Chapter 11

Institutional Integrity
CHAPTER 11: INSTITUTIONAL INTEGRITY

Criterion 5: The institution demonstrates integrity in its practices and relationships.

Introduction

Integrity is the cornerstone of policy- and decision-making at the University of Arizona. The institution promotes and enforces ethical behavior on the part of its students, faculty, and staff not only in its policies but in the expectation that practice will follow policy. A student-centered research university, a supportive campus climate, and the well-being of every member of the campus community all depend on the University's commitment to, and exercise of, the highest principles.

The University's record of integrity in its practices and relationships will be established in this chapter. Following a discussion of the campus climate, the chapter concludes by summarizing the policies and practices that contribute to open and ethical behavior at the University.

Campus Climate

In the late 1980s, the rapid growth of student enrollment compromised class availability and created dissatisfaction among students. A succession of budget reallocations caused additional strain, weakened employee morale, and impaired the campus environment for all. The 1990 Report of the NCA Evaluation Team discussed these problems.

During the past decade, the University of Arizona has taken action to improve the campus climate. The budget and class-availability problems have been addressed specifically, and the University has invested in new and existing programs that improve the educational experience for students and demonstrate respect for the contributions of faculty and staff. The University is committed to sustaining these initiatives.

In April 1998, President Peter Likins addressed an open letter to the campus community – Continuing the Dialogue – in which he counsels:

Improving the quality of campus life must become a recognized university priority. This goal cannot be met unless the progress is shared by all members of the community. Students, faculty and staff at all levels must feel valued here..... We should deliberately strive to set high standards of community behavior, establishing a respect for differing views and civility of campus discourse that others may emulate (5).

Cultivating a positive campus climate is one of the University’s highest priorities, as identified in the UA main campus strategic plan, Transformation Beyond the Year 2000 – 1999 Update (25). Goal D in the strategic plan is “to improve the way all members of the University community are supported.” The University’s integrity has been evident in the many improvements in services, policies, and support systems that affect its students and employees. In addition, multiple campus-life activities promote a sense of community and a campus culture based on caring, equity, and civility.

The measures taken to support the educational experience and improve the campus environment are described in Chapter 5. Chapter 9 presents information about services provided by the Human Resources Department and other units to support the development, training, and well-being of all employees.

Policies, Procedures, and Practices on Open and Ethical Behavior

Arizona Board of Regents policies and federal and state legislation mandate open and ethical behavior at the University of Arizona. The University publishes its operating procedures and standards of ethical behavior for all members of the campus community, and strives to
The University publishes its operating procedures and standards of ethical behavior...and strives to implement these policies and procedures in a manner that demonstrates consistency, equity, and integrity.

**Arizona Board of Regents Policies on Integrity and Ethical Behavior**

The Arizona Board of Regents (ABOR) establishes policies to ensure integrity and ethical behavior in areas such as academics, employee and student conduct, financial administration, research, and use of state resources. Among the ABOR policies dealing with ethical standards are the following (2):

- **Financial Responsibilities** – Examples include accounts and fund depositories; authorized agents; contracts; acceptance of grants; financial reports; travel guidelines; receipts administration; institutional equipment; internal audit authority; procurement, bidding and source-selection procedures; regular and athletic financial aid.

- **Ethical Conduct and Behavior** – Examples include police powers; alcohol on campus; athletic policies; codes of conduct for all members of the campus community (including student organizations) and disciplinary procedures; codes of academic integrity; personnel policies such as appointment, evaluation, service conditions, grievance procedures, outside employment, patents, copyrights, technology transfer, privacy guidelines, and service of athletic personnel.

In each instance, the ABOR policy dictates how the policy is to be applied and either directly administers the policy or delegates administration to the University president.

**University of Arizona Standards of Institutional Integrity for Employees**

Policies and procedures governing all employees are outlined in human-resource policy manuals and deal with aspects of employment including hiring, benefits, compensation, employee relations, and training and development. The *University Handbook for Appointed Personnel (UHAP)* sets forth policies and evaluation and grievance procedures for “appointed personnel,” a term that includes faculty members, academic and service professionals, and administrators (18). Expectations and rules of conduct for classified staff are defined in the *University of Arizona Employee Handbook*, and the *Classified Staff Human Resources Policy Manual* summarizes policies and administrative procedures (6, 4). The *Student Employment Manual*, used primarily by managers and supervisors who hire or supervise students, includes guidelines for ethical student employment practices.

**University of Arizona Standards of Institutional Integrity for Students**

The University’s *General Online Catalog* describes academic policies of all types including academic progress, affirmative action and equal opportunity, the code of academic integrity, the grade-appeal process, and sexual harassment (16). The dean of student’s Web page contains “community standards,” as well as the University alcohol policy. A new Web page on University of Arizona policies and procedures includes all policies related to student life (21).

**Ethical Treatment of Students**

A legal basis for ethical practices with respect to students is the Family Educational Rights and Privacy Act (FERPA), which ensures confidentiality of students’ education records and restricts disclosure to or access by third parties except as authorized by law. The University Attorneys’ Office conducts mandatory training for all administrators, faculty, and staff who have access to the student information system (SIS) – the student records database.
The University’s ethical commitment to students begins with accurate and informative recruitment materials that clearly define admission standards and application procedures. Recruitment and admissions material is increasingly available online, and admitted students can now indicate their decision to attend the University via the Internet. To ensure that new freshmen have the information necessary for success in their academic careers, they are required to attend a two-day registration/orientation program the summer before they first enroll. Students attend orientation either on campus or in one of two populous locations: Newark, N.J., and a suburb of Chicago. Orientation is also offered for transfer students. The New Start Program, a six-week summer program for minority and economically disadvantaged students, includes registration, orientation, and support for the successful transition from high school to the University.

Additional UA programs assist students academically and support them within a campus environment that is open, safe, inclusive, diverse, and committed to learning. Descriptions of these programs are included in Chapter 5.

Despite the University’s emphasis during the past decade on supporting students, particularly undergraduates, additional progress is needed on several fronts. Among these are student retention and graduation, advising, and privacy and security. A “white paper” titled Student Retention – Toward a Culture of Responsibility was prepared in September 1998 by the Office of Undergraduate Education and the Office of Curricular and Enrollment Research on behalf of the University enrollment management committee. The document proposes several initiatives and includes recommendations to further improve retention and graduation rates. Effective academic advising is closely related to increased retention. Therefore, advising practices that work successfully in several units are being implemented campuswide.

Finally, to address privacy concerns raised in 1998 after introduction of the new identification card (the “CatCard”), President Likins appointed the Information Security Advisory Council to clarify privacy and information security issues, recommend protocols and policies, and propose a plan of action. The council is a visible example of the University’s efforts to ensure the ethical treatment of students.

Grievance and Appeal Procedures

The University’s Ombudsperson Committee helps students and employees resolve problems within the University with members of the campus community. Now in its eighth year, the committee provides a confidential, informal, impartial, and non-adversarial alternative to formal grievance procedures. The 25 committee members, representing all segments of the University community, are nominated by their campus units and appointed by the University president for staggered two-year terms. In its first six years, the Ombudsperson Committee dealt with about 700 cases. In 1997-98, 127 cases were reported – 48 initiated by students, 26 by faculty, 44 by staff, and 9 by parents.

Student Grievance and Appeal Procedures: The Student Code of Conduct, established by the Arizona Board of Regents, is in force at all three state universities (27). ABOR also developed disciplinary procedures for violations of the code. At the University of Arizona, the student code of conduct and student disciplinary procedures are administered by the office of the dean of students. The code mandates effective notice to students of all charges against them, an opportunity to confront witnesses and to review evidence, a hearing, and an opportunity to appeal. Students charged with major code violations may appeal to the vice president for campus life, while lesser charges are generally appealed to the dean of students. In all appearances, the student is entitled to be accompanied by an advisor.

In 1998-99, the associate dean of students handled 404 code-of-conduct disciplinary cases. Of this total, one case was appealed to the dean of students. While some of the cases are still pending, records indicate four expulsions and one suspension during 1998-99. One case was appealed to a hearing board. The fact that no cases have resulted in litigation, while not in
itself meritorious, reflects fairness and a certain level of satisfaction on the part of process participants.

Other procedures available to students for grievance or appeal are governed by the following policies:

- The University's Code of Academic Integrity
- The Grade Appeal Policy
- The Residence Hall Disciplinary System

Student Employee Grievance and Appeal Procedures: Student employees have access to the University's student employee grievance procedure (Section VII in the Student Employment Manual). Since students who work for the University are generally at-will employees with few procedural protections, this process fills a gap by addressing workplace problems that might otherwise have no remedy.

Graduate student employees (for example, graduate teaching and research assistants) may also make use of the Graduate College grievance procedure, primarily for academic work disputes not adequately addressed by other means. Such disputes might relate to questions of satisfactory progress toward a degree or to allocation of teaching or research responsibilities and support.

Classified Staff Grievance and Appeal Procedures: The staff dispute resolution procedure (Policy #406.0) outlines the steps and timelines for settling disputes that cannot be resolved informally (4). Matters excluded from this resolution procedure—disputes regarding monetary increases, job classifications, and merit increases—follow appeal processes outlined in separate policies (4).

Employees with disputes or concerns are encouraged to resolve these by communicating with their immediate supervisor. According to the staff dispute resolution procedure, the appeal route beyond the staff member's immediate supervisor includes the department head or unit administrator, the college dean or division administrator, and the director of human resources. Disputes reaching the final (fourth) step of the resolution procedure are subject to either a staff dispute resolution committee hearing or an investigation and review, each conducted by an independent hearing officer who submits a report to the president. The president's final decision may be appealed to the Superior Court. Mediation may be requested by any of the individuals involved, suspending the dispute-resolution time limits until such efforts are declared ended by one of the parties.

From 1990 through May 1999, 89 grievances were taken to the final step. Of those, 33 were hearings, 42 were investigations and reviews, and 14 were settled without a hearing, withdrawn, or closed due to the complaining employee's failure to respond.

Complaints concerning discrimination or sexual harassment may be filed with the Equal Opportunity and Affirmative Action Office (EO/AAO), described later in this chapter.

Appointed Personnel Grievance and Appeal Procedures: The University Handbook for Appointed Personnel, Chapter 6, sets out rules, procedures, and timelines for addressing grievances and complaints concerning personnel matters, such as appointment, performance evaluation, appointment renewal or nonrenewal, promotion, continuing status, tenure, resignation, removal, suspension, dismissal, and release due to institutional financial emergency or reorganization (18). The appeal route for appointed personnel (faculty, academic professionals, and administrators) begins with the immediate supervisor and may go as high as the president. Someone alleging discrimination or sexual harassment may file a complaint with EO/AAO.
The constitution and bylaws of the General Faculty of the University of Arizona define the responsibilities and composition of three committees that deal with complaints, grievances, and questions of misconduct (10).

- The Committee on Conciliation (COC) deals with problems involving members of the General Faculty (voting faculty) in their relationships with the University. The investigations of this committee are somewhat more formal than those of the Ombudsperson Committee (described earlier). Records show that, since 1990, 34 cases have been dealt with by the COC. Of those, available data indicates that 8 were resolved by COC, at least 14 are still pending, and 5 have gone forward to CAFT.

- The Committee on Academic Freedom and Tenure (CAFT) deals with problems in two general areas: contractual employment issues and internal grievances against or by members of the General Faculty. The committee considers the protection of academic freedom and tenure a principal obligation. Since 1990, CAFT has adjudicated 27 cases. Of these, 18 went to the president with full recommendations, and several were resolved in the CAFT process (sometimes by faculty withdrawing the matter). Of the 18 cases sent to the president, 10 were resolved in favor of the faculty member and 7 against the faculty member. One case ended in a compromise.

- The University Committee on Ethics and Commitment (UCEC) deals with questions of misconduct in research, scholarship, or creative endeavor; conflict of commitment; and facilities misuse. In its deliberations, this committee relies on University policies on research integrity, professional commitment, and proper facilities use. Since 1996, UCEC has investigated two cases of possible research misconduct. In only one of them did UCEC recommend further investigation. A separate CAFT panel concluded research misconduct had occurred in the case and recommended dismissal. The president accepted the panel’s recommendation.

Equal Opportunity and Affirmative Action

University policies provide for equal opportunity in the institution’s admissions, employment, educational programs, and activities without regard to race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation. The policies also cover affirmative action in employment and advancement of covered veterans, individuals with disabilities, women, and minorities. The Equal Opportunity and Affirmative Action Office (EO/AAO) enforces these policies and is dedicated to preventing illegal discrimination and to guiding institutional compliance through oversight activities, educational programs, as well as advisory, mediation, and investigative services.

Employment: University employment policies and practices underwent intense scrutiny during a routine compliance review (initiated in 1994) by the U.S. Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP). On the positive side, there were no findings of discrimination. The OFCCP did find some deficiencies, however, that resulted in a conciliation agreement. As a result:

- The University hired a consultant to discuss with administrators the progress of the audit and assist in compliance requirements.

- The University’s Equal Opportunity and Affirmative Action Office (EO/AAO) and the Human Resources (HR) Department drafted new policies on equal employment opportunity, recruitment, and noncompetitive selections.

- EO/AAO and HR revised record-keeping procedures.

- Roles and responsibilities of EO/AAO and HR were adjusted to consolidate recruitment processes for all positions and implement an auditing system.

Recruitment and Admissions: In 1995, the Arizona Board of Regents (ABOR) directed each of the state’s three universities “to conduct a self-study which reviews each program or activity that falls within the ‘affirmative action’ characterization, including admissions, student
financial aid, student services and academic support, employment, and procurement." The findings were reported to ABOR in August 1996. The University of Arizona found that its programs were "essentially open to all" and that it was not acting unjustly toward majority students. No action was taken by ABOR requiring the University to make changes in its programs or activities.

Diversity and Nondiscrimination: The number of minority employees at the University of Arizona has grown by 5% (660 employees) since 1989-90, as noted in Chapter 4. During the past decade, the University has taken steps to increase awareness of affirmative-action issues and encourage diversity. In the fall of 1997, EO/AAO implemented a diversity awareness campaign, featuring a student-designed graphic, to illustrate the value of diversity. Other campus activities and programs focusing on diversity and nondiscrimination include the following:

- The University Teaching Center and the Graduate College sponsor the annual Graduate Assistants in Teaching Orientation, which includes a component on diversity. The program is required for all new graduate teaching assistants.

- The Diversity Action Council (DAC), an advisory group to the president, was created in 1990 to carry out the Diversity Action Plan. DAC's mission is to arouse and encourage support for inclusiveness and diversity throughout the University. In 1997, DAC prepared a Summary of [UA] Diversity Initiatives: 1988-1997.

- The EO/AAO offers educational programs including: "Unlawful Discrimination: Where's the Line?" "Responding to an Allegation of Unlawful Discrimination"; "I Didn't Mean Anything By It: I Was Just Joking Around" (sexual harassment); Search Committee Orientation; Promotion and Tenure Committee Orientation; and "Accommodation, Accessibility, and the Americans with Disabilities Act of 1990".

Americans with Disabilities Act [ADA] Compliance: The University ensures that each qualified person with a disability receives the reasonable accommodation necessary for equal access to UA employment, educational opportunities, programs, services, and activities in the most integrated setting appropriate. The University has taken the following steps that demonstrate its commitment to the Americans with Disabilities Act:

- An ADA coordinator position, established in 1994, was located in EO/AAO before its transfer to Campus Health Service in 1999.

- The Center for Disability Related Resources (CeDRR) works with disabled students and employees on accommodations that minimize the impact of a disability in academic and work settings, and provides adaptive/assistive hardware and software for a widerange of disabilities. CeDRR offers a comprehensive program of competitive athletics and recreational activities, including access to equipment such as road and court sport chairs.

Sexual Harassment: The University's sexual harassment policy was adopted in 1982 and revised in 1991. Recently it was further revised to ensure that the definition of sexual harassment meets current legal standards and to distinguish the policy from implementation procedures. The newest version was approved as the Interim Sexual Harassment Policy in 1998. The Faculty Senate has raised some concerns, most recently on the matter of anonymous complaints, and the EO/AAO and University Attorneys' Office are working with the Faculty Senate to address these concerns.

Commission on the Status of Women: The University of Arizona's Commission on the Status of Women (CSW), an advisory group to the president, grew out of the statewide Commission on the Status of Women organized by the Arizona Board of Regents in 1989. The commission assists the administration on matters of particular concern to women, such as child care and
family resources, pay equity, career progression and development, sexual harassment, and campus climate. A 1994 CSW report – revealing a higher incidence of sexual harassment than previously recognized – spurred an awareness campaign. A campus community profile, completed in 1998, indicated that the campaign had been effective; a majority of the respondents knew how to report harassment and to whom.

Salary equity for women faculty continues to be an important University objective. In the 1980s, the Arizona legislature provided funds for salary-equity adjustments, and all departments and colleges were required to review salaries for gender and ethnic equity as a basis for making needed adjustments. In 1995, at the request of the UA Commission on the Status of Women, the provost funded a study of salary equity. Conducted by Ron Oaxaca, a faculty member in the College of Business and Public Administration, the study found no statistically significant salary disparities between male and female faculty except in one college. The report cautioned against drawing any conclusions regarding inequity because no measures of faculty performance (such as publications, teaching ratings, and service) were present in the University’s salary database. The colleges of Medicine, Nursing, and Pharmacy were not included in the 1995 study.

In 1998, Beverly Buckley (Director, Personal Services Operating System Data) was asked by the CSW to conduct another study that included the colleges previously excluded. Because of the several types of faculty appointments (for example, M.D. faculty, Ph.D. faculty, and clinical faculty), additional variables were taken into account. This study revealed no statistically significant salary differences between men and women but did find that salary compression was a problem. The study also showed that the UA employee classification system created analysis difficulties for equity studies in which positions with administrative titles and professional titles were included. The Appointed Personnel Compensation Project is addressing this issue. These studies are not conclusive regarding salary inequities, but they do indicate that persistent monitoring has effected improvements in salary equity over the past 10 to 15 years.

Integrity in Scholarship and Research

Policies on ethical research practices are on file in the office of the vice president for research, and policies pertaining to research are presented in full on the University of Arizona policies and procedures Web site (21). These policies include the Human Subjects Committee Manual of Procedures, the Animal Care and Use Program User’s Handbook, the Radiation Worker Training Policy, the Conflict of Interest Policy, and the Intellectual Property Policy.

The University recently adopted a code of research ethics (10). Charges of misconduct in research, scholarship, or creative endeavor are directed to the University Committee on Ethics and Commitment (UCEC) and handled as described in Section 2.13.09 of the University Handbook for Appointed Personnel (18).

Integrity in Business Affairs and Contractual Arrangements

The University demonstrates integrity in its business dealings by outlining clear responsibility for the institution’s business relations.

- The University business practices guidelines govern the sale of University goods and services and the lease/rental of facilities (21).

- Signature authority, whether limited or unlimited, is restricted to ten people within the entire University. No one else is authorized to obligate the University contractually.
The institution regularly notifies the University community, including representatives of recognized student organizations, of restrictions on signature authority.

- All contracts must be reviewed by Procurement and Contracting Services, Sponsored Projects Services, or the University Attorneys’ Office. Those responsible for contract review are rigorously trained, and contract wording that is not routine is reviewed by a University attorney.

- Procurement officers are trained to handle regulated purchases such as those involving construction, government contracting, and use of federal funds. An attorney from the University Attorneys’ Office is assigned as a compliance resource with respect to applicable federal contracting standards.

- All offices of the University are subject to periodic internal audit, as well as audit by the Arizona Board of Regents staff and occasionally by the state auditor general.

- Financial procedures are administered by the University’s Financial Services Office in close coordination with the University Attorneys’ Office. The Financial Services Office also oversees financial relationships with affiliated organizations (identified later in this chapter). These outside organizations are expressly prohibited from contracting with athletic personnel.

- The University Committee on Corporate Relations (UCCR) monitors relationships with business organizations to ensure integrity and make certain that the educational mission and reputation of the University are not compromised (21).

**Integrity in Intercollegiate Athletics**

The University demonstrates integrity in the operation of its athletic program. The Arizona Board of Regents assigns primary oversight of Intercollegiate Athletics (ICA) to the president of the University. Ethical practices in intercollegiate athletics are enforced in numerous ways, some of which are summarized below:

- The Intercollegiate Athletic Committee, an advisory group to the president, monitors and evaluates the athletic program and makes recommendations to ensure compliance with NCAA, Pacific-10 Conference, and Arizona Board of Regents rules and regulations. The University has a full-time director of compliance to oversee the athletic program’s ethics practices.

- All outside compensation of athletic personnel must be approved in advance by the president and the Arizona Board of Regents in the case of multiple-year contracts.

- The director of compliance, the director of athletics, and the University attorney review all contractual relationships, and all relevant agreements are made available to the public. The University Committee on Corporate Relations may also review agreements.

- All funds maintained by athletic support organizations are held in accounts under the control of either the University or the University of Arizona Foundation. These funds are subject to regular University review.

The Intercollegiate Athletic Program recently came under intense scrutiny by the entire University and Tucson communities as a part of the regular NCAA-mandated self-study, an exhaustive peer-certification program that took place over the past three years. The certification process recently concluded with a site visit by representatives from peer institutions. The review confirmed the widely held view that the University’s athletic programs operate in an exemplary manner with respect to integrity.
Integrity in Interactions with Affiliates

Organizations

The University of Arizona’s Financial Services Office, in its
*Financial Records System Manual* (Chapter 6.15), outlines policies
that guide University relations with affiliated organizations (21),
including those described below:

**Arizona Alumni Association**: The relationship between the
University of Arizona and the Arizona Alumni Association, a
501(c)(3) corporation, is currently being formalized through an
alumni relations management agreement. In the meantime, there
exists a “nonexclusive license” between the University and the
Arizona Alumni Association governing the use of trademarks,
trade names, and other proprietary symbols and words associated
with the University.

The Arizona Alumni Association is governed by its bylaws and
administered by a volunteer chairman and a board of directors.
The association’s president and chief executive is an employee
of the University and reports to the University president. The
Alumni Association also voluntarily subscribes to the Alumni
Association Creed advanced by the Council for the Advancement
and Support of Education (CASE).

**The University of Arizona Foundation (UAF)**: The relationship
between the University of Arizona and the University of Arizona
Foundation, a 501(c)(3) corporation, is governed by the Agreement
of Gift and Development Management Services. The Univer-
sity and the foundation subscribe to the University of Arizona
gift policy outlined in the *Financial Records System Manual*, Chap-
ter 8.12 (21). This policy defines various types of gifts and gift
categories, outlines processes by which gifts can be received, spells
out the UA development office guidelines and policies, and dis-
cusses reporting procedures.

The UAF is governed by its bylaws and administered by a volunteer chairman and a board
of directors. The foundation’s president and chief executive is an employee of the foundation
and reports to the foundation’s board of directors. The foundation also voluntarily subscribes
to “Case Management Reporting Standards: Standards for Annual Giving and Campaigns
in Educational Fund Raising” as advanced by CASE. In addition, the UAF follows the gift-
reporting procedures administered by the Council for Aid to Education (CFAE).

**Other Affiliated Organizations**: Additional organizations affiliated with the University of
Arizona include: Arizona Crop Improvement Association, Arizona Health Information Net-
work, Association of Universities for Research in Astronomy, Biomedical Research Foundation,
Boyce Thompson Arboretum, Campus Research Corporation (Science and Technology Park),
Foundation for Innovative Medicine, International Arid Lands Consortium, Law College As-
sociation, National Law Center, Southern Arizona Trauma Network, Southwest Association for
Education in Biomedical Research, Southwest Mission Research Center, University Foundation
of Sierra Vista, University Medical Center, and University Physicians.

Integrity in Community Relations

The University’s communications with its Tucson neighbors were formalized about 10 years
ago with the creation of the Campus Community Relations Committee (CCRC). The Neighbor
to Neighbor Web site gives examples of campus-community interaction as well as reports of
CCRC meetings. Under the leadership of the assistant vice president for community relations,
the Office of Community Relations convenes monthly CCRC meetings as forums for discus-

175
sion among community members (particularly those living in neighborhoods adjacent to the
campus), University officials, and city of Tucson officials. Issues discussed at CCRC meetings
include construction on campus, University/neighborhood boundary concerns, athletic champion-
ship events, parking issues, and Spring Fling (the annual student fund-raising carnival
held on campus). Each CCRC meeting permits a “call to the audience.”

The Office of Community Relations convenes monthly Campus Community Relations
Committee (CCRC) meetings as forums for discussion among community members,
University officials, and city of Tucson officials.

The Office of Community Relations also maintains close contact with local
government officials to address jurisdictional and legal issues such as fire
protection of campus property, and control of streets and traffic within
the core campus area. Recently, the office provided for Community Plan-
ing Advisory Committees (C-PACs) to be formed when new University
construction projects are planned. For those projects meeting the criteria,
a C-PAC gives community members an opportunity to make suggestions
about the exterior of the new buildings.

To improve campuswide coordination of community-relations issues, the
University Working Group, was formed. (The group was created in the
1980s, then reconstituted in 1999 after a two-year hiatus.) This group
meets quarterly to discuss campus-community topics and brings together
representatives from several units including the campus police department,
space management, intercollegiate athletics, campus and facilities plan-
ning, facilities design and construction, and the University administration.

Assessment

One of the president’s prioritization principles (presented in Chapter 2) directly addresses
integrity: “The intellectual, moral and financial integrity of the University of Arizona must be
preserved” (22). As illustrated throughout this chapter, in the past decade a great deal of effort
has gone into improving the campus climate, endeavoring to treat all members of the campus
community equitably, and reinforcing ethical behavior in all quarters.

The University’s strategic plan includes Goal D: “To improve the way that all members of
the University community are supported” (25). Two objectives, each with accompanying
strategies, are identified in the strategic plan to provide direction toward this goal.

- To motivate, develop, and support members of the University community effectively

- To provide a healthy campus environment

The strategic plan lists six measures that reflect progress toward Goal D. Data reported for
these measures show annual improvements over the past three years. The 1999 data for Goal
D measures are presented below:

- Percentage of employees who respond affirmatively to a campus climate survey
  question “I would encourage a friend or family member to apply for a job at the
  University of Arizona.” (55%)

- Percentage of annual faculty and staff survey responses rating the work environment at
  the University as excellent. (45%)

- Percentage of students surveyed indicating they feel safe on campus. – Day (99%),
  Night (82%)

- Percentage of managers who report improved performance by employees participating
  in the Supervisory Leadership Series Program nine months after program completion.
  (55%)

- Percentage of employees who utilize the faculty and staff tuition fee waiver to pursue
  higher education opportunities. (18.4%)

- Number of departments that have a formal employee recognition program. (51)
Institutional Issues and Challenges

The University of Arizona fulfills the requirements of Criterion Five by demonstrating integrity and ethical behavior in its practices and relationships. In honoring its commitment to institutional integrity, the University plans to build on the progress it has made in recent years. Certain areas in which opportunities for improvement exist are described below.

- **Improve the ease and coordination of accessing policies.**

  Work is under way to gather and index University-wide policies on the Internet under a designated policy coordinator. That effort should be supported and advanced, then broadly publicized so that all employees and students can have ready access to the policies that govern their work and campus activities.

- **Monitor and assess the effectiveness of new University policies.**

  Recently adopted policies should be assessed periodically to determine their effectiveness. Examples include policies dealing with research ethics, corporate relations, and shared governance. Established policies are reviewed and revised as the need arises or as inconsistency between policy and practice becomes evident.

- **Review and revise University grievance procedures to ensure congruence, fairness, and equity.**

  There is evidence that grievance policies and procedures have been applied consistently in almost all cases during the past decade. Grievance policies available to the General Faculty, however, contain some inconsistencies that need clarification. Representatives of faculty committees concerned with grievances, led by the Committee of Eleven (an elected committee of the General Faculty), have recently combined to consider revisions that would resolve the inconsistencies. The Faculty Senate has approved seven guiding principles for this work.

- **Continue efforts to strengthen and improve the campus climate.**

  As the University strives to improve the campus climate for all members of its community, it will work to improve the “social architecture” of the campus, broaden supervisory training, develop a stronger program of exit interviews, redesign new-employee orientation, and generate greater support for ceremonies honoring the University’s best.
Chapter 12

Request for Continued Accreditation
Request for Continued Accreditation

The University of Arizona formally requests continued accreditation from the North Central Association Commission on Institutions of Higher Education. This request is the culmination of a multi-year self-study process that involved internal and external constituencies. The self-study report describes and evaluates institutional characteristics and activities that satisfy all criteria necessary for continued accreditation. Specifically, the general institutional requirements, addressed in Chapter 1, are satisfied, and each criterion is addressed in a chapter of the report.

Chapter 2 provides an institutional overview, demonstrates that the University has made progress on all observations of the 1990 NCA Evaluation Team, and briefly identifies some significant developments at the University since the last NCA Evaluation Team visit. Chapter 2 also lays the foundation for the theme of the UA self-study, the University of Arizona as a student-centered research university.

Chapter 3 addresses Criterion One, and demonstrates that the University’s mission and purposes are appropriate to an institution of higher education.

Chapter 4 presents evidence to show that the University meets Criterion Two and “effectively organizes the human, financial, and physical resources necessary to accomplish its purposes.” The current resource base is described and evaluated, and the major enhancements of the University’s infrastructure since the 1990 NCA Evaluation Team visit are identified.

Chapters 5, 6, 7, and 8 constitute the heart of the report and provide patterns of evidence to show that the University meets Criterion Three by “accomplishing its educational and other purposes.” The chapter titles—Instruction, Research, Outreach, and Assessment—were selected to reflect the importance of advancing learning through the integration of teaching, research, and service.

Chapter 9 demonstrates that the University is well positioned to continue to accomplish its purposes and strengthen its educational effectiveness, as required by Criterion Four. The chapter describes and evaluates institutional planning processes and affirms that the University is prepared to meet anticipated and unanticipated challenges. Chapter 10 describes the University’s progress as a student-centered research university and encourages discussion and constructive feedback on its progression to preeminence as a student-centered research university.

Chapter 11 indicates how the University meets Criterion Five by promoting integrity and ethical behavior in its practices and relationships.

In summary, each chapter of this report offers evidence that the five NCA criteria for accreditation are satisfied. Concluding each chapter are unresolved institutional issues and challenges — matters the University must address in order to strengthen its current position and make further progress toward preeminence as a student-centered research university. The report, taken as a whole, makes a case for continued accreditation.

No special requests requiring commission approval are included in this report; therefore, no changes to the Statement of Affiliation Status are requested.