1,920.3</td>
<td>2,273.9</td>
<td>2,644.2</td>
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<tr>
<td>Federal Funds</td>
<td>5,462.6</td>
<td>5,778.0</td>
<td>6,424.7</td>
<td>7,124.6</td>
<td>7,884.5</td>
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<tr>
<td>Full-time Equivalent</td>
<td>136.2</td>
<td>103.6</td>
<td>115.3</td>
<td>127.7</td>
<td>141.1</td>
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<tr>
<td>Strategic Issue Total Funds</td>
<td>12,256.5</td>
<td>12,404.8</td>
<td>13,409.9</td>
<td>14,462.4</td>
<td>15,528.6</td>
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</tbody>
</table>
STRATEGIC PRIORITY #5: Increase recognition as a research university committed to an outstanding educational experience and connected to its community and the world.

GOAL – Achieve preeminence in an array of compelling research-based and educational activities that provide the vehicle for advancing knowledge and improving the quality of life for people in the State, the nation, and the world.

PERFORMANCE MEASURES:

1. Percentage of first-time full-time UA Freshman in the top 5% of their graduating high school class.

2. The percentage of graduate students offered admission and, those who chose to be admitted. (yield rate)

3. Number of scholars from other colleges and universities who select to engage in teaching and research at the university of Arizona.
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>PROS</th>
<th>CONS</th>
<th>RA See Page</th>
<th>Policy Changes Necessary?</th>
<th>PROBABILITY FOR SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Track success in attracting top quality undergraduates.</td>
<td>Maximize the effectiveness of the admissions process.</td>
<td>None</td>
<td>8</td>
<td>No</td>
<td>High</td>
</tr>
<tr>
<td>2. Track enrollment success with interested graduate students.</td>
<td>Enhance private and corporate support for the University.</td>
<td>None</td>
<td>8</td>
<td>No</td>
<td>High</td>
</tr>
<tr>
<td>3. Track visiting scholars who recognize opportunities for collaboration at the University.</td>
<td>Research and teaching synergies expand.</td>
<td>None</td>
<td>8</td>
<td>No</td>
<td>High</td>
</tr>
</tbody>
</table>
Appendix A - CAMPUS PLAN