

EXECUTIVE SUMMARY

ACTION ITEM: University Academic Strategic Plans

ISSUE: The Board is asked to approve the 2008-09 academic year Academic Strategic Plan of each university. The annual Academic Strategic Plans are being presented to the Board for the first.

BACKGROUND

- At the January 2008 meeting, the Board approved a revision to ABOR Policy 2-203.A to require each university to submit an Academic Strategic Plan, annually, to the Board. The Plan will provide information on the key academic initiatives planned by the institution and describe how they support both the University's strategic plan and the system-wide strategic plan of the Arizona Board of Regents.
- These Plans will be reviewed by the Academic Affairs Committee (AAC) and forwarded to the full Board for approval. They will serve as a primary mechanism by which the Board and the Academic Affairs Committee monitor the academic initiatives of the institutions.

DISCUSSION

- As defined in ABOR Policies 2-203.A.3 and 2.301.A and G, the Academic Strategic Plan will include, but not be limited to, the following:
 - An inventory of all academic degree programs which are expected to be planned, implemented, merged with other programs or eliminated in the upcoming year.
 - A list of anticipated changes to academic organizational units
 - Information on institutional centers and institutes, created and eliminated
 - Information on changes completed from the previous year's plan.

Approval of Academic Programs and Organizational Units

- The Academic Strategic Plan replaces the previous process for approving academic program and organizational unit requests which required Board approval for each request.

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- According to the policy changes approved in January 2008, once the Academic Strategic Plan is approved by the Board, most new academic programs and organizational units or changes to existing ones listed on the Plan may be implemented without further review.
- Academic programs which will be funded with additional state funds or program fees do require additional approval by the Academic Affairs Committee before they may be implemented or enroll new students. The program fees will still need Board approval through the regular fee setting process; approval of any program by the AAC does not constitute approval of program fees.
- Academic Strategic Plans may be modified (additional academic programs or academic unit changes added) during the year, with the approval of the AAC.

Presentation of Institutional Reports

The 2008-09 academic year Academic Strategic Plans will be found behind each institution's tab; each includes a narrative overview and two major reporting sections:

- **Part I - Proposed New Programs and Units**

This section addresses the plans for academic programs and organizational changes anticipated for the upcoming year (AY 2008-09). Part I is divided as follows:

- A. Academic Programs**

- Table 1: Proposed New Programs*

- Table 2: Proposed Changes to Existing Programs*

- B. Academic Organizational Units**

- Table 1: Proposed New Academic Units*

- Table 2: Proposed Changes to Existing Units*

- A summary of the program and organizational requests (number by institution and by campus, number requesting programs fees or additional state funds) is shown in Attachment A.

- **Part II - Status Report on Previous Year's Plan**

- Effective with the 2009-10 academic year reports, this section will provide a status report on the outcomes of the previous year's plan (changes made, those still pending and those not pursued).

- A recap of the changes for 2007-08 which the Board (through December 2007) and the Academic Affairs Committee (effective January 2008) approved for academic programs and organizational units.

This section is divided into two parts:

A. Academic Programs

Programs approved for planning, implementation and elimination

B. Organizational Changes

Academic units created, merged and disestablished

- **Part III - Report on Centers and Institutes**

According to ABOR Policy 2-301.G, the universities are required to report on their plans and past actions regarding centers and institutes in the Academic Strategic Plan, including new units created or changed in the previous year (2007-08) and plans for the upcoming academic year.

RECOMMENDATION

That the Board approve the AY 2008-09 Academic Strategic Plans of Arizona State University, Northern Arizona University and the University of Arizona, as presented in this Executive Summary.

HIGHLIGHTS AND SYSTEM SUMMARY 2008-09 Academic Strategic Plans

ARIZONA STATE UNIVERSITY

Academic Programs

- ASU is planning 40 new programs
- Two-thirds (26 of 40) are at the Tempe campus.
 - Baccalaureate programs: 22%
 - Masters programs : 45%
 - Doctoral programs: 33%

Funding: All but 1 of ASU's masters programs will request a program fee; the one is in a college with a higher differential tuition (Global Business at West campus).

Organizational Changes

- ASU is creating **divisions** to replace some departments in the Herberger College of Arts (Tempe campus) and in the College of Teacher Education and Leadership (West campus).
- The Department of Math and Statistics is proposed to become the School of Math and Statistics (College of Liberal Arts and Sciences, Tempe campus).

Centers and Institutes

- 2007-08: 17 new centers/institutes established.
- 2008-09: 6 new proposed.

NORTHERN ARIZONA UNIVERSITY

Academic Programs

- NAU is planning 3 new programs in Flagstaff in the areas of biotechnology and health, at the baccalaureate, masters and doctoral levels.
- All are expected to require additional state resources and program fees.

Organizational Changes

None proposed.

Centers and Institutes

- 2007-08: no new centers/institutes established
- 2008-08: 5 new proposed

THE UNIVERSITY OF ARIZONA

Academic Programs

- UA is proposing 13 programs, 11 in Tucson and 2 at UA South
- Changes to existing programs:
 - Increase transfer credits for 2 programs
 - Merge 2 programs and eliminate 1 (net reduction, 3 programs)
 - Expand 3 UA South programs further into the state

Organizational Changes

- UA is creating 2 new schools from existing departments: School of Planning and School of Journalism

Centers and Institutes

- 2007-2008: 4 new centers/institutes established
- 2008-2009: 8 new anticipated units

SYSTEM SUMMARY

A. Proposed New Programs for 2008-09

- 56 new programs are proposed, system-wide.
- Nearly half are masters programs
- 71% of the new programs are proposed by ASU

	ASU	NAU	UA	Total	% by type
Baccalaureate	9	1	3	13	23%
Masters	8	1	6	25	45%
Doctoral	13	1	4	18	32%
Total	40	3	13	56	100%
% by Institution	71%	5%	23%		

B. Programs Requiring Additional Resources

- 24 new programs, or 43%, may request program fees; 83% are masters programs.
- 10 programs, or 18%, will need additional state allocations. Half are undergraduate programs.

PROGRAM FEES				
	ASU	NAU	UA	Total
Baccalaureate	0	1	0	1
Masters	17	1	2	20
Doctoral	1	1	1	3
Total	18	3	3	24

ADDITIONAL STATE FUNDS				
	ASU	NAU	UA	Total
Baccalaureate	1	1	3	5
Masters	1	1	0	2
Doctoral	1	1	1	3
Total	3	3	4	10

C. Summary by Campus

ARIZONA STATE UNIVERSITY

	Tempe	Poly	West	Downtown	Grad College	Total
Baccalaureate	6	1	0	2		9
Masters	9	4	3	1	1	18
Doctoral	11			2		13
Total by Campus	26	5	3	5	1	40

NORTHERN ARIZONA UNIVERSITY

- All three new programs are planned for the Mountain campus

THE UNIVERSITY OF ARIZONA

	Main	South	Total by Degree Type
Baccalaureate	2	1	3
Masters	5	1	6
Doctoral	4		4
Total by Campus	11	2	13

ARIZONA STATE UNIVERSITY

ACADEMIC STRATEGIC PLAN 2008-2009

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**Arizona State University
Academic Plan
Narrative Overview
May 12, 2008**

ASU's Strategic Plan:

ASU design imperatives focus on producing students who are knowledge entrepreneurs prepared for community and global engagement. Programs emphasize transdisciplinary and intellectual fusion; graduates understand the University's commitment to social engagement and transformation, and to use-inspired research. These design imperatives have shaped the essential nature of new degree programs, schools, colleges, and degrees, and the transformation of same over the past five years. Similarly, new centers and institutes have been formed that demonstrate strong potential to contribute to research, development, and outreach of a university benefiting the needs of the state, national, and global communities.

New academic degree programs are developed consistent with these imperatives, giving specific attention to economic need, student demand, location, and relationship to other programs in the University, state, and region. For example, engineering and engineering technology programs at the Tempe and Polytechnic campuses collaborate, but offer distinctive educational experiences to more thoroughly address state need and student demand. The Polytechnic programs are characterized by a learn-by-doing philosophy and group problem solving. Our arts and sciences programs and education programs are offered at all our campuses because of the need for basic majors at each location and because of the need to produce more science and mathematics teachers.

Health and bio-medical programs are developed with attention to transdisciplinary interrelationships, societal needs, student opportunities, and interactions with the Phoenix biomedical campus and health providers throughout metropolitan Phoenix and the state (e.g., neuroscience, behavioral health).

Among ASU's design imperatives are those to engage the community and contribute to societal transformation, to address complex, transdisciplinary topics and needs, and to join issues on a global scale. Undergraduate and graduate programs in the arts and sciences and in professional colleges and schools continue to evolve to further these imperatives. New programs will develop graduates with expertise in critical areas such as applied ethics and professions, transborder studies, Asian studies, social demography, justice studies, applied mathematics, evolutionary biology, and behavioral biology. Other initiatives include recreational therapy, management, journalism and mass communication, science and technology policy, science and technology management, global business process management, and healthcare environmental design. These degrees will in general not be offered totally on line although some courses may be offered on line. In most cases these programs will not be duplicative and in such cases where there might be some overlap, the enrollment growth challenges in the Valley generally, and ASU specifically, warrant such duplication.

All new undergraduate degree programs will be articulated with Arizona community colleges via the Alliance or **eAdvisor**. The Arizona State University/Maricopa Community Colleges Alliance is a partnership designed to promote a seamless experience for students who want to earn an Associate Degree and a Baccalaureate Degree. **eAdvisor** is Arizona State University's electronic advising and degree tracking system. It helps students explore majors and receive feedback on their progress towards their selected degree.

Organizational changes are proposed consistent with ASU's design imperatives to increase flexibility and efficiency, encourage greater collaboration across the University, develop partnerships with the community and external organizations, and support specific programmatic initiatives that address societal needs. Organizational changes reflect ASU's mission of access and engagement and position units in the University to move quickly and agilely to address economic and social needs. Examples include reorganization into interdisciplinary divisions in the College of Teacher Education and Leadership, the creation of the Division of Art History in the Herberger College of the Arts, and the reorganization of the School of Mathematics and Statistics.

Centers and Institute development at ASU falls primarily within four thematic areas including the advancement of research and outreach in education, health, and human development; science and engineering; the social sciences, humanities, and the arts; and business. In health related areas we are proposing the Center for Healthy Lifestyles that will explore, from interdisciplinary perspectives, behaviors that contribute to and promote healthy lifestyle. In science and engineering much of the proposed centers will relate to areas of science, culture (e.g., Origins Institute), and biotechnological development (e.g., the Biodesign Institute's center related to synthetic biology and intervention biomaterials). Centers proposed in the social sciences, humanities and arts focus on our historical and cultural underpinnings behaviors (e.g., Center for Jewish Studies). Finally we proposed centers related to business development in areas of business consulting research, and supply networks and sustainability.

Academic Program Initiatives by Degree Level

During the upcoming year we are planning to grow our undergraduate enrollment and our master's enrollment at all campuses. The expansion of master's programs is needed to accommodate demand in the state for this level of education. Growth in graduate programs including the Ph.D. will be greatest at the Tempe campus. The new Ph.D. programs will focus on ASU's signature of transdisciplinary programs and programs with emphases on applied and socially relevant research. We are introducing new degree programs to accommodate current student interests, to improve retention, and to help accommodate this enrollment growth. Centers and institutes are created to bridge across academic programs in order to generate grant money, or donor interest. Each of them crosses academic disciplines and we believe will enhance our ability to generate outside funding.

New Undergraduate Programs

Programs introduced to enhance retention:

- Bachelor of Arts in The Arts—Many students who are interested in the arts do not have the necessary performance skills to attain our current degrees, which stress performance. They often leave the university when they discover they cannot attain a degree in their desired artistic field. This new degree will provide a way for such students to obtain a degree in the arts.
- Bachelor of General Studies—A degree that provides more breadth than our traditional degrees is good preparation for our rapidly changing world. For this reason, many universities are now creating degrees like this one that combine areas of interest instead of focusing on a single one.
- Bachelor of Arts in Justice Studies—This supplements the current B.S. degree in this area to allow non-professionals to obtain an education in this interdisciplinary field.
- Bachelor of Science in Recreational Therapy—This degree will provide students with interests in health fields, who do not fit into nursing and other health fields, with the needed skills to work in the health field using alternative interventions.

Programs to accommodate student interests:

- Bachelor of Arts in Asian Studies—There is great interest on the part of today's students in Asia.
- Bachelor of Science in Anthropology—This degree serves students interested in physical and other areas of anthropology not covered in our current B.A. in Anthropology.
- Bachelor of Science in Informatics—This is a new field that is very popular with students with important applications in many fields so that graduates will be much in demand.
- Bachelor of Science in Applied Mathematics for the Life and Social Sciences—This major teaches students how to analyze complex social phenomena using mathematical techniques, skills needed in many industries as well as government.

Programs for enrollment growth:

- Bachelor of Arts in Applied Art and Design—This program focuses on digital arts which is appropriate for this college located at the Polytechnic campus

New Master's Programs

The following are best termed professional master's degrees, meaning they will train students for particular professions, where the entry is a master's degree:

- Master of Healthcare Environmental Design
- Master of Industrial Design
- Professional Science Master's in Science and Technology Management
- Master of Advanced Study in Science and Technology Policy
- Master of Science in Behavioral Health

The remaining proposed master's degrees are traditional master's degrees. We need to expand our inventory to accommodate demand for master's degrees. ASU has a relatively small number of Master's degrees and Master's students, but there is great demand for this level of education and individuals with this level of training are needed for the economic development of the state.

New Doctoral Programs

The Doctor of Behavioral Health will prepare students for providing behavioral healthcare in clinical settings. There is tremendous demand for graduates of programs of this type.

The remaining Ph.D. programs are specializations where ASU has strength and there is demand for doctoral level education.

Decision Making Process for Selection Programs

Program proposals are developed and reviewed by each College/School, and the University Provost. Considerations include the program's contribution to the College/School mission, consistency with ASU's design imperatives and strategic plan, and state needs, available resources and economic and student demand. Programs that meet these criteria are placed on the University's Academic Plan. After approval, the colleges and schools can begin developing implementation proposals which are reviewed by each college and school, by the Graduate Council, the Academic Senate's Curriculum and Academic Programs Committee, and by the Senate as appropriate, with final approval by the Provost. Centers and institute proposals are also submitted by deans and appropriate vice-presidents for submission to the Provost. Once the initial list is submitted to ABOR, each potential center submits a comprehensive proposal to the Provost's Office and undergoes committee review. Committee recommendations are forwarded to the Provost and President for final decision.

In all steps described above, the review committees pay particular attention to several factors including quality of the faculty and staff to launch and sustain viable programs, potential areas of overlap or duplication, and the contribution to the education of undergraduate and graduate students. It is required that those requesting new academic degrees and center/institutes have discussions and plan efforts with others within the institution who have related programs. When possible the institution is increasingly creating collaborative degrees and programs that reflect university-wide efforts.

Arizona State University
2008-2009 ACADEMIC STRATEGIC PLAN
Part I – Proposed Academic Programs and Organizational Units
A. ACADEMIC PROGRAMS

Table 1 - List of Proposed New Programs

	Name of Proposed Degree	College/School Initiating Program (Campus Location)	Program Fee or Differential Tuition Required? (Yes or No)	Additional State Funds Required? (Yes or No)	Brief Description/Justification following outline in template (max 100 words).
<i>Undergraduate Degree Programs</i>					
1	Applied Art and Design (BA)	Applied Arts and Sciences (Polytechnic)	No	No	The Applied Art and Design program will be interdisciplinary in contextual academic structure. The curriculum will provide opportunities for development of knowledge, competencies, and skills in the application of arts and graphics-focused visualization technologies. Initial concentrations will include Graphic Illustration, Digital and Animated Illustration and Medical and Scientific Illustration. Coursework will include contributions from the Visual Communication Design Department and School of Art programs at the Tempe campus, and the Graphic Information Technology program at the Polytechnic campus.
2	The Arts (BA)	Arts, Katherine K Herberger (Tempe)	No	No	To proactively address the core goals of ASU's New American University initiatives, the ASU Herberger College intends to design a progressive new degree program for a Bachelor of the Arts in The Arts. The Herberger College believes that this new degree program will greatly increase our opportunity to prepare our students for creative contributions to society through the arts. We will be able to expand our educational reach by helping students explore new disciplinary combinations, new definitions, and new ways of thinking and being. The new program will be committed to the traditions of our art forms, and also embrace the creation and exploration of fresh artistic possibilities and innovations.
3	Informatics (BS)	Engineering, Ira A Fulton (Tempe)	No	Yes	The proposed BS program will prepare students for positions in industry and graduate study at universities that focus on informatics, which studies computational approaches to augmenting, modeling, and automating mental activities from an interdisciplinary perspective.

4	Bachelor of General Studies (BGS), General Studies	Letters and Sciences (Downtown Phoenix)	No	No	The School of Letters and Sciences, in cooperation with the College of Liberal Arts and Sciences, School of Applied Arts and Sciences, and New College of Interdisciplinary Arts and Sciences, will propose a Bachelor of General Studies degree. The degree is designed to produce informed and thoughtful members of society who are well-prepared for a changing marketplace. The degree is organized around thematic clusters, and students will select three courses in four of the clusters for a total of 36 credit hours in the major.
5	Anthropology (BS)	Liberal Arts and Sciences (Tempe)	No	No	The BS in Anthropology is designed for students in anthropology whose training focuses on courses in the biological, physical and mathematical sciences offered through the current anthropology BA degree plus courses taught in life sciences, physics, chemistry and mathematical sciences programs. The current BA degree in anthropology does not reflect the levels of knowledge and skills that some students currently attain in these areas. The program will help to meet the needs of these types of students in the future, and attract students who would like to major in anthropology but who might not do so because a BS is viewed more favorably or required by programs in medicine, nursing, public health, economics among others.
6	Applied Mathematics for the Life and Social Sciences (BS)	Liberal Arts and Sciences (Tempe)	No	No	<p>The Applied Mathematics for the Life & Social Sciences Bachelors in Science degree will provide students entering the environmental, life, health, mathematical, and social science fields the quantitative, scientific and analytical skills that are critical but still lacking for professionals working in these areas.</p> <p>The need for quantitatively trained scientists and professionals in the life and social sciences is strong in Arizona and the nation. This program will help to meet the needs of students for skills that are essential in the modeling and analyses of complex life and social science systems. Students completing this BS degree will be either ready to pursue professional or advanced degrees in the health, life, mathematical and social sciences or uniquely qualified to take on industry and government jobs that demand strong quantitative and modeling skills.</p>

7	Asian Studies (BA)	Liberal Arts and Sciences (Tempe)	No	No	The proposed program will offer students the opportunity to study East, South or Southeast Asia in depth through a coherent concentration of academic study across a number of disciplines. This interdisciplinary approach will allow students to question, solve problems, and address contemporary political, social, and cultural issues concerning Asia by developing the intellectual tools needed to build bridges across academic disciplines and apply their knowledge in various academic and practical settings.
8	Justice Studies (BA)	Liberal Arts and Sciences (Tempe)	No	No	The Bachelor of Arts degree in Justice Studies is intended for undergraduate students with an interest in philosophical, historical, and cross-cultural dimensions of contemporary social justice issues. Unlike our existing BS degree, the BA is intended for non-professionals and will have a more liberal arts orientation reflective of the school's re-defined interdisciplinary strengths. The BA in Justice Studies is requested by dozens of students each year, including those seeking dual degrees. We anticipate that demand will grow to 50 students per year within the next three years, expanding further after that initial period.
9	Recreational Therapy (BS)	Public Programs (Downtown Phoenix)	No	No	Collaborative degree with College of Nursing and Health Care Innovation. The proposed BS would elevate existing concentrations in recreational therapy to degree status. It would attract students interested in allied health professions with an interest in integrative therapies. The interdisciplinary degree would provide students with the knowledge and skills needed to work in the current health care environment emphasizing alternative interventions to impact health outcomes. Courses will be a combination of basic nursing and recreation therapy core and elective courses.
Master's Degree Programs					
10	Technical and Applied Writing (MS)	Applied Arts and Sciences (Polytechnic)	Yes	No	The program will teach students how to produce, design, and manage information using both traditional and developing technologies. The curriculum merges the traditional study of rhetoric and writing with the study of digital media and virtual environments, emphasizing the development of knowledge management. Students who complete the program will be skilled in high tech written communication, research methods appropriate to applied communication, analysis of a broad range of communication problems in a variety of professional and public contexts, and devising and executing effective multimedia solutions.

11	Master of Healthcare Environmental Design (MHED)	Design (Tempe)	Yes	No	The 48 credit hour program is aimed at a highly specialized market for trained designers in the healthcare industry. It will have a significant amount of studio-based content supplemented with seminars and lectures modeled on the Master of Architecture (MArch) targeted at 48 credit hours. The MHED is expected to be a stand alone interdisciplinary program sponsored and supported by the Department of Interior Design. It is a design-based program with three potential interdisciplinary studios. Both College of Nursing and Healthcare Innovation and School of Global Management and Leadership have agreed to participate in the program. There will be an independent, interdisciplinary advisory board aggregated to provide significant direction and resource for the MHED program.
12	Master of Industrial Design (MID)	Design (Tempe)	Yes	No	The Master of Industrial Design (MID) is a studio-based professional degree that prepares graduates who can create innovative design solutions that balance business, environmental, technological, societal and human needs, and who can fill leadership positions in industrial design education and practice. This evidence based program of study will educate students in the theoretical and professional aspects of industrial design emphasizing the significance of sustainable product and system design principles. The objective of this degree program is to advance the understanding of design as a process of identifying, analyzing, and designing more effective and meaningful interactions between people, products and the environment.
13	Informatics (MS)	Engineering, Ira A Fulton (Tempe)	Yes	Yes	The proposed Masters program will prepare students for positions in industry and advanced graduate study at universities in informatics, which studies computational approaches to augmenting, modeling, and automating mental activities from an interdisciplinary perspective.
14	Global Business (MS)	Global Management and Leadership (West)	Yes (already approved for all graduate programs)	No	The MS in Global Business program will offer core knowledge and skills courses in the traditional functional areas of business with various specialized concentrations in emerging areas of global business, including: <ul style="list-style-type: none"> • Global Technology Entrepreneurship for students with backgrounds and interest in business, the sciences and engineering. This concentration will focus on: innovation, entrepreneurship/Intrapreneurship, creativity, and globalization. • Global Business Process Management (BPM) for students that seek to study 'holistic management' approaches promoting business effectiveness and efficiency via process excellence while striving for innovation, sophistication, flexibility, and integration

15	Professional Science Masters (PSM) in Science and Technology Management	<u>Collaborative degree:</u> Graduate College; Applied Arts and Sciences; Management and Agribusiness; Technology and Innovation (Polytechnic)	Yes	No	This PSM will provide greater scientific depth of understanding with advanced training in technology management and business. In preparing master's students with scientific strengths for industry based jobs, this degree will focus heavily on problem-based/solution oriented collaborative learning experiences. Initially the degree will prepare students with expertise surrounding manufacturing, electronic systems, and health related careers.
16	Master of Advanced Study (MAS) in Science and Technology Policy	<u>Collaborative degree:</u> Consortium for Science, Policy & Outcomes (CSPO); Graduate College; Liberal Arts and Sciences (Tempe)	Yes	No	This master's degree is aimed at young and mid-career professionals who seek state, national, or international careers in science and technology policy. The program will be cohort based, require 30 credits, and be designed to be finished in a single year (including summer). The degree will capitalize on CSPO's international reputation as a center of excellence for science and technology policy research and will respond to the rapidly growing need for professionals trained to work at the intersections of research and decision-making.
17	Neuroscience (MS)	Graduate College (University-wide)	Yes	No	The MS in Neuroscience will interface with the PhD in Neuroscience and will include tracks focusing on Clinical Research/Applications and Neurotechnology. There will be a series of courses designed to provide MDs and clinicians with unique opportunities for advanced training. Courses will include practical and fundamental core knowledge components. Students enrolled in the MS in Neuroscience Program will be allowed to take these courses as electives or to take a cluster of courses as a defined track. These courses will be developed and delivered by faculty from Clinical Partner institutions in Phoenix, as well as by faculty from ASU.

18	Behavioral Health (MS)	Letters and Sciences (Downtown Phoenix)	Yes	No	This degree program prepares students for roles in the delivery of behavioral healthcare in clinical settings under the supervision of a clinician such as a physician, advanced nurse practitioner, behavioral healthcare manager, etc. Graduates can carry out treatment procedures as directed by physicians. Independently and within the scope of licensure, plans, evaluates, and implements individual, family, and/or group treatment interventions for assigned patients in the program. Performs both direct care activities and non direct care activities which are necessary in order to effectively involve patients in Outpatient or Inpatient Mental Health Services, assist in formulating and meeting treatment goals, and facilitating discharge plans.
19	Master of Advanced Study in American Media and Popular Culture (MAS)	Liberal Arts and Sciences (Tempe)	Yes	No	The proposed program will offer international students and working professionals an opportunity to earn a graduate-level degree in the aesthetics, history and culture of American media (film, television and the Internet) through a visually interactive yet flexible learning environment. As society becomes increasingly saturated with film, television and video game media, and as media industries become increasingly global, universities like ASU have a greater responsibility to educate students in media literacy and criticism. This is made all the more urgent as more and more high schools require their teachers to teach their students how to be critical consumers of media.
20	Master of Advanced Study in Screenwriting (MAS)	Liberal Arts and Sciences (Tempe)	Yes	No	The proposed program will offer a distance learning opportunity for graduate-level education in screenwriting, including cinema, television and interactive gaming. Working writers will teach courses offering rigorous education from trained educators with terminal degrees in film and media studies and writing. Despite the rise in film and media production, there is no other program like it in Arizona. Moreover, no other program in the country offers a MAS in screenwriting through distance learning. Research I institutions like UCLA and USC offer MFA degrees in screenwriting; they do not offer either advanced study degrees (MAS) or degrees offered through distance learning.

21	Social Demography (MS)	Liberal Arts and Sciences (Tempe)	No	No	The MS degree focuses on cross-national population issues, such as population growth and distribution, population health, aging, and family formation. The program would equip participants with skills essential for a better understanding of these issues at local, national, and cross-national levels. The program would prepare specialists in social demography with skills that could find applications in State and local governments as well as in Arizona's private for-profit and not-for-profit sectors. The program's emphasis on global and comparative aspects of population issues would be invaluable given the increasing integration of Arizona into the global economy.
22	Teaching (MA)	Liberal Arts and Sciences (Tempe)	Yes	No	The proposed degree will offer a well-structured program in keeping with the on-going, historic obligation to provide academic training to secondary teachers. The degree will provide further training in "Teaching English", "Teaching History" and "Teaching Foreign Languages" through different areas of focus set up within the program. Participants will gain depth in their chosen discipline while earning a master's degree. Potential students will include undergraduate majors related to the area of specialization (such as those in English, History, languages and literature, etc.) and certified teachers wishing to combine further study in the discipline. The unit will partner with various colleges of education at ASU and other colleges of arts and sciences across the university.
23	Transborder Culture and Language (MA)	Liberal Arts and Sciences (Tempe)	Yes	No	The MA in Transborder Culture and Language is a unique graduate training program for teachers who do not hold a masters degree. It features a pedagogy termed "funds of knowledge" and is focused on Mexican-origin and Latina/o students. The program integrates known cultural knowledge with a rigorous linguistic, cognitive, and computational program for students K-16 and therefore develops the imperative intellectual and social scaffolding necessary for student success. In Arizona in 2008, 1,500 new teachers are needed to meet the new state law requiring special instruction for students who are having trouble learning English. Nationwide two crucial unmet needs are prominent for Latino K-12 Latino students among others that must be addressed: competently-trained teachers and positive and reciprocal communication with parents and the broader Mexican origin community. This professional program is designed to meet these needs.

24	Master of Management	Management and Agribusiness (Polytechnic)	Yes	No	This program is designed to give students advanced management education through a 30 hour graduate program. It will include coursework in management, marketing, finance, economics, and statistics. It will be offered as an accelerated program allowing undergraduates to begin their studies during their senior year, subject to graduate school admission. Ideally, the student will complete the degree within one year after their undergraduate program. The program will target students in professional programs, such as engineering, science, and technology programs.
25	Psychology and Behavioral Science Research (MS)	New College of Interdisciplinary Arts and Sciences (West)	Yes	No	This degree focuses on the scientific study of behavior and psychological processes under natural and experimental conditions. It includes instruction in psychological theories, research design and experimental methods, psychological measurement, statistical design and methods, analysis of cognitive and behavioral variables, research management, and the conduct of behavioral interventions. Content areas include health and health disparities, stress and emotion, decision making and risk-taking behavior, legal and forensic psychology, aging and mental health, and physiological bases of behavior. Graduates will be prepared to pursue doctoral-level education in psychology or related fields, or a wide range of career opportunities within the behavioral sciences.
26	Women's Studies (MA)	New College of Interdisciplinary Arts and Sciences (West)	Yes	No	The MA in Women's Studies will prepare students for careers in education, business, and public service. In the United States' growing service- and information-based economy the demand for highly-educated employees is increasing. The MA focuses on the application of gender theory in business, education, and community organization through field work and internships. A MA in Women's Studies with such an applied focus would put ASU in the vanguard. Currently only two institutions—Claremont Graduate School and George Washington University—offer such a degree.
27	Master of Science in Engineering	Technology and Innovation (Polytechnic)	Yes	No	The program will provide a professional program to a broad range of BS graduates in engineering disciplines. Outcomes include systems and technical areas that are aligned with the needs of advancing practicing engineers.

Doctoral Degree Programs					
28	Informatics (PhD)	Engineering, Ira A Fulton (Tempe)	No	Yes	The proposed PhD program will train the next generation of professors and researchers in informatics, which studies computational approaches to augmenting, modeling, and automating mental activities from an interdisciplinary perspective.
29	Journalism and Mass Communication (PhD)	Journalism and Mass Communication (Downtown Phoenix)	No	No	The proposed degree is designed to establish the Cronkite School as a research leader within the discipline through a small, student-centered, research-oriented PhD in journalism and mass communication. Each student will be paired with a faculty mentor who will help the student design an individualized program of study that will enable the student to pursue her specific goals. The program also will be interdisciplinary in nature. Currently there are five universities in the western United States that have PhD programs in journalism and mass communication. However, there are no such programs in Montana, New Mexico, Idaho, Wyoming or Arizona. The most closely related PhD programs in Arizona both focus on human communication and are derived from earlier programs in speech communications. The proposed program will be unique in Arizona and in the southwest.
30	Doctor of Behavioral Health (DBH)	Letters and Sciences (Downtown Phoenix)	Yes	No	This professional doctorate is intended to prepare students for leadership roles in the management and delivery of behavioral healthcare in clinical settings. Clinical skills covered will include psychological testing, diagnosis, crisis intervention, brief individual and group psychotherapy. Psychological testing techniques, administration and interpretation will be addressed. Emphasis will be placed on interpersonal and communication skills as well as knowledge and skills necessary in a labor/management partnership environment. Those holding a clinical degree in areas such as Nursing, Social Work, Counseling Psychology, Clinical Psychology, etc. will be eligible to apply to the program.
31	American Indian Studies (PhD)	Liberal Arts and Sciences (Tempe)	No	No	This program will prepare students to conduct basic and applied research from a community-based perspective within a transdisciplinary American Indian Studies paradigm that draws upon the collaboration, participation, and empowerment of tribal communities. It will formulate a program of study pertinent to the social, economic, and political needs of Indian nations in Arizona, the Southwest, and the nation with some emphasis on indigenous peoples throughout the world. It will encourage students to develop theories and methodologies appropriate for the needs of Indian nations in their efforts to preserve their cultures and to strengthen their sovereignty, sustainability, infrastructures, and human rights.

32	Applied Mathematics (PhD)	Liberal Arts and Sciences (Tempe)	No	No	<p>This degree will generate a locally, nationally, and internationally recognized graduate program connecting the notion of Applied Mathematics with ASU. It will better serve students by establishing core applied mathematics courses and by providing greater opportunities for interdisciplinary activities. It will improve recruitment of top students and faculty. It will make including faculty from other departments and campuses as advisors and Chairs easier. It will strengthen current trans-disciplinary research activities with the Ira A. Fulton School of Engineering and various departments throughout Liberal Arts and Sciences. It will foster opportunities for collaborative research with local industry.</p>
33	Applied Mathematics for the Life and Social Sciences (PhD)	Liberal Arts and Sciences (Tempe)	No	No	<p>Applied Mathematics for the Life & Social Sciences Doctor of Philosophy degree will guide students in developing a research agenda at the interface of the mathematical and environmental, life, health and social sciences. This degree focuses on producing quantitative scientists and applied mathematicians conducting high-level interdisciplinary and cross-disciplinary research.</p> <p>There is a high demand for such an applied doctoral program from students interested in meeting the challenges faced by communities in the 21st century – and by research and planning programs at institutions whose mission is to address global challenges. Arizona’s health, environmental and natural resource challenges are urgently in need of a large pool of researchers with these interdisciplinary skills.</p>
34	Behavioral Biology (PhD)	Liberal Arts and Sciences (Tempe)	No	No	<p>To train PhD students broadly in mechanistic and functional approaches to understanding behavior in a variety of animal taxa. The study of behavior is at the interface of several scientific disciplines (i.e. physiology, ecology, evolution), and good research in this area requires diverse but specialized training and skills. This program will unify and coordinate graduate training in an area of real strength in research and education at ASU in the behavioral sciences. The majority of behavioral biology faculty at ASU are affiliated with the School of Life Sciences, but potential faculty participants are found in multiple ASU academic units and centers, including the School of Human Evolution and Social Change, the Department of Kinesiology, the Ira A. Fulton School of Engineering, the Center for Biology and Society, the Center for Social Dynamics and Complexity, and the Departments of Integrated Natural Sciences and Social and Behavioral Sciences at the West Campus.</p>

35	Environmental Life Sciences (PhD)	Liberal Arts and Sciences (Tempe)	No	No	Environmental Life Sciences will provide training in several complementary fields of biology including population genetics, environmental physiology, population dynamics, community ecology and biogeochemistry. Core classes, seminars, reading groups and research clusters will train students in understanding how species persist within arid and semi-arid environments, and prevail in the face of climate change. Faculty participants will be drawn from the School of Life Sciences, School of Earth and Space Exploration, Chemistry and Biochemistry, School of Human Evolution and Social Change, School of Sustainability and the ASU Polytechnic and West campuses. This will train students with a broad appreciation of environment-organism questions in the context of natural and anthropogenic environmental change.
36	Evolutionary Biology (PhD)	Liberal Arts and Sciences (Tempe)	No	No	The aim of this interdisciplinary program is to train students in historical, conceptual, empirical, and quantitative aspects of biological evolution. Evolution underlies the biological sciences in ways that few other foci do: it provides bridges between temporal and spatial scales and allows integration of information and patterns across all levels of organization. The program focuses on understanding the patterns and processes that have and continue to shape the diversity of life, training the next generation of scientists to use this knowledge to meet present and future challenges to the biosphere and human health in the face of increasing environmental perturbation.
37	International Letters & Cultures (PhD)	Liberal Arts and Sciences (Tempe)	No	No	The proposal to establish School of International Letters and Cultures (approved by ABOR on January 25, 2007), included a new trans-disciplinary PhD program. The degree as now proposed permits students to focus on research questions and themes that cannot be fully explored within traditional disciplinary boundaries and aims to foster dynamic scholarly collaboration across disciplines. Students will be able to investigate focused themes that span both disciplines and area concentrations. Thematic research examples include "Language, Social Constructs and Ideologies," "Postmodern and Post-Colonial Urban Spaces," and "War, Culture and Memory."

38	Mathematics Education (PhD)	Liberal Arts and Sciences (Tempe)	No	No	<p>This degree will become a focal point for research on learning and teaching secondary school and collegiate mathematics. It will allow faculty from education, engineering, philosophy, statistics, and linguistics to participate in collaborative research with mathematics education faculty and in the mentoring of mathematics education PhD students. The umbrella theme for this degree will be research on issues of systemic reforms that take instructional and institutional practices from small-scale innovation to large-scale implementation. This theme creates natural synergies among groups here at ASU and at other research centers worldwide.</p>
39	Transborder Studies and Development (PhD)	Liberal Arts and Sciences (Tempe)	No	No	<p>The doctorate in Transborder Studies and Development is an interdisciplinary "field" degree that emphasizes two major optional concentrations: Option 1. Transborder Social and Applied Policy of Community Development, Migration, and Health, and Option 2. Transborder Media, Literature, and Expressive Cultures. Option 1 focuses strongly on the application of information and training to address and resolve issues of transborder political ecology and economy of the region. These include community formation and development, transnational migration and immigration policies, and community and environmental health policy development and implementation. Option 2 is an integrated analytical and creative transnational program in expressive culture that integrates film, electronic media and digital arts and communication, literature, and the arts. It seeks to cross the creative and disciplinary boundaries of all of these expressive forms in order to engage students in the development of a program of study and creativity expressed in multiple forms.</p>
40	Statistics (PhD)	Liberal Arts and Sciences (Tempe)	No	No	<p>This degree will generate a locally, nationally, and internationally recognized graduate program connecting the notion of Statistics with ASU. It will better serve students by establishing core statistics courses and by providing greater opportunities for interdisciplinary activities encompassed by Statistics. It will improve recruitment of top students and faculty. It will make including faculty from other departments and campuses as advisors and Chairs easier. It will strengthen current transdisciplinary research activities with the Ira A. Fulton School of Engineering (FSE), the W. P. Carey School of Business and various departments throughout Liberal Arts and Sciences. It will foster opportunities for collaborative research with local industry.</p>

Table 2 - List of Proposed Changes to Existing Programs (e.g., rename, disestablishment)

Program	College/School (Campus Location)	Recommended Action (e.g., rename or disestablish) including recommended date for the action. If rename, include proposed name change.	Justification/Brief Description (max 50 words)	Impact on Current Students (max 50 words)
BS in Multimedia Writing and Technical Communication	Applied Arts and Sciences (Polytechnic)	Rename: BS in Technical and Applied Writing	Original name is cumbersome and unfamiliar and no longer serves a useful purpose. It also tends to confuse technical communication with more general communication programs, although they have little in common.	Minimal
BA/BS in Human Health Studies	Applied Arts and Sciences (Polytechnic)	Rename: BA/BS in Health Sciences	The intent is to restructure the program to address a broader need and audience. The program has been focused on alternative and complementary medicine. It will now have a general track without specialization, and concentrations in pre-medical, pre-occupational and physical therapy, and community health. The restructured and renamed program will work closely with Nursing and other health-related programs, and will be offered at the Poly campus and the Downtown Medical Complex.	Minimal. New students have not been admitted since fall 2007. Existing students will change majors or graduate under old program.
Master of Science in Building Design	Design (Tempe)	Rename to: Master of Science in the Built Environment	In order to better reflect the more inclusive evolution of the School's curriculum toward the integration of architecture and landscape architecture disciplines. The courses in the concentration have evolved to consider both the building and the urban landscape.	Students are seeking courses that teach energy and sustainability issues that are inclusive of the built environment to architecture students. The title change to MSBE will help attract Landscape Architecture students and Urban Design students who are interested in the same issues. The name change will not have a negative impact on students.

BAE in Selected Studies	Education, Mary Lou Fulton (Tempe); Educational Innovation and Teacher Preparation (Polytechnic)	Rename to: BA in Educational Studies	This program is designed for undergraduate students who are interested in the field of education but do not intend to become public school teachers. Students in this program may prepare for a variety of educational options such as corporate training, family studies, higher education, medical education (gerontology, nutrition, early childhood), international education, recreation, etc. The new name more accurately describes the purpose of the program.	New students will be admitted under the new program name beginning fall 2008. Existing students will graduate under old program.
Master of Accountancy and Applied Leadership (MAAL)	Global Management and Leadership (West)	Rename: Master of Professional Accountancy (MPAc)	<p>We propose to rename the MAAL program to:</p> <ul style="list-style-type: none"> • Make the program more consistent with professional market needs in Arizona and the U.S. • Retain the unique incorporation of leadership content in an accounting masters program. • Make the name more reflective of the modified program and consistent with similar programs names in the U.S. 	Modifies the target market of the program by aiming at students without an undergraduate accounting degree. Facilitates the development of an integrated 5-Year Accounting Program (3+2) we are designing to meet the 150-hour educational requirements of prospective Arizona CPAs. We expect significant in-state increase due to much larger targeted population.

B. ACADEMIC ORGANIZATIONAL UNITS

Table 1 - List of Proposed New Academic Units

Name of Proposed Unit	Level (College, School, Department, Division, etc.)	The name of the existing College/School (campus location) under which the proposed unit will be established	Brief Description (max 50 words)	Justification/need (max 50 words)	New Resources, if any, and Source*
Division of Art History	Division	Herberger College of the Arts (Tempe)	Currently Art History courses fall under the School of Art within the Herberger College of the Arts. The creation of the Division of Art History recognizes and reinforces the critical importance of the development of the historical and conceptual impact of the arts on human history. As a vital academic discipline, Art History needs its own identity within the College to foster its further growth and development and strengthen its offerings, especially at the PhD level.	The Division of Art History will be positioned as a fundamental area of inquiry. All Art History students will continue their course of study; studio art students will have prerequisites met, and other ASU students will have available to them Art History General Studies and other courses of the curriculum for use as electives.	Some funds to provide support for this new division will be necessary. While many of our programs will not grow in the coming years, Art History has the ability to serve a larger student base. Should this program see enrollment growth, we will provide the resources to support the division.
School of Mathematics and Statistics (with simultaneous disestablishment of Department of Mathematics and Statistics)	School	Liberal Arts and Sciences (Tempe)	There will be four PhDs in mathematics and statistics: Pure Math, Applied Math, Math Education, and Statistics. By transforming the department into a school we can more naturally allow each PhD program to function somewhat autonomously (the faculty groups supporting these four PhD programs will somewhat overlap with each other). In recent years we have established a significant number of Schools within the College of Liberal Arts and Sciences. These are all interdisciplinary units. By		Additional faculty may be required. Funding will be from internal ASU reallocation.

			making Mathematics and Statistics a School we will emphasize the importance of math and statistics to almost every discipline that does research in the natural or social sciences. This will encourage cooperation between math and statistics faculty members and other research units.		
<p>Division of Teacher Preparation</p> <p>(with simultaneous disestablishment of the Departments of Elementary Education, Secondary Education, and Special Education)</p>	Division	Teacher Education and Leadership (West)	<p>The proposal is to establish a new Division of Teacher Preparation by merging three existing departments. Currently the department structure creates silos only designated by areas of teacher certification. Because a central goal of the College is to integrate certification areas in order to better prepare teachers for the real world of classrooms, this new structure would allow faculty to work together in more flexible arrangements, including curriculum planning, the possibility of instructional teams and cooperative research.</p>	<p>There will be no impact on students.</p> <p>There will be little impact on faculty as there is only one set of Standards of Academe for the entire College and most faculty will stay in the Division where there is a department merger or name change.</p>	None or reduced administrative costs
<p>Division of Educational Leadership and Innovation</p> <p>(with simultaneous disestablishment of the Department of Graduate Studies and Professional Development)</p>	Division	Teacher Education and Leadership (West)	<p>The proposal is to elevate the status of the existing department to a Division under the college reorganization plan. This Division would include the College's EdD in Leadership and Innovation) and the Educational Administration and Supervision Master's degree. The current department name is inaccurate/unclear as other departments also have graduate studies. The new title more aptly describes their work.</p>	<p>There will be no impact on students.</p> <p>There will be little impact on faculty as there is only one set of Standards of Academe for the entire College and most faculty will stay in the Division where there is a department merger or name change.</p>	None

Table 2 - List of Proposed Changes to Existing Units (e.g., rename, disestablishment, move or merge)

Current Unit Name and Location	Recommended Action (e.g., rename, disestablish, move or merge, etc.) including recommended date for the action. If rename, include the proposed name change.	Justification/Brief Description of the proposed action (max 50 words)	Impact on Current Students (max 50 words)	Expected fiscal impact
Department of Physical Education, School of Educational Innovation and Teacher Preparation (Polytechnic)	Reorganization and name change to: Department of Secondary and Physical Education	The two existing departments that comprise the School will be reorganized to more equally distribute the number and size of programs and provide a rational distribution of programs to facilitate collaboration and administrative efficiencies. The Department of Secondary Education will include the undergraduate and graduate Mathematics, Science, and Secondary Education (including Physical Education) degree programs. All of these programs have coursework that leads to Secondary Education certification; as well as career development for current educators and research.	All education programs will continue to be offered. Some programs, faculty and staff may shift from one department to another; however, there will be minimal impact on students.	No fiscal impact is anticipated.
Department of Teacher Education and Administration, School of Educational Innovation and Teacher Preparation (Polytechnic)	Reorganization and name change to: Department of Elementary and Special Education	The two existing departments that comprise the School will be reorganized to more equally distribute the number and size of programs and provide a rational distribution of programs to facilitate collaboration and administrative efficiencies. The Department of Elementary and Special Education will include the undergraduate and graduate Elementary, Special and Early Childhood degree programs; as well as the Technology and Early Language Learners faculty. These programs all have coursework that leads to certification in the Pre-K through 12 th grade certification (with an emphasis on the Elementary Grades K-8); as well as career development for current educators and research.	All education programs will continue to be offered. Some programs, faculty and staff may shift from one department to another; however, there will be minimal impact on students.	No fiscal impact is anticipated.

<p>Department of Industrial Engineering, Ira A. Fulton School of Engineering (Tempe)</p>	<p>Change name to: Department of Industrial, Systems and Operations Engineering</p>	<p>The department's mission extends beyond the activities traditionally associated with industrial engineering. Our scope includes activities referred to as industrial, systems, or operations engineering by various groups. The faculty strongly supports this name change to convey who we are and the opportunities we intend to explore.</p>	<p>No direct impact on existing students.</p>	<p>None except that future faculty hires may be directed more towards Services and Systems Engineering.</p>
<p>Department Economics, Finance, Marketing, and Quantitative Business Analysis; School of Global Management and Leadership (West)</p>	<p>Change name to: Department of Global Business</p>	<p>The name change is proposed to align the department with the mission and strategic plan of the school, in particular with respect to global and leadership emphases.</p>	<p>No direct impact on students.</p>	<p>None</p>

Part II – Status Report 2007-2008
A. ACADEMIC PROGRAMS

In Planning/Planned

Program	College	Campus	Degree	CIP Code	New Resources, if any, and Source*
Global Studies	Liberal Arts & Sciences	Tempe	MAS	30.2001	
Teaching Foreign Languages* (*Drop from planning inventory)	Liberal Arts & Sciences	Tempe	MA	13.1399	
Intercultural Discourse and Interaction	Liberal Arts & Sciences	Tempe	MA	09.0999	
Supply Chain Management	Business, W. P. Carey	Tempe	MS	52.0202	
Biomedical Informatics	Engineering, Ira A. Fulton	Tempe	BS	26.1103	
Software Engineering	Engineering, Ira A. Fulton; Technology and Innovation	Tempe; Polytechnic	BS	14.0903	
Music	Arts, Herberger	Tempe	PhD	50.0901	
Applied Ethics and the Professions	Liberal Arts and Sciences; Interdisciplinary Arts and Sciences (initiated by Graduate College)	Tempe; West	MA	38.0103	
Asian Pacific American Studies* (*Drop from planning inventory)	Liberal Arts and Sciences (initiated by Public Programs)	Tempe	BA	05.0206	
Clinical Research Management	Nursing and Healthcare Innovation	Downtown	MS	51.0999	Program fee
Public Policy and Government* (*Drop from planning inventory)	Applied Arts and Sciences	Polytechnic	BS	44.0501	
Evaluation Research	Human Services	West	MS	44.0000	
Resource Planning for Aging	Human Services	West	MRPA	19.0702	
Youth Development Leadership	Human Services	West	MS	44.0702	
Statistics	Interdisciplinary Arts and Sciences	West	BS	27.0501	

Implemented

Human and Social Dimensions of Science and Technology	Graduate College	Tempe	PhD	30.1501	Internal reallocation
Community Resources and Development	Public Programs; Human Services	Downtown; West	PhD	31.0101	Internal reallocation
Biomedical Informatics	Engineering, Ira A Fulton	Tempe	PhD	26.1103	Part of School of Computing and Informatics funded through new state appropriations and Technology Research Investment Funds

Business	Business, W P Carey	Tempe	BA	52.9999	Internal reallocation
Neuroscience	Graduate College	Tempe	PhD	30.2401	Internal reallocation
Professional Science Masters in Nanoscience	Liberal Arts and Sciences	Tempe	PSM	40.0899	Internal reallocation
Master of Landscape Architecture	Design	Tempe	MLA	04.0601	Program fee (approved 12/2007) and internal reallocation
Master of Urban Design	Design	Tempe	MUD	04.0401	Program fee (approved 12/2007) and internal reallocation
Master of Advanced Study in Marriage and Family Therapy	Liberal Arts and Sciences	Tempe	MAS	19.0703	Program fee (approved 12/2007) and internal reallocation
Master of Advanced Study in Infant and Family Practice	Liberal Arts and Sciences	Tempe	MAS	19.0706	Program fee (approved 12/2007) and internal reallocation
Applied Linguistics	Education, Mary Lou Fulton	Tempe	PhD	16.0102	Internal reallocation
Aging and Lifespan Development	Human Services	West	BS	19.0702	Internal reallocation
Aging and Lifespan Development	Human Services	West	MS	19.0702	Internal reallocation
Financial Analysis and Portfolio Management	Global Management and Leadership	West	MS	52.0804	Program fee (approved for all graduate programs) and internal reallocation
Customer-Centric Innovation and Marketing Research	Global Management and Leadership	West	MS	52.1402	Program fee (approved for all graduate programs) and internal reallocation
Science, Technology, and Society	Applied Arts and Sciences	Polytechnic	BS	30.1501	Internal reallocation
International Letters and Cultures (anticipated for fall 2008)	Arts & Sciences	Tempe	BA	16.9999	Internal reallocation
Youth Development Leadership (anticipated for fall 2008)	Human Services	West	BS	44.0702	Internal reallocation
Applied Mathematics (anticipated for fall 2008)	Interdisciplinary Arts and Sciences	West	BS	27.0301	Internal reallocation

Part II – Status Report 2007-2008
B. ORGANIZATIONAL UNITS

Disestablished/Merged (None)

New Unit	Within...	Campus	Status	Resources*
School of Letters and Sciences		Downtown campus	Established	Internal reallocation
Division of Humanities, Arts and Cultural Studies	New College of Interdisciplinary Arts and Sciences	West campus	Establish 7/1/08	Internal reallocation
Division of Mathematics and Natural Sciences	New College of Interdisciplinary Arts and Sciences	West campus	Establish 7/1/08	Internal reallocation
Division of Social and Behavioral Sciences	New College of Interdisciplinary Arts and Sciences	West campus	Establish 7/1/08	Internal reallocation

*reallocated, enrollment growth, program fees/differential tuition, state allocation

Part III – Centers and Institutes 2008-09 Annual Report

TABLE 1 – Proposed New Centers / Institutes

#	Name of Proposed Center / Institute	Administrative Home	Justification	<u>Additional State Funds Required (Yes or No)</u>
<i>Thematic Area 1. Education, Health, and Human Development</i>				
1	Healthy Lifestyles Center	Department of Exercise and Wellness and Department of Nutrition (School of Applied Arts & Sciences)	To conduct interdisciplinary research on determining behaviors that contributes to health and wellness and on devising ways to promote the adoption of healthful behaviors.	No
<i>Thematic Area 2. Advancement in Science and Engineering</i>				
2.	The Origins Institute	Office of the President	<p>To establish a new collaborative international center connecting science and culture to explore and develop new symbiotic relationships based on explorations of origins in fields that include medicine, biology, anthropology, cognitive science, earth science, astronomy, and physics. Specifically the Origins Institute will address questions from the origin of life to the origin of species, from the origin of consciousness to the origin of disease, from the origin of our planet to the origin of the universe.</p> <p>The Origins Institute will serve as a national and international outreach center promoting the public understanding of science through its research and public education. Specific activities in this regard will include hosting public symposia, creating new museum exhibits, and preparing and creating innovative and compelling new educational curricula for college students, K-12 students as well as material for the general public.</p>	No
3.	The Biodesign Institute (Center for Synthetic Biology)	The Biodesign Institute (Office of the President)	To understand and catalog the underlying biochemical processes that control cellular metabolism to advance solutions for biomedicine and the environment.	No
<i>Thematic Area 3. Social Sciences, Humanities, and Arts</i>				
4.	Center for Jewish Studies	Division of Humanities (College of Liberal Arts & Sciences)	To enhance knowledge of Judaism, defined as the civilization of the Jews, and to study all facets of Jewish life as developed over time by combining research, teaching, and community outreach. The center will offer a new and creative model in how to integrate a Jewish perspective into all relevant disciplines and academic units (e.g., History, Religious Studies, Political Science, Justice Studies, School of International Letters and Cultures, Film and Media Studies, and College of Law). The center will serve as an intellectual resource to Jewish life in Metropolitan Phoenix and greater Arizona.	No

5.	Center for the Study of International Law	College of Law	This center will focus on research on empirical approaches to international human rights law, transitional justice, legal responses to terror, foreign affairs privatization, and the interrelationship between international and domestic law.	No
<i>Thematic Area 4. Business</i>				
6.	Center for Supply Networks and Sustainability	Department of Supply Chain Management (W. P. Carey School of Business)	To study supply networks and sustainability as complex adaptive systems. Sustainability issues are emerging as the key strategic consideration for global firms - and supply chains are recognized as being at the root of sustainability concerns. The center will focus its research on how to make tactical decisions in response to major strategies such as full product take-back, design and manufacture for disassembly, design and manufacture for zero toxic waste disposal, manufacturing new products with mostly reused and remanufactured components, manufacturing without depleting resource reserves, and designing to minimize energy usage over a product/service bundle's entire life cycle of creation, use, reuse, down-cycling, and recycling.	NO

TABLE 2 - Proposed Changes To *Existing* Center / Institutes (including rename and disestablishment)

#	Name of Proposed Center / Institute	Administrative Home	Action	Justification
1.	Center for Global Management	School of Global Management and Leadership	Renamed from Center for International Management	Change to "global" to suggest inclusiveness of all nations instead of "international" suggesting involved nations are more specific and exclusionary; Also aligns more closely with School name and ASU design imperative of "global engagement."

TABLE 3 - Status Update on Previously Proposed Center and Institutes (e.g., implemented, disapproved, under revision).

#	Name of Proposed Center / Institute	Administrative Home	Action	Initial University Resource (\$\$) Commitment*	Other Supporting Funds* (e.g. grants, gifts)
<i>Thematic Area 1. Education, Health, and Human Development</i>					
1.	Center for Civic Education and Leadership	College of Teacher Education and Leadership	Implemented	\$132 K per year for 3 years	Received \$30K from Georgetown University Law Center and \$15K from AZ Foundation for Legal Services and Education. Seek private foundation funds and federal funds (e.g. DOE, Justice Department) as well as contract work with local agencies.
<i>Thematic Area 2. Advancement in Science and Engineering</i>					
2.	Adaptive Intelligent Materials and Systems Center (AIMS)	Ira A. Fulton School of Engineering	Implemented	\$120K for three years	Federal funding including military funds, NSF, Dept of Energy, NASA. Industry sponsors such as Boeing, Honeywell, and Phantom Works. Consortium fees paid by participating member companies.
3.	Center for Adaptive Neural Systems (ANS)	Ira A. Fulton School of Engineering	Implemented	\$150K per year for three years	Primarily federal funding sought from NIH, NSF, Army, and DoD. Industry partnerships with companies such as Exponent Inc., Motion Control, Cochlear Ltd. Pursue graduate training grants from NIH and DOE.
4.	Center for Computational Nanoscience	Ira A. Fulton School of Engineering	Implemented	\$150K per year for three years	Seek federal funding from DOE, NSF, HPC, DARPA
5.	Center for Environmental Fluid Dynamics (CEDF)	Ira A. Fulton School of Engineering	Implemented	\$400K per year for three years	Federal funding (e.g. NSF, ONR, NASA, DOE, EPA, USGS); state funding from ADEQ, ADOT; industrial partners (e.g. APS, Raytheon)
6.	Center for Earth Systems Engineering and Management (CESEM)	Ira A. Fulton School of Engineering	Implemented	\$30K per year for 3 years	Federal funding from NSF and EPA. Seek industry partners.
7.	Information Assurance Center	School of Computing and Informatics (Ira A. Fulton School of Engineering)	Implemented	\$100 K per year	Current research expenditures of \$400K. Pursue federal funding from NSF DOD, Homeland Security, and Cyberinfrastructure. Seek local funding from AZ Science Foundation. Revenue from continuing education and professional development activities.

8.	Sensor Signal and Information Processing (SenSIP) Center	Ira A. Fulton School of Engineering	Implemented	\$120K per year	Membership fees from industry consortium. Federal funding from NSF, DARPA, DoD and industry partners.
9.	Arizona Center for Renewable Energy Electrochemistry	Ira A. Fulton School of Engineering; College of Liberal Arts and Sciences	Implemented	\$225K for three years	Federal funding by NSF, Dept. of Energy, DoD. Industry funds.
10.	Arizona Institute for Renewable Energy (AIRE)	Vice President for Research and Economic Affairs	Implemented	\$1million per year for first three years from TRIF funding for 3-5 years	Proposal to ABOR from ASU and U of A for additional \$2 M per year (\$1M each institution) for over-realized TRIF funds. Seek additional federal, local, and industry funding
11.	ASU Advanced Photovoltaics Center	Arizona Institute for Renewable Energy (Vice President for Research and Economic Affairs)	Implemented	\$200K for 3-5 years from TRIF funds	Proposal to ABOR from ASU and U of A for additional \$2 M per year (\$1M each institution) for over-realized TRIF funds. Seek additional federal, local, and industry funding
12.	Advanced Technology Innovation Center (ATIC)	College of Technology and Innovation	Implemented	\$100K per year for 3 years	Industry funding as well as federal funds from agencies such as Homeland Security, Commerce, DoD
13.	Center for Biogeochemical Dynamics and Ecosystem Change	Global Institute of Sustainability (Office of the President)	Under Revision	n.a	n.a
14.	Mathematical, Computational and Modeling Sciences Center (MCMSC)	College of Liberal Arts and Sciences	Implemented	\$250K reallocated internally	Current multi-year funding from NSF and DoD
<i>Thematic Area 3. Social Sciences, Humanities, & Arts</i>					
15.	GeoDa Center for Geospatial Analysis and Computation	Division of Social Sciences (College of Liberal Arts and Sciences)	Implemented	\$200K per year for 4 years	\$824K four year contract from NIH. Seek other federal funding from Army Corps of Engineers NSF. Revenue from workshops and educational materials.
16.	Center for Policy Informatics	College of Public Programs	Implemented	\$250 K for first year, \$150K for second year, and \$100K for third year	Federal funding from NS, NIH, DoD, National Institute of Standards and Technology, Homeland Security. Support from Mellon, Kellogg, and Sloan Foundations.
<i>Thematic Area 4. Business</i>					
17.	Edward C. Prescott Center for the Advanced Study in Economic Efficiency	W.P. Carey School of Business	Implemented	\$225 K per year	NSF federal funding. Seek Foundation support (e.g. Sloan) and external donors.

18.	Center for Productivity, Innovation and Quality	School of Global Management and Leadership	Implemented	\$50K for two years	Industry funding. NSF federal funding.
<i>The Centers noted below, for a variety of reasons (see footnotes related to each) have not appeared on the ABOR approved center/institute list. We report them now in order to insure that all centers/institutes are listed.</i>					
19.	The Biodesign Institute* <ul style="list-style-type: none"> • Center for Applied NanoBioscience • Center for Bioelectronics and Biocensors • Center for BioEnergetics • Center for Bio-Optical and Nanotechnology • Center for Ecogenomics • Center for Environmental Biotechnology • Center for Evolutionary Functional Genomics • Center for Infectious Diseases and Vaccinology • Center for Innovations in Medicine • Center for Personalized Diagnostics • Center for Single Molecule Biophysics 	The Biodesign Institute (Office of the President)	Implemented	\$21M in FY07	\$53M in FY07 from major federal grants, foundations, and donors
20.	Flexible Display Center**	Vice President for Research and Economic Affairs	Implemented	\$2M from 2004 - present	\$32M sponsored funding from 2004-present

21.	Decision Theater**	Global Institute of Sustainability (Office of the President)	Implemented	\$1.5M from 2006 - present	\$1M in sponsored funding from 2006 - present
22.	Center for Nanotechnology in Society**	Consortium for Science, Policy, and Outcomes (CPSO) (College of Liberal Arts and Sciences)	Implemented	Initial funding from \$6.2 M in grants received by CSPO over past five years	\$0.8M in NSF funding from 2006-present
23.	Prevention Research Center***	Department of Psychology (College of Liberal Arts and Sciences)	Implemented	n.a	\$4.8M in HHS-NIH-NIMH-National Institute of Mental Health from 2006-present
24.	Center for Cognitive Ubiquitous Computing (CUBIC)**	Institute for Computing and Information Sciences Engineering (InCISE).	Implemented	\$0.8 M from 2004 - present	\$2.6M in sponsored funding from 2004 - present
25.	Partnership for Research for Research in Spatial Modeling (PRISM)**	Institute for Computing and Information Sciences Engineering (InCISE).	Implemented	n.a.	\$2.6M in sponsored funding from 2003 - present

* The Biodesign Institute was approved by ABOR in 2003. These eleven centers were established under the umbrella of the Biodesign Institute in recent years, but have not previously been reported to ABOR in the Center review process. The Biodesign Institute does submit an annual review to the ASU President as part of the ABOR TRIF review and has included information on these centers. It was unclear in 2003 when the Institute was ABOR approved and launched whether new centers established under the Institute needed individual ABOR approval too. In the spirit of complete accounting for institutional research centers, these centers have been added to the 2008-09 report.

** These five centers were either launched in the last few years under an approved ASU Institute or Consortium or the unit names did not use "center" in the title. Therefore, these have not been previously reported to ABOR and have been added to the 2008-09 report.

*** The Prevention Research Center was established in 1984 under the Department of Psychology. For whatever historical reason, this center has not been shown on the approved center list and has been added to the 2008-09 report.

NORTHERN ARIZONA UNIVERSITY

ACADEMIC STRATEGIC PLAN 2008-2009

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**NORTHERN
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UNIVERSITY** Office of the Provost

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2008-09 ACADEMIC STRATEGIC PLAN

Part I: Academic Program and Organizational Unit Initiatives for 2008-09

A. Narrative Overview

A. 1. General Categories/Themes, Organizational Changes, Centers & Institutes

Northern Arizona University's academic strategic plan closely follows the institution's strategic priorities. Focusing our strengths on a high quality undergraduate education and building graduate and professional programs—both on the Flagstaff campus and at sites throughout the State--that address and support Arizona's workforce needs, our efforts focus on the following themes:

- Developing applied health initiatives
- Leading Arizona in the preparation of math and science teachers
- Globalizing undergraduate education
- Building our educational capacity to better serve Native Americans

Additionally, the gradual separation of the Yuma branch campus necessitates that separate programs be established on the Yuma campus which will differ somewhat from those on the Flagstaff campus. For example, a new Bachelor of Business Administration (BBA) serves the Yuma student population, and is separated from the AACSB-accredited BSBA offered on the Flagstaff campus. Similar efforts will occur with curricular changes in Education.

1. Northern Arizona University has undertaken expansion of **health care programs** to serve the State and respond to significant existing and increasing workforce shortages in the health care fields. The first major area of program expansion will be in the following fields:
 - Biomedical Sciences (approved in FY 08 for admission in FY 09)
 - Occupational Therapy (in planning stages during FY 08-FY 09)
 - Physicians' Assistant Program (in planning stages during FY 08-09)
 - (possible) Clinical Laboratory Sciences (under consideration FY 08-09)
 - Nursing expansion at both the BSN and MSN levels

While the Biomedical Sciences program has been established and faculty are being hired, the OT and PA programs are just in the beginning phases, with planning requiring the hiring of directors for both programs, and a medical director to be available for consultation in program development. Once both directors are on board, faculty will be hired to develop and implement the curriculum. Accreditation site visits are planned so that programs are approved and ready for admission of students by Fall of 2010.

Health program expansion necessitates new space, and the proposal for building a new \$100M health building are before the State Legislature. Because both our Health Professions and Nursing facilities are dated and insufficient, successful health care expansion will dependent upon a new building. Campus planning for this new facility is underway.

2. **Leading Arizona in preparation of mathematics and science educators.** In 2007-08, Northern Arizona University was one of 12 colleges and universities in the nation to receive a U Teach grant—a multimillion-dollar effort intended to double and improve the preparation of teachers in the fields of mathematics and science. The program is intended to introduce undergraduate math and science majors to elementary and secondary school teaching by offering compact degree plans, early teaching experiences and financial assistance (Inside NAU Extra, Dec. 10, 2007). It is anticipated that curricular and programmatic change will be forthcoming to integrate this new approach to teacher preparation.
3. **Globalizing Undergraduate Education** is a high priority for NAU. Various new initiatives—beyond the 1+2+1 partnership with the China Ministry of Education—are under consideration. New agreements concerning 2+2 offerings are being forged. Dual graduate degrees (MBA) programs are being established in Hong Kong. Graduate students from China will soon be able to enroll in NAU graduate programs. Additionally, NAU has established a Task Force on Global Education, to internationalize the curriculum. Proposals to modify NAU's Liberal Studies Requirements are expected following the committee's recommendations. Study abroad, exchanges, and faculty research and teaching partnerships are being built and strengthened. The number of international students on our campus is increasing dramatically. Overall, NAU is moving forward on multiple fronts on the goal of internationalizing the University.
4. Northern Arizona University's programming continues to reflect the strategic goal of **servicing Native Americans** in the State. Allied health, dental hygiene, Nursing, health sciences programs, etc. are delivered both on the reservation and at a distance to serve populations in remote and rural areas. Within all NAU's six academic colleges, significant programming serves our Native American students, to include such programs as cancer biology, social work, and teacher preparation.

Organizational changes

In FY 07-08, Northern Arizona University realigned the units in the (former) Consortium of Professional Schools, moving the Hotel and Restaurant Management Program to the W. A. Franke College of Business; the Nursing and Health Professions School to the newly-established College of Health and Human Services; and in FY 08, the decision was made to move the School of Forestry to the College of Engineering and Natural Sciences, which will be renamed the College of Engineering, Forestry and Natural Sciences.

Centers and Institutes

Development of centers and institutes align with existing areas of excellence and focus within our research focus on the environment, biological and genetic research, biodiversity, and health. In 2006-07, the Research and Graduate Education Task Force (RGE) outlined in their final report areas in which NAU has particular expertise and would be the focus of enhancement of research and graduate or professional programs. These include:

- Biotechnology and Health – Arizona’s focus for near term economic development with a biotechnology corridor from Flagstaff to Tucson.
- Environment and Sustainable Systems -- one of four economic development priorities for Arizona
- Learning and Teaching – meeting the needs of P-20 for Arizona and beyond.
- Human Connections and Diversity of the Human Experience – particularly focused on Native American issues

A.2. Decision-making process

In general, NAU has been extremely conservative about bringing forward new degree programs in both undergraduate and graduate arenas. Because new programs do not come without cost, careful analysis is done with every program proposal that informs the costs and benefits as well as potential revenues a program would generate. Business plans are created for new programs so there is no mystery as to the clear cost—and commitment to fund—any new initiatives. For these reasons, the number of new degree programs brought to ABOR over the last several years has been modest.

Given NAU’s commitment to strategic planning and the identified themes for new program development consistent with the mission, initiatives for new programs may be brought forward by the President and/or Provost. With increasing awareness of the critical shortfall of health care professionals in the State, NAU has launched a major initiative to produce more graduates to meet State workforce demand needs (e.g. new programs for Physician’s Assistant, Occupational Therapist), as well as creating a more highly trained workforce to enter the medical fields (e.g. Biomedical Sciences). Expansion of Physical Therapy programs on the Flagstaff campus as well as in Phoenix, expansion of both undergraduate and graduate Nursing programs on campus as well as in distant sites (Tucson, Yuma, the Navajo Nation) and a possible program in Clinical Laboratory Sciences, exemplify the relationship between workforce needs and program

development. Consultants have played significant roles in providing analyses of State health care needs, and discussions with faculty leaders have ensued, bringing the faculty to the realization of academic degree niches that could potentially be filled by NAU.

Academic planning for other program development is also driven largely by identifying areas of economic need in the State. For example, workforce development needs have driven the creation of a new Masters of Science in Engineering due to enormous societal demands for more and more highly-trained engineers. Engineering standards have moved to the Bachelor + 30 credits to qualify for engineering positions in the workforce, necessitating the establishment of the new MSE degree. As field and disciplines change and new areas of inquiry emerge, programs respond by revising and renaming programs (e.g. Political Science to *Politics and International Affairs*; Women's Studies to *Women's and Gender Studies*; Criminal Justice to *Criminology and Criminal Justice*).

The STEM initiatives represent a call to educators to produce more highly qualified mathematics and science teachers to better prepare students for living in a highly technological, innovative and globalized world. Teacher education curricular shifts (e.g. our new NAU Teach initiative) are an example of programmatic and curricular change driven by societal needs.

Given decisions about strategic directions, new programs under consideration are, for the most part, brought forward by faculty, and proceed through channels including the department chair, college and university curriculum committees, and ultimately approved by the Provost and President. Both Faculty Senate and Academic Chairs' Council are informed of all proposals, and have the opportunity to comment on them. Once those programs are approved, they are brought to the CAO's and/or the Academic Affairs Committee of ABOR. Curriculum changes are aligned with institutional strategic goals and directions, as well as ABOR and areas of legislative focus (i.e. health expansion).

While response to workforce needs are critical to university program development, it is important to recognize that our greatest responsibility to produce graduates who are critical thinkers, problem solvers, and innovative and highly skilled workers. Universities focus on broad liberal arts training for all students to ensure a highly educated workforce. All students regardless of major chosen are expected to graduate with particular outcomes in liberal learning, to be literate in science and mathematics, as well as in literature and the arts. This is probably the fundamental purpose of higher education.

Northern Arizona University
2008-2009 ACADEMIC STRATEGIC PLAN
Part I – Proposed Academic Programs and Organizational Units
A. ACADEMIC PROGRAMS

Table 1 - List of Proposed New Programs

Name of Proposed Degree	College	Program Fee or Differential Tuition Required? (Check one)	Additional State Funds Required? (Check one)	Brief Description/Justification following outline in template (max 100 words).
Undergraduate Degree Programs				
BS in Clinical Lab Science	Engineering, Forestry and Natural Sciences	Possibly	Yes	Clinical Lab technologists are in short supply in Arizona. The development of this program would help the state address this shortage.
Master's Programs				
Physician's Assistant – MS	Health and Human Services	Probably	Yes (initial funds already available)	There is a shortage of Physician's Assistants in Arizona, and no public institution in Arizona offers it. This is a part of NAU's emphasis on health professions programming.
Doctoral Programs				
Occupational Therapy – DOT	Health and Human Services	Probably	Yes (initial funds already available)	Arizona is experiencing a shortage of Occupational Therapists, and there is no public institution in Arizona that offers programs in this area. This is part of NAU's initiative on healthcare programming.

Table 2 - List of Proposed Changes to Existing Programs (e.g., rename, disestablishment)

Current Degree Name	College	Recommended Action (e.g., rename or disestablish) including recommended date for the action. If rename, include proposed name change.	Justification/Brief Description (max 50 words)	Impact on Current Students (max 50 words)
BS Engineering (split) BS in Civil Engr BS in Env'l Engr BS in Elec Engr BS in Mechanical Engr	Engineering, Forestry and Natural Sciences	Split the current BS in Engineering into degrees reflecting the students' area of specialty	Students are advantaged in job searches by showing a degree in a particular engineering discipline	Beneficial: better articulation of field of study
BA/BS in Women's Studies	Social and Behavioral Sciences	BA/BS in Women's and Gender Studies	Rename to reflect that program is broader than focus on women's issues	Minimal
Master of Liberal Studies	Social and Behavioral Sciences	Master of Arts in Sustainable Communities	Rename to reflect actual program focus; move from Arts and Letters to provide interaction with other interdisciplinary programs	Minimal

B. ACADEMIC ORGANIZATIONAL UNITS

Table 1 - List of Proposed New Academic Units

Name of Proposed Unit	Level (College, School, Department, Division, etc.)	The name of the existing College, School, etc. under which the proposed unit will be established (if applicable)	Brief Description (max 50 words)	Justification/need (max 50 words)	New Resources, if any, and Source*
University College	College	n/a	The University College will serve as a home for all first year, undeclared and transitional students and will house the Gateway Student Success Center, first year academic programs, Liberal Studies Program, University Honors, Class Linked Academic Support, Bachelor of Interdisciplinary Studies/BAS.	This model will increase student success through stronger coordination among programs and initiatives. The College will strengthen academic support to undergraduate students, facilitate career and major exploration, enhance learning opportunities for residential undergraduate students, and promote innovation in undergraduate education.	Institutional reallocation.

Table 2 - List of Proposed Changes to Existing Units (e.g., rename, disestablishment, move or merge)

Current Unit Name	Recommended Action (e.g., rename, disestablish, move or merge, etc.) including recommended date for the action. If rename, include the proposed name change.	Justification/Brief Description of the proposed action (max 50 words)	Impact on Current Students (max 50 words)	Expected fiscal impact
College of Engineering and Natural Sciences (CENS)	The School of Forestry will move to the College of Engineering and Natural Sciences and the college will be renamed the College of Engineering, Forestry, and Natural Sciences.	The School of Forestry will move to the College of Engineering and Natural Sciences effective July 1, 2008.	n/a	none

Part II – Status Report 2007-2008
A. ACADEMIC PROGRAMS

In Planning/Planned (None)

Implemented

Program	College	Campus	Degree	CIP Code	New Resources, if any, and Source*
BS Biomedical Sciences	College of Engineering, Forestry and Natural Sciences	Flagstaff	BS	26.0102	State appropriation for Health Expansion (\$4m)
Bachelor of Business Administration – Yuma	NAU-Yuma	Yuma	BBA	52.0201	
BS in Applied Computer Science	College of Engineering, Forestry and Natural Sciences	Flagstaff	BS	11.0501	

Disestablished/Merged (None)

B. ORGANIZATIONAL UNITS (None)

Part III – Centers and Institutes

TABLE 1 – Proposed New Centers / Institutes

#	Name of Proposed Center / Institute	Administrative Home	Justification	<u>Additional State Funds Required (Yes or No)</u>
<i>Thematic Area 1. Environmental Research and Sustainability</i>				
1	Interdisciplinary Environmental Center	Faculty and staff from multiple academic programs and outreach centers.	This unit will be dedicated to the formation of landscape conservation and management policies rooted in sound social and natural science. We anticipate that this unit will provide both problem-solving expertise and training opportunities to land management agencies and organizations throughout the interior west and beyond.	No
2	Colorado Plateau Biodiversity Center (effective July 1, 2008)	The College of Engineering, Forestry and Natural Sciences	The center will comprise the natural history and systematic collections of Northern Arizona University, including the Deaver Herbarium, the Colorado Plateau Arthropod Museum, fungal collections, vertebrate collections, and paleontology collections. The Center will provide coherent support for curation, management, research, teaching, and especially public outreach drawing upon the resources of all these collections. The recent opening of the new Science Laboratory Facility creates flexibility in space management in the College of Engineering & Natural Sciences, providing an opportunity to consolidate and enhance the facilities supporting these important resources.	No
<i>Thematic Area 2. Health Research and Policy</i>				
3.	Interdisciplinary Health Policy Institute (effective July 1, 2008)	College of Health and Human Services	This institute would focus on interdisciplinary research on quality health and social justice education, healthcare programs, dealing with topics such as global warming, health disparities, health care provision to communities, uninsured families, community-based research.	No new state funds will be requested from the legislature.
4.	Discovery Research Laboratories for Reproductive Physiology	The College of Engineering, Forestry and Natural Sciences	The DRL is an innovative leader in translating basic research into practical tools that address significant medical, veterinary, cultural and environmental concerns. Research focuses on translation of basic research on endocrine systems into pioneering solutions for wildlife population issues. Specialization is in reproduction, endocrine systems and environmental impacts on health issues. Additionally, the mission of the proposed center is to promote educational outreach initiatives and positive learning environments for inquisitive minds interested in the field of science.	No

TABLE 2 – Proposed Changes to *Existing* Centers / Institutes (including rename and disestablishment)

#	Name of Proposed Center / Institute	Administrative Home	Action	Justification
1.	Center for Sustainable Environments (CESE) (effective July 1, 2008)	College of Engineering, Forestry and Natural Sciences	Renaming of CESE to the Center for Sustainable Environments Merging of the current projects within the existing CSE with the newly named organization referenced above. Housing of all academic programs will now be under the newly formed CSE.	This name change and merger will provide substantial visibility and identity for the current programs and projects and will allow us to have one center director dedicated to building stronger associations with the academic programs of CESE and the many successful partnerships of CSE which has been impossible to achieve with two separate units. The elimination of the current CSE will not require reorganization within the current units or additional resources.

TABLE 3 – Status Update on Previously Proposed Centers / Institutes (None)

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UNIVERSITY OF ARIZONA

ACADEMIC STRATEGIC PLAN 2008-2009

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**The University of Arizona
Academic Strategic Plan 2008-09
Narrative Overview**

As a premier land-grant university, The University of Arizona plays a vital role in building a thriving state. The University offers the highest quality education, excels in creating new knowledge that has worldwide impact, and provides leadership and collaboration to address the challenging issues facing Arizona, the nation and the world. The University is about quality, discovery, and opportunity. To better serve future generations, The University of Arizona will be one of the 10 best public research universities.

In adopting our 2009-2013 Strategic Plan, UA leaders set four strategic directions for our institution:

- Prepare Arizona's Youth and Ensure Access and Opportunity;
- Engage and Graduate Students Who Can Contribute to the State, Nation, and World;
- Provide World-Class Research That Improves the Human Condition in Arizona and Beyond; and
- Partner With and Serve the People of Arizona.

These strategic directions are consonant with the vision and mission of the Arizona Board of Regents. Further, through the strategic planning process we identified specific areas of emphasis. We intend to build on our national leadership in interdisciplinary and collaborative research and lead the nation in research and outreach activities that are critical to our State's future. In particular, The University of Arizona will emphasize the following areas:

Biomedical and Behavioral Health
Biosciences and Biotechnology
Climate, Environmental, Water and Energy Sustainability
Creative Arts, Languages and Language Acquisition
Law, Public Policy and Entrepreneurship
Optics
Southwest, Native American, Borderlands, and Latin American Studies
Space Exploration and Observation
Youth Development Programs

The proposed academic program proposals in the University's academic strategic plan are well-aligned with the institutional strategic plan.

Strategic Direction#1: The programs listed below advance UA's efforts to prepare Arizona's youth to ensure access and opportunity. Collectively, they increase the number of quality graduates prepared as K-12 teachers; they advance educational opportunities in more geographic locations across the State; and they bring new collaborations with our community college partners to create more access to more students.

M.A. with a major in Middle School Mathematics Leadership (College of Science: new program)

B.S. with a major in Secondary Education (UA South: new program)

M.Ed. with a major in Special Education (UA South: new program)

B.S. with a major in Elementary Education (UA South: extend geographic locations; community college partnership)

Alternative Secondary Education program (UA South: alternative delivery)

B.S. with a major in commerce (UA South)
(UA South: extend geographic locations)

Bachelor's of Applied Science (UA South)
(UA South: extend geographic locations)

B.S. in Environmental Hydrology and Water Resources (College of Engineering: community college partnership)

Strategic Direction #2: These new programs will engage and graduate students who can contribute to the State, nation, and world.

Undergraduate minor in sports management (Eller College of Management: new minor)

Undergraduate minor in astrobiology (College of Science: new minor)

B.A. with a major in International Studies (Honors College: new program)

B.S. in Electrical and Computer Engineering (College of Engineering: program consolidation)

B.S. in Disability Studies (College of Education: new program)

Strategic Direction #3: These new graduate programs will foster the next generation of premier scholars, researchers, and practitioners whose endeavors will improve the human condition in Arizona and beyond, in the areas of:

Biomedical and Behavioral Health
Biosciences and Biotechnology
Climate, Environmental, Water and Energy Sustainability
Creative Arts, Languages and Language Acquisition
Law, Public Policy and Entrepreneurship
Optics

*Southwest, Native American, Borderlands, and Latin American Studies
Space Exploration and Observation
Youth Development Programs*

M.A. and Ph.D. with a major in Mexican American and Raza Studies
(College of Social and Behavioral Sciences: new program)

M. S. and Ph.D. with a major in Environmental Health Sciences (Mel
and Enid Zuckerman College of Public Health: new programs)

M.S. with a major in Biostatistics (Mel and Enid Zuckerman College of
Public Health: new program)

Ph.D. with a major in Art Education and Visual Culture (College of
Fine Arts: new program)

Ph.D. with a major in Hispanic Linguistics (College of Humanities:
new program)

M.S. and Ph.D. with a major in Hydrometeorology (Colleges of
Science and Engineering: new programs)

M.S. in Geographic Information Systems (College of Social and
Behavioral Sciences: new program)

Graduate minor in astrobiology (College of Science: new minor)

In all cases, the academic programs listed above will create opportunities that advance the University's fourth strategic direction – to partner with and serve the people of Arizona.

The University of Arizona's 2008-09 Academic Strategic Plan was developed by the deans of the academic colleges, in consultation with their faculty, department heads and directors, and in discussions with the Executive Vice President and Provost. The impetus for program development arises through diverse mechanisms, including input from academic program reviews and dialogue with community partners regarding market needs. The University will use its established curricular approval protocols as it reviews the detailed proposals to ensure program quality.

This narrative focuses on The University of Arizona's program proposals; however, the organizational unit proposals, articulated in the accompanying attachments, similarly align with our strategic plan.

The University of Arizona
2008-2009 ACADEMIC STRATEGIC PLAN
Part 1 – Proposed Academic Programs and Organizational Units
A. ACADEMIC PROGRAMS

Table 1 - List of Proposed New Programs

Name of Proposed Degree	College	Program Fee or Differential Tuition Required? (Check one)	Additional State Funds Required? (Check one)	Brief Description/Justification following outline in template (max 100 words).
Undergraduate minor in Sports Management	Eller College of Management	Yes ___ No <u>x</u>	YES ___ No <u>x</u>	This minor would be based in the Department of Management and Organizations. There are similar programs at other major universities and there appears to be significant demand at our university. This minor would be open to all UA students. Classes would be offered during fall, spring and summer terms. It is anticipated that net revenues from summer classes would be sufficient to cover incremental instruction costs for fall and spring semesters if the number of students is not large. We may request additional state funds if demand for seats is strong.
Undergraduate and graduate minor in Astrobiology	College of Science	Yes ___ No <u>x</u>	YES ___ No <u>x</u>	The purpose of this program is to train undergraduates and graduates in the interdisciplinary field of astrobiology. Few programs exist – no formal program in Arizona - and interdisciplinary research is increasingly the key to successful scientific careers and a marketable workforce. This minor strengthens the astronomy, biosciences, chemistry, geosciences and planetary sciences programs and attracts high quality undergraduates. Students will develop a strong core of understanding in astrobiology to enhance their specific area of research in astronomy, biosciences, etc. This program of a high visibility topic will enhance federal and private funding opportunities.
M.A. with a major in Middle School Mathematics Leadership	College of Science	Yes ___ No <u>X</u>	YES ___ No <u>X</u>	The new Master's Degree concentrates on the mathematics taught in middle school and its pedagogy including: Numbers, Algebra, Geometry, and Probability and Statistics, Education Research Tools and Methods. The Department of Mathematics and the Tucson Unified School District (TUSD) joined together to address a serious problem in education in the

				State and the Nation. They received funding from the National Science Foundation (NSF) to develop a graduate program for in-service middle school mathematics teachers. This new degree would distinguish middle school mathematics professionals from the high school mathematics specialists in the current Master's of Arts in a Teaching Option.
Ph.D. with a major in Mexican American and Raza Studies	Social and Behavioral Sciences	Yes ___ No X	YES __X No __	The establishment of a doctoral degree in Mexican American and Raza Studies will contribute to the intellectual capacity of the Department, the College of SBS, the University of Arizona, and the citizenry of Arizona. There are only two doctoral programs in Mexican American or Chicano Studies – one at U.C. Santa Barbara and the second at Michigan State University. The University of Texas at Austin offers a Portfolio in Mexican American Studies. Given that Latinos are the largest and fastest growing ethnic minority group in the United States it is critical that more prestigious universities offer coursework and terminal professional degrees in Latino Studies. Mexican Americans are the largest Latino subgroup, comprising 65 percent of the Latino population, and reside primarily in the southwestern United States. Raza means “the people” an indigenous connotation used similarly by the Tohono O’Odham and other native peoples of the southwest. We use the term inclusively to embrace all Latino subgroups.
M.A. with a major in Mexican American and Raza Studies	Mexican American and Raza Studies	Yes ___ No X	YES ___ No X	The establishment of a Master of Arts degree will complement our already existing Master of Science degree. Over the past several years we have noticed that several of our graduate students would have better employment opportunities with a MA than a MS degree. We originally envisioned the MS degree to be a stepping-stone to doctoral programs, here or elsewhere. The MA degree would be a terminal degree for students interested in pursuing teaching positions at secondary schools or community colleges.
Ph.D. with a major in Environmental Health Sciences (EHS)	Mel and Enid Zuckerman College of Public Health	Yes _X_ No __	YES __No _X_	This program will attract students with demonstrated excellence in physical sciences and mathematics wishing to mitigate disease and promote health through the examination of environmental exposures on health impacts and disease outcome. This multidisciplinary degree will provide needed expertise for government, industry and academia. Environmental health sciences professionals examine the impact of chemical and biological exposures on the health of workers, their families

				and community members; they make contributions to our understanding of chronic and infectious disease resulting from environmental exposures. We will establish an equal differential tuition for all graduate programs in order to have an equitable tuition/fee structure.
M.S. with a major in Environmental Health Sciences	Mel and Enid Zuckerman College of Public Health	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	YES <input type="checkbox"/> No <input checked="" type="checkbox"/>	The M.S. in Environmental Health Sciences will attract students with a rigorous background in the physical and biological sciences and mathematics. They serve a critical function in the state to assure environmental compliance in industrial and community settings. We will establish an equal differential tuition for all graduate programs in order to have an equitable tuition/fee structure.
M.S. with a major in Biostatistics	Mel and Enid Zuckerman College of Public Health	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	YES <input type="checkbox"/> No <input checked="" type="checkbox"/>	An MS in Biostatistics will provide a logical first step for many students who want to pursue a PhD in Biostatistics. It will serve as a terminal degree for students who want to work in various research, public health and industry settings. This degree will enrich the Arizona workforce as it grows to meet the needs of a more diverse and expanding economic structure in biotechnology, clinical research and public health. We will establish an equal differential tuition for all graduate programs in order to have an equitable tuition/fee structure.
Ph.D. with a major in Art Education and Visual Culture	Fine Arts	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	YES <input type="checkbox"/> No <input checked="" type="checkbox"/>	This program will prepare artists/teachers/researchers in the creative scholarship, knowledge, theory, and practice of art and visual culture education. Emphasis will be placed on the contemporary intersections of art, visual culture, and how visual culture theory connects with learning.
B.A .with a major in International Studies	Honors College	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	YES <input checked="" type="checkbox"/> No <input type="checkbox"/>	For over ten years after its founding by an interdisciplinary faculty committee, International Studies has been successfully offered as a subset of the Interdisciplinary Studies degree program based in University College. Following numerous academic precedents at comparable universities, International Studies should become a free-standing major. Basing the degree in the Honors would be mutually beneficial as the program would have the opportunity to seek both national and international distinction and external financing, and the College would enhance its reputation for innovation and academic excellence.

Ph.D. with a major in Hispanic Linguistics	Humanities	Yes ___ No X	YES __ No _X_	As a multilingual and multicultural region Arizona has a strategic need for the study of Spanish at all levels. The doctoral program in Hispanic Linguistics, which explores the breadth of the Spanish language, is congruent with the State's strategic interest in Spanish. The program will produce highly trained linguists in Spanish and Portuguese to serve both the academic and business world in all areas of Hispanic Linguistics, including formal analysis, language acquisition, foreign language teaching, language variation, bilingualism and technological applications of linguistic expertise.
M.S. and Ph.D. with a major in Hydrometeorology	Science and Engineering	Yes ___ No X	YES __ No _X_	The purpose of the UA Hydrometeorology Program is to become the first and premier hydrometeorology program in the World. Its mission is to take leadership in hydrometeorological education and research (with particular focus on regions with semiarid climates dominated by topography, such as the Western US), to partner with weather and climate forecasting agencies of the US and other countries, and to serve the hydrometeorological community by building consensus related to hydrometeorological science.
B.S. with a major in Secondary Education	UA South	Yes ___ No _X_	YES _X_ No __	This degree will offer a seamless transition and better continuity to the present M.Ed. in Secondary Education program offered at UA South. Program delivery will be a combination of face to face and web-based courses offered at all UA South locations.
M.Ed. with a major in Special Education	UA South	Yes ___ No _X_	YES _X_ NO _	This program will promote increased capacity of well-prepared educators in a high need specialization area.
B.S. with a major in Disability Studies	College of Education	Yes ___ No X	YES _X_ No ___	The purpose of this Disability Studies major is to apply social, cultural, historical, and philosophical perspective to the study of disability, and prepare students to understand and work to overcome the barriers to full participation of people with disabilities in the community and society. The program of study stands at the forefront of change and new ways of thinking about people with disabilities. This major will be based in the Rehabilitation Program in the Department of Special Education, Rehabilitation and School Psychology. Classes will be offered during the fall, spring, and summer terms. While a few programs exist nationally, no other programs exist in Arizona.

Table 2 - List of Proposed Changes to Existing Programs (e.g., rename, disestablishment)

Program	College	Recommended Action (e.g., rename or disestablish) including recommended date for the action. If rename, include proposed name change.	Justification/Brief Description (max 50 words)	Impact on Current Students (max 50 words)
B.S. in Electrical Engineering (EE) and B.S. in Computer Engineering	Engineering	Combine BS in Electrical Engineering and BS in Computer Engineering into a single degree offering in the College of Engineering – BS in Electrical and Computer Engineering	The change will strengthen the BS degree in the Electrical and Computer Engineering Department, unify ECE faculty, and consolidate the accreditation effort by merging two separate programs into one.	Entering students will not have to select between a computer engineering program or an electrical engineering program. They will instead see one program; with a broader foundation of ECE courses. The plan will maintain flexibility by allowing students to select their own senior level technical electives.
B.S. in Environmental Hydrology and Water Resources	Engineering	Seek exception to Board policy to increase the number of allowable community college transfer units above 64.	This will facilitate better 2+2 articulation with partner community colleges.	
B..S with a major in Elementary Education	UA South	Seek exception to Board policy to increase the number of allowable community college transfer units above 64. Also, expansion of existing program into new location: Nogales	This will facilitate better 2+2 articulation with partner community colleges.	
M.T. with a major in Elementary Education & M.T. with a major in Secondary Education	Education	Disestablish	These programs have been inactive for a number of years	None
B.S. with a major in commerce	UA South	Expansion of existing program into new locations: Nogales and Tohono O’odham Nation	Community leaders in these localities have requested local delivery of UA South programs.	

BAS	UA South	Expansion of existing program into new locations: Nogales and Tohono O'odham Nation	Community leaders in these localities have requested local delivery of UA South programs.	
Alternative Secondary Education program	UA South	Extend program further into the field	This program will provide teacher candidates who possess prior experience/education with the opportunity teach under a two-year alternative certification training program.	

B. ACADEMIC ORGANIZATIONAL UNITS

Table 1 - List of Proposed New Academic Units (None)

Table 2 - List of Proposed Changes to Existing Units (e.g., rename, disestablishment, move or merge)

Current Unit Name	Recommended Action (e.g., rename, disestablish, move or merge, etc.) including recommended date for the action. If rename, include the proposed name change.	Justification/Brief Description of the proposed action (max 50 words)	Impact on Current Students (max 50 words)	Expected fiscal impact
Department of Journalism	Reorganize to School of Journalism	The College is strategically positioning its nationally accredited, professional programs to be Schools. Peer institutions with programs of similar scope are Schools; major foundation grants are available only to Schools or Colleges; being a School would help with faculty and student recruitment.	Students would benefit because: (1) The School could apply for major grants that the Department cannot apply for; (2) Students would be more competitive in the job market, because "School" more accurately reflects the scope and depth of their journalism education.	No negative impact. Positive impact is the possibility of attracting donor support.
Planning Degree Program	Two actions are recommended: (a) reorganize to a School of Planning; (b) administrative move from within the Department of Geography and Regional Development within the College of Social and Behavioral Sciences to a fully independent unit (School of Planning) within the College of Social and Behavioral Sciences.	Following the 2004 move to Geography and Regional Development, the program has initiated a fee structure and surpassed expectations in terms of enrollments. Independence is called for by the American Planning Association's accreditation policies, and is consistent with Planning's long term ability to make its own programmatic decisions.	None.	None.

Mexican American Studies Research & Center	Renaming to Department of Mexican American and Raza Studies	Currently, MASRC is defined as an academic program/unit. The proposed name change reflects a recognition that the unit functions as all other academic departments. Inclusion of the word "Raza," meaning "the people," embraces all Latino subgroups, regardless of race.		
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Part II – Status Report from 2008-2008
A. ACADEMIC PROGRAMS

In Planning/Planned

Program	College	Campus	Degree	CIP Code	New Resources, if any, and Source*
Environmental Health	Mel and Enid Zuckerman College of Public Health		MS and PhD	51.2202	Will propose differential tuition when implemented

Implemented

Program	College	Campus	Degree	CIP Code	New Resources, if any, and Source*
Geography	Social and Behavioral Sciences		BS	45.0701	
Integrated Science	Science		BS	30.1801	

Disestablished/Merged

Program	College	Campus	Degree	CIP Code	New Resources, if any, and Source*
Geological Engineering	Engineering		BS	14.3901	

B. ORGANIZATIONAL UNITS

New Unit	Within	Campus	New Resources, if any, and Source*
Renamed Continuing Education and Academic Outreach to University of Arizona Outreach College	Vice President for University Outreach		

*reallocated, enrollment growth, program fees/differential tuition, state allocation

Part III - Centers and Institutes

I. NEW CENTERS/INSTITUTES APPROVED IN 2007-08

Unit	Action	Justification	Initial University Resource (\$\$) Commitment*	Other Supporting Funds* (e.g. grants, gifts)
Arizona Research Institute for Solar Energy	Establishment	The Institute is formed with a dual core consisting of an inner core focused on academic research and development and an outer core focused on outreach, including working with utilities, industry, business, government and various communities to disseminate the results of the university research, to develop databases for informed decisions on solar energy adoption, to provide analyses for actions by interested parties in the area of solar energy adoption. The goal is to make available technology, and systems, information and analyses, that correctly represent the potential for solar energy in Arizona and to identify key developments and actions that will facilitate and enable its evolution into the clean energy source of the future.	Initial TRIF venture funds	External funding requests submitted and results pending
Climate and Hydrometeorology Center	Establishment	The Climate and Hydrometeorology Center (CHC) will coordinate interdisciplinary research on hydrometeorology and climate among eleven units across UA. The Center will serve as a scientific, technological, and organizational focal point for observational, modeling, and theoretical studies of hydrometeorology and climate and their applications.	No state funds are required. Nominal support for establishing communications efforts is being provided by the College of Science.	Potential funding sources for CHC research may come from federal sources such as NSF, NOAA, NASA, DOE, DOD, USDA, USGS, and EPA, or from private foundations.
Institute for Cancer Health Disparities	Establishment	The Institute for Cancer Health Disparities will address cancer disparities in underserved populations in Arizona by bringing together and synergizing the strengths and expertise of diverse units at the University currently conducting research, education, and outreach in cancer health disparities.	\$200,000 from National Cancer Institute	Additional funding will be sought from the NIH, Komen Foundation, Avon, American Cancer Society

Center for Autonomic Computing	Establishment	The purpose of the Center is to advance the knowledge of how to design and engineer computing systems that are capable of managing themselves, adapting their resources and operations to workloads and anticipating the needs of their users. The CAC will lead the research and development of innovative designs and programming paradigms for computing systems that can self-configure, self-heal, self-optimize, and self-protect with minimal involvement of IT administrators or users.	The Center's budget of \$330,000 has been approved by NSF and will be funded by the NSF Industry/University Cooperative Research Centers (I/UCRC) program, industry membership dues.	
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II. CHANGES TO EXISTING CENTERS/INSTITUTES AND CHANGES APPROVED IN 2007-08

Unit	Action	Justification	Initial University Resource (\$\$) Commitment*	Other Supporting Funds* (e.g. grants, gifts)
Institute for LGBT Studies	Renaming	The Institute is a renaming of the existing Committee on LGBT Studies. The research/outreach focus will build cross-disciplinary networks of UA faculty who address critical LGBT issues in areas such as education, youth, health-care, history, immigration, borders and citizenship.	\$75,000	External funding requests submitted and results pending
Center for Integrative Medicine	Renaming	The renaming recognizes the achievements of the Program in Integrative Medicine in becoming an international leader in integrative medical education.	n/a	

III. THEMATIC PLANS OR DIRECTIONS FOR 2008-09

Description of general university thematic plans or directions where new centers/institutes might be developed in the upcoming year. Planned centers and institutes will be reviewed by the provosts of the sister institutions prior to the public announcement.

The University of Arizona will build on its national leadership in interdisciplinary and collaborative research and lead the nation in research and outreach activities that are critical to the state's future, with particular emphasis on the following areas:

- Biomedical and Behavioral Health*
- Biosciences and Biotechnology*
- Climate, Environmental, Water and Energy Sustainability*
- Creative Arts, Languages and Language Acquisition*
- Law, Public Policy and Entrepreneurship*
- Optics*
- Southwest, Native American, Borderlands, and Latin American Studies*
- Space Exploration and Observation*
- Youth Development Programs*