Chapter 1

Introduction
CHAPTER 1: Introduction

Purposes of the Report

The purpose of this report is threefold: First, to establish that the University of Arizona ("the University") meets and can continue to meet the commission's criteria for an outstanding institution of higher education; second, to promote institutional self-improvement; and third, to examine and assess the University’s progress toward becoming a preeminent student-centered research university. We believe this report demonstrates that the University not only meets, but surpasses the criteria for accreditation. These criteria are addressed in the chapters of this report. With respect to institutional improvement, we established the following goals in our initial self-study plan:

- To demonstrate that the University of Arizona is academically strong and is preparing to meet the challenges of the next decade.
- To ensure that the reaccreditation process is of long-term benefit to the University.
- To clarify and fulfill our vision of what it means for the University of Arizona to be a “preeminent student-centered research university.”

Furthermore, the report contains descriptions, analyses, and evaluations of our institution and demonstrates that we are making gratifying progress toward becoming a preeminent student-centered research university.

Organization of the Report

The report consists of 12 chapters. Chapters 1 and 2 contain the introduction and institutional overview and provide a context within which to interpret the remainder of the report. Chapters 3 and 4 address Criteria One and Two. Because of the amount of documentation developed on Criterion Three, the topics pertaining to our educational purposes – instruction, research, outreach, and assessment – are presented in four separate chapters, 5 through 8. Chapter 9 provides evidence related to Criterion Four, continued effectiveness. Chapter 10 encourages discussion of our evolution as a student-centered research university – a concept that pervades the report. Chapter 11 deals with Criterion Five, institutional integrity, and Chapter 12 presents our request for continued accreditation.

Summary of the University of Arizona Accreditation History

The University became affiliated with the North Central Association of Colleges and Schools (NCA) in 1917. It first received accreditation from the association as a degree-granting institution in 1919. Since that time the University has been reaccredited at each decennial NCA review, most recently in spring 1990.

The University first received accreditation from the North Central Association of Colleges and Schools in 1919.

The Self-Study Process

The University request for continued accreditation officially began in March 1998 when Provost Paul Sypherd appointed Anne E. (Betty) Atwater, Ph.D., associate head, Department of Physiology, and Randall M. (Randy) Richardson, Ph.D., associate vice president for undergraduate education, as co-chairs of the Self-Study Report Steering Committee. Key partners of the co-chairs in all phases of the project were Edward G. Frisch, assistant vice president for academic resource planning and management, and John E. Lopez, senior research specialist and executive coordinator of the project. A planning group, convened by the co-chairs, focused the reaccreditation effort by developing a committee organizational structure, a timeline, a self-study plan, and goals for using the self-study process to advance the institution.

Campus and community representatives were asked to nominate members for the Steering Committee and working teams. In the early fall of 1998, after consulting numerous University
committees and individuals, President Likins appointed 20 Steering Committee members and Provost Sypherd appointed 8 to 12 people to each of the eight working teams. (Members of the Steering Committee, Planning Group, and working teams are listed at the end of this chapter.) The president recommended building upon existing documents and processes in order to avoid duplication of effort. In addition, he advised the Steering Committee that integrating rather than balancing teaching, research, and outreach would better advance learning – the fundamental purpose of all University activities.

Steering Committee members served on working teams to ensure active communication between the committee and the various teams.

Each working team addressed one of the five NCA Criteria for Accreditation, and in the case of Criterion Three, four separate working teams studied the educational processes of instruction, research, outreach, and assessment. Steering Committee members served on working teams to ensure active communication between the committee and the various teams. Working teams also included other representatives of the University and the community. Over the course of the self-study review, the committee informed University constituents of the process, its focus, and its potential benefits to the University.

Reports written by the eight working teams formed the foundation for chapters of the self-study report. The co-chairs, Steering Committee, and Planning Group reviewed the reports of the working teams, prioritized issues and challenges facing the University, and prepared the self-study report. The findings presented in this report were shared with the University community in campus publications, in meetings of campus organizations and advisory committees, and at campus and community open forums.

General Institutional Requirements

Any institution affiliated with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools must meet the following General Institutional Requirements. The University of Arizona presents evidence to show that it complies with each of the NCA’s 24 General Institutional Requirements.

Mission

1. “It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.”

The University of Arizona is one of three public universities in the state of Arizona. The University’s formal mission statement reads: “The University of Arizona, a distinguished, land-grant, educational and research institution, is dedicated to preparing students for an increasingly diverse and technological world and to improving the quality of life for the people of Arizona and the nation (25).”

The University has three major components – the main campus; the Arizona Health Sciences Center (AHSC); and the branch campus, University of Arizona South (UA South), formerly the University of Arizona, Sierra Vista – each with its own strategic plan. Each component has developed its own mission; however, they operate as one university. Adopted by the Arizona Board of Regents at their September 1999 meeting, the University’s mission and strategic plan are made public through a variety of publications and Web sites.

2. “It is a degree-granting institution.”

The University offers baccalaureate, master’s, doctoral, professional, and specialist degrees, enumerated in the annual University of Arizona Fact Book (9).

Authorization

3. “It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.”
The Arizona Board of Regents (ABOR) is mandated by Arizona Revised Statute (A.R.S.) 15-1601.A to operate the University of Arizona in Tucson, Arizona. A.R.S. 15-1626.A.A.7 provides that the ABOR shall “award such degrees and diplomas upon the completion of such courses and curriculum requirements as it deems appropriate.” A.R.S. 15-1601.B authorizes the University to “give courses of study and academic degrees as the board approves.” ABOR Policy 2-201 empowers the University to award degrees and issue diplomas (2).

4. “It has legal documents to confirm its status: not-for-profit, for-profit, or public.”

The Arizona state constitution defines the University of Arizona as part of the public school system (Article 11, Section 1). The constitution also states that “the university and all other state educational institutions shall be open to students of both sexes and the instruction furnished shall be as nearly free as possible” (Article 11, Section 6).

Governance

5. “It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.”

The Arizona constitution sanctions the Arizona Board of Regents (ABOR), the governing board of the three state universities including the University of Arizona (Article 11, Section 5). Statutes that endow the board’s legal authority include A.R.S.15-1625 and A.R.S. 15-1626.A.

A.R.S. 15-1625 gives the ABOR jurisdiction and control over the University with power to contract and to purchase, hold, lease, and sell real estate on behalf of the University. A.R.S. 15-1626.A empowers the ABOR to “enact ordinances” for the governance of the University of Arizona, “establish curriculum and designate courses” that “will best serve the interests of this state,” “award...degrees and diplomas,” and “adopt personnel rules.” Additional information about the board and its policies is available on the Arizona Board of Regents Web site (2).

6. “Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.”

The Governor of Arizona appoints eight regents to eight-year terms, naming two new members in alternate years to replace those whose terms expire. A one-year student regent appointment rotates among the three universities. The governor and the state superintendent of public instruction serve as ex officio members of the Arizona Board of Regents. Board members represent a variety of professions and backgrounds, though none may be employed by the University during his or her term. All regents are public members.

7. “It has an executive officer designated by the governing board to provide administrative leadership for the institution.”

A.R.S. 15-1626-A.2 requires the ABOR to appoint and employ the president and the other employees of the University of Arizona. The University’s chief administrative officer is Peter Likins, who became the institution’s 18th president in October 1997.

8. “Its governing board authorizes the institution’s affiliation with the Commission.”

The University was first accredited in 1917, and it has maintained its NCA accreditation continuously for the past 82 years. The Arizona Board of Regents authorizes the affiliation of the University of Arizona with the Commission (ABOR Policy 2-402).
Faculty

9. "It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution."

The University of Arizona is a doctoral-granting research institution. As of fall 1998, 98% of the 1,627 faculty held terminal degrees from recognized institutions appropriate to their current educational and research assignments.

10. "A sufficient number of the faculty are full-time employees of the institution."

In fall 1998, 1,627 employees (1,590 FTE) were tenured or tenure-eligible instructional faculty. This number includes department heads.

11. "Its faculty has a significant role in developing and evaluating all of the institution's educational programs."

Faculty members propose courses that are evaluated by department colleagues, usually through the curriculum committee. Academic programs also are initiated and developed by faculty, subject to approval by the department, college, University faculty (through the Faculty Senate), and the ABOR. The recommendation for a new academic program must identify the faculty who will be involved in the program.

Every seven years, departmental programs undergo an Academic Program Review (APR), for which faculty prepare a self-study. The self-study and its review by UA and external academic experts provide an excellent mechanism for regular evaluation of academic programs and departmental units.

Educational Program

12. "It confers degrees."

The University of Arizona confers baccalaureate, master's, doctoral, professional, and specialist degrees. In 1997-98, 7,279 degrees were conferred – 5,272 baccalaureate, 1,274 master’s (including specialist degrees), 411 doctoral, 160 J.D., 104 M.D., and 58 Pharm.D. degrees.

13. "It has degree programs in operation, with students enrolled in them."

Eleven University of Arizona colleges conduct bachelor’s degree programs in 120 fields. (See the list of degree-granting colleges in Chapter 2.) Undergraduate majors in recognized fields of study are described in the University catalog (16). The colleges of Medicine, Law, and Pharmacy and the Graduate College administer graduate and professional degree programs, including 125 master’s (including specialist degrees), 91 Ph.D., and 3 first professional programs (17). In fall 1998, total undergraduate enrollment (head count) was 26,157. First professional, medical, and graduate students added another 8,170, for a total University enrollment of 34,327.

14. "Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level."

The University of Arizona is a public, land-grant, teaching and Research I university that offers programs in nearly all recognized academic disciplines. (See item 13, above.) The University's degree programs reflect the needs of its constituency, respond to social changes, and incorporate emerging technologies.
15. “Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.”

Degree names generally conform to the nomenclature used by the National Center for Educational Statistics and found in the Classification of Instructional Programs (9). The programs are consistent in length and content with national norms. The baccalaureate-degree requirement, a minimum of 120 semester hours, includes at least 42 hours in upper-division (junior-level or senior-level) courses. At least 40 of the University’s degree programs, and all programs in the College of Medicine, are regularly evaluated by national accrediting agencies and conform in content and length to the agencies’ standards (9).

16. “Its undergraduate degree programs include a coherent general education requirement consistent with the institution’s mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.”

A rigorous and coherent general education program is essential to the University curriculum, imparting the knowledge, experiences, and skills students need as preparation for balanced, productive lives.

Accordingly, the University developed new general education requirements, which took effect in fall 1998. The general education program provides breadth of knowledge to balance and complement more specialized study in the major. This University-wide requirement has three components totaling approximately 47 semester hours (depending on student proficiencies at entrance): Foundations (mathematics, composition, second language); Tier One (six courses in traditions and cultures, individuals and societies, and natural sciences); and Tier Two (four courses in arts, individuals and societies, humanities, and natural science).

17. “It has admission policies and practices that are consistent with the institution’s mission and appropriate to its educational programs.”

The University designed its admission policies to facilitate access and equity and to maintain the quality of its educational programs. The Arizona Board of Regents plays the primary role in setting these policies.

As the state’s land-grant institution, the University of Arizona must serve its primary constituency—the state of Arizona—while ensuring access to all qualified students. Accordingly, the UA admits academically strong students (in the top half of the high school graduating class) who have completed the required high school courses. (Admission criteria are delineated in Chapter 5.) When the institution accepts students with requirement deficiencies or modest scholastic attainments, they may benefit from the University’s numerous academic support programs.

To pursue a graduate degree, a student must be accepted by both the Graduate College and the department offering the desired program of study (17).

18. “It provides its students access to those learning resources and support services requisite for its degree programs.”

The University of Arizona offers abundant academic and personal support resources. They include libraries, computing and telecommunication resources, laboratories, studios, museums, academic and career advising, personal counseling, residence halls, eating facilities, a health center, campus recreational facilities and programs, services for students with learning and physical disabilities, a free shuttle service, and various conveniences such as a post office, banking machines, and retail stores.
Finances

19. "It has an external financial audit by a certified public accountant or a public audit agency at least every two years."

The University of Arizona is audited annually by the State of Arizona Office of the Auditor General.

20. "Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs."

The Arizona state constitution authorizes the legislature to appropriate funds for the operation and maintenance of the state universities. The direction and control of all state-appropriated funds for use by state universities are vested in the Arizona Board of Regents. In addition to its share of state-appropriated general revenues, the University receives funds from appropriated and retained tuition and fees, governmental and private grants and contracts, private gifts, and income from the operation of auxiliary enterprises. The University of Arizona makes allocations and expenditures in accordance with state law and an annual budget.

21. "Its financial practices, records, and reports demonstrate fiscal viability."

The University of Arizona is well positioned financially to continue its important educational role within the state. The financial strength of the institution is evident in strong and diverse instruction, research, and public-service programs; a manageable debt load made possible by academic and research funding sources and auxiliary enterprises; and a diversified revenue stream that supports resource demands – all contributing to solid and growing financial reserves.

The University maintains its accounts in accordance with generally accepted principles of fund accounting for public colleges and universities. The institution is subject to periodic evaluation by financial rating organizations and currently enjoys top ratings from Moody’s Investors Service (A1 bond rating), and Standard and Poor’s Rating Group (AAA). Additional information on the institution’s financial status is included in the online annual financial reports at the Financial Services Office Web site (14).

Public Information

22. "Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators."

The University’s mission statement, educational programs, degree requirements, learning resources, policies (including academic, admission, tuition, and resident and nonresident provisions), and faculty credentials are delineated in the General Catalog and Graduate Catalog, which are published online (16, 17). The Graduate Catalog also is available in printed form. Student tuition and fees, and policies pertaining to their payment, are included in the Schedule of Classes published each semester.

23. "It accurately discloses its standing with accrediting bodies with which it is affiliated."

The North Central Association’s accreditation of the University of Arizona, and other organizations’ accreditation of University programs, are documented annually and reported to the ABOR. A complete list of University of Arizona program accreditations and affiliations is online in the 1998-99 University of Arizona Fact Book (9).
24. "It makes available upon request information that accurately describes its financial condition."

As a public entity of the state of Arizona, the University publishes its financial condition through the annual Auditor's Report of the State Attorney General's Office and the UA Annual Financial Report, which also includes the section "Supplemental Schedule of Federal Financial Assistance (1)." These documents are available at the University Library and in various UA administrative offices.

Conclusion

The University of Arizona satisfies the General Institutional Requirements of the North Central Association.

**Federal Compliance**

Several requirements for accrediting agencies that seek federal recognition were put into law in the 1992 Amendments to the Higher Education Reauthorization Act. The North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, holds federal recognition as an approved accrediting agency. Through this recognition, the commission's affiliated institutions qualify for a variety of federal financial aid programs.

Institutions seeking NCA accreditation must meet the following standards for federal compliance.

**Credits, Program Length, and Tuition (Commission Policy I.C.9.)**

The University of Arizona calculates credit hours by semester. A formal curriculum process, involving department, college, and University curriculum committees, evaluates credit hours for proposed courses. New courses and course modifications must receive approval by the Faculty Senate before they are forwarded to the ABOR for authorization.

The University's academic programs are consistent in length and content with national norms. Undergraduate students must complete at least 120 hours for the bachelor's degree, with at least 42 of these hours at the upper-division level. Each UA college and school has its own program and curriculum requirements, which are published online in the General Catalog and the Graduate Catalog (16, 17).

The Arizona Board of Regents sets tuition for all three state universities, including the University of Arizona. In 1998-99, the annual tuition and fees for UA undergraduate and graduate students were $2,158 for residents and $9,110 for nonresidents, ranking the UA 31st and 29th, respectively, among public AAU institutions (9).

The ABOR recently approved tuition surcharges in certain disciplines based on evidence of higher educational costs in these areas. In 1998-99, for example, continuing students in Law, MBA, and MIS programs paid an additional $2,000, while new Law students paid an extra $2,376. Pharmacy students (first professional only) paid a tuition supplement of $1,500. Annual resident registration fees for College of Medicine students were $8,430 -- the college does not admit nonresident students.

The University publishes its tuition and fees through a variety of channels including student handbooks, recruitment materials, and UA Web sites.

**Institutional Compliance with the Higher Education Reauthorization Act (Commission Policy I.A.5.)**

As an accredited institution, the University of Arizona complies with Title IV, Student Assistance, of the Higher Education Reauthorization Act of 1992. UA cohort default rates published
by the U.S. Department of Education are listed below. The 1997 UA default rate compares favorably with the state average (9.6%) and the national average (8.8%).

FY 1995: 6.3%
FY 1996: 6.8%
FY 1997: 6.3%

With respect to Title IV compliance, the University's status with the U.S. Department of Education does not in any way affect its status with the Commission.

Institution's Advertising and Recruitment Materials
(Commission Policy IV.B.2.)

The University of Arizona ensures that all its advertising materials, publications, and statements – including those originating at external sites with which the UA is affiliated – accurately describe the institution. The president's office and other UA executive offices offer all constituencies access to the NCA address and telephone number upon request. University of Arizona documents that refer to the institution's affiliation with the commission are being revised to include the commission's address and telephone number.

Professional Accreditation (Commission Policy III.A.1.)

Many University programs hold specialized accreditation. None of the programs or accrediting agencies involves either one-third of the University's offerings or students.

Requirements of Institutions Holding Dual Institutional Accreditation (Commission Policy III.A.3.)

The NCA is the only regional body granting institutional accreditation to the University of Arizona.

Institutional Records of Student Complaints
(Commission Policy IV.B.4.)

To comply with federal regulations, the Commission expects affiliated institutions to maintain records of the formal, written student complaints filed with the offices of major institutional officers. This policy was adopted by the Commission in February 1998, and requires that institutional records cover the period from September 1998 to the date of the evaluation visit.

At the University of Arizona, a system for tracking student complaints was put in place prior to September 1998, the NCA deadline. The president's office, the provost's office, and the office of campus life have processes through which students may submit formal written complaints. As of October 1999, the three offices have received 31 complaints, although not all were in writing.
NCA 2000: THE UNIVERSITY OF ARIZONA
SELF-STUDY STEERING COMMITTEE

Anne E. (Betty) Atwater
Co-chair
Professor and Associate Head, Physiology, and Director, School of Health Professions

Randall M. Richardson
Co-chair
Associate Vice President, Undergraduate Education Professor, Geosciences

Francisco V. Aguilar
President (1999-2000), Associated Students of the University of Arizona (ASUA)
(Replaced Tara Taylor, former ASUA President, on Steering Committee)

John Carter
Citizen, Tucson Community

Art Chapa
Citizen, Tucson Community, and Former Member, Arizona Board of Regents

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Edward G. Frisch
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A. Jay Gandolfi
Assistant Dean, Research and Graduate Affairs, College of Pharmacy

Jane H. Hill
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Jerrold E. Hogle
University Distinguished Professor, English, and Chair of the Faculty

Douglas E. Jones
Librarian, Science and Engineering Library

Patricia R. Perkins
Administrative Associate, College of Agriculture Former President (1998-99), Staff Advisory Council

Laura Roberts
President (1999-2000), Graduate and Professional Student Council (GPSC)
(Replaced Barbara Cohen, former GPSC President, on Steering Committee)

Joaquin Ruiz
Professor and Department Head, Geosciences Chair, Strategic Planning and Budget Advisory Committee

Larry C. Schooley
Professor, Electrical and Computer Engineering Vice Chair of the Faculty and Presiding Officer of the Faculty Senate

Maurice J. Sevigny
Dean, College of Fine Arts

Francis C. Sherlock
Manager, TV Production/Operations, KUAT Communications Chair (1998-99), Appointed Personnel Organization

Kenneth R. Smith
Professor, Economics

Saundra L. Taylor
Vice President, Campus Life
# NCA 2000: THE UNIVERSITY OF ARIZONA WORKING TEAMS

## Working Team 1: Institutional Mission

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Carrie Braden</td>
<td>Professor, College of Nursing</td>
</tr>
<tr>
<td>*Roger Caldwell, Chair</td>
<td>Professor and Director of Educational Communications and Technology, College of Agriculture</td>
</tr>
<tr>
<td>**John Carter</td>
<td>Citizen, Tucson Community</td>
</tr>
<tr>
<td>Lawrence Evers</td>
<td>Professor and Department Head, English</td>
</tr>
<tr>
<td>Christopher Impey</td>
<td>Professor, Astronomy</td>
</tr>
<tr>
<td>Jay Rochlin</td>
<td>Associate Director, Alumni Office</td>
</tr>
<tr>
<td>**Joaquin Ruiz</td>
<td>Professor and Department Head, Geosciences, and Chair of SPBAC</td>
</tr>
<tr>
<td>Alice Stilwell</td>
<td>Administrative Associate, Honors Center</td>
</tr>
<tr>
<td>Katherine Staab</td>
<td>Undergraduate Student, College of Business and Public Administration</td>
</tr>
<tr>
<td>Dudley Woodard</td>
<td>Professor, Higher Education</td>
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## Working Team 2: Human, Physical, and Financial Resources

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Davis</td>
<td>Assistant Director, Business Services, Facilities Design and Construction</td>
</tr>
<tr>
<td>Elizabeth Harrison</td>
<td>Associate Director, University Teaching Center</td>
</tr>
<tr>
<td>Patricia Hutton</td>
<td>Assistant Vice President, Human Resources</td>
</tr>
<tr>
<td>Jo Leeming</td>
<td>Business Manager, Sr., Chemical and Environmental Engineering</td>
</tr>
<tr>
<td>Emily Montgomery</td>
<td>Undergraduate Student, College of Agriculture</td>
</tr>
<tr>
<td>Richard Roberts</td>
<td>Assistant Vice President, Budget Director, Budget Office</td>
</tr>
<tr>
<td>Robert Sankey</td>
<td>Director, Academic Projects</td>
</tr>
<tr>
<td>**Maurice Sevigny</td>
<td>Dean, College of Fine Arts</td>
</tr>
<tr>
<td>Nancy Stautz</td>
<td>Special Assistant to the Vice President, Campus Life</td>
</tr>
<tr>
<td>*Carla Stoffle, Chair</td>
<td>Dean, University Libraries and Center for Creative Photography</td>
</tr>
<tr>
<td>Malcolm Zwolinski</td>
<td>Professor, Watershed Management, Renewable Natural Resources</td>
</tr>
</tbody>
</table>

## Working Team 3: Performance (Instruction)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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</thead>
<tbody>
<tr>
<td>**Barbara Cohen</td>
<td>Graduate Student, Past President, Graduate and Professional Student Council</td>
</tr>
<tr>
<td>Richard Cosgrove</td>
<td>University Distinguished Professor, History</td>
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<tr>
<td>*/**David Cox, Chair</td>
<td>Associate Dean, Academic Programs, College of Agriculture</td>
</tr>
<tr>
<td>Michelle Denham</td>
<td>Undergraduate Student, College of Humanities</td>
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<tr>
<td>Felicia Hermann</td>
<td>Administrative Assistant, Residence Life</td>
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<tr>
<td>Wanda Howell</td>
<td>Associate Professor, Nutritional Sciences</td>
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<tr>
<td>Gwendolyn Johnson</td>
<td>Research Specialist, Sr., Office of Curricular and Enrollment Research</td>
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<tr>
<td>Nancy Koff</td>
<td>Associate Dean, Curricular Affairs, College of Medicine</td>
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<tr>
<td>William McCallum</td>
<td>Professor, Mathematics</td>
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<tr>
<td>Terri Riffe</td>
<td>Director, University Teaching Center</td>
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<tr>
<td>**Larry Schooley</td>
<td>Professor, Electrical and Computer Engineering, and Vice Chair of the Faculty</td>
</tr>
<tr>
<td>John Schwarz</td>
<td>Professor, Political Science, and Senior Faculty Associate to the President</td>
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# Working Team 4: Performance (Research)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/current affiliation</th>
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</thead>
<tbody>
<tr>
<td>Judith Becker</td>
<td>Acting Director, Social and Behavioral Sciences Research Institute</td>
</tr>
<tr>
<td>John Brobeck</td>
<td>Associate Professor, Music</td>
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<td>**Michael Cusanovich</td>
<td>Professor, Biochemistry, and Director, Arizona Research Laboratories</td>
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<tr>
<td>Sheri Delp</td>
<td>Undergraduate Student, College of Science</td>
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<tr>
<td>**A. Jay Gandolfi</td>
<td>Assistant Dean, Research and Graduate Affairs, College of Pharmacy</td>
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<tr>
<td>Robert Gonzales</td>
<td>President and CEO, Greater Tucson Economic Council</td>
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<tr>
<td>John Hildebrand</td>
<td>Regents Professor, Arizona Research Labs</td>
</tr>
<tr>
<td>**Jane Hill</td>
<td>Regents Professor, Anthropology</td>
</tr>
<tr>
<td>Colin Kaltenbach</td>
<td>Vice Dean, College of Agriculture and Director, Agricultural Experiment Station</td>
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<tr>
<td>Tyson Kinnick</td>
<td>Graduate Student, Physiological Sciences Graduate Interdisciplinary Program</td>
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<tr>
<td>Chestaleine Pintozzi</td>
<td>Associate Librarian, University Library</td>
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<tr>
<td>Richard Powell</td>
<td>Vice President, Research and Graduate Studies</td>
</tr>
<tr>
<td>*Soroosh Sorooshian, Chair</td>
<td>Professor, Hydrology and Water Resources</td>
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# Working Team 5: Performance (Outreach)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/current affiliation</th>
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<tbody>
<tr>
<td>Cassandra Brock</td>
<td>Undergraduate Student, College of Agriculture</td>
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<tr>
<td>**Art Chapa</td>
<td>Citizen, Tucson Community, and Former Member Board of Regents</td>
</tr>
<tr>
<td>Marie (Toni) Griego-Jones</td>
<td>Department Head, Teacher and Teaching Education</td>
</tr>
<tr>
<td>Anita McDonald</td>
<td>Dean, Extended University and Summer Session</td>
</tr>
<tr>
<td>Dona Pardo</td>
<td>Coordinator, Continuing Education, College of Nursing</td>
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<tr>
<td>*Andrew Polk, Chair</td>
<td>Department Head, Art</td>
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<tr>
<td>Jack Roberts</td>
<td>Administrative Associate, Agriculture Extension, College of Agriculture</td>
</tr>
<tr>
<td>**Francis Sherlock</td>
<td>Manager, TV Production/Operations, KUA T Communications Group</td>
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<td>Steve Villaescusa</td>
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# Working Team 6: Assessment

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# Working Team 7: Continued Effectiveness

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Chapter 2

Institutional Overview
CHAPTER 2: Institutional Overview

Introduction

This chapter contains an overview of the University of Arizona, a summary of significant developments at the University during the past decade, responses to observations by the 1990 North Central Association Evaluation Team, a description of the president’s prioritization principles for decision making, and a summary of the University’s progress toward achieving its vision as a preeminent student-centered research university.

The University of Arizona

Higher Education in Arizona

The Arizona Board of Regents (ABOR) is the governing body of Arizona’s public-university system, which consists of Arizona State University (ASU), Northern Arizona University (NAU), and the University of Arizona (UA). The governor appoints the ABOR members subject to senate confirmation. Each regent serves an eight-year term, with the exception of the student regent, who serves a one-year term. All regents have voting privileges, and ABOR members elect officers to annual terms beginning each July 1. The governor and the state superintendent of public instruction serve as ex officio members of the ABOR.

The Joint Legislative Budget Committee (JLBC) and the governor’s Office of Strategic Planning and Budgeting (OSP) play significant roles in university appropriations and planning. JLBC makes recommendations to the legislature regarding all facets of the state’s budget, revenues and expenditures, future fiscal needs, and government organization and functions. OSPB performs similar functions for the executive branch. It serves as a central resource for the compilation and analysis of state fiscal matters, advises the governor in budget preparation, and advocates for the governor’s proposed budget during legislative deliberations.

University of Arizona – Main Campus

The University of Arizona is in its second century of service. Classes met for the first time in 1891, with 32 students and 6 teachers in two colleges – Agriculture and Mines – housed in one building on the 40-acre campus. That building, Old Main, still stands.

The University is a public land-grant institution with a three-fold mission of teaching, research, and public service. Today, the University is one of the top 20 research universities in the nation, with 34,327 students, 12,781 faculty and staff members, and a 352-acre campus (9). The UA is the largest employer in Pima County and the fourth largest in Arizona. The University’s economic impact on Pima County in fiscal 1997-98 – felt directly, through University employment and wages, and indirectly, through jobs, wages, and sales resulting from the University’s activities, employees, students, and visitors – was 40,911 jobs and $1.86 billion in wages and sales according to a 1999 study.

The University of Arizona offers an array of educational programs and support services that attract an excellent and diverse student body. As a highly ranked research institution, the UA carries out significant scholarly and creative research and integrates its discoveries into the educational experience. The University’s educational, research, and public service programs address local, state, national, and international needs through many collaborative arrangements.

The University’s economic impact on Pima County in fiscal 1997-98 was 40,911 jobs and $1.86 billion in wages and sales.

UA Economic and Revenue Impact Analysis, 1997-98
The University's 15 colleges and several of its major departments, centers, and other academic units, typify the program areas of all leading Research I institutions. A list of UA colleges and selected statistics appears below.

**Colleges (degree granting)**
- College of Agriculture
- College of Architecture
- Eller College of Business & Public Administration
- College of Education
- College of Engineering & Mines
- College of Fine Arts
- College of Humanities
- James E. Rogers College of Law (graduate only)
- College of Medicine (graduate only)
- College of Nursing
- College of Pharmacy (graduate only)
- College of Science
- College of Social & Behavioral Sciences
- Arizona International College
- Graduate College (graduate only)

**UA Statistics [1998-99]**
- **Degree Programs:**
  - 120 undergraduate
  - 125 masters & specialist
  - 91 doctoral
  - 3 professional
- **Tuition:**
  - In-state: $2,158/yr
  - Out-of-state: $9,110/yr
- **Annual payroll:** $457.5 million
- **NSF Ranking (1996-97):**
  - 13th among U.S. public universities
  - 19th among all U.S. universities

**Related Academic Units**
- Honors College
- University College

In fall 1998, 34,327 students – including 8,170 graduate, medical, and first professional students – enrolled in courses on campus, through correspondence, via television, or at sites throughout the state. Students represent all 50 U.S. states and 124 foreign countries. Approximately 23% of UA freshmen are members of minority groups, which reflects the University's commitment to diversity. The 1997-98 graduating class numbered 7,279, including recipients of 5,272 bachelor's, 1,265 master's, 9 specialist, 411 doctoral, 160 law, 104 medical, and 58 pharmacy degrees.

More than 1,600 faculty teach students in classrooms and laboratories, work individually or with colleagues on new discoveries, and apply their knowledge in solving problems. Many faculty members have earned honors and awards both in the United States and abroad. (See Chapter 5.) There are 2,460 graduate associates and assistants who aid in teaching and research. Including academic professionals, administrative, and support staff, the University employed 12,781 people in 1998-99 for an annual payroll of $457.5 million.

As a land-grant institution, the UA has a profound responsibility to the state. To accomplish its extensive mission, the University coordinates the efforts of its components – the main campus as well as the Arizona Health Sciences Center and the University of Arizona South – (both of which are discussed in greater detail below). Each component follows its own strategic plan. Throughout the University, however, planning procedures support not just coordination but synergy in carrying out the institution's mission and purposes.

**Arizona Health Sciences Center**

The Arizona Health Sciences Center (AHSC) covers 48 acres and employs nearly 5,000 people. AHSC includes the colleges of Medicine, Nursing, and Pharmacy; the School of Health Professions; the faculty medical practice, University Physicians, Inc. (UPI); and the 312-bed teaching hospital, University Medical Center (a separate nonprofit corporation). AHSC is a major Arizona health-care resource. Among its diverse student body exploring many health care disciplines, about 100 students graduate each year with degrees in medicine; nearly 200 graduate students pursue degrees in public health, pharmacy, nursing, microbiology and immunol-
ogy, and cell biology and anatomy; and more than 300 undergraduate students study nursing, physiological sciences, medical technology, and health education.

Within AHSC, 12 Centers of Excellence have been established for interdisciplinary research: the Cancer Center, Steele Memorial Children’s Research Center, Respiratory Sciences Center, University Heart Center, Arthritis Center, Arizona Prevention Center, Arizona Emergency Medicine Research Center, Center on Aging, Arizona Poison and Drug Information Center, Center for Health Outcomes and PharmacoEconomic Research, Center for Toxicology, and Valley Fever Center. Each center is dedicated to caring for patients, treating and preventing disease, conducting research, and improving the lives of all Arizonans.

In this era of managed care, AHSC, as an academic health center, serves all Arizona citizens. Faculty participate in establishing and operating clinics and health-care programs, particularly in rural areas. Medical students take part in rural rotations across Arizona, living and learning in communities ranging from southern border towns to remote Native American communities in the north.

Each year, AHSC brings more than $85 million into the state’s economy in research grants and gifts. Basic, clinical, and applied research yields lifesaving discoveries and state-of-the-art treatment for patients. Arizona’s biotechnology industry is based on spin off companies from AHSC research innovations. Translating research into methods that provide relief from suffering, prevention of disease, effective teaching and learning, and needed health services are the goals of Arizona Health Sciences Center faculty, students, and staff.

University of Arizona South

For nearly half a century, since well before the 1964 founding of Cochise Community College in Douglas, the University of Arizona has offered credit courses and degree programs in the Sierra Vista/Fort Huachuca community. In the late 1970s, when Cochise Community College established a Sierra Vista Campus, the University of Arizona curtailed its lower-division offerings in Sierra Vista and focused on upper-division and graduate courses. Occasional UA lower-division classes responded to community needs not met by Cochise Community College. Before 1988, UA classes offered in Sierra Vista received no state appropriation and were self-supporting.

In fall 1984, the Fort Huachuca military post was electronically connected to classrooms on the University of Arizona main campus. Live microwave transmission from the UA Harvill Building to the Army Education Center enabled Fort Huachuca students to earn master’s degrees in electrical and computer engineering and enroll in specialized certification programs and classes. In 1992, the University assumed responsibility for maintaining the transmission equipment, further strengthening the relationship between the University and the Sierra Vista and Fort Huachuca communities.

The University of Arizona Division of Continuing Education in Tucson scheduled classes in Sierra Vista/Fort Huachuca until the early 1980s. In 1987, a part-time UA program coordinator began operating out of Cochise Community College’s student services area in Sierra Vista. Classes, still self-supporting, were taught by part-time faculty approved by the home departments on the main campus.

The ABOR designated the Sierra Vista Program Center an official off-campus center effective fall 1988. With the center’s new status came state funding to expand services, employ a director and staff, and most important, hire permanent faculty. On March 9, 1995, the ABOR voted unanimously to designate the Sierra Vista Campus an official branch campus of the University of Arizona. As such, the campus could request separate funding from the Arizona Legislature in 1996 to support degree programs and student services provided in southern Arizona and northern Mexico. In recognition of the Sierra Vista campus’s substantial role in southern Arizona, the ABOR approved its new name – the University of Arizona South – on April 15, 1999. (UA South academic programs are described in Chapter 5.)
In May 1998, UA South applied to the North Central Association for candidacy. NCA has postponed action on the application until the University of Arizona re-accreditation review has been completed in February 2000.

With continuing support from the UA main campus, the communities it serves, the governor, and the legislature, UA South can build on its history of excellence in undergraduate and graduate education well into the 21st century. (See Appendix D for additional information on UA South.)

Arizona International College

In 1992, the ABOR adopted a plan to address anticipated enrollment growth to the year 2015 and recommended that new four-year campuses be established in Maricopa and Pima counties. The University of Arizona was charged with developing the new campus in Pima County.

In October 1993, the ABOR approved plans for a new four-year institution in Pima County, initially affiliated with the University of Arizona, but eventually independent. The Arizona legislature appropriated $1.5 million for fiscal 1995 to support planning.

In January 1996, the Arizona International Campus (AIC) opened at the University of Arizona Science and Technology Park, with an undergraduate program emphasizing a multicultural, global perspective through the study of the liberal arts. AIC's educational philosophy focuses on quality, clear outcomes, and a formalized assessment program integral to the overall educational program. (For additional information about AIC academic programs, see Chapter 5.)

AIC developed its own mission statement and guiding principles and secured an executive vice president and provost to lead further planning efforts. Funding levels, however, were insufficient for library facilities, science labs, and classroom space. In July 1998, Arizona International Campus moved to the UA main campus and became Arizona International College. AIC gained a three- to five-year period to build enrollment warranting physical separation or organizational independence from the main campus. Negotiations now in progress may lead to AIC's physical separation in 2003, preserving current organizational relationships. Regardless of the outcome, the concept of a multicultural, technologically sound, undergraduate program with a global perspective is being preserved for AIC students. AIC awarded its first bachelor's degree in May 1999. (See Appendix E for more information on the Arizona International College.)

Significant Developments at the University of Arizona, 1990-1999

During the 1990s, the University made impressive gains – improving the student academic experience, integrating research and creative scholarship into the curriculum, strengthening evaluation processes, enriching the campus environment, and serving its constituents more effectively in many other ways.

Among the accomplishments of the University since 1990 are the following:

- The Strategic Planning and Budget Advisory Committee (SPBAC) and policies promoting shared governance have increased the involvement of faculty, staff, and students in University planning and decision making. Two programs that laid the groundwork for more inclusive decision-making procedures during the early 1990s were the Program for the Assessment of Institutional Priorities (PAIP) and Continuous Organizational Renewal (CORe). (See Chapter 4.)

- Substantial investments have been made to renovate classrooms, construct new facilities, modify existing buildings, and enhance the campus infrastructure (particularly in telecommunication and information technology). These improvements provide an
environment that supports excellence in the instruction and research pursuits of students and faculty, and in the administrative processes that advance the University’s educational mission. (See Chapter 4.)

- The portfolio of the vice president for campus life was reorganized to include responsibility for human resources, health and wellness, student life, and cultural offerings. The Division of Campus Life strives to work in partnership with students, faculty, and staff from all areas of campus to build a community that is open, inclusive, and diverse. (See Chapter 4.)

- Diversity and access have exhibited positive trends, as illustrated by continued progress in minority student recruitment and retention, modest growth in the numbers of new woman and minority faculty, and attention to salary equity issues for women on the faculty. However, there remains substantial room for improvement in these areas. (See Chapter 4.)

- Undergraduate education has benefited from a major refocus, supported by initiatives such as creation of a vice president for undergraduate education position, a new University-wide general education program, a Freshman Year Center, and First Year Colloquia. The University also has directed greater support for student retention, advising, and progress toward graduation. (See Chapter 5.)

- Faculty are involved, more than ever, in teaching at the undergraduate level, particularly in lower-division courses. Excellence in teaching at all levels is rewarded through University Distinguished Professorships and a variety of teaching awards bestowed by academic programs and colleges. (See Chapter 5.)

- The post-tenure review process, now part of each tenured faculty member’s annual performance evaluation, assesses and recognizes accomplishments in teaching, research, service, and outreach. Supportive faculty development programs are offered and encouraged for faculty in areas where needed improvements are identified. (See chapters 5 and 8.)

- Extramural funding for research rose 92% and funding for other awards increased 168% between fiscal 1989 and 1998. (See Chapter 6.)

- The University remains ranked among the top 20 U.S. universities (based on NSF research expenditure rankings), through faculty achievements in research productivity and creative scholarship; and earned improved rankings from other distinguished national organizations in a wide range of disciplines. (See Chapter 6.)

- Commitment to the concept of a student-centered research university is exemplified by expanded efforts to integrate research and creative scholarship into the curriculum. Opportunities for students to pursue these activities are available through independent study, undergraduate thesis, and capstone experiences. (See Chapter 5.)

- Graduate Interdisciplinary Programs (IDPs) have expanded in several areas, and their importance in graduate instruction and research has grown. The University’s graduate interdisciplinary programs are now among the strongest in the nation. (See Chapter 6.)

- Outreach activities are flourishing not only among colleges with rich outreach traditions but in areas where outreach emphasis is comparatively new. Information-technology and electronic-communication advances have been instrumental in outreach growth. (See Chapter 7.)

- The establishment of a new branch campus, University of Arizona South, solidified outreach to southern Arizona. (See “University of Arizona South” earlier in this chapter.)

- Appointment of a new vice president for university advancement demonstrated the high priority placed on effective communication with external constituents (including friends, alumni, and government officials), consolidation of new fundraising initiatives, and promotion of the University throughout the state and beyond. (See chapters 5 and 7.)
A reorganized Academic Program Review (APR) process was reinstated in 1995 and prescribes evaluation of each academic program at least every seven years. Each APR must now describe how the program assesses student learning outcomes and evaluates its educational, research, service, and outreach activities. The program review team now includes a recent graduate and a representative of the public. (See Chapter 8.)

Assessment is integrated into the planning process, as illustrated by the UA strategic plan's goals, objectives, and measures; the Undergraduate Education Outcome Measures; the Annual Report Card of the Arizona University System; and SPBAC's 1998 "environmental scan." (See chapters 4, 5, 6, 7, 8, 9, and 11.)

Responses to Observations in the 1990 NCA Evaluation Team Report

Accreditation reviews yield information and offer recommendations to improve the institution. The 1990 NCA Evaluation Team identified seven areas of concern. Each appears below with a summary of the University's response.

1. "The administration's affirmative action policy appears to be only minimally accepted by the predominantly white, male faculty."

In 1998, 26% of the University's tenured and tenure-track faculty were women, compared to 18% in 1989; 11% of all tenure-track faculty were from underrepresented groups, up from 9% in 1989. (See chapters 4 and 7 for more information about progress in affirmative action.)

Progress of tenured women has been particularly striking between 1989 and 1998, with the number of female full professors increasing from 69 to 111, and associate professors increasing from 94 to 166. The number of assistant professors remained approximately the same at 124 in 1989 and 125 in 1998.

2. "The Target of Opportunity program needs to be clarified. The program began as a means of hiring faculty and personnel of exceptional distinction. The program has been extended to further efforts to recruit women and minority members of the faculty and administration."

The University of Arizona's Target of Opportunity program no longer exists. Greater diversity among UA faculty is developing through concerted recruiting and retention efforts.

Attracting faculty and other personnel of exceptional distinction remains a primary objective. The University energetically recruits outstanding candidates, works hard to support and retain them, recognizes their accomplishments, and promotes according to rigorous standards. (Some of the many honors and awards received by faculty members are described in Chapter 5.)

3. "The importance of the humanities, social and behavioral sciences, basic sciences and fine arts courses is widely understood in the academy, but the service courses in these colleges have become areas of low prestige and attendant neglect. It appears there is no overall plan for Arts & Sciences at the University, and the service courses have become a remedial operation, receiving the resources left over when the other groups have executed their plans."

In 1995, the College of Arts and Sciences was reorganized into four separate colleges: Science, Fine Arts, Humanities, and Social and Behavioral Sciences. Planning began for a University-wide general education curriculum to replace the curriculum then housed primarily in the arts and sciences. In fall 1998, after three years of preparation (including extensive faculty discussion and review), the new general education curriculum took effect. The University-Wide General Education Committee, composed of faculty members representing every college, is responsible for reviewing and approving all general education curriculum and course proposals and changes. Funds have been allocated to reinforce instruction in the general education
curriculum through technology workshops, faculty development activities, and support from graduate teaching assistants and undergraduate teaching preceptors.

4. “Undergraduate education is underfunded, and graduate education, faculty research, professional colleges and research institutes have fared better in the allocation of funds.”

Renewed emphasis on undergraduate education has produced striking progress. During the past decade, the University:

- formed the Task Force on Undergraduate Education under President Pacheco in 1991. The group’s 1992 report sparked discussion and change that is still in progress (23).

- adopted the Undergraduate Education Outcome Measures in 1994.

- established the position of vice provost for undergraduate education (September 1994; now vice president for undergraduate education).

- allocated resources to undergraduate education for initiatives such as the Freshman Year Center, the University Partner Advising Program, the Early Outreach Program, the University Learning Center, general education program restructuring, classroom renovations, and instructional technology grants.

- designed the Integrated Learning Center, now under construction on the UA mall, to enhance the freshman learning experience.

- shifted resources toward undergraduate colleges (particularly the arts and sciences) between 1994 and 1998. During this period, expenditures by the four arts and sciences colleges increased an average of 22.5%, almost double the 11.9% average increase in professional school expenditures.

5. “Within Arts and Sciences in particular there is curricular gridlock. The Team was told this gridlock is routine; and there seemed to be no reliable data on the extent of the problem.”

In the late 1980s, a sharp increase in the undergraduate population created greater demand for arts and sciences general education courses than could be met until the early 1990s. Since that time, the Office of Undergraduate Education was established and the assistant vice president for undergraduate education now ensures that ample general education class sections are available. The “gridlock” problem no longer exists, thanks in part to undergraduate general education program restructuring.

6. “Although some academic units are effectively engaged in planning, the NCA Team perceives a lack of effective, coordinated, and clearly expressed planning in some other academic units. ... The lack of strategic planning, given the high rate of change and limited resources, causes confusion, misunderstanding, inefficiencies, and most importantly, lack of academic balance among disciplines and undergraduate and graduate education.”

Instilling appreciation for planning has become a top priority at the University of Arizona. Every academic and nonacademic unit must develop a strategic plan. Begun in 1993, the Program for the Assessment of Institutional Priorities (PAIP) was instrumental in short-term budget planning for 1993-94 and in the strategic planning process completed in December 1993. The University prepares and submits to ABOR and the legislature its five-year strategic plan and annual updates (25). Additional planning efforts include the annual Arizona Master List of State Government Programs identifying goals and key performance measures for each
University program and subprogram, and the work of the University Strategic Planning and Budget Advisory Committee (SPBAC) and the Subcommittee on Campus Planning and Development (SOCPAD). SPBAC, as a central shared governance body, plays an important role in coordinating the University's strategic planning process. (See chapters 4 and 9 for additional information on planning.)

7. "The NCA Team is concerned that many members of the faculty feel that they are not at all involved in decision making in important academic matters. In part, we believe this attitude arises from a lack of effective communication on the part of the administration with the faculty."

During the 1990s, the University has aggressively promoted campuswide participation in decision making. In 1993, the Program for the Assessment of Institutional Priorities (PAIP) included a great many faculty, staff, and students in a comprehensive assessment of all University programs. In the 1995-96 academic year, faculty governance leaders and representatives of the administration began discussions to lay the groundwork for shared governance procedures. From the discussions came the document Guidelines for Shared Governance, which was reviewed and approved by the Faculty Senate and the University administration in September 1997 (10). One purpose of these guidelines was to "elaborate further details on the way the faculty and administration address certain issues...". In 1998, the UA Task Force on Extending Shared Governance (that is, extending governance to academic professionals, classified staff, and students) prepared an addendum, which further expanded campuswide participation in decision making (10). (See chapters 4 and 9 for additional details.)

**The President's Prioritization Principles**

In January 1998, three months into his new position, President Likins sought University-wide responses to his Discussion Paper on Priorities, in which he proposed principles for prioritization. Also widely distributed was an April 1998 follow-up letter, Continuing the Dialog (5). In October 1998, the president issued a news release presenting the revised prioritization principles and pledging to use them as a guide to decision making (22). In a letter to the campus community, President Likins reflected on applications for the principles, which accompanied the letter. He advocated their use in making many kinds of decisions, from budget recommendations to fund-raising priorities and even day-to-day time management.

These principles are presented here because they guide important decisions throughout the University, and because they are cited frequently in this report.

**Foundation Principles:**

1. The top priority (and virtually the only priority) of the University of Arizona is advancing learning through the integration of teaching, research and service to others.

2. The intellectual, moral and financial integrity of the University of Arizona must be preserved.

3. The University must serve the people of Arizona both individually and collectively.

4. No University can prosper unless it is favorably perceived by the people who finance and otherwise support it.

**Operating Principles:**

1. The learning experiences that deserve the highest priority are those that best prepare students for the lifetime of learning that will enable them to assume leadership roles in communities and lead productive and fulfilling lives.
2. We must build excellence by strategically developing and sustaining a competitive edge for the University of Arizona, recognizing that this goal can often best be achieved by collaboration among the strategic partners.

3. The University of Arizona must develop as an exemplary living and learning community.

4. Three special populations within the University community require special priority.
   - New students, especially freshmen
   - Outstanding scholars at all levels
   - Anyone who is directly or indirectly critical to the financial success of the University.

5. Priorities should conform with the mission, vision and goals of the University.

6. A key strategy must be a commitment to agility in response to unanticipated change.

7. As a general proposition, people deserve priority over things.

Our Vision of Becoming a Preeminent Student-Centered Research University

The Concept of a Student-Centered Research University

The concept of a student-centered university has several meanings, but principally it requires considering the University from the student viewpoint. At a student-centered university, student learning is paramount. Any assessment of a University activity must weigh its effect on students' development. For example, we need to ask whether student learning is improved by the way we teach, by the organization of the University, by the structure of the curriculum, and by the actions of faculty and staff.

The concept of a research university affirms that the institution cherishes its role in discovery and exploration. The research university is dedicated to the creation and organization of knowledge, to scholarly and creative endeavor in pursuit of quality of life, and to the preparation of succeeding generations for leadership that is enlightened by continuous learning and problem solving. Thus, the synthesis of student-centered and research attributes gives rise to a particular kind of university – one in which student learning and faculty research and creative activities reinforce and nurture one another.

Progress Toward Becoming a Preeminent Student-Centered Research University

At the University of Arizona, faculty, students, administrators, and staff have embarked on a project to advance the University as a "student-centered research university." Since the latter half of 1994, attention to curriculum revision, student advising and academic support services, faculty development, faculty reward and recognition systems, greater faculty involvement with students, a more hospitable campus climate, and other matters has advanced the institution toward its vision. As we continue to develop, the dynamic role of a student-centered research university remains a subject of collective discourse, study, and debate, and is a destination for constructive change.

University activities most pertinent to the quality of the undergraduate experience have been the primary focus of change. To enhance undergraduate education, the University has strengthened the curriculum, particularly in the area of general education; improved student
support services, especially those for freshmen and minority students; added opportunities for active learning and learning through discovery in independent study projects, research activities, and capstone courses; and cultivated a campus climate that imparts a sense of community and fosters caring, equity, and civility. (For details, see Chapter 5.)

Another part of the equation for improving the undergraduate experience is the University’s commitment to providing high-quality computing facilities, classrooms, and laboratories. The Integrated Learning Center, now under construction, will include the latest technology in classrooms and lecture halls and feature an information commons connected to the main library and supported by its staff. Major classroom renovations during the past five years have upgraded undergraduate classrooms and equipped them with the teaching technology required by the faculty.

One of the purposes of this Self-Study Report is to justify continued accreditation, which, we feel confident, our record of attainment supports. The other purpose of the report is to identify issues, initiatives, and ideas that will provoke examination and discussion and will ultimately improve the institution. It is our hope that the introduction, institutional overview, and evidence of progress in each criterion will help the institution realize its vision of a preeminent student-centered research university.

This chapter has introduced the theme of our Self-Study Report – The University of Arizona: A Student-Centered Research University. Subsequent chapters will deal with specific NCA criteria and will include examples of the University’s student-centered activities. Toward the end of the report, specifically in Chapter 10, “Student-Centered Research University,” we elaborate on our progress, current status, and suggestions for continued growth. We seek advice and other comments that will advance the institution toward its goals.
Chapter 3

Institutional Mission & Purposes
CHAPTER 3: INSTITUTIONAL MISSION AND PURPOSES

Criterion 1: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Introduction

The University of Arizona has clear and publicly stated purposes consistent with its mission as a state land-grant university and Research I institution. Since the 1990 NCA accreditation, the University has made substantial progress in articulating, communicating, and implementing its mission and purposes. The 1995 five-year strategic plan, Transformation Beyond the Year 2000, presents the University's mission and vision and their attendant goals, objectives, and strategies. The strategic plan and its annual updates are products of work by representatives of many campus constituencies. Preparation of the five-year strategic plan to take effect in the year 2000 already has begun.

The University's mission, vision, and strategic plan are the primary focus of this chapter. It describes how the University evaluates, communicates, and realizes its objectives. The institution's support for freedom of inquiry and its commitment to excellence are illustrated at the conclusion of the chapter.

Mission and Vision for the University of Arizona

During the mid-1990s, University representatives worked hard to define and reconcile the many purposes of this large, multifaceted institution. Considerable dialogue among constituents resulted in a formal mission statement of greater clarity and brevity than the 1990 eight-page version.

Mission: The University of Arizona, a distinguished public, land-grant, educational, and research institution, is dedicated to preparing students for an increasingly diverse and technological world and to improving the quality of life for the people of Arizona and the nation.

To accomplish its mission, the University provides superior undergraduate, graduate, and professional education; excels in basic and applied research and creative activities; and renders its scholarly achievements — many having regional, national, or international significance — accessible for the improvement of everyday life. The University embraces its land-grant mission, which mandates openness, accessibility, and service to the people of Arizona. The mission statement and its elaboration are prominent in the University's strategic plan and are included in many of the institution's publications (25).

The University, as it deliberated on the mission statement during the mid-1990s, developed a vision statement to denote the primacy of students and research in the institution. The University's vision statement defines the institution's prevailing challenge:

Vision: To be a preeminent student-centered research university.

Characterizing the appropriate integration of instruction and research has been difficult for the University of Arizona as it has been for other large state institutions of higher learning. The UA has communicated its vision across the campus community, has actively engaged students to work with faculty in learning by discovery, and has identified activities that befit a student-centered research university. Much work remains, however. Discussion, deliberation, and interpretation continue in pursuit of a common understanding and widespread support of this vision in the University community. (See Chapter 10 for more discussion of the University of Arizona's vision.)
President Likins has developed prioritization principles that clarify (for diverse interests and perspectives) the University’s direction (22). (The president’s prioritization principles are included in Chapter 2.) He has encouraged the University community to consider long-term critical issues and to adopt a comprehensive view of the institution.

The University is asking profound questions about its future in the context of transformations taking place in higher education. For example, universities are increasingly regarded as places where the focus is on learning as a fusion of the teaching, research, and service roles. This definition calls for reexamination of the means by which the UA pursues its purposes and mission.

Evolution of the Current Mission Statement

In 1992, the University established a Task Force on Mission as part of the Program for the Assessment of Institutional Priorities (PAIP). (See Chapter 4 for a description of PAIP.) The task force reviewed numerous reports and University activities identifying mission themes. It also defined principles for developing a mission statement and suggested approaches for setting priorities. The task force did not draft a new mission statement; its charge was “to define a set of mission principles and themes that will provide the foundation for the development of assessment criteria.” The task force published a report for campus review in the faculty-staff newspaper, La Que Pasa.

Building on this report, the University developed its current mission statement in 1995 as part of the Continuous Organizational Renewal (COR) process. (See Chapter 4.) Approximately 50 people, including the University’s president, vice presidents, deans, faculty leaders, and others, prepared the mission statement that, with minor changes, is now in effect.

Issues Related to the Mission

Interpreting and enacting the University’s mission are continual challenges given the pace of change in higher education. The mission statement must be general enough to serve diverse constituencies in a shifting environment. The University is large, complex, and also responsive, offering benefits that are many and varied. It cannot, however, be all things to all people. Therefore, the University of Arizona requires a basic and encompassing mission statement that reflects institutional goals, and the institution’s component units must articulate specific aspects of the mission and enact policies for fulfillment of these goals. Only through coordinated efforts of the University and its major units can mission, goals, policies, and practices complement and reinforce one another to achieve synergy rather than duplication and waste.

As is the case at comparable institutions, the University of Arizona is subject to the expectations of many internal and external constituents, producing significant tensions. On one hand, the UA is Arizona’s “flagship” land-grant university. Its highly regarded research and extension programs draw substantial private, federal, and other outside funding for the sake of progress in public education, industry, government, and science and technology, among other areas. To this end, the UA recruits and develops the most highly qualified students and faculty.

On the other hand, the UA is a state university expected to offer Arizona students (in the top 50% of their high school graduating classes) access to higher education that “is as nearly free as possible.” UA admission standards, compared to those of many other public “flagship” universities, are rather low.

The two objectives—supporting sophisticated programs for students and faculty on the frontiers of knowledge in many areas, and improving the retention and graduation rates for qualified but less well-prepared students—are not necessarily incompatible but can often seem dissonant.
Accordingly, the public, the Arizona Board of Regents, the legislature, national and international constituencies, and various public and private funding agencies at times exert contradictory political pressures. Acknowledging the many perspectives provides context and opportunity for further discussion of the University’s mission and purposes. As budget decisions more precisely reflect institutional goals and performance measures, the University must clarify and communicate its rationale as thoroughly as possible to all concerned parties.

The University of Arizona Strategic Plan

The Main Campus Strategic Plan: The strategic plan, Transformation Beyond the Year 2000, contains five goals for the main campus that emanate from the mission statement.

1. To improve educational activities and outcomes at the undergraduate, graduate and professional levels;
2. To increase the quality and quantity of University research and creative activity;
3. To strengthen University outreach to address needs of the community, state, and nation;
4. To improve the way that all members of the University community are supported; and
5. To transform the University’s infrastructure to support the University’s mission effectively and efficiently.

Objectives, strategies, and performance measures in the strategic plan indicate how each goal will be met and how progress will be evaluated.

A report titled Transforming the University: New Realities and Strategies was distributed to the campus community along with the 1995 version of the strategic plan (30). The report summarized a full-day conference held at the University on January 28, 1995. Provost Sypherd organized the conference to examine “the era of new realities [in higher education] defined by fewer resources and increased expectations...”. Intended as a “wake-up call” to the campus community, the report cautioned that social, economic, and political changes would require that new strategies be examined for all aspects of higher education, especially funding, administrative structure, faculty teaching methods, and employee productivity.

In 1997-98 the Strategic Planning and Budget Advisory Committee (SPBAC) conducted a study of the higher education environment in Arizona with emphasis on the economic, demographic, and pedagogical changes the University encounters (26). SPBAC – composed of faculty, staff, and administrative personnel – is responsible for developing and updating the University’s strategic plan, reviewing budget allocations, and advising the president and provost on budget priorities. (See Chapter 4 for a description of SPBAC.) The committee distributed its “environmental scan” titled The University of Arizona: 2000 and Beyond, via campus mail and publication in Lo Que Pasa, the faculty-staff newspaper. This year, SPBAC will begin work on the next five-year strategic plan, using as a basis its 1998 “environmental scan” and this self-study report.

The Arizona Health Sciences Center Strategic Plan: The Arizona Health Sciences Center (AHSC) consists of the colleges of Medicine, Nursing, and Pharmacy and the School of Health Professions. AHSC is affiliated with the University Medical Center, a state-of-the-art teaching hospital. Through that affiliation and through its specialty research centers, AHSC provides critical professional education, training, and cutting-edge research.

The Arizona Health Sciences Center Strategic Plan – 1999 Update (25) includes a mission statement that focuses on the center’s unique characteristics. Its mission mirrors that of the University as a whole and also emphasizes its own role as the state’s education and training resource.
for health-care professionals. The AHSC mission – to provide health-care education, clinical training, research, patient care, and service for the people of Arizona – operates through faculty, staff, and students consistently offering their expertise throughout the state.

AHSC’s strategic plan identifies four goals to guide its course:

1. To educate a health work force that meets the needs of the state of Arizona;

2. To plan statewide for the allied health professions in Arizona;

3. To maintain the leadership role of the Arizona Health Sciences Center in biomedical research; and

4. To achieve an environment and culture that support all members of the University community.

Objectives, strategies, and performance measures included in the strategic plan indicate how each goal will be met and how progress will be determined.

The University of Arizona South Strategic Plan: The mission of the University of Arizona South (formerly the Sierra Vista Campus) is:

1. To provide quality liberal arts and professional instruction as a branch campus of the University of Arizona, that allows the citizens of the state, and primarily Cochise County, to obtain degrees and develop fully their intellectual and professional capabilities as well as gain an appreciation of diversity;

2. To enrich instruction through the integration of technology in resident and distance learning programs; and

3. To foster regional economic development and provide expertise for generating solutions to community problems through the education and public service activities of faculty, staff, and students.

Significant growth and community support have led UA South to apply for NCA candidacy, currently under consideration.

Evaluating the University's Purposes

The University obtains comments on its stated purposes in numerous ways, including feedback from:

- the Arizona Board of Regents (ABOR), which communicates regularly with the three state universities and their constituents through open meetings, hearings, committees deliberations, and personal interaction.

- SPBAC, which plays a central role in shared governance and thus considers the purposes, values, and expected outcomes of the institution.

- several other entities, including the Faculty Senate, Committee of Eleven, Student Senate, Appointed Personnel Organization, and Staff Advisory Council.

- a number of advisory committees that provide information and guidance to the president and senior administrators on campuswide issues.

- alumni, community members, and other stakeholders who are interested in the University and its programs.
These committees, described in Chapter 4, represent faculty, staff, appointed personnel, and student organizations. President Likins strongly encourages broad campus participation in developing principles, policies, purposes, and campus climate. Among his formal communications with the campus community is the open letter Continuing the Dialogue, which promoted dialogue on proposed prioritization principles (5), as described in Chapter 2.

**Decision-Making Processes**

The University’s decision-making and advisory processes reflect its mission and purposes. (A description of the University’s interdependent decision-making structures appears in Chapter 4.) A key example is the University’s adoption, during the past decade, of shared governance procedures. The UA formalized shared governance in a memorandum of understanding between the faculty and administration in September 1997 (10).

Throughout the 1990s, however, many people worked to establish the collaborative environment that would pave the way for shared governance. Their efforts addressed the NCA’s concern, raised in the 1990 Evaluation Team’s Report, that faculty were not involved in important academic decisions.

Today, the University’s shared governance practices resemble the manner in which most of the UA’s academic colleges operate. Curriculum decisions are primarily the responsibility of designated faculty committees and councils and the Faculty Senate. For example, the Undergraduate Council and the Graduate Council review curriculum proposals from college curriculum committees. The Undergraduate and Graduate councils forward approved proposals to the Faculty Senate’s Instruction and Curriculum Policy Committee. The committee sends the proposals, with its recommendations, to the full Faculty Senate for approval. Proposals for major curriculum changes and for new or modified degree programs are then submitted to the Arizona Board of Regents for approval.

**Communication of Institutional Goals and Purposes**

The University of Arizona publishes its educational and institutional goals in a variety of ways—through news and feature stories, announcements, brochures, newsletters, catalogs, and other documents prepared for the University’s many constituencies. The University communicates its mission most significantly through its actions but also seizes every opportunity to reiterate the mission in publications, news reports, and official documents. The University’s Web site is another source of public access to information about the UA, including mission, vision, and strategic-planning documents. The Resource Room contains numerous documents that address or allude to the University’s mission and purposes.

**Freedom of Inquiry for Faculty and Students**

Faculty enjoy great academic freedom, as stipulated by the Arizona Board of Regents (ABOR Manual, Chapter 6.202) and in the University Handbook for Appointed Personnel (Chapter 1.01) (2, 18). In practice, faculty activities are guided by the institution’s mission and goals and are subject to the availability of resources. There is, however, complete freedom of inquiry in the intellectual sense. Two committees of the General Faculty — the Committee on Academic Freedom and Tenure and the Committee on Conciliation — are specifically charged with protecting academic freedom (10).

The activities of students are guided by the Student Code of Conduct (currently under revision), by curriculum requirements, and by individual student objectives (27). Freedom of inquiry for students is exemplified by the numerous opportunities and subjects available for research and creative activity. Vehicles for publishing or presenting student work include the Student Union galleries, performing arts venues, departmental journals, and the annual Student Showcase of research projects. In addition, the Honors College enables 25% of all
freshmen to work with faculty on projects that involve inquiry, discovery, and creativity. Students can freely express their views in the campus newspaper, The Daily Wildcat, and on KAMP student radio.

The University's Commitment to Excellence

The University's strong commitment to excellence in teaching and learning is manifest in curriculum revisions and resource allocations over the past decade. During the 1990s, and particularly in the past five years, the University has increasingly emphasized instruction, especially for undergraduates. This emphasis is visible in curricular redesign, faculty development, student advising and mentoring, freshman-focused programs and seminars, retention programs, senior capstone courses, classroom upgrades and technology enhancements, the new Integrated Learning Center for undergraduate instruction, the new position of vice president for undergraduate education, and improvements in student support services. Information needed by students is now readily available online. For example, students can use the Internet to monitor their academic progress, complete their "senior check," view course descriptions, order textbooks, identify class times and available seats, and review student instructor and course evaluations. All residence-hall rooms provide Ethernet connections to the campus computer network and the World Wide Web.

Commitment to teaching and student learning is evident in revisions of the faculty promotion and tenure guidelines. Since the mid-1990s, faculty promotion and tenure applications have required teaching and advising assessments, including a quantitative summary and analysis of student evaluations, feedback from former students, peer review, and an account of development and scholarly activities supporting teaching. Letters of evaluation and support from departmental promotion and tenure committees reveal that teaching and student interaction weigh much more heavily than in the past. Greater emphasis on teaching is also apparent in the post-tenure faculty review (instituted in 1997-98) and academic program review processes.

The University offers several faculty awards to honor excellence. In 1987, the ABOR created the Regents Professor designation to honor the best faculty from each state university. This award, for exceptional scholarship and outstanding achievements, is limited to 3% of tenured and tenure-track faculty at each university. The Regents Professor title is held by 42 UA faculty members. In 1995, the University of Arizona Distinguished Professor award was created to recognize UA faculty members who have made outstanding contributions to undergraduate education. To date, 13 faculty members have received this special award. These awards are but a few of those bestowed on University of Arizona faculty. (The section "Faculty Recognition" in Chapter 5 describes additional University, national, and international awards received by UA faculty.)

Institutional Issues and Challenges

The University has made considerable progress during the past ten years toward clarifying and implementing its mission and purposes. The participatory planning process worked effectively to redraft and simplify the University’s mission statement and develop a vision statement. The new shared governance process, which facilitates greater communication among faculty and administrative representatives, has promoted campuswide decision making. Shifts in institutional resources and priorities have benefited teaching and undergraduate support programs.

The University confronts the challenges of transformation beyond the year 2000 with confidence that its mission and priorities are sound, its perspective on the higher-education environment better focused, and its operating processes more serviceable and durable. Therefore, the University of Arizona fulfills the requirements of Criterion One.
Nevertheless, more communication among members of the campus community could broaden consensus on the University's mission and purposes in several ways, particularly the four presented below.

- **Integrate the broad institutional mission and purposes of the University while allowing individual University units to emphasize appropriate strategic directions and goals.**

  There is ambiguity about how the specific missions of some units of the University support the basic University mission statement. This year, as the campus community prepares the next five-year strategic plan for the University, there will be many opportunities for broad-based discussions of how individual units contribute in a systemic way to the University's mission, vision, and purposes.

- **Improve the way in which planning priorities are linked to budgeting processes.**

  Regular review of University budgeting and expenditures is essential to ensure their alignment with mission priorities and strategic goals. SPBAC, in its capacity as a representative advisory body, should play a leading role in these reviews and in making recommendations to the administration and the University Budget Committee. The results of these reviews should be communicated widely to the University community. Such communications should demonstrate how the mission, purposes, strategic choices, president's prioritization principles, resource allocations, and reward structure complement and reinforce one another.

- **Improve campuswide and off-campus understanding of the University's mission and strategic directions.**

  The University's many constituencies naturally reflect both the multifaceted nature of the institution and the changing expectations of higher education in today's society. For example, many at the University of Arizona take pride in the fact that the institution is of Research I stature yet provides liberal access to qualified students in the top 50% of their high school graduating classes. Others take pride in the University's land-grant role and outreach to the state. Still others focus on the quality and diversity of the students and want the University to be more selective in its admission requirements. A wide variety of local and state constituencies have their own opinions about what the University "should be doing."

  Tensions among those with differing viewpoints are understandable. Fortunately, such diversity generates interest in expanding discussions about the UA's mission and in publicizing the many contributions University programs make to Arizona and its citizens. The responsibilities of the new vice president for university advancement include broadening communication with constituencies.

- **Expand the activities that support the University's vision to become a preeminent student-centered research university.**

  Central to this vision is enhancing the educational experience of undergraduate students through participatory learning, involvement in research, and improved campus life. Initially, attention was focused on needed revisions in the general education program. As plans evolved and courses were developed for a new general education program
that was truly University-wide rather than limited primarily to arts and sciences disciplines, many innovative interdisciplinary courses and learning experiences were created. Opportunities for students to become more involved in research and learn by discovery are characteristic of several of these new courses and projects, and the well-being of students has been placed at the center of many new student-support initiatives. Yet the phrase “student-centered research university” is still understood differently by different people. Dialogue and communication will continue regarding the meaning of this concept as the UA strives to enhance the undergraduate experience by fostering a collaborative, friendly, and challenging environment that promotes learning through discovery.