Schedule of Meetings

9:00 a.m. – 11:00 a.m.  Audit Committee Meeting – Turquoise Room
(10:05 a.m. – 11:00 a.m. - Executive Session – Alumni Room)

11:00 a.m. – 1:45 p.m.  Finance, Capital and Resources Committee Meeting
(11:00 a.m. – 11:05 a.m. – Call to Order – Alumni Room
(11:05 a.m.– 12:15 p.m. – Executive Session – Alumni Room)
(12:15 p.m. – 1:00 p.m. – Break for Lunch – Gila Room)
(1:00 p.m. – 1:45 p.m. – Public Session – Turquoise Room)

2:00 p.m. – 5:00 p.m.  Academic Affairs and Educational Attainment Committee Meeting – Turquoise Room

ASU COVID-19 protocols strongly recommend that everyone on campus wear a face cover when inside a university building. Face coverings are required in certain indoor settings where physical distancing may not be possible including meeting rooms.
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Committee Members:
- Regent Larry Penley, Chair
- Regent Fred DuVal, Vice Chair
- Regent Cecilia Mata
- Regent Jessica Pacheco
- Regent Bob Herbold
- Regent Rachel Kanyur
- Superintendent Kathy Hoffman
- Regent Lyndel Manson, (ex-officio)

2:00 p.m. CALL TO ORDER, GREETINGS, AND ANNOUNCEMENTS FROM THE COMMITTEE CHAIR

2:01 p.m. 1. Approval of Minutes

The board office asks the committee to review and approve the minutes from the September 9, 2021 Academic Affairs and Educational Attainment Committee Meeting.

2:05 p.m. 2. Request for New General Education Program Framework for Arizona State University

Arizona State University asks the committee to recommend that the board adopt it’s proposed General Education Program Framework.

2:35 p.m. 3. Request for New Academic Programs for Arizona State University

Arizona State University asks the committee to review and recommend for board approval the new academic program requests effective in the 2022-2023 academic year.
2:55 p.m. 4. Request to Review Online Metric Targets for Arizona Universities

The committee is asked to review the online metric targets for Arizona's public universities.

3:15 p.m. 5. Discussion of the University of Arizona’s Institutional University Metric Targets

The committee will engage in a review and discussion with the University of Arizona about their proposed Institutional University Metrics Targets.

3:30 p.m. 6. Request for Approval of Arizona State University’s Institutional University Metrics

The committee is asked to recommend that the board approve the proposed Institutional University Metrics for Arizona State University.

3:45 p.m. 15 Minute Break

4:00 p.m. 7. Fall 2021 Enrollment Report

The board office asks the committee to review and recommend for board approval the Fall 2021 Enrollment Report.

4:25 p.m. 8. Revisions to ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid” Establishing the Arizona Promise Program

The board office asks the committee to review and forward to the full board for first reading the proposed revisions to ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid" Establishing the Arizona Promise Program.

4:50 p.m. 9. Proposed Revision to ABOR Policy 2-325 “Arizona Teachers Academy” (First Reading)

The board office asks the committee to review and forward to the full board for first reading the proposed revisions to ABOR Policy 2-325 “Arizona Teachers Academy".
10. Proposed Exception to ABOR Policy 6-201 (E) (11) “Conditions of Faculty Service”

The universities ask the committee to review and forward to the full board the proposed exception, through June 30, 2028, from the terms of ABOR Policy 6-201(E)(11) “Conditions of Faculty Service” to allow the universities to award multiple-year appointments to non-tenure eligible faculty members up to a number equal to 30% for ASU and UArizona, and 40% for NAU, of the headcount of tenured and tenure eligible faculty at each campus.

5:00 p.m.  ADJOURN

PLEASE NOTE: This agenda may be amended at any time prior to 24 hours before the committee meeting. Estimated starting times for the agenda items are indicated; however, discussions may commence, or action may be taken, before or after the suggested times. Any item on the agenda may be considered at any time out of order at the discretion of the committee chair. The committee may discuss, consider, or take action regarding any item on the agenda. During the meeting, the committee may convene in executive session pursuant to A.R.S. § 38-431.03(A)(3) for legal advice regarding any item on the agenda.
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A hybrid meeting of the Arizona Board of Regents Academic Affairs and Educational Attainment Committee was held on September 9, 2021.

Committee Members Present: Regent Penley, Chair, Regent DuVal, Vice Chair, Regent Manson, Regent Mata, Regent Herbold, Regent Kanyur, Superintendent Hoffman.

Committee Members Absent: Regent Pacheco

Other Regents Present: Regent Ridenour, Regent Shoopman, Regent Dave

From Arizona State University President Crow, Christine Wilkinson, Provost Gonzales Corey, Rich Stanley, Christian Osmena, Brittney Paulk
In attendance via video: Phil Regier, Kent Hopkins, Anne Jones, Art Blakemore, Cheryl Hyman

From Northern Arizona University President Cruz Rivera, Provost Pugliesi, Laurie Dickson, Anika Olsen
In attendance via video: Christy Farley, Gayla Stoner, Cathryn Ellis

From the University of Arizona: President Robbins, Jon Dudas, Laura Todd Johnson, Kasey Urquidez, Kody Kelleher, Art Lee
In attendance via video: Provost Folks, Barry Brummund, Laura Todd Johnson, Craig Wilson and Greg Heilman

From the Board Office via video: Executive Director John Arnold, Chad Sampson, Jennifer Pollock, Nancy Tribbensee, Samantha Blevins, Suzanne Templin, Sarah Harper, Helen Baxendale, George Raudenbush, Larry Sandigo, Tom Merriam, Lia Foy
Attended via video: Debbie Sale

ABOR Consultant: Jane Kuhn

Closed Captioner: Taylor Maldonado

Regent Penley called the meeting to order at 2:05 p.m.

After providing an overview of the agenda for the committee meeting, Regent Penley also provided an overview of the committee’s work in the coming year. As committee chair, Regent Penley plans to focus attention on Arizona’s educational attainment and meeting the educational needs of the 21st century new economy workforce. Also, the committee will seek to further improve financial aid that makes higher education accessible to working class families and gives prospective students a choice in universities. In addition, the committee will continue to serve students better by elaborating on the differentiated nature of the universities in the state of Arizona. Finally, work will continue with faculty and university leaders in realizing the
implementation of a general education requirement that supports and preserves Arizona’s democratic institutions.

**APPROVAL OF MINUTES** (Item 1)

Upon motion by Regent Penley, and seconded by Regent DuVal, the committee approved the minutes of the May 27, 2021 Academic Affairs and Educational Attainment Committee Meeting.

Regents Penley, DuVal, Manson, Mata, Herbold, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

**UPDATE SUPERINTENDENT OF PUBLIC INSTRUCTION** (Item 2)

Kathy Hoffman, Arizona Superintendent of Public Instruction provided the committee with an update regarding COVID recovery and how the Arizona Department of Education (ADE) has been allocating the federal COVID recovery and relief dollars. She also discussed ways that ADE strives to strategically leverage funds to address factors that impact students' academics, including their social, emotional wellbeing, the educator workforce shortages, and the digital divide. In addition, Superintendent Hoffman also outlined ways in which ADE is collaborating with each of Arizona’s universities to address some of these issues.

Regent Penley expressed his appreciation for all of the work Superintendent Hoffman is doing that supports the teacher shortage and the digital divide, which are areas that will help support the accessibility and attainment for Arizona students.

This was a discussion item; no action required.

**DISCUSSION OF BOARD ADMISSION POLICY AND RESIDENT ATTAINMENT** (Item 3)

Executive Director John Arnold, presented to the committee, and addressed how ABOR is taking a systematic look at the process between high school and admissions into Arizona universities to determine if there are unintended barriers that could prevent high school students from becoming admitted into one of Arizona’s universities.

Larry Sandigo, with ABOR presented some of his findings to date in his meetings with stakeholders and families throughout the state. Further, he discussed how ABOR’s admissions policy interacts with the board’s goal of increasing Arizona resident degree attainment. Mr. Sandigo explored how ABOR admission standards do not align with all Arizona high school graduation requirements, particularly with mathematics, science and foreign language requirements.

Provost Gonzales added that Mr. Sandigo’s data is valuable to reassess admissions; and even though the universities do offer broad access, there clearly are gaps to address. She supports a partnership with K-12 to increase college preparedness.
Regent Herbold asked for an estimate on the percentage of high school graduates in Arizona each year that achieved the core sixteen courses.

Mr. Sandigo said that getting to the answer has proven to be more difficult. The statistics that he has seen tracks according to county, race and ethnicity and income level in terms of the percentage of students that are completing all the core 16 requirements.

Regent Manson asked what the path looks like for students who gain admission with a deficiency. Provost Gonzales said the full application is reviewed and there are opportunities for admission; but also believes that many students count themselves out of applying to college, early on in high school.

President Crow pointed out that other state systems have different admission requirements for different schools within their own systems. Regent Penley agreed, and stated that the board needs to address this question of whether the differential admission standards should be looked at, and if so, how can the system support students who aren’t well qualified coming out of high school.

Provost Pugliesi agreed with Regent Penley’s comment on supporting students being admitted with deficiencies.

Regent Penley called on ABOR to set up a work group that to address admission issues that has been discussed at this committee.

**ARIZONA STATE UNIVERSITY’S REQUEST TO OFFER A TWO-YEAR ACADEMIC PROGRAM IN CONJUNCTION WITH THE UNITED STATES NAVY** (Item 4)

Regent Penley introduced the Arizona State University’s request to offer a two-year degree in conjunction with the United States Navy.

Provost Gonzales presented the item to the committee to offer this degree only to service personnel. The degree will be online and will offer the military personnel the option to build on to an existing BA degree.

President Crow added that this is part of an ongoing relationship at the request of the defense department. This is a piece of a series of meetings with the joint chiefs in which ASU has been involved.

Regent Shoopman added that there is a high demand and encouragement for service men and women to pursue education, and he supports university engagement with all services of the United States.

Regent Mata also supports this opportunity for service people especially as it can be accessed online, since soldiers and their families are frequently moving to new assignments.
Upon motion by Regent Penley, seconded by Regent Mata, the committee approved forwarding to the full board for approval of Arizona State University’s New Program Request to Offer a Two-Year Academic Program in Conjunction with the United States Navy.

Regents Penley, DuVal, Manson, Mata, Herbold, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

REQUEST FOR NEW GENERAL EDUCATION PROGRAM FRAMEWORK FOR NORTHERN ARIZONA UNIVERSITY (Item 5)

Provost Pugliesi presented NAU’s General Education Program Framework to the committee, describing the self-study and external consultations that took place prior to the faculty revising the liberal studies program that was presented to the committee.

Regent Penley thanked the provost and faculty for developing this framework and for addressing the many elements that had been discussed within the committee meetings. He asked how this general education proposal was distinctively NAU’s and asked about the direction they are heading for assessment.

In response to the question pertaining to what is distinctive about the program that reflects the identity and mission of NAU, Provost Pugliesi answered that they have embedded diversity perspectives that reflect longstanding commitments on the part of faculty and their work with students. Another way is that NAU wants to integrate liberal studies with the students’ majors, and not have it seem like they are two separate programs, but rather encourage students to integrate the experiences.

In terms of assessment, Provost Pugliesi explained that they intend to draw out learning outcomes from the major as well as from the general studies program, and they are incorporating learning elements of the general studies program into the capstone.

Regent Manson agreed that this program meets the goals that had been established through the new policy. She specified that the written, speaking and collaboration elements of the American Institutions and Civil Discourse requirements, for which the board has been looking. She also asked how NAU plans to provide a more directed path through general education. Provost Pugliesi noted that this is an area that tends to be an ongoing challenge, as it will require quite a bit of effort on the part of faculty and departments to offer a certain capacity of courses.

President Cruz Rivera acknowledged Provost Pugliesi and Laurie Dickson for their leadership in pursuing the rigorous development of the courses to be available to fulfill the general education requirements.

Upon motion by Regent Penley, seconded by Regent Manson, the committee approved forwarding to the full board for approval of Northern Arizona University’s New General Education Program Framework.
Regents Penley, DuVal, Manson, Mata, Herbold, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

ARIZONA INNOVATION ALLIANCE UPDATE (Item 6)

Rich Stanley, Brittney Paulk, and Andrew Sarracino, Arizona State University, Anika Olsen and Marcela Pino Alcaraz, Northern Arizona University, and Barry Brummund and Mary Venezia, the University of Arizona are the liaisons and fellows associated with the Arizona Innovation Alliance (AIA), which is a tri-university partnership to enhance higher education in Arizona.

Mr. Stanley began by introducing the three goals of the Arizona Innovation Alliance, which are improving student success and access, getting students to graduation by implementing student support services, and to seek ways to make access to education more affordable. The presenters, Mr. Stanley, Ms. Olsen and Mr. Brummund expanded on these goals in their presentations, and three of the fellows joined the meeting to introduce themselves.

Regent Penley thanked the team and supported their work and specifically their collaboration with President Corr, of Arizona Western College in Yuma, to support student success and increase educational opportunities in this part of the state.

This was a discussion item; no action required.

REQUEST FOR APPROVAL OF ONLINE METRICS AND REPORTING (Item 7)

Chad Sampson, ABOR, presented to the committee, and recapped that the board office worked with university leaders to revise the metrics process that included enterprise-wide metrics, and institutional university metrics. With online enrollment growing exponentially at each university, regents want to put a strong governance framework around the universities’ online platforms, which are very distinct from traditional campus offerings.

Regent Penley asked when regents could expect to see the first report on online metrics. Mr. Sampson said that online will be reflected separately in the Enrollment Report, and in Academic Program Inventories. In addition, the University of Arizona Global Campus will also be included in this reporting.

Regent Manson wanted to verify that the next step in this process would be to identify targets within these metrics. Mr. Sampson confirmed that this was correct.

Upon motion by Regent Penley, seconded by Regent Herbold, the committee approved forwarding to the full board for approval of Online Metrics for Arizona’s public universities. Regents Penley, DuVal, Manson, Mata, Herbold, Kanyur and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

DISCUSSION OF ARIZONA STATE UNIVERSITY’S INSTITUTIONAL UNIVERSITY METRICS (Item 8)

Chad Sampson, ABOR, presented to the committee.
Mr. Sampson said that at the May 27, 2021 committee meeting it was decided that there needed to be further review of ASU's Institutional University Metrics. The regents working group, board office and ASU senior administration, worked together and ASU has a new revised proposal for the committee's review and discussion. Mr. Sampson proceeded to present the metrics.

Provost Gonzales stated that the discussions were robust, and she feels like the metrics are very well aligned with ASU's mission.

President Crow added that six-year graduation rate objective is an extremely difficult one to achieve.

Regent Manson said that she appreciated working with ASU and feels that regents and ASU leadership are on the same page in terms of the goals that are being measured.

Chad Sampson stated that this item will be presented at the November committee meeting to seek recommendation for board approval.

President Crow revisited some of the challenges to establish and assess online metrics and how online students' experiences and circumstances are very different from on campus students. Regent Penley agreed and added that it will be difficult to accomplish, but necessary.

This was a discussion item; no action required.

REQUEST FOR APPROVAL OF THE UNIVERSITY OF ARIZONA'S INSTITUTIONAL UNIVERSITY METRICS (Item 9)

Chad Sampson presented to the committee.

Like ASU, UArizona has been working with board staff and the regent's working group for over a year. Mr. Sampson proceeded to present the metrics.

President Robbins and Provost Folks both appreciated all the hard work that went into establishing the metrics, and look forward to achieving the goals outlined, as they align with the strategic plan that is in place.

Mr. Brummund agreed and appreciated the work of all teams. Regent Penley recognized board office and university staff for the collaboration and hard work. He added that the board office will be working next with Northern Arizona University to establish metrics soon as President Cruz Rivera settles into his role.

Upon motion by Regent Penley, seconded by Regent Mata, the committee approved forwarding to the full board for approval of the Institutional University Metrics for the University of Arizona.

Regents Penley, DuVal, Manson, Mata, Herbold, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.
AJOURNMENT

The meeting adjourned at 4:34 p.m.

Submitted by:

Debbie Sale, Committee Secretary
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Item Name: Request for New General Education Program Framework for Arizona State University

☑️ Action Item

Requested Action: Arizona State University asks the committee to recommend that the board adopt its proposed General Education Program Framework.

Discussion:

Arizona State University seeks to implement a new General Studies Program and will provide the committee with an update regarding proposed revisions to its General Education program.

Statutory/Policy Requirements

ABOR Policy 2-210, “General Education”
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Item Name: Request for New Academic Program for Arizona State University

☑️ Action Item

Requested Action: Arizona State University asks the committee to review and recommend for board approval the new program requests effective in the 2022-2023 academic year.

Background/History of Previous Board Action

As provided in the board policy, new program requests may be submitted throughout the year with the approval of the Academic Affairs and Educational Attainment Committee.

Discussion

Arizona State University is requesting the following new academic programs for implementation in the 2022-2023 Academic Year:

- PhD in Complex Adaptive Systems Science
- DPP in Regulatory and Clinical Research Management
- DPP in Global Leadership and Management
- MS in Computational Life Sciences
- MLM in Leadership and Management
- MA in Narrative and Emerging Media
- MA in Strategic Communication
- BAE in Elementary Multilingual Education
- BS in Global Health
- BS in Engineering Science
- BS in Emergency Management and Homeland Security

Degree planning at ASU is founded on the Charter: ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

All academic degree programs go through multiple review and approval processes to ensure their currency, quality, and relevance. Each year, the Provost initiates the academic planning process. The academic deans, in consultation with the directors of the academic units, submit information on all proposed new degrees, concentrations, minors, and certificates for the ensuing year, as well as changes to existing degree titles, program disestablishments, and creation of new organizations, organizational changes and disestablishments. Once reviewed and approved by the Provost, these initiatives begin the review process, including, as applicable, the curriculum committees in the academic unit, college, Graduate College, and University Senate. At each level, a substantive review of the proposed program is completed to ensure quality and to avoid

Contact Information:

Nancy Gonzales, Provost  nancy.gonzales@asu.edu  480-965-9585
Chad Sampson, ABOR  chad.sampson@azregents.edu  602-229-2512
redundancy with other programs. At any step in the approval process, programs can be tabled and/or returned to the academic unit for further clarification and/or revision. The Provost reviews all resources involved in program development, both in the college offering the degree program and other colleges offering supporting courses. The distribution of the institution’s resources, including faculty, infrastructure, administration and support staff, are reviewed to optimize and maximize capacity. In addition, the university invests annually in academic units based on enrollment growth, allowing academic units to expand capacity, with the additional funds invested in strategic hiring. The academic units also receive increasing revenue from summer and online operations which provides resources for the initiatives.

The proposed graduate degree programs will provide advanced training in complex problem-solving; analysis of increasingly large and complex datasets in life sciences to solve social and scientific problems; developing global leaders and research managers; and exploring narrative and communication strategies for a quickly moving world. The proposed undergraduate degrees will train students in multilingual education, global health; engineering science; and emergency management.

In keeping with the 2020 Operational and Financial Review Enterprise Plan, the degree proposals are aligned strategically with our design aspirations to leverage our place, transform society, value entrepreneurship, include use-inspired research, enable student success, fuse intellectual disciplines, be socially embedded, and engage students with issues locally, nationally and internationally.

Statutory/Policy Requirements
ABOR Policy 2-223.A, “The Academic Strategic Plan
## Academic Plan 2022-2023 Requested Degree Programs

<table>
<thead>
<tr>
<th><strong>Graduate Programs</strong></th>
<th>Degree</th>
<th><strong>College</strong></th>
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<tbody>
<tr>
<td>Complex Adaptive Systems Science</td>
<td>PhD</td>
<td>College of Global Futures</td>
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<tr>
<td>Regulatory and Clinical Research</td>
<td>DPP</td>
<td>Edson College of Nursing and Health</td>
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<td>Innovation</td>
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<td>Global Leadership and Management</td>
<td>DPP</td>
<td>Thunderbird School of Global</td>
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<td>Management</td>
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<td>Computational Life Sciences</td>
<td>MS</td>
<td>The College of Liberal Arts and</td>
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<td>Sciences</td>
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<td>Leadership and Management</td>
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<td>Management</td>
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<td>Narrative and Emerging Media</td>
<td>MA</td>
<td>Walter Cronkite School of Journalism</td>
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<td>and Mass Communication/Herberger</td>
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<td>Institute for Design and the Arts</td>
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<td>Strategic Communication</td>
<td>MA</td>
<td>Walter Cronkite School of Journalism</td>
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<td>and Mass Communication</td>
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<th><strong>Undergraduate Degrees</strong></th>
<th><strong>Degree</strong></th>
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<tr>
<td>Elementary Multilingual Education</td>
<td>BAE</td>
<td>Mary Lou Fulton Teachers College</td>
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<td>Global Health</td>
<td>BS</td>
<td>The College of Liberal Arts and</td>
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<td>Sciences</td>
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<td>Engineering Science</td>
<td>BS</td>
<td>Ira A. Fulton Schools of Engineering</td>
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<td>Emergency Management and Homeland</td>
<td>BS</td>
<td>Watts College of Public Service &amp;</td>
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<td>Security</td>
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<td>Community Solutions</td>
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<td>Name of Proposed Academic Program:</td>
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<tr>
<td>PhD in Complex Adaptive Systems Science</td>
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<th>Academic Department:</th>
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<tr>
<td><em>The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).</em></td>
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<tr>
<td>College of Global Futures</td>
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<td>School of Complex Adaptive Systems</td>
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<tr>
<th>Geographic Site:</th>
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<tr>
<td><em>The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.</em></td>
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<td>Downtown, Polytechnic, Tempe, and West campus</td>
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<th>Instructional Modality:</th>
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<td><em>The primary modality of the academic program (i.e. immersion, online, hybrid).</em></td>
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<td>Immersion</td>
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<th>Total Credit Hours:</th>
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<tr>
<td><em>The number of credit hours required to complete the academic program</em></td>
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<td>84</td>
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<tr>
<th>Proposed Inception Term:</th>
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<tr>
<td><em>The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).</em></td>
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<td>Fall 2022</td>
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<th>Brief Program Description:</th>
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<td><em>A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.</em></td>
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| Complex adaptive system concepts and methods serve as a common language to fuse intellectual disciplines and thereby promote the interdisciplinary collaborations needed to come to grips with current and future intellectual and societal challenges of the 21st century. Rather than focus on specialized understanding of the characteristics of a limited suite of phenomena, as is common in most academic disciplines, the Complex Adaptive Systems doctoral program emphasizes the interconnections among phenomena
comprising dynamic, evolving systems. Many of the systems most critical to human life and society can be approached in this way: from cells to organisms to populations to ecosystems to societies to technologies. Graduates of this program will be fluent in the language, concepts, and methods of complexity needed to enable this innovative and valuable approach to understanding and addressing challenges of the coupled human and natural world in which we live. ASU is already an international leader in complex adaptive systems science, with a growing constellation of research centers, and now the first of its kind School of Complex Adaptive Systems. By broadly embedding an understanding of complex, adaptive-system-relevant approaches into the practice of normal science, graduates of the PhD program will gain the ability to transform science — further demonstrating ASU's global leadership in this emerging academic discipline.

The PhD in Complex Adaptive Systems Science program promotes the development and testing of robust theory and sophisticated methods in a wider array of research settings. This is needed to develop a deeper understanding of the nature and dynamics of complex adaptive systems, grounded in concrete examples and applications. Students in the PhD in Complex Systems Science program will develop skills in theoretical foundations, modeling, problem solving, and critical thinking. By embracing this complex systems perspective on human and natural systems, and, importantly, the multi-dimensional interconnections between them, graduates of this program will become advocates and leaders of a new kind of science with the potential to fundamentally transform society.

Learning Outcomes and Assessment Plan:
*Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.*

**Learning Outcome 1:*** Students will demonstrate graduate-level proficiency in fundamental theories, complex systems, concepts of complex adaptive systems science and how they can be applied in real-world contexts.

- **Concepts:** Complex adaptive systems science theories, case analysis, research question formulation, data collection, and complex systems such as cells, organisms, populations, ecosystems, societies, and technologies.

- **Competencies:** Students will be able to apply learned theories, research, case analysis and knowledge of complex systems to analyze a real-world issue that will become the basis of their research proposal.

- **Assessment Methods:** Students will successfully complete their research proposal on a complex systems real-world issue in preparation for the dissertation. In addition, students will be able to show competency and an understanding of complex systems by completing the analysis of collective systems assignments in the Fundamentals of Complex Systems Science course. The school director and the program director will review the research proposal feedback from the students' committee based on a faculty-designed rubric and will also review student data from the collective systems assignments in the fundamentals course in relation to applied learned theories, research, case analysis and knowledge of complex systems.

- **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 1. The portfolio of findings will be reviewed by the school director and program director, and an improvement plan will be
Learning Outcome 2: Students will demonstrate proficiency in quantitative and computational methods needed to apply a complex adaptive systems approach to a significant research question in social or natural science.

- Concepts: Computational methods, quantitative methods, analytical approaches to complex adaptive systems
- Competencies: Ability to apply computational and quantitative methods to a research question, evaluate the chosen research question based on methods, analysis, and analyze the research question based on analytical approaches to complex adaptive systems
- Assessment Methods: Students will successfully complete their research proposal on a complex systems real world issue in preparation for the dissertation demonstrating the use of methods appropriate to their research question. In addition, students will be able to show competency and an understanding of complex systems by completing specific methods assignments in Fundamentals of Complex Systems Science Methods courses. The school director and the program director will review the research proposal feedback from the students' committee based on a faculty designed rubric and will also review student data from the collective systems assignments in the complex adaptive systems fundamentals course in relation to applied learned theories, research, case analysis and knowledge of complex systems.

- Measures: Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet the outcome. The portfolio of findings will be reviewed by the school director and program director, and an improvement plan will be developed in conjunction with discussions with faculty teaching courses that are part of the degree program. Rubrics will be developed by faculty and the program will be continually refined based on assessment outcomes and feedback.

Learning Outcome 3: Students will demonstrate proficiency in the application and use of complex system concepts and methods by using a complex adaptive systems approach on research questions and data in either a single intellectual domain or across multiple intellectual domains.

- Concepts: Computational methods, quantitative methods, analytical approaches, research question development
- Competencies: Ability to apply computational and quantitative methods to a research question, evaluate the chosen research question based on methods, analysis, and analyze the research question based on analytical approaches to complex adaptive systems
- Assessment Methods: Students will successfully complete their research proposal on a complex systems real-world issue in preparation for the dissertation demonstrating the use of methods appropriate to their research question. Students will successfully complete their dissertation analyzing a real-world problem either
within a single domain or across multiple domains/disciplines. In addition, students will report on their ability to apply their skills and knowledge after the successful completion of their course of study. The school director and the program director will review the research proposal and dissertation feedback from students’ committee based on a faculty designed rubric and will also review alumni responses to the annual College of Global Futures Alumni employment survey.

**Measures:** Rubrics will be utilized to evaluate students’ ability to demonstrate the competencies identified to meet the outcome. The portfolio of findings will be reviewed by the school director and program director, and an improvement plan will be developed in conjunction with discussions with faculty teaching courses that are part of the degree program. Rubrics will be developed by faculty and the program will be continually refined based on assessment outcomes and feedback. Responses from the annual College of Global Futures alumni employment survey will also be reviewed to ensure that the program provides the skills and knowledge needed for students’ continued success.

<table>
<thead>
<tr>
<th>Projected Enrollment for the First Three Years:</th>
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<tbody>
<tr>
<td>Please provide anticipated enrollment numbers for each of the first three years of the proposed program</td>
</tr>
<tr>
<td>First Year: 10</td>
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<tr>
<td>Second Year: 15</td>
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<tr>
<td>Third Year: 25</td>
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</tbody>
</table>

**Evidence of Market Demand:**

Please provide an estimate of the future statewide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce-demand data and detail the assumptions that underpin these projections. If job-market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.

Graduates of this degree will have multiple career opportunities in such areas as sustainability, finance, social sciences, the biomedical sciences, and computer science. Complex systems science is foundational for all attempts to understand risk and security.

A PhD in a new field like complex adaptive systems will prepare graduates to enter the academic interdisciplinary departments. At this time, there are no complex adaptive systems departments like the school at ASU. Instead, the degree will give graduates knowledge and expertise to be marketable in diverse social and natural science fields, especially in the growing number of interdisciplinary programs, such as sustainability programs.

Career options for graduates in this program include, but are not limited to:

- 15-0000 Computer and Mathematical Occupations, with a projected growth rate in employment from 2018 to 2028 of 12.7%
- 19-0000 Life, Physical and Social Science Occupations, with a projected growth rate in employment from 2018 to 2028 of 7.4% (source Bureau of Labor Statistics (www.bls.gov).

Furthermore, the report “The New Foundational Skills for the Digital Economy: Developing the Professionals of the Future” by Burning Glass Technologies (https://www.burning-
glass.com/wp-content/uploads/New_Foundational_Skills.pdf) identifies many of the skills developed as part of this degree as foundational to a large number of employment opportunities in both the public and private sector. Given these options and trends and the tremendous growth in these sectors of the economy, we project outstanding career options for graduates. This degree serves a number of market needs. *The Economist*, in an editorial in 2004 (28th October) and in many articles afterwards, called for the need to "keep it simple" in light of ever-increasing complexity and identified complexity science as the way to advance that vision. Similarly, the Journal of the American Medical Association (JAMA) called for the urgent need to understand health care as a complex system (doi:10.1001/jama.2012.7551). The need to better understand complexity is widely recognized.

Science Magazine identified expertise in networks, especially complex networks, as a major career option ([https://barabasi.com/f/305.pdf](https://barabasi.com/f/305.pdf)).

Only a handful of complex systems degree programs/concentrations exist globally at the PhD level and all are more narrowly focused than the one proposed here. This highlights the need for a broad, interdisciplinary PhD program like this one.

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<tr>
<th>Similar Programs Offered at Arizona Public Universities:</th>
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<tr>
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<tbody>
<tr>
<td><strong>YES</strong></td>
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</tbody>
</table>

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

**If Yes, Response to Objections:**
Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

<table>
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<tr>
<th>New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):</th>
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<td><em>Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.</em></td>
</tr>
</tbody>
</table>

| None |

<table>
<thead>
<tr>
<th>Plan to Request Program Fee/Differentiated Tuition?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES</strong></td>
</tr>
</tbody>
</table>

**Estimated Amount:** N/A
### EXECUTIVE SUMMARY

#### Program Fee Justification:
*If levying a program fee, please justify the estimated amount.*

None requested.

<table>
<thead>
<tr>
<th>Specialized Accreditation?</th>
<th>YES</th>
<th>NO</th>
</tr>
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<tbody>
<tr>
<td>Accreditor:</td>
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<tr>
<td><em>The name of the agency or entity from which accreditation will be sought</em></td>
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</tbody>
</table>

Not applicable.
**EXECUTIVE SUMMARY**

**Request to Establish New Academic Program in Arizona**

**University:** Arizona State University

<table>
<thead>
<tr>
<th>Name of Proposed Academic Program:</th>
<th>Doctor of Professional Practice in Regulatory and Clinical Research Management</th>
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<tbody>
<tr>
<td><strong>Academic Department:</strong></td>
<td>The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).</td>
</tr>
<tr>
<td>Edson College of Nursing and Health Innovation</td>
<td></td>
</tr>
<tr>
<td><strong>Geographic Site:</strong></td>
<td>The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.</td>
</tr>
<tr>
<td>Downtown, Polytechnic, Tempe, West campus and Online</td>
<td></td>
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<tr>
<td><strong>Instructional Modality:</strong></td>
<td>The primary modality of the academic program (i.e. immersion, online, hybrid).</td>
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<tr>
<td>Immersion and Online</td>
<td></td>
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<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>The number of credit hours required to complete the academic program</td>
</tr>
<tr>
<td>84</td>
<td></td>
</tr>
<tr>
<td><strong>Proposed Inception Term:</strong></td>
<td>The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).</td>
</tr>
<tr>
<td>Fall 2022</td>
<td></td>
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<tr>
<td><strong>Brief Program Description:</strong></td>
<td>A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.</td>
</tr>
</tbody>
</table>

The Doctor of Professional Practice (DPP) in Regulatory and Clinical Research Management is a practice-oriented doctorate for working professionals who desire to advance their leadership in the rapidly changing health care field. Graduates of this program will generate ideas, develop and implement evidence-based interventions, evaluate outcomes, and disseminate findings in practice settings in the community, governmental agencies, and health care institutions.
EXECUTIVE SUMMARY

The DPP provides an academically rigorous program to prepare graduates as evidence-based, global thought and practice leaders, entrepreneurs, intrapreneurs, and innovators who lead organizations to meet challenges of ethical and compliant research and regulatory science. The degree is ideally suited for those wishing to advance and transform their careers through practical, evidence-based approaches. Students will develop the analytic and research skills to address challenges in clinical research and regulations in drug and device research and approvals. There is a shortage of doctoral-prepared compliance and regulatory executives who are responsible for research, development, and approval of new drugs and devices in the United States and globally. The DPP in Clinical Research Management and Regulatory Science will be the only degree with this focus in Arizona and one of two in the Western United States.

This program will attract students who currently work in the field and wish to continue their careers at an advanced level to meet the complexities of clinical research and regulations. The program is consistent with ASU’s design aspirations “Transform Society” and “Engage Globally”.

Learning Outcomes and Assessment Plan:
Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome 1: Students will demonstrate the ability to apply organizational management methods and processes to support organizational missions and goals in compliance with required quality-regulatory processes and operations.

- Concepts: Organizational leadership, management methods and strategies, development of business plans, project planning and oversight, analysis of industry and market needs, incorporating quality and regulatory standards and organizational forecasting.

- Competencies: Apply business and ethical principles in the management and conduct of regulatory affairs and clinical-research management. Understand required quality-regulatory processes and operations.

- Assessment Methods: Students will complete a successful written business plan for a pharmaceutical company in RCR 712 Leadership in the Medical Product Industry and in RCR 714 Responsible Conduct and Ethics in Regulatory Affairs, identify a current research, health condition, or issue and successfully design an intervention grounded in research ethics and complaint with applicable regulations. Successful completion will show competency in the student’s ability to apply business and ethical principles in the management and conduct of regulatory affairs and clinical research, and show an understanding of the required quality-regulatory process and operations. The program director and associate director will collect data from the assignments in RCR 712 and RCR 714 at the end of each session and assess using a faculty-developed rubric. Data will be collected from the course gradebook, rubric scores, and student papers, and will be reviewed with appropriate faculty and at faculty meetings. Dips in scores will prompt faculty to examine teaching methods and
EXECUTIVE SUMMARY

- **Measures:** Rubrics will be utilized to evaluate students’ ability to demonstrate the competencies identified to meet outcome 1. The program chair — in consultation with the graduate program committee — will look at average rubric scores and compare them on a historical basis to identify trends. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 2:** Students will demonstrate the ability to apply the US Food and Drug Administration (FDA), global regulatory authorities’ regulations, International Conference on Harmonization (ICH) principles for clinical studies, industry guidance and best practices to application of approval for new medical products.

- **Concepts:** Regulatory requirements for new medical-product approval, applicant processes, review and analysis of required data and information for approvals in US, EU, Canada, and Japan; product-development lifecycle.

- **Competencies:** Students will be able to apply regulations to phases of the product-development-and-approval lifecycle, collection of data for approval, ability to compare and contrast differences in regulatory processes in US to other countries; complete approval applications, scientific presentation of safety and efficacy data.

- **Assessment Methods:** Students will create a presentation appropriate for organizational senior management regarding the development of a new drug entity in RCR 715 Pharmacology, Drugs, and Society. In addition, in RCR 717 Development and Regulation of Biologics, students will develop a paper that compares and contrasts the FDA and another country’s pathways for new medical product approval. Successful completion will show competency in the student’s ability to apply FDA, global regulatory authorities’ regulations, International Conference on Harmonization principles, industry guidance and best practices for application of approval of new medical products. The program director and associate director will collect data from the assignments in RCR 717 and RCR 715 at the end of each session and assess using a faculty-developed rubric. Data will be collected from the course gradebook, rubric scores, and student papers, and will be reviewed with appropriate faculty and at faculty meetings. Dips in scores will prompt faculty to examine teaching methods and material.

- **Measures:** Rubrics will be utilized to evaluate students’ ability to demonstrate the competencies identified to meet outcome 2. The program chair — in consultation with the graduate program committee — will look at average rubric scores and compare them on a historical basis to identify trends. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 3:** Students will demonstrate their contributions to scientific knowledge of regulatory or clinical research to expand on current thinking through the development and successful defense of an applied dissertation.
EXECUTIVE SUMMARY

- **Concepts:** Identification of research problem; research methodology; evaluation and statistical analysis of data; recommendations for future studies; publication of final document.

- **Competencies:** Students will demonstrate proficiency in scientific writing; application of methodology and statistical analysis; contribution to the scientific field; defense of dissertation.

- **Assessment Methods:** Students will identify a problem that impacts the current regulatory or research management field, apply and develop a possible solution, then develop and defend a dissertation. Students will also complete qualifying exams prior to starting their dissertation that consist of content in regulatory affairs, drug development, regulatory writing, and regulation of new medical products. The program director and associate director will collect the data from the qualifying exams and the dissertation committee upon students’ successful completion. The program chair, in consultation with the graduate program committee, will look at average rubric scores from the qualifying exams and compare them on a historical basis to identify trends. Dips in scores will prompt faculty to examine teaching methods and material. The program chair, in consultation with the dissertation committee, will review comments and feedback as well as scores on student dissertation.

- **Measures:** Rubrics will be utilized to evaluate students’ ability to demonstrate the competencies identified to meet outcome 3. Data will be collected at the end of the qualifying exams on all doctoral students and again at the end of the defenses of their dissertations from the qualifying exam-panel members and from the dissertation committee. Data will be reviewed with appropriate faculty and at faculty meetings. Rubrics will be continually refined based on assessment outcomes and feedback.

**Projected Enrollment for the First Three Years:**
*Please provide anticipated enrollment numbers for each of the first three years of the proposed program*

Year 1: 10
Year 2: 22
Year 3: 34

**Evidence of Market Demand:**
*Please provide an estimate of the future statewide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce-demand data and detail the assumptions that underpin these projections. If job-market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.*

A review of 53 leading universities identified one university with a doctorate degree in regulatory science, one with a doctorate in clinical practice and education, one with a doctorate in Pharmacy Science with a focus on Regulatory Affairs, and several with a focus on clinical and translational science. Although a doctorate that addresses both regulatory science and clinical-research administration is not currently available domestically or
Internationally, students who complete the ASU program will be prepared to move into an advanced position in the health care field where they will research, develop, and perform clinical trials of drugs, devices, and biomedical technology. Similarly, the analytical and research skills learned through the doctoral program provide a knowledge contribution toward one’s chosen field and are highly transferable to other industries. The proposed doctorate is essential to bridging the gap between conceptualization and implementation of clinical research, directly addressing complex organizational, scientific, and technological issues.

In 2020, prescription drug sales in the US were $904 billion. Sales are expected to reach $1.4 trillion by 2026. Pharmaceutical products make up one-fifth of all sales in the US. This projected growth is not only for the US but worldwide. According to the Bureau of Labor, growth in the pharmaceutical sector shows pharmaceutical employment expanding at a greater rate than the economy, signaling impressive opportunities in the pharmaceutical area. Jobs in drug development and manufacturing are projected to grow 11% in the next few years, with faster than average growth for professional specialty occupations. These include biological and medical scientists engaged in research and development — the backbone of the drug industry — and computer systems analysts, engineers, scientists, managers, and other staff — who understand the science and research and can also manage business operations.

The US Department of Labor and Statistics estimates the average job openings per year for health-specialty job openings for individuals with a doctorate or professional degree is 26,000. This includes a variety of careers in the pharmaceutical industry such as regulatory affairs, quality assurance, project managers, etc.

Relevant data:
- US Department of Labor and Statistics employment in the area of research management and regulation is projected to grow from $153.5 million to $165.4 million from 2020 – 2030.
- Pharmaceutical Research and Manufacturers of America (PhRMA) reports that management occupations in scientific research and development services accounts for 6.3% of careers and research and development management occupations 7.8%
- Pharmaceutical and Medical Manufacturing reports 7.66% increase in jobs due to COVID pandemic.
- Pharma Manufactures projected to grow at an annual rate of 11.34% from 2021 – 2028.

**Similar Programs Offered at Arizona Public Universities:**
*List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.*

No other comparable doctoral programs are currently offered at Arizona Public Universities.

| Objection(s) Raised by Another Arizona Public University? | YES | NO |
EXECUTIVE SUMMARY

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:
Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):
Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

No new resources will be required for launch. Program growth will be used to support resources necessary for expansion

Program Fee/Differentiated Tuition Required? YES NO

Estimated Amount: $2000

Program Fee Justification:
If levying a program fee, please justify the estimated amount.

The doctoral program in Regulatory and Clinical Research Management fee supports hiring of faculty who are experts in the field and hold doctoral degrees. They are leaders in the pharmaceutical industry field with access to industry support, tools, materials and resources to prepare our graduates to become the future leaders in the industry. The Regulatory and Clinical Research Management program offers student experiential opportunities through our alliance with industry companies and organizations. This alliance allows the program to provide experts as speakers and professional mentors on current and future trends in the industry such as the use of artificial intelligence and machine learning in the discovery, development and manufacturing of new medical products. Faculty will teach didactic courses, serve as student advisors and mentors, and provide dissertation oversight.

Specialized Accreditation? YES NO

Accreditor:
The name of the agency or entity from which accreditation will be sought

There are no formal accreditation or professional licensing requirements for this profession. We align our curriculum with the National Competencies developed by the Joint Task Force for clinical research management graduate programs under the auspices of the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
### Executive Summary

**Request to Establish New Academic Program in Arizona**

**University:** Arizona State University

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<tr>
<td></td>
<td>Thunderbird School of Global Management</td>
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<td></td>
<td>The Doctor of Professional Practice (DPP) in Global Leadership and Management is an academically rigorous yet practically oriented degree that is semi-customized to each student’s needs and aspirations. This program is tailored for seasoned working professionals (8+ years of experience) who desire to pursue a doctorate degree to advance their leadership journey in a globally oriented public, private, governmental, and/or non-profit organization. The DPP trains students to become evidence-based, global-thought-and-practice leaders, entrepreneurs, intrapreneurs, and innovators who can help position organizations to meet the challenges of the 4th industrial revolution. The rapid advancement of disruptive new</td>
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</table>
technologies like artificial intelligence, blockchain, and machine learning, requires leaders who understand the potential impact on daily home and work lives. They will need contemporary skills, insights, partnerships, and models of business and governance to navigate this new world effectively.

The program is ideally suited for those wishing to advance and transform their careers through practical, research-based approaches. Students will develop the analytic and research skills to address challenges in transnational and multinational corporations, intergovernmental agencies, international nongovernmental organizations, international nonprofit organizations, global public-private partnerships, and social enterprises. There is a shortage of workforce leaders who are grounded in evidence-based leadership competencies to meet market demands. The DPP is uniquely positioned to fill this void by amalgamating global leadership and management, global affairs, and cross-cultural theory and practice. Students will be working professionals recruited from around the globe, consistent with ASU’s design aspiration, “Engage Globally.”

Students will design an innovative and creative applied culminating experience that not only advances knowledge but also contributes to improving practice and applications in multinational organizations. Projects could focus on global strategy, digital transformation, global affairs, international nonprofit management, global entrepreneurship, or global marketing, to name just a few.

Learning Outcomes and Assessment Plan:
Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome 1: Students will demonstrate and apply concepts of social capital through the creation and evaluation of relationships with people from other parts of the world.

- **Concepts:** Self-awareness, self-management, empathy, cross-cultural communication, team building, network building.

- **Competencies:** Students will have the ability to create, design, and develop teams and networks globally through effective cross-cultural communication and interpersonal skills. Students will be able to bridge academics and practice by simplifying complex concepts and developing real-world solutions for 21st-century challenges that maximize the benefits of the 4th industrial revolution.

- **Assessment Methods:** Students will complete two five-point Likert scale Global Mindset Inventory (GMI) surveys — one at the start of the degree program, and the other during the student’s final semester — to evaluate the extent to which the program increased/improved the graduating student’s social capital based on the creation and evaluation of relationships with clients and stakeholders around the world. The Assurance of Learning Committee will compare the survey results to relevant historical GMI data. Students will also be evaluated in multiple assignments in the required-core, cross-cultural-communication course that will address the competencies listed above.
EXECUTIVE SUMMARY

- **Measures:** Data collected via the global mindset inventory assessment from the start of the program and the end of the program will be compared and analyzed using a faculty-designed rubric intended to evaluate the students’ competencies of outcome 1. In addition, assignments in the cross-cultural-communication course will be evaluated using faculty-designed rubrics. The assessment outcomes and feedback will be used by the faculty for continuous improvement.

**Learning Outcome 2:** Students will demonstrate intellectual capital through articulation of complex topics related to global business, and the ability to interpret global dynamics by applying appropriate frameworks.

- **Concepts:** The role of global organizations and institutions, global trade, global management, current global affairs, global strategic decision making, and environmental analysis.

- **Competencies:** Students will have the ability to demonstrate three critical dimensions of intellectual capital: (1) global business savvy, what a student knows about global business, global organizations, global trade, and global affairs; (2) cognitive complexity, how well a student can explain complex topics; and (3) cosmopolitan outlook, the ability to interpret global dynamics through a sophisticated understanding and apply appropriate frameworks.

- **Assessment Methods:** Students will complete two five-point Likert scale global mindset inventory surveys — one at the start of the degree program, and the other during the student’s final semester — to evaluate the extent to which the program increased/improved the graduating student’s intellectual capital in articulation of complex topics related to global business, and the ability to interpret global dynamics by applying appropriate frameworks. The Assurance of Learning Committee will compare the survey results to relevant historical mindset data. Students will also be evaluated in multiple assignments in the required capstone course that will address the competencies listed above.

- **Measures:** Data collected via the assessment from the start of the program and the end of the program will be compared and analyzed using a faculty-designed rubric intended to evaluate the students’ competencies of outcome 2. In addition, assignments in the final capstone course will be evaluated using chair- and faculty-designed rubrics. The assessment outcomes and feedback will be used by the faculty for continuous improvement.

**Learning Outcome 3:** Students will be able to compare academic frameworks, select methods, and evaluate analysis to appraise and justify solutions to practical, real-world, 21st-century challenges.

- **Concepts:** Leadership frameworks, quantitative and qualitative research methods, applied-research skills, change management, strategy design and implementation.
EXECUTIVE SUMMARY

- **Competencies:** Ability to design, defend, and justify solutions to solve a real-world challenge by incorporating 4th industrial revolution perspectives, relevant academic literature, and appropriate quantitative and qualitative research methods.

- **Assessment Methods:** Students will complete a required project in the capstone and will be required to apply appropriate literature-based frameworks and analytic methodologies in their final project. Students will be required to incorporate 4th industrial revolution concepts and solutions in their final project of the capstone. Students will be evaluated based on their ability to successfully propose a solution to a real-world, 21st-century challenge using selected frameworks, methods, and analysis based on the competencies listed above.

- **Measures:** Faculty-designed rubrics will be utilized to evaluate students’ ability to apply appropriate, literature-based frameworks and analytic methodologies while incorporating 4th industrial revolution concepts and solutions in their final project of the capstone. The graduate-program chair, in consultation with the graduate-program committee, will specifically look at average rubric scores compared to historical data. The portfolio of findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program’s coursework. Rubrics will be continually refined based on assessment outcomes and feedback.

**Projected Enrollment for the First Three Years:**

Please provide anticipated enrollment numbers for each of the first three years of the proposed program

Year 1: 10  
Year 2: 20  
Year 3: 30

**Evidence of Market Demand:**

Please provide an estimate of the future statewide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce-demand data and detail the assumptions that underpin these projections. If job-market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.

Three distinct groups have expressed interest in a professional doctorate in global leadership and management building on ASU’s existing strengths in those fields: (1) Thunderbird and ASU alumni around the world, as well as staff who see such a doctorate as advancing their professional careers. (2) Mid-to-senior-level managers who seek to expand global and 4th industrial revolution management understanding and acumen. (3) Participants who have completed Thunderbird Executive programs and seek deeper exposure to Thunderbird 4.0@ASU content. This DPP degree is uniquely positioned to satisfy the demand for these 3 groups.

Burning Glass Technologies has documented strong demand for jobs that require a doctorate in Global Leadership and Management. Employers come from various industries including

pharmaceutical and medicine manufacturing, accounting and payroll services, management, scientific and technical consulting services, and academia. The number of people employed is expected to grow for at least the next 10 years with California and nationwide growing 13.57% and 6.68%, respectively. The U.S. Bureau of Labor Statistics projects 6% job growth (2018-2028) for doctoral degrees in leadership and management. Emsi Analyst and Labor Market Analytics (www.economicmodeling.com) data shows a 367% increase in completed online/hybrid doctorate of management programs across public and private universities for the 2011-2018 period.

### Similar Programs Offered at Arizona Public Universities:

List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

There are currently no comparable doctoral programs in global leadership and management designed for students at the executive or administrative leadership levels offered by Arizona public universities.

### Objection(s) Raised by Another Arizona Public University?

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
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<tbody>
<tr>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

If Yes, Response to Objections:

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

### New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):

Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

No new resources are required to initiate the program.

### Plan to Request Program Fee/Differentiated Tuition?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

**Estimated Amount: $17,613**

**Program Fee Justification:**

*If levying a program fee, please justify the estimated amount.*

The per-semester-program fee is based on $1,957 per credit of program fees over the tuition, nine credits per semester, which is in line with Thunderbird’s other executive-level-degree
programs. This fee is market-based, derived from the doctoral-business degrees at competitive schools such as Pepperdine University or DePaul University.

<table>
<thead>
<tr>
<th>Specialized Accreditation?</th>
<th>YES</th>
<th>NO</th>
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</table>

**Accreditor:**

*The name of the agency or entity from which accreditation will be sought*

The Doctor of Professional Practice (DPP) in Global Leadership and Management will be accredited by The Association to Advance Collegiate Schools of Business (AACSB), along with Thunderbird's other degree programs. There is no specialized-professional-licensing requirement for students, though students may still seek their own certifications (e.g. PMP, CFP, CPA).
# Request to Establish New Academic Program in Arizona

**University:** Arizona State University

<table>
<thead>
<tr>
<th>Name of Proposed Academic Program:</th>
<th>Master of Science in Computational Life Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Department:</strong></td>
<td>The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(see) additional department(s).</td>
</tr>
<tr>
<td></td>
<td>The College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td></td>
<td>School of Life Sciences</td>
</tr>
<tr>
<td><strong>Geographic Site:</strong></td>
<td>The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.</td>
</tr>
<tr>
<td></td>
<td>Downtown, Polytechnic, Tempe, West campus and Online</td>
</tr>
<tr>
<td><strong>Instructional Modality:</strong></td>
<td>The primary modality of the academic program (i.e. immersion, online, hybrid).</td>
</tr>
<tr>
<td></td>
<td>Immersion and Online</td>
</tr>
<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>The number of credit hours required to complete the academic program</td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
<tr>
<td><strong>Proposed Inception Term:</strong></td>
<td>The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).</td>
</tr>
<tr>
<td></td>
<td>Fall 2022</td>
</tr>
<tr>
<td><strong>Brief Program Description:</strong></td>
<td>A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university.</td>
</tr>
<tr>
<td></td>
<td>Graduate students in life-science fields must now work with ever-larger biological datasets, which require skills in data analysis and a strong grounding in hypothesis-driven and hypothesis-generating research methods. The School of Life Sciences is uniquely positioned to work towards Arizona State University’s design aspiration of fusing intellectual disciplines, because it includes faculty members from diverse scientific disciplines whose research spans computation and life sciences in unique ways. The life sciences are generating new and diverse types of big data including biomarkers, long-term monitoring, longitudinal samples,</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

Genomic, transcriptomic, proteomic, and metabolomics data from human and non-human samples (including viruses, plants, animals, bacteria, the environment, and ecosystems). The ability to combine and analyze these data quantitatively and to consider the ethical implications of using these large life sciences datasets (e.g., personalized genomics, or endangered species data) is also critical for life sciences graduate students who strive toward Arizona State University’s design aspiration of conducting use-inspired research.

Learning Outcomes and Assessment Plan:
Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome 1: Students will be able to summarize key computational concepts, such as algorithms and relational databases, and their applications in the life sciences, and apply statistical concepts used in computational life sciences.

- **Concepts**: Tools and methods in computational life sciences, including algorithms for genomic, transcriptomic, biomarker or longitudinal environmental analysis, and relational databases of DNA, RNA, protein, metabolic, environmental, or ecosystem data.

- **Competencies**: Ability to use tools and methods used in genomic, transcriptomic, biomarker or longitudinal environmental analysis and ability to apply the tools in the analysis of DNA, RNA, protein, metabolic, environmental, or ecosystem data.

- **Assessment Methods**: Students will complete assignments and projects with poster presentations in BIO 543 Molecular Genetics and Genomics and MCB 540 Functional Genomics, both of which courses allow students to develop these skills and competencies. Data from the assignments, projects, and exams will be assessed for competency in the concepts and competencies listed above, and they will be evaluated based on a rubric developed by members of the School of Life Sciences faculty.

- **Measures**: The department will use a faculty-developed rubric to evaluate project progress and poster presentations to assess student application of tools. Final project scores will be evaluated in MCB 540 and BIO 534, which all students will take, to infer student knowledge of current computational life sciences tools. The results will be summarized and shared each year with faculty, who will provide guidance on how to adjust assessments and course material to support learning outcomes.

Learning Outcome 2: Students will use command-line and other bioinformatics tools, and they will write simple computer scripts to find, retrieve, and organize various types of biological data.

- **Concepts**: Bioinformatics tools, methods for analyzing computational-life-sciences data, and biological data.

- **Competencies**: Students will have the ability to identify and apply the appropriate methods for analyzing diverse computational life sciences data — for example, choosing the correct tool for DNA, RNA, protein, metabolomic, or ecological data. Students will be able to understand the unique features of different types of
computational life sciences data, and apply tools and approaches for analyzing these
data appropriately and reproducibly.

- **Assessment Methods**: These concepts and competencies will be assessed via
relevant quizzes and assignments in BIO/EVO 539 Computing for Research, NEU
591 Data Analysis in Neuroscience, and BIO 514 Statistical Models for Biology.
Students will be assessed on how they apply the tools and approaches for analyzing
data reproducibly. Students additionally will be assessed on how they apply these
skills in their mentored-research project. The final assignment in the culminating
experience of the program is a project-based learning assessment of the students’
implementation of computational life sciences tools. The department will also evaluate
quizzes, assignments, and the ePortfolio students submit, which summarizes their
mentored-research project applying computational life sciences tools.

- **Measures**: Students will be evaluated on successful completion on the final
assignment in BIO 439 Computing for Research in which students will demonstrate
competency in the use of bioinformatics tools, command-line- bioinformatics tools,
and simple computer scripts to find, retrieve, and organize various types of biological
data. Students will also be evaluated using a faculty-developed rubric on their final
portfolio project. The portfolio of findings will be reviewed along with course feedback
and an improvement plan will be developed in conjunction with discussions with
faculty teaching the program’s coursework. The results will be summarized and
shared each year with faculty, who will provide guidance on how to adjust
assessments and course material to support our learning outcomes.

**Learning Outcome 3**: Students will interpret the ethical, legal, medical, and social
implications of biological data.

- **Concepts**: Ethical, legal, medical, and social implications of biological data.

- **Competencies**: Students will be able to contextualize the social and ethical
implications of data collection, analysis, and sharing computational-life-sciences
data. Students will be able to describe the ethical issues with the use of
computational data in the life sciences and the sharing of computational data in the
life sciences.

- **Assessment Methods**: Students will be evaluated on classroom presentations and
written assignments in the program’s core coursework such as BIO 611 Current
Topics in Responsible Conduct of Research in Life Sciences. Students should
successfully present their projects and complete their written assignments showing
competency in the areas of ethical, legal, medical, and social implications of
biological data.

- **Measures**: The School of Life Sciences will use a rubric evaluation of in-class
presentations to assess whether students can critically describe ethical issues of
data use, and data sharing in computational life sciences. The results will be
EXECUTIVE SUMMARY

summarized and shared each year with faculty, who will provide guidance on how to adjust assessments and course material to support our learning outcomes.

Projected Enrollment for the First Three Years:
Please provide anticipated enrollment numbers for each of the first three years of the proposed program

Year 1: 15
Year 2: 40
Year 3: 80

Evidence of Market Demand:
Please provide an estimate of the future statewide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce-demand data and detail the assumptions that underpin these projections. If job-market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.

Glassdoor.com ranks data scientists at the top of its “50 Best Jobs in America.” The US Bureau of Labor Statistics lists the median pay for Computer and Information Research Scientists as $126,830/year, with 32,700 jobs open in 2020. The Salary Finder reports that the median annual salary for computational biologists in the Phoenix area is even higher, $131,550. The job outlook for the next decade is 15%, which is much faster than average: (https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm).

According to the US Bureau of Labor Statistics job data, from 2020 to 2030, data scientists and statisticians are both projected to be within the top 20 fastest growing jobs, (https://www.visualcapitalist.com/the-20-fastest-growing-jobs-in-the-next-decade/; https://www.bls.gov/emp/tables.htm). The Computational Life Sciences MS trains students in the application of data science and statistics to computational life sciences data, preparing them for these rapidly growing job opportunities. Job prospects for people with training in computational life sciences span academic institutions and growing life-sciences companies like 23andMe, Monsanto, and GlaxoSmithKline — with respective medians of $105,048, $105,113, and $101,452 per year.

Similar Programs Offered at Arizona Public Universities:
List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

At ASU:
- Computer Science | Big Data Systems (MCS) | This degree does not specifically focus on how to apply computing to the kind of data generated in the life sciences and it does not incorporate ethics.
- Health Informatics (MAS) | This degree does not incorporate ethics and is focused only on human health rather than the broader scope of life-sciences data (e.g., comparative genomics, population genetics, ecological research).
- Computational Life Sciences (Graduate Certificate) | This certificate does overlap with the MS proposal at an introductory level. It is 16 credits compared to 30 credits and intended as a supplement to another graduate degree for PhD students in Chemistry,
Physics, Biology, and Engineering. The proposed program’s targets professionals who have a degree and recent undergraduates seeking a career-relevant graduate degree.

At UArizona:
- Nursing Informatics (DNP) | This program is directed specifically at nursing-related data and does not focus on learning data skills.
- Biosystems Analytics and Technology (MS) | This program focuses on "biological systems and water-related issues such as irrigation and water quality, and biosystems applications, including computer modeling, sensors and controls, and systems design and evaluation." In contrast, the MS in Computational Life Sciences does not focus on water-related issues, sensors, or systems design. Rather, it focuses on teaching students the statistical, ethical, and programming skills needed to analyze and interpret quantitative life sciences data, focusing primarily on genetics and genomics.

At NAU:
- Informatics and Computing (PhD), Health and Bioinformatics emphasis | The MS in Computational Life Sciences and the PhD in Informatics and Computing have modest overlap in content (bioinformatics, population health). However, the MS in Computational Life Sciences is focused on applying computational and statistical tools to address life sciences problems.

Objection(s) Raised by Another Arizona Public University? YES NO
Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:
Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):
Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

Outside of the request program fee, no additional resources are needed as the School of Life Sciences will adjust resources internally to support this program.

Plan to Request Program Fee/Differentiated Tuition? YES NO
Estimated Amount: $260

Program Fee Justification:
If levying a program fee, please justify the estimated amount.
This fee will pay for maintaining the online delivery of the program, and the storage of large data sets that students can use for class assignments and capstone projects.

<table>
<thead>
<tr>
<th>Specialized Accreditation?</th>
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<th>NO</th>
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<tbody>
<tr>
<td><strong>Accreditor:</strong></td>
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<tr>
<td>The name of the agency or entity from which accreditation will be sought</td>
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<tr>
<td>None</td>
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</tbody>
</table>
University: Arizona State University

Name of Proposed Academic Program:
Master of Leadership and Management

Academic Department:
The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).
Thunderbird School of Global Management

Geographic Site:
The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.
Downtown, Polytechnic, Tempe, West campus and Online

Instructional Modality:
The primary modality of the academic program (i.e. immersion, online, hybrid).
Immersion and Online

Total Credit Hours:
The number of credit hours required to complete the academic program
30

Proposed Inception Term:
The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).
Fall 2022

Brief Program Description:
A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.

More than ever, organizations in all sectors need versatile leaders with high management acumen. The Master of Leadership and Management (MLM) is designed to deliver mastery in 21st-century leadership and management principles and practices. It prepares leaders to take on additional managerial responsibilities in global organizations or to make a career change across industries or sectors. This management program focuses on cross-cultural communication, finance, data analytics, marketing, and working in diverse, global teams. The real-world curriculum combines Thunderbird’s prestigious tradition of graduate education with cutting-edge technology to deliver a transformative graduate degree.
The program is designed to deliver the highest quality graduate education in an affordable, flexible format. This program allows Thunderbird to extend its reach to learners around the world, making a significant impact to advance many of the Sustainable Development Goals. Through this program and others, Thunderbird continues to focus on ASU's design aspiration to "Engage Globally" by reaching a global audience with its programs and by training students to be global leaders.

Learning Outcomes and Assessment Plan:

*Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.*

**Learning Outcome 1:** Students will develop applied global leadership skills.

- **Concepts:** Global strategic analysis and decision making, change management, competitive landscape analysis, self-awareness, personal leadership development, managing virtual and collocated global teams.

- **Competencies:** Graduates in this program will develop leadership versatility to manage the paradox and fast-paced change encountered in the global environment. Graduates will develop the ability to adjust their behavior and select appropriate leadership approaches for the circumstances in a variety of global contexts.

- **Assessment Methods:** Students will complete a Personal Leadership Development Plan as part of the required capstone course, TAM 542 Global Leadership and Personal Development. They will be evaluated through a faculty-developed rubric. The data will be used by the faculty for continuous improvement. Students will complete a graduation exit survey to evaluate the extent to which the program increased/improved the graduating student’s global leadership skills. The Assurance of Learning committee will compare the survey results to relevant historical data.

- **Measures:** Students will illustrate global leadership development through the required Personal Leadership Development Plan, as measured by a faculty-developed rubric, and demonstrate enhancement in global leadership skills, as measured by the graduation exit survey. The data will be used for continuous improvement.

**Learning Outcome 2:** Students will develop intellectual capital and be able to articulate and analyze information about global organizations, global affairs, global trade and global business.

- **Concepts:** Cross-cultural communication, financial decision making, data analytics, marketing management, competitive strategy, global leadership, working in diverse global teams.

- **Competencies:** Students will develop intellectual capital, which is the cognitive aspect of global mindset. It refers to how much and what the manager knows about the global organization, industry and its broader macro, environment, and how easy it is for him/her to analyze, digest, and interpret this information. Graduates will
articulate knowledge of global organizations, global affairs, global trade, and global business.

- **Assessment Methods**: Students will complete two five-point Likert scale global mindset inventory (GMI) surveys — one, at the start of the degree program, and the other, during the student’s final semester — to evaluate the extent to which the program increased/improved the graduating student’s intellectual capital. The Assurance of Learning committee will compare the survey results to relevant historical mindset inventory data. Students will complete a graduation exit survey to evaluate the extent to which the program increased and/or improved the graduating student’s global management skills. The Assurance of Learning committee will compare the survey results to relevant historical data.

- **Measures**: Students will show competence in intellectual capital via the Global Mindset Inventory assessment and demonstrate enhancement in global management skills, as measured by the graduation exit survey. Assessment data will be measured using faculty designed rubrics and results will be used for continuous improvement.

**Learning Outcome 3**: Students will examine the impact of cultural differences on managerial communication and negotiation, and develop the ability to be an effective communicator and negotiator in a cross-cultural setting.

- **Concepts**: Cross-cultural communication strategies, situational learning, global negotiation skills, empathy, bridging strategies, cultural intelligence, diversity, equity, inclusion

- **Competencies**: Students will develop the ability to communicate and negotiate effectively in competitive and diverse global business settings, allowing them to implement strategies to solve problems and take advantage of opportunities in a multicultural world.

- **Assessment Methods**: The student will complete two five-point Likert scale Global Mindset Inventory surveys — one, at the start of the degree program, and the other, during the student’s final semester — to evaluate the extent to which the program increased and/or improved the graduating student’s cross-cultural and negotiation skills as measured by the social capital aspect of the inventory. The Assurance of Learning committee will compare the survey results to relevant historical inventory data. Students will complete a graduation exit survey to evaluate the extent to which the program increased/improved the graduating student’s cross-cultural communication and negotiation skills. The Assurance of Learning committee will compare the survey results to relevant historical data.

- **Measures**: Students will show improvement in cross-cultural communication and negotiation skills as measured via the social capital aspect of the Global Mindset Inventory assessment and demonstrate enhancement in cross-cultural and negotiation abilities, as measured by the graduation exit survey. Assessment data will
be measured using faculty designed rubrics and results will be used for continuous improvement.

### Projected Enrollment for the First Three Years:

*Please provide anticipated enrollment numbers for each of the first three years of the proposed program*

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>400</td>
</tr>
<tr>
<td>Year 2</td>
<td>600</td>
</tr>
<tr>
<td>Year 3</td>
<td>800</td>
</tr>
</tbody>
</table>

### Evidence of Market Demand:

*Please provide an estimate of the future statewide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce-demand data and detail the assumptions that underpin these projections. If job-market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.*

Thunderbird's MLM in Leadership and Management degree is projected to grow expeditiously. According to data from Emsi, from 2012 to 2019 there was 11% programmatic growth in leadership and management programs. This includes all universities offering these subject areas in bachelor, master's, and certificate programs. Of the programs offered, there was also a 37% increase in distance-learning options offered in those subject areas.

Also, according to Emsi, from Dec 2019 to February 2021, there were 5.73 million job postings in occupations that require a degree in leadership and management such as global management analyst, global marketing manager, global operations analyst, global finance managers, or international human resource managers.

According to the US Bureau of Labor Statistics, employment in management occupations is projected to grow 5% from 2019 to 2029, faster than the average for all occupations, and will result in approximately 505,000 new jobs. More specifically, the job outlook from 2019 to 2029 for management analysts is expected to grow at 11% (much faster than average) and marketing managers is expected to grow at 6% (faster than average).

### Similar Programs Offered at Arizona Public Universities:

*List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.*

Arizona public universities have master's degrees with "leadership" or "management" in the degree title but Thunderbird’s MLM in Leadership and Management is unique with its focus on *global* management skills.

#### Objection(s) Raised by Another Arizona Public University?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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</table>

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

#### If Yes, Response to Objections:
Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

<table>
<thead>
<tr>
<th>New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):</th>
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</tr>
</tbody>
</table>

No additional resources are required to launch this degree program.

<table>
<thead>
<tr>
<th>Plan to Request Program Fee/Differentiated Tuition?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Amount: $5,103</td>
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</table>

**Program Fee Justification:**
If levying a program fee, please justify the estimated amount.

The fee is based on $567 per credit (the currently approved rate for the Master of Applied Leadership and Management) and 9 credits per semester. The fee is used for translating program contents into different languages, expenses associated with class modules, and costs associated with an international field seminar or global challenge lab (our applied learning, international consulting course).

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<tr>
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</table>

The MLM in Leadership and Management will be accredited by The Association to Advance Collegiate Schools of Business (AACSB) along with Thunderbird’s other degree programs. There is no specialized-professional-licensing requirement for students, though students may still seek their own certifications (e.g. PMP, CFP, CPA).
### Request to Establish New Academic Program in Arizona

**University:** Arizona State University

<table>
<thead>
<tr>
<th><strong>Name of Proposed Academic Program:</strong></th>
<th>Master of Arts in Narrative and Emerging Media</th>
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<tbody>
<tr>
<td><strong>Academic Department:</strong></td>
<td>Walter Cronkite School of Journalism and Mass Communication and Herberger Institute for Design and the Arts</td>
</tr>
<tr>
<td><strong>Geographic Site:</strong></td>
<td>Downtown, Polytechnic, Tempe, West, and Los Angeles campus; Online</td>
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<tr>
<td><strong>Instructional Modality:</strong></td>
<td>Immersion and Online</td>
</tr>
<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Proposed Inception Term:</strong></td>
<td>Fall 2022</td>
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</table>

**Brief Program Description:**

This joint degree between the Cronkite School and Herberger Institute seeks to merge the disciplines of journalism, art, and media production to elevate digital storytelling. Students will learn how to create compelling narrative arcs; master advanced skills in video and virtual production (uses software tools to combine live-action footage and computer graphics in real-time productions); implement business and funding models for emerging media projects; and create narrative content with ethical and inclusive practices. Graduates will go on to enjoy
careers in brand/client storytelling, filmmaking, journalism, strategic communications, media leadership, project management, and more. ASU's charter directs us to advance discovery of public value, and take responsibility for the communities we serve; this program seeks to develop media professionals who can tell our community's stories with care, creativity, and impact.

Learning Outcomes and Assessment Plan:
Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome 1: Students will be able to identify, understand, and create compelling, independent, and original narrative arcs for emerging media — placing emerging technology and narrative in connective dialogue — with an ability to work across disciplines.

- **Concepts:** Emerging media pre-production, conceptualization and production workflows, including Augmented Reality/Virtual Reality/Extended Reality (AR/VR/XR), 360 film and the agile process; narrative arc; virtual production; project management and evaluation; social impact.

- **Competencies:** Students will be able to demonstrate self-direction and originality in the interpretation and application of emerging-media techniques and technology to the conceptualization, development, articulation, and creation of an original new-media piece from ideation to evaluation. Students will be able to identify, understand, and create compelling, independent, and original narrative arcs for emerging media — placing emerging technology and narrative in connective dialogue — with an ability to work across disciplines. Evaluation and critique include aesthetics, narrative frame, social impact, and ethical representation.

- **Assessment Methods:** Students will complete an applied project as the culminating experience of their program. The applied project will allow students to demonstrate competency in identifying, understanding, and creating compelling, independent, and original narrative arcs for emerging media as well as demonstrating self-direction and originality in the interpretation and application of emerging-media techniques and technology to the conceptualization, development, articulation, and creation of an original new-media piece. In addition, students who graduated from the program during the assessment period will receive a link to a survey created by the program chair/program committee to inquire about preparedness for employment or contract work. Survey results should indicate that the student was prepared to seek employment and has a competitive portfolio for contract work. Data will be collected and analyzed by the degree-program chair/director.

- **Measures:** Student success on the applied project will be based on a faculty-designed rubric evaluating the applied project on five areas of performance (originality, technological literacy, narrative technique, ethical representation, and audience development) with associated rubric rankings for each area. In addition, the survey results should indicate that the student was prepared to seek employment and has a competitive portfolio for contract work. The program director and/or program
Learning Outcome 2: Students will develop an advanced and systematic critical and entrepreneurial understanding of the business, funding, and distribution models for emerging-media production and demonstrate a practice-led ability to assess and apply a variety of methodologies for production logistics.

- **Concepts:** Business plans; hiring documents; funding campaigns with pitch decks; production and artistic team building and management; budgeting and finance for production; production logistics and distribution planning; and marketing narratives and professional writing.

- **Competencies:** Graduates will be able to develop, produce, and revise a production portfolio showcasing an in-depth understanding of production logistics and problem solving, business planning, marketing materials and critical written and verbal literacies necessary for continuing professional development — including an ability to critique their own and their peers' work, and to assess the potential and progress of immersive projects at various stages of production as well as potential risks, liabilities, and challenges. Graduates will develop an advanced and systematic, critical and entrepreneurial understanding of the business, funding, and distribution models for emerging-media production and demonstrate a practice-led ability to assess and apply a variety of methodologies for problem solving.

- **Assessment Methods:** Students will complete a professional portfolio as a supplemental document to their applied project culminating experience. All coursework undertaken and completed during study will produce artifacts for use in the portfolio. Students will undergo a portfolio review at the end of their second quarter, fourth quarter, and as a part of their applied-project defense. The successful completion of the portfolio (and artifacts) will show the students understanding of the competencies listed above. Students will also complete a structured student self-analysis and goal setting/attainment written assignment at the end of each full semester. Students will narratively analyze their work to date, using formative self-analysis reflection and set achievement and learning goals for the next semester's work. Data will be collected from both methods and analyzed by the degree-program director and the program will be reviewed based on the results and ongoing feedback from industry contacts.

- **Measures:** Portfolios will be both developmental and cumulative and will be assessed using a faculty-and-industry-partner-developed rubric. The faculty-and-industry-developed rubric will evaluate the portfolio on five areas of performance (functional knowledge, research and critical analysis, presentation, industry-standard communication literacies, business logistics, and operational competencies) with associated rubric rankings for each area. The professional-portfolio requirements will always adapt to the ongoing needs of the full curriculum and developments in industry expectations as well as technological advances. The structured narrative self-analysis will use a similar rubric to assess progress to date and set developmental goals.
Additionally, the program director will consult students’ self-evaluations to analyze how coursework inspires and furthers students’ lifelong learning competencies. Students’ professional goals will become a formative part of the formal and informal mentorship processes. Data will be collected and analyzed by the degree-program director. The program director and/or program committee will specifically look at average rubric scores compared to historical data, as well as industry feedback on portfolio materials. Sustained dips in scores will prompt faculty to examine teaching methods and the relevancy of class assignments and portfolio inclusions.

**Learning Outcome 3:** Graduates will be able to analyze industry-specific-representational practices and to evaluate their own ethical and inclusive practices in narrative development, artistic practice, and collaboration frameworks, demonstrating a comprehensive understanding of techniques of research and inquiry to interpret and create ethical processes and products.

- **Concepts:** Representational ethics; social impact; ethical communication; an understanding of how mass communication materials impact cultural frames; global awareness; multicultural awareness.

- **Competencies:** Graduates will be able to articulate an ethical stance toward new-media creation and critical awareness of how representational practices relate to cultural understandings of otherness, power, and positionality within a multicultural democracy.

- **Assessment Methods:** Students will complete a final project in the Diversity and Ethics in Emerging Media course that will show their understanding of current ethical and inclusive practices in narrative development, artistic practice, and collaboration frameworks — also, demonstrating a comprehensive understanding of techniques of research and inquiry to interpret and create ethical methodologies. The final project will be assessed by the faculty responsible for the course. Students will also complete a product in the Emerging Media for Clients course that will be evaluated in cooperation with community partners who will participate in satisfaction surveys. This course functions as a studio, producing media to meet community-partner needs. At the conclusion of this course, community partners will be provided a link to a feedback form that will assess partner satisfaction with the partnership, including student professionalism and ethical communication/collaboration, and evaluate the final product provided to the partner. Data collected will be used to adjust the curriculum as needed for improvement.

- **Measures:** The final project in the Diversity and Ethics in Emerging Media course will be assessed with a faculty-developed rubric consisting of four areas of performance: 1. Identification and Framing of Representational Ethics Problems/Issues; 2. Professional Conduct and Ethical Communication/Collaboration; 3. Communication of Complex Ideas to Diverse Audiences; 4. Diversity in Characters/Narratives. Rubrics will be updated and/or revised periodically by a faculty panel and invited industry professionals. For the final product in the Emerging Media for Clients course, community partners will evaluate each component on a Likert scale from Below
**EXECUTIVE SUMMARY**

Expectation, Borderline Meets Expectation, Satisfactory, and Exceeds Expectations. Data will be collected and analyzed by the degree-program director. The program director and/or program committee will specifically look at average rubric scores compared to historical data as well as community partner feedback on partnerships and project outcomes. Sustained dips in scores will prompt faculty to examine teaching methods and the relevancy of class assignments.

---

**Projected Enrollment for the First Three Years:**

Please provide anticipated enrollment numbers for each of the first three years of the proposed program

- Year 1: 20
- Year 2: 25
- Year 3: 30

---

**Evidence of Market Demand:**

Please provide an estimate of the future statewide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce-demand data and detail the assumptions that underpin these projections. If job-market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.

According to Emsi data, jobs in arts, entertainment, and recreation rose 8.6% between 2016 and 2020 and are projected to continue growing through 2029. An Emsi job-posting analysis unearthed 584,654 job postings requiring a master's degree in entertainment and arts business management roles; California is the top state hiring these roles, suggesting a strong market for graduates of this Los Angeles–based program. According to US Bureau of Labor Statistics data, there were 272,300 jobs for public relations specialists in 2020; in the next ten years, the Bureau of Labor Statistics projects jobs to rise 11%, which the firm labels "faster than average" growth among all U.S. occupations.

---

**Similar Programs Offered at Arizona Public Universities:**

List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

At ASU, the Cronkite School offers a Master of Mass Communication that includes some production, but does not focus on emerging media, project management, or client work. The Herberger Institute offers several graduate programs that emphasize media creation, but none that focus on emerging media projects, production, and the business behind them.

The University of Arizona has the Journalism (MA), Digital Journalism (https://grad.arizona.edu/catalog/programinfo/JOURMADGTL) program. This is not similar to the MA in Narrative and Emerging Media. While both include storytelling, the UArizona journalism and digital journalism program focuses on traditional journalism and producing news content with traditional multimedia techniques (writing, photo and video). The MA in Narrative and Emerging Media focuses on both fiction and nonfiction narratives using new media techniques including virtual reality, augmented reality, and 360 video. The MA in Narrative and Emerging Media also focuses on client-based work and project management.
<table>
<thead>
<tr>
<th>Objection(s) Raised by Another Arizona Public University?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If Yes, Response to Objections:**  
Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

<table>
<thead>
<tr>
<th>New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.</td>
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</tbody>
</table>

No new resources will be required to launch the program.

<table>
<thead>
<tr>
<th>Plan to Request Program Fee/Differentiated Tuition?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated Amount:</strong> None</td>
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</table>

**Program Fee Justification:**  
*If levying a program fee, please justify the estimated amount.*

None requested.

<table>
<thead>
<tr>
<th>Specialized Accreditation?</th>
<th>YES</th>
<th>NO</th>
</tr>
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<tbody>
<tr>
<td><strong>Accreditor:</strong></td>
<td></td>
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</tbody>
</table>

*The name of the agency or entity from which accreditation will be sought*

None.
## Request to Establish New Academic Program in Arizona

**University:** Arizona State University

<table>
<thead>
<tr>
<th>Name of Proposed Academic Program:</th>
<th>Master of Arts in Strategic Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Department:</strong></td>
<td>The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).</td>
</tr>
<tr>
<td></td>
<td>Walter Cronkite School of Journalism and Mass Communication</td>
</tr>
<tr>
<td><strong>Geographic Site:</strong></td>
<td>The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.</td>
</tr>
<tr>
<td></td>
<td>Downtown, Polytechnic, Tempe, West, and Los Angeles campus; Online</td>
</tr>
<tr>
<td><strong>Instructional Modality:</strong></td>
<td>The primary modality of the academic program (i.e. immersion, online, hybrid).</td>
</tr>
<tr>
<td></td>
<td>Immersion and Online</td>
</tr>
<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>The number of credit hours required to complete the academic program</td>
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<tr>
<td></td>
<td>30</td>
</tr>
<tr>
<td><strong>Proposed Inception Term:</strong></td>
<td>The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).</td>
</tr>
<tr>
<td></td>
<td>Fall 2023</td>
</tr>
</tbody>
</table>

**Brief Program Description:**

A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.

The Master of Arts in Strategic Communication will teach students the skills, techniques, critical thinking, and leadership capacity to advance careers across strategic communication in communication agencies, corporations, government agencies, and nonprofit organizations. Courses in strategy development, research methods, content creation, crisis communication, ethics, campaign planning, and more will teach students how to strategically address communication challenges; courses in communication management, project management, finance, and leadership will nurture the next generation of communication leaders. Students will begin their experience developing anchors in communication history, theory, and ethics.
An emphasis on content creation prepares students to produce both traditional public-relations campaigns, persuasive writing, and media-relations plans, as well as innovative strategic content from client-video storytelling to digital content hubs. Then, via the Cronkite School’s teaching hospital model, students will receive immersive, hands-on training in advanced tools, cutting-edge techniques, and real client work across our faculty-led, student-run agencies. Students will emerge prepared to take on PR and communication roles both at public agencies and private companies. The program connects directly to ASU’s charter and design aspirations by preparing students to engage audiences, communities, and global citizens with communication that effectively advances research and discovery of public value.

### Learning Outcomes and Assessment Plan:

*Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.*

**Learning Outcome 1:** Students will be able to create compelling, original content for strategic communication campaigns and initiatives that adhere to accepted professional standards.

- **Concepts:** Videography and photography; video editing; audio storytelling; social media content creation; writing for strategic communication; content performance and analytics; campaign creation and performance; content/campaign goal setting and tracking; feedback and critique; creative workflows; media pitching; client communication

- **Competencies:** Students will have the ability to research, strategize, direct and create content individually and within teams that align with client and campaign goals. Graduates will harness techniques and technology to the conceptualization, development, articulation, and creation of media content from ideation to evaluation, and they will be able to quantify and qualify the impact of their content/campaigns.

- **Assessment Methods:** At the beginning of their program, students will participate in a Strategic Communication Skills course, in which students learn how to create written, digital and video "content" according to professional standards and practices. Students use these skills throughout their program and showcase them in a nine-credit, professional-immersion culminating experience where they will complete a series of client-driven, strategic communication work. In the professional-immersion program, students are assessed in many areas, but the content and campaigns they create are referred to as the “work product.” In both courses, faculty will evaluate students' "content" and "work product," to determine whether the work reflects the level of skill necessary to obtain a professional role in a strategic communication environment. Both rubrics will use a Likert scale. Data will be collected and analyzed by the degree-program director. Sustained dips in scores will prompt faculty to examine teaching methods and the relevancy of class assignments, and encourage leadership to optimize professional immersion experiences.

- **Measures:** Student strategic communication content (also called the "work product") will be evaluated by faculty using a rubric in both the Strategic Communication Skills
Learning Outcome 2: Students will be able to apply tools, technologies and strategies appropriate for the communication professions in which they work.

- **Concepts:** Industry, client and audience research methods; audience funnel and journey; diversity and inclusion in mass communication; ethical decision-making; written, digital and video content creation; paid and organic social media; media relations; public-relations practices, client development and account management; goal setting and tracking.

- **Competencies:** Students will have the ability to develop, produce and revise a production portfolio, showcasing an in-depth understanding of strategic communication research, planning, problem-solving, campaigns, and content creation for continuing professional development — including the ability to critique their own and their peers’ work, and to assess the potential and progress of their work as well as potential risks, liabilities, and challenges.

- **Assessment Methods:** Students will complete a nine-credit capstone experience in a combination of one or more of the Cronkite School's professional immersion programs. In the capstone, they will complete a series of client-driven, strategic communication work. Students will be evaluated by capstone faculty on their portfolio of work from the course. Then, a sample of student portfolios representing work across the students’ entire program experience will be evaluated by a panel of professionals to determine whether the work reflects the level of skill necessary to obtain a professional role in a strategic communication environment. Both portfolio rubrics will use a Likert scale. Data will be collected and analyzed by the degree program director. Sustained dips in scores will prompt faculty to examine teaching methods and the relevancy of class assignments, and encourage leadership to optimize professional immersion experiences.

- **Measures:** Student capstone immersion work will be evaluated by capstone immersion faculty using a rubric designed to measure the students’ ability to demonstrate the competencies listed above. Student portfolios of work from across the degree program will also be evaluated by a professional reviewer panel using a faculty-designed rubric. Data collected will be used to adjust the curriculum as needed for improvement.

Learning Outcome 3: Students will be able to analyze industry-specific, representational practices and evaluate their own ethical and inclusive practices in their communication work and collaboration, demonstrating a comprehensive understanding of practice and inquiry to interpret and create ethical processes and content.

- **Concepts:** Representational ethics; social impact; ethical communication; an understanding of how mass communication materials impact culture and the media industry; multicultural awareness.
EXECUTIVE SUMMARY

- **Competencies:** Students will have the ability to articulate an ethical stance toward communication work and a critical awareness of how representational practices relate to cultural understandings of otherness, power, and positionality within a multicultural democracy.

- **Assessment Methods:** Faculty teaching the required course, Ethics and Diversity in Strategic Communication, will conduct an end-of-class assessment on students' ability to analyze industry-specific representational practices and to evaluate their own ethical and inclusive practices in their communication work. Reviewers will evaluate students using a Likert scale. Students will learn to hone a personal diversity statement, now a common element of job application. Students will include the diversity statement in their professional portfolios, a selection of which will be evaluated by reviewers. As part of their analysis, reviewers will evaluate the diversity statements by professional standards, using a Likert scale. Sustained dips in scores will prompt faculty to examine teaching methods and the relevancy of class assignments and topical coverage and pedagogy.

- **Measures:** Ethics and Diversity in Strategic Communication faculty will evaluate student practices in the areas of ethics and diversity using a rubric designed to measure the students' ability to demonstrate the competencies listed above. As part of a portfolio review, a professional review panel will use a faculty-designed rubric to evaluate students' diversity statements. Data collected will be used to adjust the curriculum as needed for improvement.

**Projected Enrollment for the First Three Years:**

*Please provide anticipated enrollment numbers for each of the first three years of the proposed program*

Year 1: 20  
Year 2: 25  
Year 3: 30

**Evidence of Market Demand:**

*Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. If job market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.*

There is statewide, nationwide, and global demand for strategic communication professionals — that is, professionals who can perform mass communication work across the sectors of public relations, social media, digital marketing, creative campaigns, brand storytelling, and media relations. Professionals go on to work in those specific sectors in specialized roles, or across them in communication agencies or in communication departments at large organizations. According to the U.S. Bureau of Labor Statistics, careers in this realm are well compensated. The annual mean wage for Media and Communication Workers is $82,550; Public Relations Specialists is $83,200; and Advertising, Marketing, Promotions, Public Relations, and Sales Managers is $163,470. These three roles alone comprise nearly 25% of the U.S. Bureau of Labor Statistics' (BLS) "Advertising, Public Relations, and Related Services" major career category, indicating high demand. Emsi economic data also indicates...
a healthy employment market: Jobs in communication roles are up 268% year-over-year, with significant growth in industries beyond the media, namely healthcare and education.

<table>
<thead>
<tr>
<th>Similar Programs Offered at Arizona Public Universities:</th>
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<td><em>List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.</em></td>
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The Cronkite School's Master of Mass Communication degree currently includes a strategic communication emphasis; the proposed degree would focus on strategic communication specifically. These are not similar degrees to the NAU and UArizona programs listed below. The Cronkite School focuses exclusively on mass communication; the UA communication degrees highlighted here are human communication degrees (akin to those in our Hugh Downs School), which have little to no overlap with mass communication strategy, content or audience studies.

Programs at NAU:

- Communication (MA)
  [https://catalog.nau.edu/Catalog/details?plan=APCOMMA&catalogYear=2122](https://catalog.nau.edu/Catalog/details?plan=APCOMMA&catalogYear=2122)

- Communication Studies (graduate certificate)
  [https://catalog.nau.edu/Catalog/details?plan=COMMSTCT&catalogYear=2122](https://catalog.nau.edu/Catalog/details?plan=COMMSTCT&catalogYear=2122)

Programs at UArizona:

- Communication (MA)
  [https://grad.arizona.edu/catalog/programinfo/COMMMA](https://grad.arizona.edu/catalog/programinfo/COMMMA)

- Communication (PhD)
  [https://grad.arizona.edu/catalog/programinfo/COMMPHD](https://grad.arizona.edu/catalog/programinfo/COMMPHD)

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**If Yes, Response to Objections:**
Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

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<th>New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):</th>
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<td><em>Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.</em></td>
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</table>
## EXECUTIVE SUMMARY

No new resources will be required.

<table>
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<tr>
<th>Plan to Request Program Fee/Differentiated Tuition?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Estimated Amount:** None

**Program Fee Justification:**

*If levying a program fee, please justify the estimated amount.*

None requested.

<table>
<thead>
<tr>
<th>Specialized Accreditation?</th>
<th>YES</th>
<th>NO</th>
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</table>

**Accreditor:**

*The name of the agency or entity from which accreditation will be sought*

Not applicable.
University: Arizona State University

<table>
<thead>
<tr>
<th>Name of Proposed Academic Program:</th>
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<tbody>
<tr>
<td>Bachelor of Arts in Education in Elementary Multilingual Education</td>
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</tr>
</tbody>
</table>
| Mary Lou Fulton Teachers College  
Division of Teacher Preparation |

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<tbody>
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</tr>
<tr>
<td>Downtown, Polytechnic, Tempe, West campus</td>
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<th>Instructional Modality:</th>
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<tbody>
<tr>
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<tr>
<td>Immersion and Online</td>
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<table>
<thead>
<tr>
<th>Total Credit Hours:</th>
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<tbody>
<tr>
<td>The number of credit hours required to complete the academic program</td>
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<tr>
<td>120</td>
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<tr>
<td>The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).</td>
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<tr>
<td>Fall 2022</td>
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<tr>
<th>Brief Program Description:</th>
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<tr>
<td>A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.</td>
</tr>
<tr>
<td>The BAE in Elementary Multilingual Education will prepare future teachers to become transformational leaders and practitioners in our increasingly culturally and linguistically diverse communities. The program supports bilingual/dual-language, English as a Second Language (ESL), and other multilingual classrooms and culturally and linguistically sustaining pedagogies toward serving and advocating for children, families, and communities. This program meets Arizona certification requirements for Elementary Education Certification and</td>
</tr>
</tbody>
</table>
Bilingual and ESL endorsements, and will be clinically embedded during the junior and senior years. The primary goal of all clinical experiences is to provide interns and student teachers with multiple opportunities to apply knowledge learned in coursework to practice in K-8 classrooms and in linguistically diverse communities in context outside of formal schools. Students will have opportunities to specialize in several areas, including Indigenous education, transborder and cultural studies, and Spanish, with additional specializations being explored.

Arizona has ranked at the bottom of all states in graduation rates for emergent bilinguals in the past 15 years. Preparing critically conscious, bilingual teachers who are skilled to reach this population and cultivate their multilingual abilities in AZ public and charter schools addresses an urgent social imperative, our ASU charter, and overall commitments to equity. Through this program, we will be able to create unique and innovative curriculum and opportunities for social embeddedness; linguistically sustaining and culturally responsive pedagogies; and the necessary assets-based orientations and teaching dispositions to advance the educational goals of one of our most vulnerable populations.

Learning Outcomes and Assessment Plan:
Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome 1: Students will be able to apply instructional practices and strategies that engage students’ identities by validating the cultural and linguistic assets and the community.

- **Concepts**: knowledge of community and funds of knowledge to support classroom learning; ethnographic approaches to understanding the community and incorporating practices that build on teacher knowledge of students and their community; American educational systems.

- **Competencies**: Graduates will have the knowledge, skills to recognize their dispositions and positionality in relation to the communities they are engaging with and interact with students and school communities to sustain their linguistic and cultural assets

- **Assessment**: Students will complete an ethnographically-informed study on students, classroom environment, and the school community to make explicit connections between the community they study and its supportive role in classroom learning including the roles, interactions, and influences of all students, families, and communities. Students will also complete performance assessments that demonstrate knowledge of understanding for topics related to socio-historical and political contexts. During each semester of the undergraduate program, the National Institute for Excellence in Teaching (NIET) Aspiring Teacher Rubric (ATR) will be used to score teaching videos submitted by our students. According to NIET, “The Aspiring Teacher Rubric provides a streamlined set of performance indicators to be used with teacher candidates to define effective instruction. These twelve indicators, which are based on and aligned to NIET’s research-based Teaching Standards Rubric, describe the key skills and abilities that aspiring teachers must have to be prepared for the classroom. The descriptions within NIET’s Aspiring Teacher Rubric create common language for observation, feedback, and support as well as foster collaboration between an
aspiring teacher and peers or faculty around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement,” (2020). The Aspiring Teacher Rubric aligns with the NIET Teaching Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. In addition, in BLE 220, students will analyze a lesson plan for ways in which the lesson does and does not support language learning for English learners, connections between the lesson plan and language acquisition theories and provide an analysis of how the lesson plan fits a model of English language instruction approved in Arizona. Paper will require synthesizing strategies explored during the course, English Language Proficiency Standards, ideas of differentiation and assessment, theories of language acquisition, and Arizona’s language development approach and will be evaluated by a faculty-developed rubric.

- **Measures**: Mary Lou Fulton Teachers College Division 1 Continuous Improvement Topical Action Group (TAG) members and undergraduate-program strategists will work collaboratively to develop processes for program faculty to examine the multiple outcomes articulated in the assessment plan over time, and will appraise the evidence collected for each outcome to determine progress toward overall goals. The Continuous Improvement TAG and undergraduate-program strategists will articulate specific questions that are crucial for the faculty to examine to inform improvements to program curriculum, instruction, and student support.

**Learning Outcome 2**: Students will be able to create learning experiences that support language development and value linguistic diversity, proficiencies, and varieties of languages present in the classroom.

- **Concepts**: sound theory of language and terminology to counter deficit thinking about language minoritized learners; support of bi/multilingual development; he dynamicity of language and language development from an asset-based perspective; theories of language and proficiency levels to best linguistically support emergent bilinguals

- **Competencies**: Graduates will engage K–8 learners in accessible, relevant and meaningful content to ensure critical thinking, appropriate language development, and mastery of the content. Graduates will be able to describe, recognize, and differentiate various types of multilingual learners. In addition, Elementary Multilingual Education graduates will articulate, compare, contrast, and critique theories of language acquisition and bilingualism, and characteristics of proficiency levels to best inform their development of curriculum, pedagogy, and assessment.

- **Assessment**: Student work will focus on determining language proficiency development, growth, and learner’s linguistic practices. Students will complete Student Language Observation Matrix Protocol and sociolinguistic observation. They will also engage in discourse and conversational analysis of specific language interactions. During each semester of the undergraduate program, the National Institute for Excellence in Teaching (NIET) Aspiring Teacher Rubric (ATR) will be used to score teaching videos submitted by students. The descriptions within NIET’s Aspiring Teacher Rubric create common language for observation, feedback, and support as well as foster collaboration between an aspiring teacher and peers or faculty around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement,” (2020).
EXECUTIVE SUMMARY

The Aspiring Teacher Rubric aligns with the NIET Teaching Standards and the InTASC Standards.

- **Measures**: The Mary Lou Fulton Teachers College Division 1 Continuous Improvement (TAG) members and undergraduate program strategists will work collaboratively to develop processes for program faculty to examine the multiple outcomes articulated in the assessment plan over time, and will appraise the evidence collected for each outcome to determine progress toward overall goals. The Continuous Improvement TAG and undergraduate program strategists will articulate specific questions that are crucial for the faculty to examine to inform improvements to program curriculum, instruction, and student support. Continuous Improvement Assessment information will be disseminated to the Continuous Improvement Topical Action Group (TAG).

**Learning Outcome 3**: Graduates will be able to create and maintain inclusive, equitable learning environments that support individual and collaborative learning experiences, utilize high leverage practices, and foster critical thinking, active engagement, and well-being for all learners.

- **Concepts**: sociohistorical and political knowledge needed to best serve diverse communities; historical and theoretical underpinnings of bilingual education history; layers of intersectionality experienced by minority learners.

- **Competencies**: Graduates will provide evidence of understanding the history of bilingualism and bilingual education and the intersections of histories of colonialism and how these areas inform current and future learning conditions. Graduates will produce lessons that recognize and examine the relationship between language, identity, and power and the ways in which it manifests in language ideologies, practices, and current issues and policies in language education.

- **Assessment**: Students will submit a field-applicable lesson plan informed by the Culturally Sustaining Transformative Pedagogy, along with observations and reflections of classroom practices. Rubric scores will be used for data collection to examine patterns in proficiency on the criteria and will be analyzed for continuous program improvement. Lessons should provide examples of practices shaped to foster community-centric, equity-oriented, and multilingual/multicultural interactions between students and teacher(s) in the context of field placement. In the observation and reflection, students will be expected to observe and provide evidence of a normative (regular, allowed, expected) social happening or series of consecutive social practices within the school setting and note inferences about the school’s cultural norm(s) from the observation(s). Additionally, in BLE 220, students will research the legal history of English language education. Students will select from among a list of topics (Lau v. Nichols, Castaneda v. Pickard, Flores v. Arizona, Plyler v. Doe, ESSA, Title III, Title VI, OCR/DOJ, Prop 203, HB 2010, HB 2064, SB 1014) and present a research-based written and oral analysis of the legal topic’s impact on the instruction of English learners. The purpose of this assignment is for students to dive deeply into one element of the legal history but gain an understanding of the entire legal history by reviewing each other’s presentations. Both the presentation and the written analysis will be evaluated by faculty-developed rubrics.
EXECUTIVE SUMMARY

• **Measures:** Continuous Improvement Assessment information will be disseminated to the Continuous Improvement Topical Action Group (TAG). The Mary Lou Fulton Teachers College Division 1 Continuous Improvement (TAG) members and undergraduate -program strategists will work collaboratively to develop processes for program faculty to use to examine the multiple outcomes articulated in the assessment plan over time, and will appraise the evidence collected for each outcome to determine progress toward overall goals. The Continuous Improvement TAG and undergraduate program strategists will articulate specific questions that are crucial for the faculty to examine in order to inform improvements to program curriculum, instruction, and student support.

**Projected Enrollment for the First Three Years:**
*Please provide anticipated enrollment numbers for each of the first three years of the proposed program*

Year 1: 30  
Year 2: 40  
Year 3: 60

**Evidence of Market Demand:**
*Please provide an estimate of the future statewide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce-demand data and detail the assumptions that underpin these projections. If job-market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.*

The market demand for teachers who can teach in dual-language programs is on the rise. Populations continue to diversify, leading to an increase in the number of students identified as English language learners. According to the most recent report by the National Center for Education Statistics, the percentage of public-school students in the United States who were English language learners was higher in fall 2017 (10.1%, or 5.0 million students) than in fall 2000 (8.1%, or 3.8 million students).

Despite the restrictive language policies of the last two decades in Arizona, at least 26 school districts in the state offer dual-language programs, all of which have Spanish programs and a few in French and Mandarin (Center for Applied Linguistics). Further, the Dual Language Schools Organization has identified nine programs in Tucson and 23 programs in the Phoenix-metropolitan area alone. Other dual-language programs also exist, which teach in more than two languages. While Arizona dual-language programs have generally excluded emergent bilinguals in the past two decades, in the past two years, new changes to the law have released restrictions allowing emergent bilinguals to enroll in dual-language immersion programs as well. Such changes will further increase the demand for these programs, as well as for bilingual educators who are able to teach in them. Given that bilingual/ESL teacher shortage is among the most persistent in the state, this comprises one of the most critical limitations for expanding dual-language programs. The U.S. Department of Education reports the subject of “English as a Second Language” is a teacher-shortage area for the 2021-2022 school year in 32 states, including Arizona.

Graduates of the Mary Lou Fulton Teacher College current program are highly sought out teachers in public, charter, and private-education institutions, including in growing dual-language programs. The current iteration of the Educating Multilingual Learners program as a
specialization in the Elementary Education parent-degree program has allowed us to test the market and interest, yielding very positive results. The current program has maintained the most consistent and steady growth among all concentrations of the Elementary Education major. However, because the program is embedded in a generalist degree, it remains largely hidden from the target communities for recruitment. Reshaping it into an autonomous program will provide greater visibility that we anticipate will further increase growth.

### Similar Programs Offered at Arizona Public Universities:
List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

<table>
<thead>
<tr>
<th>Northern Arizona University:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● BSEd in Elementary Education, Bilingual Endorsement, English as a Second Language Endorsement</td>
</tr>
<tr>
<td>● English as a Second Language Undergraduate Certificate</td>
</tr>
<tr>
<td>● BSEd in Special and Elementary Education</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>University of Arizona:</th>
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</thead>
<tbody>
<tr>
<td>● BAE in Elementary Education with Bilingual Endorsement</td>
</tr>
<tr>
<td>● BAE in Elementary Education with English as a Second Language Endorsement</td>
</tr>
</tbody>
</table>

### Objection(s) Raised by Another Arizona Public University?  YES  NO
Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:
Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

### New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):
Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reallocation or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

No additional resources will be required to offer this program. Staff that support current elementary education certification, including admissions specialists, advisors, university and instructional designers, will continue their current role and shift focus to the BAE in Elementary Multilingual Education.

### Plan to Request Program Fee/Differentiated Tuition?  YES  NO

Estimated Amount: N/A

Program Fee Justification:
<table>
<thead>
<tr>
<th>Specialized Accreditation?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Accreditor:**
*The name of the agency or entity from which accreditation will be sought*

The Arizona Department of Education approves programs leading to state certification. The approval allows the university to provide institutional recommendations to students upon successful program completion. This eliminates the need for the Arizona Department of Education to conduct a transcript analysis to examine if certification requirements for education and clinical experience are met.
University: Arizona State University

**Name of Proposed Academic Program:**
Bachelor of Science in Global Health

**Academic Department:**
The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).

The College of Liberal Arts and Sciences

School of Human Evolution & Social Change

**Geographic Site:**
The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.

Downtown, Polytechnic, Tempe, West campus

**Instructional Modality:**
The primary modality of the academic program (i.e. immersion, online, hybrid).

Immersion and Online

**Total Credit Hours:**
The number of credit hours required to complete the academic program

120

**Proposed Inception Term:**
The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).

Fall 2022

**Brief Program Description:**
A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.

The BS in Global Health is an interdisciplinary degree designed for students who seek a broad and flexible set of skills to understand contemporary health challenges and to develop and implement solutions. "Global" is understood in the anthropological sense, meaning ways of understanding and addressing disease, health, and well-being that can incorporate all cultures, places, and time, and that can integrate knowledge of health's social, historical,
biological, and ecological dimensions. The curriculum emphasizes developing core skills in critical thinking and problem solving, especially using the scientific method, and the importance of direct experience (research, study abroad, service learning, and advocacy). The degree cultivates capacities to deal with any complex problem with biosocial components: how to identify the critical issues, ask the right questions, and create solutions that are meaningful and effective.

The BS in Global Health is oriented toward the holistic and integrated study of the medical, biological, public health, biochemical, physiological, genetic, and evolutionary aspects of health, and includes emphasis on epidemiological and statistical applications to describe and analyze complex health-related phenomena.

Learning Outcomes and Assessment Plan:
Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome 1: Students will be able to evaluate the global burden of disease and examine social and environmental determinants of disease

- **Concepts:** global burden of disease, major causes of morbidity and mortality, and their variations among high-, middle- and low-income regions, major public health efforts to improve human health globally; social and environmental determinants of health: social, economic, and environmental factors of health across generations; health as more than the absence of disease; constructs of health and well-being situated within cultural context(s); the role that American and global institutions have in preventing disease and improving the overall health of world populations.

- **Competencies:** 1) Students will be able to validate, compare, and contrast the health status of populations using available data (e.g., public health surveillance data, vital statistics, registries, surveys, electronic health records). 2) Students will be able to evaluate elements of major public health efforts to reduce disparities in global health (such as Sustainable Development Goals and Global Fund to Fight AIDS, TB, and Malaria) and conceptually combine, refine, and apply to specific global health contexts and applications. 3) Students will be able to connect access to and quality of water, sanitation, food, and air to individual and population health. 4) Students will be able to justify from evidence the major social and economic determinants of health, their effects on the access to and quality of health services, and contributions to differences in morbidity and mortality between and within countries.

- **Assessment:** In ASB 403 Evolutionary Medicine and Global Health, ASB 305 Poverty and Global Health and ASB 448 Maternal and Child Health students will be assessed using the principle or capstone assignment (such as essay or project). The assessment team will request that course instructors for these courses evaluate student performance on their primary course project/essay according to faculty-developed rubric. Based on the percentage of majors meeting expectations, department leadership will collaborate with instructors on refining course design (topics covered, pedagogical approaches, and assessment techniques) to better position students for successful attainment of program learning outcomes. Results will be shared with departmental faculty and used for continuous improvement.
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- **Measures**: Direct, summative measures of student knowledge will be used to evaluate student knowledge of global burden of disease and the social and environmental determinants of health through faculty-developed rubrics for performance on key, integrative assignments (final paper, major essay, final project, and/or written reflection) within upper-division global health courses and their international Global Health Study Abroad Program, specifically courses ASB 443 Cross-Cultural Studies in Global Health, ASM 414 Urban and Environmental Health, ASB 403 Evolutionary Medicine and Global Health, ASB 305 Poverty and Global Health, and ASB 448 Maternal and Child Health.

**Learning Outcome 2**: Students will apply skills in global health through their community-based public health activities in domestic and international settings.

- **Concepts**: Applied global health; the programs and process(es) by which global health practitioners, including scholars, clinicians, and policy-makers, engage in global health initiatives; measuring aspects of the global burden of disease, supporting and assessing interventions within specific populations, writing, supporting, and stewarding global health policy, and facilitating collaboration and health messaging to diverse stakeholders.

- **Competencies**: At the completion of Global Health Study Abroad and Research Practicum Courses (two required), Global Health BS students will have actively engaged in applied global health, community-based activities in at least one international setting to develop specific global health skills. The skills students will develop include the ability to collaborate within diverse global health teams; recruit survey participants and conduct research interviews; engage in data entry, data quality control, data analysis, and data interpretation. Students will understand ethics, research and compliance and human subjects research ethics.

- **Assessment**: Students will be assessed on performance during active research, clinical, or public health initiative during internship, international global health study abroad, practicum, or community partnership activities. The unit will evaluate student performance on active research, clinical, or public health initiative during internship, international global health study abroad, practicum, or community partnership activities according to faculty-developed rubric. Based on the percentage of majors meeting expectations, the school leadership will collaborate with instructors on refining course design (student activities, pedagogical approaches, and assessment techniques) to better position students for successful attainment of program learning outcomes. Results will be shared with departmental faculty and used for continuous improvement. Students in ASB 443 Cross-cultural studies in Global Health and ASM 414 Urban and Environmental Health (principle Global Health Study Abroad Courses) will be sent a post-program mixed methods survey by the Global Health Approach convener to evaluate student perception that their Collaborative Institutional Training Initiative (CITI) Research, Ethics, and Compliance Training for Human Subjects Research in Social and Behavioral Research and their applied experiences conducting research during international study abroad provided them important tools and skills for conducting real-world global health participant interviews and surveys. Based on the percentage of majors agreeing with their degree of preparation and the
thematic analysis of free-write answers, leadership will collaborate with global health faculty directors of study abroad programs on refining course design (research methods used, research training approach, and assessment techniques) to better position students for successful attainment of program learning outcomes. Results will be shared with departmental faculty and used for continuous improvement.

- **Measures:** Both the exam and the final project will be assessed based on faculty-developed rubrics. The rubrics will be continually refined based on assessment outcomes and feedback for whether students were able to perform competently while engaged in applied global health, community-based activities, demonstrating skills in the ability to collaborate within diverse global health teams; recruit survey participants and conduct research interviews; and/or engage in data entry, data quality control, data analysis, and data interpretation. The post-program student survey will be used to evaluate student perception that their CITI Research, Ethics, and Compliance Training for Human Subjects Research in Social and Behavioral Research and their applied experiences conducting research during international study abroad provided them important tools and skills for conducting real-world global health participant interviews and surveys.

**Learning Outcome 3:** Students will be able to conduct epidemiological investigations or quantitatively analyze global health data, using quantitative social science research methods, including statistics and epidemiology.

- **Concepts:** quantitative social science research; systematic methods for research, epidemiology approaches for the prevention and reduction of conditions such as infectious and chronic diseases; community and environmental health hazards and unintentional injuries; the quantitative aspects of epidemiology including sources of data, measures of morbidity and mortality, causality, and study design, the social, economic, environmental, and structural dimensions of epidemics and pandemics, as well as the ethical questions raised by how they are addressed globally.

- **Competencies:** Students will be able to 1) calculate and interpret measures of disease frequency (prevalence and incidence), measures of effect (e.g. rate/risk ratios and rate/risk differences) and measures of public health impact (e.g. population attributable risk fraction); 2) differentiate between the concepts of association and causation, identify observational and experimental study designs in the scientific literature, and explain advantages and limitations of observational research in epidemiology; 3) interpret and present accurately and effectively demographic, statistical, and scientific information for professional and lay audiences; 4) apply the basic public health sciences, including behavioral and social sciences, biostatistics, epidemiology, environmental public health, toward the prevention of chronic and infectious diseases and injuries.

- **Assessment:** Graduates of the global health degree program will be sent a post-program mixed-methods survey by the Global Health Approach convener to evaluate student perception that the program prepared them with instrumental knowledge, tools, and skills for conducting epidemiological investigations and/or to quantitatively
analyze global health data using quantitative social sciences methods. In ASM 201 Epidemics and Outbreaks and ASB 484 Student Outbreak Response, performance on problem sets and case discussions in ASM 201 and/or the tasks of epidemiological investigation in ASB 484 Student Outbreak Response will be assessed based on the percentage of majors meeting expectations. School leadership will collaborate with instructors on refining course design (student activities, pedagogical approaches, and assessment techniques) to better position students for successful attainment of program learning outcomes. Results will be shared with departmental faculty and used for continuous improvement.

- **Measures:** Leveraging the program exit survey and the course outcomes, leadership will collaborate with faculty on refining course design (statistical and epidemiological content, practice and assessment methods) to better position students for successful attainment of program learning outcomes.

**Projected Enrollment for the First Three Years:**

*Please provide anticipated enrollment numbers for each of the first three years of the proposed program*

Year 1: 20  
Year 2: 40  
Year 3: 60

**Evidence of Market Demand:**

*Please provide an estimate of the future statewide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce-demand data and detail the assumptions that underpin these projections. If job market-data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.*

Demand for professionals equipped with a global-health skill set has grown in recent years (3) and participation in comprehensive, university-based, global-health programs increased 351% from 2005 to 2011 (4,5). ASU currently offers the largest and longest-running undergraduate degree program in global health and has played a key role in developing and disseminating competencies for undergraduate degrees in global health (6).

The promise of global health requires us to address some of the most complex and difficult challenges facing humans. Preparing a global-health workforce with expertise in social-science disciplines can help support national, regional, and global security interests by fostering political stability, diplomacy, and economic growth worldwide. As exposed most recently by the COVID-19 pandemic, there is an unmet need for global- and public-health professionals who can assess and interpret biological health trends in concert with policy measures and their overlapping biobehavioral implications. International health bodies are increasingly looking to incorporate cultural context to address persistent global-health challenges (1).

Funding for global health programs nearly doubled from $22B in 2005 to $41B in 2019 (2), commensurately increasing demand in the global health workforce to staff and manage these programs (3). This has led to more than a three-fold increase in university-based, global-health programs and student enrollment in the U.S. from 2005-2011 (4). However, a common
EXECUTIVE SUMMARY

critique of these programs is that they fail to prepare students for taking local context into account (3). ASU not only offers the largest undergraduate degree program in global health (7), but also leverages a top-tier research ranking in anthropology (1) and social sciences (3) to offer a program intensely focused on the cultural contexts and seeming nuances that have multiplicative effects in global-health outcomes. ASU added the online option for the BA in Global Health in 2014; enrollment in the online degree now makes up 39% of all BA in Global Health degrees conferred while on-campus enrollment has remained steady.

Degree assessments include eliciting regular feedback from our seniors, recent graduates, and more distant alumni. In 2019, many identified that focused and formalized training in epidemiological-evolutionary aspects of disease (especially recognized in a BS qualification specifically) would not only provide additional employment opportunities but also would have accelerated their professional advancement once employed. This is particularly the case for many graduates who continue onto Master of Public Health (MPH) programs at ASU and elsewhere, and most especially those now working in government and NGO agencies like Medicins Sans Frontiers, Arizona Department of Health Services, and the CDC.

To meet this need, the BS leverages the School of Human Evolution and Social Change strengths in human biology, evolutionary medicine, and epidemiology to provide opportunities to students more oriented towards the holistic and integrated study of medical, biological, public health, biochemical, physiological, genetic, and evolutionary aspects. It also includes greater emphasis on epidemiological and statistical applications as a means to describe and analyze complex, health-related phenomena.


Similar Programs Offered at Arizona Public Universities:
List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

There is currently no BS in Global Health offered at any Arizona university. The closest degrees are the BS degrees in Public Health at ASU, NAU, and U of Arizona, which include an emphasis area in Global Health and adhere to curricular guidelines from the Center for Education for Public Health (which is why these three degrees are extremely similar to each other, and very different from this one).

Public-health competencies emphasize the behavior-change model of health intervention; privilege biomedical perspectives on health; are based almost entirely on evidence from the global north and higher income economies and assumptions of bio-normality of Western bodies, and add international public health as one small subset of this approach. The existing
BA in Global Health, however, is based on approaches from the social and natural sciences. It highlights perspectives critical of traditional biomedicine by including alternate theoretical models of health that counter behavior change, recognize the body as a product of human evolution, recognize disease as an inherently global and interconnected phenomena, and balance perspectives and knowledge from the global south and other historically non-dominant perspectives.

The BS in Health Sciences in the College of Health Solutions at ASU is another degree in this area, and the degree curriculum is based in more similar pedagogy to the Public Health degrees. The other potentially similar degree is the highly individualized BS in Biology concentration in Biology and Society offered by ASU’s School of Life Sciences, but that focuses particularly on policy/philosophy.

Objection(s) Raised by Another Arizona Public University?  YES  NO
Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:
Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):
Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

No additional resources are needed to support this program. Current faculty will support the course offerings for this degree. Current advising staff will assist with course registration, the progress through the degree, and any other academic needs.

Plan to Request Program Fee/Differentiated Tuition?  YES  NO
Estimated Amount: $525 per semester

Program Fee Justification:
If levying a program fee, please justify the estimated amount.

The fee listed above is part of ASU’s existing college-fee tier system. Sciences in The College of Liberal Arts and Sciences is assessed the tier 4 fee above.

Specialized Accreditation?  YES  NO
Accreditor:
The name of the agency or entity from which accreditation will be sought
None.
**Name of Proposed Academic Program:**
Bachelor of Science in Engineering Science

**Academic Department:**
The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).

Ira A. Fulton Schools of Engineering

*Dean, Ira A. Fulton Schools of Engineering*

**Geographic Site:**
The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.

Downtown, Polytechnic, Tempe, West campus

**Instructional Modality:**
The primary modality of the academic program (i.e. immersion, online, hybrid).

Immersion and Online

**Total Credit Hours:**
The number of credit hours required to complete the academic program

120

**Proposed Inception Term:**
The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).

Fall 2022

**Brief Program Description:**
A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.

The BS in Engineering Science is a flexible, multidisciplinary degree that integrates a broad foundation in math, science and engineering across traditional disciplines with a specialization in a chosen engineering concentration to enable graduates to develop innovative solutions to the most demanding, modern problems facing our society. Graduates of the program will have broad mathematical, scientific and engineering problem-solving skills as well as a specialized knowledge in their chosen engineering concentration. Graduates will
be prepared for careers in engineering or science as well as business professions that interface with technical specialists. Engineering Science is a flexible STEM degree that fits well in ASU’s portfolio of degree programs addressing the economic, social, cultural, and overall health of the communities ASU serves. The program is being developed as an agile degree that can be offered across ASU’s global network of academic partnerships using specialized, relevant interdisciplinary coursework in the concentration to adapt to local engineering needs and social priorities.

**Learning Outcomes and Assessment Plan:**
*Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.*

**Learning Outcome 1:** Students will have an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

- **Concepts:** mathematical concepts including calculus, probability and statistics; engineering and science principles including the engineering design process
- **Competencies:** Students will be able to identify problems, formulate solutions, and apply math, science and engineering principles to execute work plans.
- **Assessment Methods:** Assessment will be based on student work products created in a capstone course and assessed by faculty and industry project evaluators. Students will create a problem identification document and design a solution. The documents will be assessed by a faculty-designed rubric that measures how well students identified all of the factors governing the problem they are addressing and how well students addressed the problem statement in their design solution. For both measures, the Undergraduate Program Committee will evaluate average rubric scores to ensure the learning outcomes are being met. Summary data will be used in continuous evolution of the curricular materials and teaching methods.
- **Measures:** Comprehensive design documentation will be generated that captures the student’s ability to identify and formulate problem solutions. Faculty-designed rubrics will be utilized to assess student competencies and identify areas for improvements of the program.

**Learning Outcome 2:** Students will consider public health, safety, welfare, sustainability and other cultural, social, environmental and economic factors in applying engineering design to produce solutions that meet customer-specified needs.

- **Concepts:** Public health, safety and welfare, sustainability, global, cultural, social, environmental and economic factors contributing to engineering design solutions
- **Competencies:** Students will be able to design an engineering solution that considers impacts on public health, safety, welfare, and sustainability as well as global, cultural, social, environmental, and economic factors in the design.
- **Assessment Methods:** Assessment will be based on student work products and assessed by faculty and industry project evaluators. Students will create a design consideration document that will be assessed by a faculty-designed rubric that
measures how well students identified all the constraints governing the problem they are addressing. Students will also create a project design solutions document which will be assessed by a faculty-designed rubric that measures how well students addressed the problem statement in their design solution. For both measures, the Undergraduate Program Committee will evaluate average rubric scores to ensure the learning outcomes are being met. Results will be used to inform curricular modifications.

- **Measures:** Comprehensive design documentation will be generated that captures the student’s ability to create a design solution that addresses all the factors in Outcome 2. Faculty-designed rubrics will be utilized to assess student competencies and identify areas for improvements of the program.

**Learning Outcome 3:** Graduates will recognize ethical and professional responsibilities in engineering situations and make informed judgments.

- **Concepts:** Ethical and professional responsibilities, rules of practice, professional obligations within the established Engineering Code of Ethics.

- **Competencies:** Students will make project decisions based on ethical and professional considerations as reflected in the engineering society code of ethics. Students will recognize ethical and professional responsibilities in engineering situations and will consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

- **Assessment Methods:** Assessment will be based on student assignments in the engineering design course assessed by the instructor. Students will be assessed by a faculty-designed rubric that measures how well students understand and apply the Engineering Code of Ethics rules of practice. Students will also be assessed by a faculty-designed rubric that measures how well the decisions students made reflect the impact of engineering solutions in global, economic, environmental, and societal contexts. For both measures, the Undergraduate Program Committee will evaluate average rubric scores to ensure the learning outcomes are being met. Results will be used to guide continuous improvement of the program.

- **Measures:** Assignments in the engineering design course will be based on case studies that explore ethical and professional engineering responsibilities. Faculty-designed rubrics will be utilized to assess student competencies and identify areas for program improvement.

**Projected Enrollment for the First Three Years:**

*Please provide anticipated enrollment numbers for each of the first three years of the proposed program*

- Year 1: 100
- Year 2: 210
- Year 3: 320
Evidence of Market Demand:
Please provide an estimate of the future statewide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce-demand data and detail the assumptions that underpin these projections. If job-market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.

Graduates from the Engineering Science program will have career opportunities in both the private and public sectors. Demand for graduates is expected to grow by over 10% over the next 5 years with up to 20% growth in concentrations related to computing and data science. Depending on their chosen concentration, graduates will be able to pursue careers in engineering or science involving research, development, design and manufacturing involving materials, human behavior, computation, analytics, devices, and processes. They will also be prepared to pursue advanced degrees in science and engineering disciplines.

According to the NACE Salary Guide, the mean salary for Engineering Science graduates is currently $61,347.

Similar Programs Offered at Arizona Public Universities:
List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

None

Objection(s) Raised by Another Arizona Public University?  YES  NO
Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections: Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):
Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

No additional resources will be needed to launch the program.

Plan to Request Program Fee/Differentiated Tuition?  YES  NO
Estimated Amount: $525 per semester

Program Fee Justification:
If levying a program fee, please justify the estimated amount.
The fee listed above is part of ASU’s existing college-fee tier system. Programs in the Ira A. Fulton Schools of Engineering are assessed the tier 4 fee above.

<table>
<thead>
<tr>
<th>Specialized Accreditation?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Accreditor:**
*The name of the agency or entity from which accreditation will be sought*

Not applicable.
# Request to Establish New Academic Program in Arizona

**University:** Arizona State University

<table>
<thead>
<tr>
<th><strong>Name of Proposed Academic Program:</strong></th>
<th>Bachelor of Science in Emergency Management and Homeland Security</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Department:</strong></td>
<td>The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).</td>
</tr>
<tr>
<td>Watts College of Public Service &amp; Community Solutions</td>
<td></td>
</tr>
<tr>
<td>School of Public Affairs</td>
<td></td>
</tr>
<tr>
<td><strong>Geographic Site:</strong></td>
<td>The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.</td>
</tr>
<tr>
<td>Downtown, Polytechnic, Tempe, West campus</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Modality:</strong></td>
<td>The primary modality of the academic program (i.e. immersion, online, hybrid).</td>
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<tr>
<td>Immersion and Online</td>
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<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>The number of credit hours required to complete the academic program</td>
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<tr>
<td>120</td>
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</tr>
<tr>
<td><strong>Proposed Inception Term:</strong></td>
<td>The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).</td>
</tr>
<tr>
<td>Fall 2023</td>
<td></td>
</tr>
<tr>
<td><strong>Brief Program Description:</strong></td>
<td>A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.</td>
</tr>
<tr>
<td>Emergency management and issues related to homeland security are increasingly important areas requiring professionals with a broad range of skills and expertise. The BS in Emergency Management and Homeland Security will provide students with an understanding of the political and social implications of disasters, terrorism, and national security. It will also address practical skills such as operations continuity management, oversight of emergency</td>
<td></td>
</tr>
</tbody>
</table>
operations centers, and techniques/best practices for developing prevention programs against cyber terrorism and promoting security and protection of critical assets. The School of Public Affairs currently offers an Emergency Management and Homeland Security concentration under the BS in Public Service and Public Policy. An Emergency Management and Homeland Security degree program has been requested by prospective students, as other institutions have offered a more complete curricular focus on Emergency Management and Homeland Security.

A new Emergency Management and Homeland Security degree will be especially appealing to first responders; active-duty military and veterans; the disaster nonprofit community and other safety and security professionals; as well as underrepresented groups. The program will create a new, inclusive educational pathway that reflects ASU’s charter and enables students to contribute better to their communities.

Learning Outcomes and Assessment Plan:
Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome 1: Students will demonstrate competency in analyzing and drawing connections between disparate risks and vulnerabilities within complex systems

- Concepts: Critical Infrastructure/Key Resources (CIKR), complex systems, systems theory, actuarial sciences, system interdependencies, complex vulnerabilities, security gaps, natural and man-made disasters, extreme weather/geological events, climate-related risk, urbanization, grand challenges, risk assessment, risk mitigation, risk reduction, hazard mitigation, community resilience, disaster preparedness, disaster response, mitigation strategies

- Competencies: Students will be able to produce meaningful written analysis of disparate risks and vulnerabilities. Students will demonstrate proficient communication of research findings in assessments. Evaluation of organization, governance, and risk mitigation strategies will promote student mastery of rhetorical devices and composition.

- Assessment: In 300-level courses, students will take a final-course examination to measure the extent to which they understand the changing nature of emerging threats and vulnerabilities, mastery of which will be judged by a rubric. In a different course, students will complete a risk assessment designed to gauge their understanding of vulnerabilities faced by cities and/or regions.

- Measures: Student mastery will meet the requisites required for competency in understanding emerging risks and vulnerabilities. Both the risk assessment and exam will be assessed using faculty-developed rubrics. These data will be used for the improvement of future course design. Rubrics will be continually refined based on assessment outcomes and feedback.

Learning Outcome 2: Students will demonstrate competency in evaluating the performance of emergency management and homeland-security organizations and governance systems
across sectors by appraising their management and approaches to risk mitigation, as well as making conclusions about their opportunities and challenges, and ultimately their impact.

- **Concepts**: Organizations, organizational structure; organizational culture; internal and external stakeholders; power, legitimacy, and authority; bureaucracy, policymaking process, governance, collaborative governance, public-private partnerships.

- **Competencies**: Students will be able to evaluate the performance of emergency management and homeland-security governance structures and organizations, including their management, approaches, opportunities, challenges, and impact. Students will gain an in-depth understanding of the changing philosophy of preparedness and resiliency and how it contrasts with traditional law-enforcement-related conceptions of homeland security in America. Analysis of organizational performance and effectiveness, governance, and response, will emphasize an understanding of social, political, and economic factors that contribute to these issues.

- **Process**: Students will meet the requisites required for competency for understanding and analyzing effectiveness within organizations and related governance structures, including their response to specific hazards and events. To gauge this, students will complete a final exam in Emergency Management and Homeland Security Organizations and Governance, mastery of which is judged by their rubric score. Students will also write a final paper that analyzes the extent to which an organization or governance structure responds (or responded) to a specific disaster or event, mastery of which is judged by a grading rubric.

- **Measures**: Student scoring will be assessed against faculty-directed rubrics, which will be used for the improvement of future course design. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 3**: Students will draw connections between emerging risks and vulnerabilities in society and the challenges and opportunities within organizations and governance systems. Students will apply this connective knowledge to improve extant policies, programs, and governance systems to mitigate risk and manage disruption.

- **Concepts**: Key products produced by Emergency Management and Homeland Security (EMHS) analysts, including tables, figures, and maps; organizational and governance mapping and evaluation; application of technology applicable to risk analysis; connection of risk analysis to risk-mitigation strategies

- **Competencies**: Interpretation and production of risk-analysis materials using state-of-the-art technology and methods including an understanding of data management and data visualizations. Significant emphasis will be placed throughout the degree and its constituent courses on the role of community organizations, volunteers, and civil society in community resiliency and risk-mitigation responses. Specifically, students will learn and apply community understanding, outreach, understanding, and collaborative-governance structures to enrich risk-mitigation strategies.
• **Process:** Students will meet the requisites required for competency in utilizing the methods and technologies required for risk analysis and mitigation. Students will take a final course examination in the Risk Analysis and Mitigation Strategies course and will complete a final applied project to combine the evaluation of a specific threat with efforts to improve and construct policies and programs to address a specific area of vulnerability for a city or region.

• **Measures:** Both the exam and the final project will be assessed based on faculty-developed rubrics. These data will be used for the improvement of future course design. Rubrics will be continually refined based on assessment outcomes and feedback.

**Projected Enrollment for the First Three Years:**

*Please provide anticipated enrollment numbers for each of the first three years of the proposed program*

- Year 1: 150
- Year 2: 200
- Year 3: 250

**Evidence of Market Demand:**

*Please provide an estimate of the future statewide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce-demand data and detail the assumptions that underpin these projections. If job-market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.*

According to the Bureau of Labor Statistics, employment in the field of emergency management and other disaster-relief services has grown significantly and is projected to continue to grow. In 1990, there were 66,800 positions in this domain, and by 2017 there were 168,500. In 2026, there are projected to be over 180,000. Many of the careers highlighted in this field require a bachelor's degree ([https://www.bls.gov/careeroutlook/2018/article/disaster-relief-careers.htm](https://www.bls.gov/careeroutlook/2018/article/disaster-relief-careers.htm)). Employment of managers in the area of emergency management is anticipated to grow 4% by 2029 ([https://www.bls.gov/ooh/management/emergency-management-directors.htm#tab-6](https://www.bls.gov/ooh/management/emergency-management-directors.htm#tab-6)). One of the substantive focus areas for the degree will be cybersecurity within the homeland security domain. The Bureau of Labor Statistics expects that employment in this area will grow 31% between 2019 and 2029 ([https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-6](https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-6)).

The International Association of Emergency Managers Bulletin (a monthly publication), in various installments from 2018 forward (Volumes 35 - 39), notes general employment trends in the emergency-management-professional domain, as well as specific sub-areas such as cybersecurity, consistent with the bureau projections (source: [https://www.iaem.org/](https://www.iaem.org/)). Similarly, the Center of Excellence for Homeland Security and Emergency Management (source: [https://www.coehsem.com/trendresearch/](https://www.coehsem.com/trendresearch/)) provides a more focused version of employment and career trends. Their analysis of specific sub-area occupations also points to steady and consistent growth in employment opportunities. These analyses provide consistent confirmation of relevant employment projections in this area; these analyses also
suggest that Arizona's employment in this sector is likely to mirror national trends — roughly proportional growth is anticipated.

The School of Public Affairs currently has an undergraduate degree in Public Service and Public Policy with an Emergency Management and Homeland Security concentration which, as of Spring 2021, had 220 ASU Online students and 74 campus-immersion students, plus a campus-immersion BAS Applied Science Emergency Management degree with 3 students (297 students total). According to the EdPlus Marketing Pipeline Report for 1/2020 to 11/2020, there were 2,676 requests for information about the emergency-management concentration. Anecdotal evidence from the Enrollment Advisers suggested that students who are interested in emergency management were deterred by having to pursue a degree in public policy and that the School of Public Affairs would enroll more students with a standalone Emergency Management and Homeland Security undergraduate degree.

### Similar Programs Offered at Arizona Public Universities:

* List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

- Public Service and Public Policy - Emergency Management and Homeland Security Concentration (ASU)
- Applied Science (Emergency Management) BAS (ASU)
- Emergency Management, Undergraduate Certificate (NAU)
- Emergency Management, Minor (NAU)
- Interdisciplinary Studies - Emergency Management (NAU)

### Objection(s) Raised by Another Arizona Public University?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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</tbody>
</table>

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

#### If Yes, Response to Objections:

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

### New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):

* Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

No state resources will be required. Existing funds will be reallocated as needed.

### Plan to Request Program Fee/Differentiated Tuition?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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</table>

#### Estimated Amount: $105 per semester

**Program Fee Justification:**

* If levying a program fee, please justify the estimated amount.*
The fee listed above is part of ASU’s existing college-fee tier system. Watts College of Public Service and Community Solutions is assessed the tier 2 fee above.

Specialized Accreditation?  YES  NO

Accreditor:
The name of the agency or entity from which accreditation will be sought

None required.
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Item Name: Request to Review Online Metric Targets for Arizona Universities

☐ Action Item

Requested Action: The committee is asked to review the online metric targets for Arizona’s public universities.

Background/History of Previous Board Action

In recent years Arizona’s public universities have significantly grown their online programming and enrollments. Since 2016 online degree program enrollment across the ABOR system has almost doubled – increasing 98.7 percent. Last fall, online degree program students comprised 32.5 percent of total system enrollment.¹

In addition, the University of Arizona Global Campus (a nonprofit affiliated entity) is anticipated to have an approximate enrollment of 35,000 students.

Given the amount of growth and university activity in this area, the board has directed the universities to work with the board office to develop online education success metrics and accompanying targets for Arizona’s public universities which will also be applied to evaluate outcomes at the University of Arizona Global Campus.

Discussion

During its September 2021 meeting, the board approved the six online metrics. The board office has worked with the universities to further define and develop the metric definitions for each of the online metric, and the universities have submitted for committee review proposed metric targets for five of the six metric targets.

The committee is asked to review annual targets for the next three-years for:

- Online Course Completion Rate;
- Pace of Progression to Online Degree;
- Courses taught by Faculty with a Doctorate or other relevant Terminal Degree; and
- Courses taught by Faculty who are Benefits Eligible.

Annual targets for the next three-years for the Online Attrition Rate metric are anticipated to be presented to committee at the January committee meeting.

¹ See generally Arizona Board of Regents Fiscal Year 2021 Enrollment Report.
Included with this executive summary is a list of the individual online metrics and their definitions.

Also included with these materials for committee member references is a visualization booklet showing each institution’s performance on each metric over the past five academic years and the institution’s projection for the next three years.

Statutory/Policy Requirements

A.R.S. 15-1626 “General Administrative Powers and Duties of Board”
## Online Metrics

<table>
<thead>
<tr>
<th>Dimension/Purpose</th>
<th>Metric</th>
<th>Metric Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of the Online Student Experience</strong></td>
<td>1. Online Course Completion Rate</td>
<td>The ratio of total online course credits completed (for an A-C grade or a pass in a pass/fail course), to total online course credits attempted across an academic year.</td>
</tr>
<tr>
<td></td>
<td>2. Online Student Attrition Rate</td>
<td>The number and percentage of students that have stopped-out for the following time periods: 12 to 24 months, 25 to 36 months, and for more than 36 months.</td>
</tr>
<tr>
<td></td>
<td>3. Pace of Progression to Online Degree</td>
<td>Average credits completed per student in an academic year</td>
</tr>
<tr>
<td></td>
<td>4. Courses taught by faculty with Doctorate or other relevant Terminal Degree</td>
<td>The percentage of online courses taught by faculty with a doctorate or other terminal degree in the field of instruction</td>
</tr>
<tr>
<td></td>
<td>5. Courses taught by faculty who are benefits eligible</td>
<td>The percentage of online courses taught by instructional faculty who are benefits eligible</td>
</tr>
<tr>
<td><strong>University Brand and Reputation</strong></td>
<td>6. Online Program Rank (USNWR)</td>
<td>USNWR Online Program Rankings - Best Online Bachelor’s Programs</td>
</tr>
</tbody>
</table>
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ABOUT THIS REPORT

In September 2021, the board adopted online metrics to be used in providing oversight of the universities’ online programs and evaluating the University of Arizona Global Campus (a nonprofit affiliated entity). The board approved six online metrics.

The board office has worked with the universities to further define and develop the metric definitions for each of the online metrics, and the universities have submitted for committee review proposed metric targets for five of the six metric targets:

- Online course completion rate;
- Pace of progression to online degree;
- Courses taught by faculty with a doctorate or other relevant terminal degree; and
- Courses taught by faculty who are benefits eligible.

University of Arizona Global Campus did not submit three-year targets. The universities anticipate providing annual targets for the next three years for the online attrition rate metric at the January Academic Affairs and Educational Attainment committee meeting. NAU’s personalized learning program enrollment is not included in the history or targets provided.

This visualization of projected metric targets together with data from prior years is intended to assist the committee by making it easier to see trends and degrees of variance.

ABOUT THE ARIZONA BOARD OF REGENTS

The Arizona Board of Regents is committed to ensuring access for qualified residents of Arizona to undergraduate and graduate institutions; promoting the discovery, application, and dissemination of new knowledge; extending the benefits of university activities to Arizona’s citizens outside the university; and maximizing the benefits derived from the state’s investment in education.

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Cecilia Mata, Secretary
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Superintendent Kathy Hoffman, Ex-Officio

ABOR EXECUTIVE DIRECTOR
John Arnold

November 4, 2021
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20 University of Arizona Global Campus Metric Targets
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</tr>
<tr>
<td></td>
<td>3. Pace of progression to online degree</td>
<td>Average credits completed per student in an academic year</td>
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<td></td>
<td>4. Courses taught by faculty with doctorate or other relevant terminal degree</td>
<td>The percentage of online courses taught by faculty with a doctorate or other terminal degree in the field of instruction</td>
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<td></td>
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<td>The percentage of online courses taught by instructional faculty who are benefits eligible</td>
</tr>
<tr>
<td><strong>University Brand and Reputation</strong></td>
<td>6. Online program rank (USNWR)</td>
<td>USNWR Online Program Rankings - Best Online Bachelor’s Programs</td>
</tr>
</tbody>
</table>
Exhibit ASU.OM.1: Online Course Completion Rate

Online Course Completion Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>86.0%</td>
</tr>
<tr>
<td>2011</td>
<td>86.0%</td>
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<tr>
<td>2012</td>
<td>86.0%</td>
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<tr>
<td>2013</td>
<td>88.0%</td>
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<td>2020</td>
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<tr>
<td>2021</td>
<td>90.0%</td>
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<tr>
<td>2022</td>
<td>89.0%</td>
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<tr>
<td>2023</td>
<td>90.0%</td>
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<tr>
<td>2024</td>
<td>90.0%</td>
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<tr>
<td>2025</td>
<td>90.0%</td>
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</table>
Online Student Attrition Rate

TBD
Arizona State University

Exhibit ASU.OM.3: Pace of Progression to Online Degree

Pace of Progression to Online Degree

<table>
<thead>
<tr>
<th>Year</th>
<th>Pace of Progression</th>
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<tbody>
<tr>
<td>2010</td>
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</tr>
<tr>
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<tr>
<td>2012</td>
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<tr>
<td>2013</td>
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<td>2015</td>
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</table>
Arizona State University

Exhibit ASU.OM.4: Courses Taught by Faculty with Doctorate or Other Relevant Terminal Degree

Courses Taught by Faculty with Doctorate or Other Relevant Terminal Degree

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<tbody>
<tr>
<td>Rate</td>
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</tr>
</tbody>
</table>
Arizona State University

Exhibit ASU.OM.5: Courses Taught by Faculty Who are Benefits Eligible

Courses Taught by Faculty Who are Benefits Eligible

70.0% 72.0% 72.0% 73.0% 72.0% 72.0% 72.0% 72.0%
Arizona State University

Exhibit ASU.OM.6: Online Program Rank (USNWR)

Online Program Rank (USNWR)
Northern Arizona University

Exhibit NAU.OM.1: Online Course Completion Rate

Online Course Completion Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>85.8%</td>
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<tr>
<td>2011</td>
<td>84.5%</td>
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<td>2012</td>
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<td>2015</td>
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<td>2016</td>
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Northern Arizona University

Exhibit NAU.OM.2: Online Student Attrition Rate

Online Student Attrition Rate

TBD
Northern Arizona University

Exhibit NAU.OM.3: Pace of Progression to Online Degree

Pace of Progression to Online Degree
Northern Arizona University

Exhibit NAU.OM.4: Courses Taught by Faculty with Doctorate or Other Relevant Terminal Degree

Courses Taught by Faculty with Doctorate or Other Relevant Terminal Degree
Northern Arizona University

Exhibit NAU.OM.5: Courses Taught by Faculty Who are Benefits Eligible

Courses Taught by Faculty Who are Benefits Eligible

Bar chart showing the percentage of courses taught by faculty who are benefits eligible from 2010 to 2025. The percentage starts at 59.0% in 2010 and increases to 69.0% in 2020, before leveling off at 70.0% in 2023.
Northern Arizona University

Exhibit NAU.OM.6: Online Program Rank (USNWR)

Online Program Rank (USNWR)
Online Course Completion Rate

- 2010: 84.7%
- 2011: 85.0%
- 2012: 86.4%
- 2013: 88.6%
- 2014: 89.0%
- 2015: 88.0%
- 2016: 88.0%
- 2017: 88.0%
- 2018: 88.0%
- 2019: 88.0%
- 2020: 88.0%
- 2021: 88.0%
- 2022: 88.0%
- 2023: 88.0%
- 2024: 88.0%
- 2025: 88.0%
Exhibit UA.OM.2: Online Student Attrition Rate

Online Student Attrition Rate

TBD
Exhibit UA.OM.3: Pace of Progression to Online Degree

Pace of Progression to Online Degree

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<td>2023</td>
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<td>2024</td>
<td>13.5</td>
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<tr>
<td>2025</td>
<td>13.5</td>
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Exhibit UA.OM.4: Courses Taught by Faculty with Doctorate or Other Relevant Terminal Degree

Courses Taught by Faculty with Doctorate or Other Relevant Terminal Degree

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<td>%</td>
<td>86.3%</td>
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<td>79.5%</td>
<td>75.3%</td>
<td>74.0%</td>
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</tbody>
</table>

University of Arizona
University of Arizona

Exhibit UA.OM.5: Courses Taught by Faculty Who are Benefits Eligible

Courses Taught by Faculty Who are Benefits Eligible

<table>
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<td>%</td>
<td>77.0%</td>
<td>77.5%</td>
<td>75.0%</td>
<td>73.9%</td>
<td>77.4%</td>
<td>77.0%</td>
<td>77.0%</td>
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</tr>
</tbody>
</table>

UARIZONA ONLINE METRICS | 18
University of Arizona

Exhibit UA.OM.6: Online Program Rank (USNWR)

Online Program Rank (USNWR)
Online Course Completion Rate

85.4%  85.3%  86.6%  87.0%
University of Arizona Global Campus

Exhibit UAGC.OM.2: Online Student Attrition Rate

Online Student Attrition Rate

TBD

University of Arizona Global Campus

Exhibit UAGC.OM.3: Pace of Progression to Online Degree

Pace of Progression to Online Degree
Exhibit UAGC.OM.4: Courses Taught by Faculty with Doctorate or Other Relevant Terminal Degree

Courses Taught by Faculty with Doctorate or Other Relevant Terminal Degree

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2010</td>
<td>43.7%</td>
</tr>
<tr>
<td>2011</td>
<td>45.4%</td>
</tr>
<tr>
<td>2012</td>
<td>45.3%</td>
</tr>
<tr>
<td>2013</td>
<td>48.3%</td>
</tr>
</tbody>
</table>
Exhibit UAGC.OM.5: Courses Taught by Faculty Who are Benefits Eligible

Courses Taught by Faculty Who are Benefits Eligible
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Item Name: Discussion of the University of Arizona's Institutional University Metric Targets

- Action Item

**Requested Action:** The committee will engage in a review and discussion with the University of Arizona about their proposed Institutional University Metrics Targets.

**Background and Discussion**

Throughout 2020 and 2021, the board has been engaged in the development of sets of metrics unique to each institution to better reflect the distinctive brands, histories, cultures, and roles of Arizona's three universities.

The 13 institutional metrics proposed by the UArizona are distinct from but complementary to the 15-board adopted enterprise-wide metrics that apply to all three public universities.

The university has worked with the board office and a regent working group to develop this list of institutional metrics that reflect the university’s distinct mission and the board’s vision for the university’s future.

During the September 2021 board meeting the board approved the UArizona’s Institutional Metrics. The following table includes a list of the approved UArizona institutional metrics.

The university of Arizona has submitted for committee review and discussion annual targets for the next three years for each of its institutional metrics.

Included with these materials for committee member references is a visualization booklet showing the UArizona’s performance on each metric over the past five academic or fiscal years and the institution’s projection for the next three years.
### University of Arizona Institutional University Metrics

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Metric</th>
<th>Specific Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strategically recruit prospective high-potential undergraduate students</td>
<td>1.1 U.S. News and World Ranking</td>
<td>UA’s position in the annual U.S. News and World Report National University Rankings (overall and public universities)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 High performing students in incoming class</td>
<td>The percentage of UA’s incoming immersion class that graduated in the top 10% of their high school class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 Pell student success</td>
<td>Gap between 6-year graduation rate for Pell recipient immersion students and non-Pell immersion students</td>
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<td></td>
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<td>1.4 Demographic diversity of incoming resident students</td>
<td>The degree to which the racial/ethnic profile of UA’s incoming class matches the racial/ethnic profile of Arizona High School graduates</td>
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<td></td>
<td>1.5 Diverse Student Success</td>
<td>Gap between the 6-year Graduation Rate of Diverse immersion students and non-Diverse immersion students</td>
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<td>2</td>
<td>Tackle Critical Problems at the Edges of Human Endeavor</td>
<td>2.1 Space science research</td>
<td>Total NASA funding per year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2 Health and Medical Research</td>
<td>Total annual medical school research expenditure, as reported on NSF HERD survey</td>
</tr>
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<td></td>
<td></td>
<td>2.3 Technology transfer</td>
<td>Licenses and options income generated per year</td>
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</table>
| 3    | Raise the profile and prestige of UA’s academic programs | 3.1 Medical School Ranking | The Medical School Ranking is to be calculated as the average of:  
- US News Graduate School/Program Rankings in Medicine: Primary Care and Blue Ridge Institute for Medical Research in Anatomy/Cell Biology, Physiology, Family Medicine, and Schools of Medicine |
|      |             | 3.2 Health Science Ranking | Health Science Ranking is to be calculated as the average of:  
- Pharmacy (currently 20) – US News Graduate School/Program Ranking  
- Nursing DNP (currently 31) – US News Graduate School/Program Ranking  
- Audiology (currently 10) – US News Graduate School/Program Ranking  
- Speech-Language Pathology (currently 6) – US News Graduate School/Program Ranking  
- Public Health (currently 32) – US News Graduate School/Program Ranking |
### EXECUTIVE SUMMARY

| 3.3 Resilient Agriculture, Science, and Engineering Ranking | Resilient Agriculture, Science, and Engineering Ranking is to be calculated as the average of:
|                                                          | - Plant and Animal Science (currently 15) – US News Worldwide Subject Rankings (US Rank)
|                                                          | - Environment/Ecology (currently 18) – US News Worldwide Subject Rankings (US Rank)
|                                                          | - Biological/Ag Engineering (currently 23) – US News Graduate School/Program Ranking |
| 3.4 Space, Optics, and Aerospace Ranking                 | Space, Optics, and Aerospace Ranking is to be calculated as the average of:
|                                                          | - Space Sciences (currently 8) – US News Worldwide Subject Rankings (US Rank)
|                                                          | - Geology (currently 3) – US News Graduate School/Program Ranking
|                                                          | - Atomic/Molecular/Optical Physics (currently 10) – US News Graduate School/Program Ranking
|                                                          | - Aerospace Engineering (currently 31) – US News Graduate School/Program Ranking |
| 3.5 Business and Law Ranking                             | Business and Law Ranking is to be calculated as the average of:
|                                                          | - Full-Time MBA (currently 46) – US News Graduate School/Program Ranking
|                                                          | - Law (currently 47) – US News Graduate School/Program Ranking
|                                                          | - Management Information Systems (currently 3) – US News Graduate School/Program Ranking |

### Statutory/Policy Requirements

A.R.S. 15-1626(B) “General Administrative Powers and Duties of the Board”
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UNIVERSITY OF ARIZONA’S INSTITUTIONAL METRIC TARGETS
ABOUT THIS REPORT

In September 2021, the board adopted the University of Arizona’s Institutional Metrics. The University of Arizona is now proposing three-year targets for each metric for committee review and recommendation for board approval.

This visualization of projected metric targets together with data from prior years is intended to assist the committee by making it easier to see trends and degrees of variance.

ABOUT THE ARIZONA BOARD OF REGENTS
The Arizona Board of Regents is committed to ensuring access for qualified residents of Arizona to undergraduate and graduate institutions; promoting the discovery, application, and dissemination of new knowledge; extending the benefits of university activities to Arizona’s citizens outside the university; and maximizing the benefits derived from the state’s investment in education.

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Cecilia Mata, Secretary
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Robert J. Herbold
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Rachel Kanyur, Student Regent
Gov. Doug Ducey, Ex-Officio
Superintendent Kathy Hoffman, Ex-Officio

ABOR EXECUTIVE DIRECTOR
John Arnold

November 4, 2021
TABLE OF CONTENTS

1  List of Metrics

2  Proposed Targets by Metric
<table>
<thead>
<tr>
<th>Goal</th>
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<th>Metric</th>
<th>Specific Measure</th>
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<td>3.4 Space, Optics, and Aerospace Ranking</td>
<td>Space, Optics, and Aerospace Ranking is to be calculated as the average of:</td>
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<td>3.5 Business and Law Ranking</td>
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</tbody>
</table>
University of Arizona

Exhibit UA.IM.1.1 - 1.5: Institutional Metrics

1.1: U.S. News and World Rankings

1.2: High Performing Students in Incoming Class

1.3: Pell Student Success

1.4: Demographic Diversity of Incoming Resident Students

1.5: Diverse Student Success
University of Arizona

Exhibit UA.IM.2.1 - 2.3: Institutional Metrics

2.1: Space Science Research

2.2: Health and Medical Research

2.3: Technology Transfer
University of Arizona

Exhibit UA.IM.3.1 - 3.5: Institutional Metrics

3.1: Medical School Ranking

3.2: Health Science Ranking

3.3: Resilient Agriculture, Science, and Engineering Ranking

3.4: Space, Optics and Aerospace Ranking

3.5: Business and Law Ranking

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</table>
Item Name: Request for Approval of Arizona State University’s Institutional University Metrics

☑️ Action Item

Requested Action: The committee is asked to recommend that the board approve the proposed Institutional University Metrics for Arizona State University.

Background and Discussion

Throughout 2020 and into 2021 the board has been engaged in the development of new institutional metrics as well as metrics unique to each institution to better reflect the distinctiveness of Arizona's three universities.

Over the past year, the board has worked with Arizona State University to develop institutional metrics that reflect the university’s distinct mission and the board’s vision for the university’s future.

Throughout the past year, the committee had preliminary discussions regarding the proposed institutional metrics. Based on that discussion, ASU is now requesting that the committee recommend that the board approve the institutional metrics as submitted below.

Statutory/Policy Requirements

A.R.S. 15-1626(B) “General Administrative Powers and Duties of the Board”
### EXECUTIVE SUMMARY

Revised Proposed Arizona State University Institutional University

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Potential Metric</th>
<th>Specific Measure</th>
<th>ASU Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>Establish the Ira A. Fulton Schools of Engineering as among the most significant engineering schools in the United States</td>
<td>1.1 Bachelor’s engineering degrees awarded</td>
<td>Number of bachelor’s degrees awarded by the Fulton Schools of Engineering in a given year</td>
<td>Fundamental measure of impact and quality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 Doctoral engineering degrees awarded</td>
<td>Number of doctoral degrees awarded by the Fulton Schools of Engineering in a given year</td>
<td>Fundamental measure of impact and quality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 Research expenditures</td>
<td>Total expenditures attributable to Fulton Schools of Engineering researchers as reported in annual NSF HERD survey</td>
<td>Consistent with broader Enterprise goal on total research expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.4 Learning outcomes</td>
<td>Percentage of students who meet specified ABET accreditation standards around problem-solving, design, and communication</td>
<td>Measure of student success, including impacts of investments in learning environment</td>
</tr>
<tr>
<td>2</td>
<td>Further develop ASU as an engine of social mobility</td>
<td>2.1 Pell Grant student success</td>
<td>The gap between the six-year graduation rate of Pell Grant recipients and the six-year graduation rate of non-Pell Grant recipients</td>
<td>Consistent with commitment to undifferentiated outcomes expressed in the Mission &amp; Goals associated with the ASU Charter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2 Student success by race/ethnicity</td>
<td>The six-year graduation rates reported separately by race/ethnicity</td>
<td>Consistent with commitment to undifferentiated outcomes expressed in the Mission &amp; Goals associated with the ASU Charter</td>
</tr>
</tbody>
</table>
## EXECUTIVE SUMMARY

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Objective</th>
<th>Measures</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Establish ASU as a leading global center for interdisciplinary research, discovery, and development</td>
<td>3.1 Interdisciplinary/Transdisciplinary research expenditures</td>
<td>Total interdisciplinary and transdisciplinary research expenditures as reported in annual NSF HERD survey</td>
<td>Consistent with broader Enterprise goal on total research expenditures</td>
</tr>
<tr>
<td>4</td>
<td>Integrate cutting-edge technological innovation and scalability in all realms</td>
<td>4.1 Course enrollment in adaptive learning or other technologically enhanced (i.e., Neo-STEM) courses</td>
<td>Number of students enrolled in adaptive learning courses in a given year</td>
<td>Consistent with the goals set in ASU’s National Service University articulation; measure of investments in learning environment</td>
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<td>4.2 Retention of students in Adaptive learning or other technologically enhanced (i.e., Neo-STEM) courses</td>
<td>Percentage of first-time, degree-seeking undergraduate students enrolled in adaptive learning course retained the proximate academic year.</td>
<td>Consistent with the goals set in ASU’s National Service University articulation; measure of investments in learning environment</td>
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<tr>
<td>5</td>
<td>Creating solutions and improving the lives in Arizona and beyond</td>
<td>5.1 ASU Digital Prep enrollees in rural and underserved Arizona</td>
<td>Number of rural and underserved high school student FTE enrolled in ASU Digital Prep through a partnership with an Arizona high schools.</td>
<td>Consistent with the commitments made as part presentation of ASU Digital Prep to the board</td>
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<td>5.2 Science and Technology Centers</td>
<td>Number of industry partners that provide financial or employee support to an ASU established Science and Technology Center</td>
<td>Consistent with the commitments made as part of the New Economy Initiative</td>
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Item Name:  Fall 2021 Enrollment Report

☑️  Action Item

**Requested Action:** The board office asks the committee to review and recommend for board approval the Fall 2021 Enrollment Report.

**Background and Discussion**

The attached fall enrollment report provides enrollment data for students attending Arizona’s Public Universities in fall 2021 and updates 5-year enrollment trends.

The report includes twenty-first day headcount enrollment data for each university and counts student enrollment across all education delivery modalities, including online and extended campuses.

The report further disaggregates the data into undergraduate, graduate and total enrollment. The report presents the data by full-time and part-time student enrollment semester credit hours, course level and residency status.

The report is provided separately.

**Statutory/Policy Requirements**

A.R.S. § 15-1466.01 Calculation of Full-Time Equivalent Student Enrollment
A.R.S. § 15-1626 General Administrative Powers and Duties of Board
A.R.S. § 15-1802 In-State Student Status
A.R.S. § 15-1803 Alien In-State Student Status

ABOR Policy 2-122 “Enrollment” requires that each university shall report to the Board enrollment data.
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Item Name:  Revisions to ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid” Establishing the Arizona Promise Program (First Read)

Action Item

Requested Action: The board office asks the committee to review and forward to the full board for first reading the proposed revisions to ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid” Establishing the Arizona Promise Program.

Background

In 2021, Arizona established the Arizona Promise Program to be administered by the board and the Legislature appropriated $7.5 million to the program.

Under the program, the universities must award funds under the Arizona Promise Program to first-time full-time, resident students who are admitted into the institution and who timely complete a Free Application for Federal Student Aid (FAFSA), and are eligible for the maximum Pell award and/or have a Zero (0) Expected Family Contribution (EFC).

The scholarship award amount is up to the actual cost of in-state tuition, mandatory fees and program fees.

The award is intended to be a last-dollar award amount, which means the award will be reduced by the amount of any other federal, state, private or public scholarship, grant, or gift aid received by the student.

The board is responsible for developing and implementing centralized administrative processes for distributing the fund each fiscal year.

Discussion

The following policy language to be included in ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid” to assist in implementing and providing the universities guidance on the administration of the Arizona Promise Program.

Contact Information:
Chad Sampson, ABOR  
chad.sampson@azregents.edu  602-229-2512
EXECUTIVE SUMMARY

Statutory/Policy Requirements

A.R.S. section 15-1701 “Arizona promise program; eligibility requirements; award; fund; definitions”

ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid”
4-323 Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs
– Student Financial Aid

A. Institutional Financial Aid

1. The board will approve institutional funds to be used for financial aid awards as part of the annual financial aid plans.

2. Each university shall establish and administer selection criteria for grants and scholarships to assure fair and equitable access. Criteria for scholarships shall be appropriated to students from public, private, charter, and home schools.

3. Each university shall establish and publicize minimum requirements for the continuation of scholarships and grants.

B. Tuition Waiver Scholarships

1. Tuition Waiver Scholarships for:
Children and Spouses of Arizona Peace Officers,
Arizona Fire Fighters,
Arizona Emergency Paramedics,
Arizona Military Service Personnel,
Arizona Correctional Officers, and
Arizona National Guard Members Killed in the Line of Duty;

a. This tuition waiver scholarship program entitles eligible students to the lesser of:

(1) A tuition waiver scholarship for credit hours that are necessary to obtain a baccalaureate degree; or

(2) A tuition waiver scholarship for 144 credit hours toward a baccalaureate degree including any waived transfer credits from an Arizona community college or university.

b. In accordance with the state law, the Arizona Board of Regents authorizes each university to award these tuition waiver scholarships for sessions occurring within a calendar year to students who meet the following criteria:
(1) The student meets the university’s regular admission requirements;

(2) The student maintains a record of satisfactory academic progress in accordance with each university’s standards;

(3) Students eligible for the program due to their status as a child of an individual must be 30 years of age or younger on the first day of any semester to which the scholarship would apply;

(4) Students eligible for the program due to their status as a spouse of an individual may not have remarried;

(5) The eligibility of the student must be verified by the appropriate entity:

(a) The eligibility of a student to participate as a child or spouse of an Arizona Peace Officer, Arizona Fire Fighter, Arizona Emergency Paramedic, or Arizona Correctional Officer (as defined in A.R.S. §15-1808(D)(4)) killed in the line of duty must be verified by the Arizona Peace Officers Memorial Board, the Arizona Fire Fighters and Emergency Paramedics Memorial Board, or the appropriate correctional official in the relevant state agency, county, city or town.

(b) The eligibility of a student to participate as a child or spouse of Arizona military service personnel killed in the line of duty in response to a Presidential Executive Order, and for severely disabled combat survivors, must be verified by the U.S. Department of Defense or either the Federal or State Department of Veteran Affairs;

(c) The eligibility of a student to participate as a child or spouse of an Arizona National Guard member killed in the line of duty must be verified by the Adjutant General of the National Guard; and
2. An Arizona National Guard Member who received a Purple Heart on or after September 11, 2001; and former members of the Arizona National Guard who were medically discharged from the Arizona National Guard due to an injury or disability suffered during status under Title 10, United States Code, in weekend training status, in annual training status or in response to a state of emergency declared by the Governor, as specified by A.R.S. §15-1808.

   a. In accordance with the State law, the Arizona Board of Regents authorizes each university to award these tuition waiver scholarships for sessions occurring within a calendar year to students who meet the following criteria:

      (1) The student meets the university’s regular admission requirements;

      (2) The student maintains a record of satisfactory academic progress in accordance with each university’s standards;

      (3) The eligibility of the student must be verified by the Adjutant General of the National Guard.

3. Arizona military service personnel who received a Purple Heart citation as specified by A.R.S. §15-1808.

   a. In accordance with the state law, the Arizona Board of Regents authorizes each university to award tuition waiver scholarships for sessions occurring within a calendar year to students who meet the following criteria:

      (1) The student meets the university’s regular admission requirements;

      (2) The student maintains a record of satisfactory academic progress in accordance with each university’s standards;

      (3) The student was a resident of the State of Arizona or was stationed in Arizona at the time of the injury that resulted in the Purple Heart citation; and
(4) The student had a disability rating as determined by the United States Department of Veterans Affairs of 50% or more; and

(5) The student has never been convicted of a felony.

(6) The eligibility of the student must be verified by the Arizona Department of Veteran’s Services.

4. Non-resident tuition waiver scholarships for students from Sonora, Mexico, as authorized by A.R.S. §15-1626.

The universities are authorized to award a maximum of fifty non-resident tuition waiver scholarships to students from Sonora, Mexico participating in the Educational Exchange Program authorized by A.R.S. §15-1626.

5. Tuition Waiver Scholarships for Students in the Foster Care System at the Age of 14.

a. The universities shall award tuition and mandatory fee waiver scholarships to a student who:

   (1) Resides in Arizona, and

   (a) Is currently in foster care and at least 14 years of age, or

   (b) Was in foster care when the person was at least 14 years of age, or

   (c) Was adopted from foster care and the adoption was finalized after the person attained 14 years of age, and

   (2) Has total assets, not including scholarships or grants, received by the student that are worth less than $10,000; and

   (3) Is under 23 years of age; and
(4) Meets the university’s regular admission requirements and is accepted into or enrolled in a program at a university under the jurisdiction of the Arizona Board of Regents; and

(5) Has completed and submitted to the United States Department of Education the FASFA form before each year in which the student receives a tuition waiver scholarship pursuant to this policy;

(6) Is a United States citizen or is a noncitizen who is lawfully present in this country; and

(7) Eligibility for this program must be verified by the Arizona Department of Child Safety.

b. The tuition waiver scholarship provided is to be reduced by the amount of any other federal aid, scholarships, or public grants and any other public aid received, except the tuition waiver scholarship shall not be reduced by the amount of federal grant received by the individual from the Department of Child Safety under the Arizona Education and Training Voucher Program.

c. The student who has been awarded the tuition waiver scholarship will receive the scholarship in accordance with the following until:

(1) The student reaches the age of 23.

d. The student will also continue to receive the tuition waiver scholarship as long as:

(1) The student maintains a record of satisfactory academic progress in accordance with each university’s standards;

(2) The student remains in good standing with the policies established by each university; and

(3) The student completes thirty hours of volunteer service each year after the first year the student receives the tuition waiver scholarship.
e. If the tuition waiver scholarship is terminated before a recipient of the tuition waiver scholarship completes a degree and before the student reaches 23 years of age, that student shall continue to be awarded a tuition waiver scholarship until the student reaches 23 years of age, or completes their degree, whichever occurs first, if the student continues to meet the scholarship criteria prescribed by this policy.

f. ABOR will periodically collect and report aggregate data concerning the scholarship recipients, including number of applicants, enrollment, attendance, graduation rates, academic performance, educational outcomes, withdrawal rates, demographic information, scholarship award amounts and total program costs.

C. Programs Required by the Board

1. Resident tuition waiver scholarships for members of the Community College All-Arizona Academic Team.

The universities are authorized to award resident tuition waiver scholarships to community college students selected as members of the All-Arizona Academic Team by Phi Theta Kappa, The National Honor Society for Community College. Tuition waiver scholarships are to be awarded to eligible students at the time of the annual All-Arizona Academic Team ceremony. The following conditions apply:

a. No more than two students per community college campus shall be initially awarded resident tuition waiver scholarships each year.

b. Tuition waiver scholarships are to be available upon transfer to any Arizona university and will cover 60 semester hours, for a maximum of 10 semesters excluding summer sessions.

c. To renew a tuition waiver scholarship each semester within the 60 semester hours, for a maximum of 10 semesters, a student must be in continuous attendance, enrolled in a minimum of 6 credits per semester, and maintain a 3.25 or higher grade point average.
d. A student who meets the renewal criteria outlined above may transport a tuition waiver scholarship from one university to another university, but no student may receive the tuition waiver scholarship for more than a total of 60 semester hours for a maximum of 10 semesters.

e. A student’s eligibility to receive a tuition waiver scholarship shall be verified by the Arizona Community College Presidents’ Council in the form of a list provided to the Arizona Board of Regents. The list shall provide student names, mailing addresses and phone numbers, community college attended, and other information as shall be required by the universities.

f. Tuition waiver scholarships must be claimed by the student enrolling at one of the universities within one year of the tuition waiver scholarship offer. Special consideration of unique situations may be exercised by each university. In particular, students should be encouraged to complete their Arizona General Education Curriculum (AGEC), or their Arizona Associate Degree, prior to transfer to the university.

2. Resident Tuition Waiver Scholarships for recipients of a Regents High Honors Endorsement

The universities are authorized to award partial resident tuition waiver scholarships to Arizona High School graduates who meet the board-approved qualifications for an endorsement of high honors. Awarding of these scholarships is subject to the following conditions:

a. The Arizona Board of Regents High Honors Endorsement Program is established by the board for the purpose of recognizing high school students for outstanding academic achievement, as demonstrated through performance in high school courses and test scores.

b. The board is responsible for implementing the program, for approving program criteria and for determining how the program shall be administered.
c. The Superintendent of Public Instruction is authorized to administer the program for the Arizona Board of Regents and to recommend to the universities students who qualify for the High Honors Endorsement. The recommendation shall be in the form of a list provided to the Arizona Board of Regents which includes student names, mailing addresses and phone numbers, high school attended, and other information as shall be required by the universities.

d. The universities may choose not to award a tuition waiver scholarship to any student who receives other scholarship assistance intended to cover the cost of tuition.

e. The universities may choose not to award a tuition waiver scholarship to any student who does not apply for financial aid, or whose application is incomplete, incorrect, not submitted in a timely fashion, or for any other reason fails to meet university guidelines for applying for financial aid.

f. The board-approved criteria for High Honors Endorsement shall be designed to minimize the likelihood that qualifying students will not also qualify for tuition scholarships for academic merit as determined by the universities.

g. Any change, or anticipated change, in conditions affecting the number of students who might qualify for a High Honors Endorsement, conditions affecting the number of resident students who might be awarded tuition scholarships for academic merit using university-determined criteria, and any instance where a student qualified for high honors but not for a university determined tuition scholarship shall be reported to the board along with a recommendation for appropriate modifications in the criteria for awarding high honors.

h. A systematic review of the Regents High Honors Endorsement Program will be conducted every 5 years, with the results and any recommendations reported to the board.

i. Tuition waiver scholarships must be claimed by the student enrolling at one of the universities within one year of graduation from an Arizona High School. Special consideration of unique situations may be exercised by each university.
D. Financial Aid awarded to Student Athletes

1. To be eligible for and to retain athletically related financial aid, a student athlete must meet all applicable National Collegiate Athletic Association (NCAA) legislation, conference regulations, Arizona Board of Regents Financial Aid Policies, and university financial aid policies.

2. The universities will administer financial aid for student athletes in compliance with all applicable federal law and regulations, NCAA legislation, conference regulations, Arizona Board of Regents Financial Aid Policies, and university financial aid policies.

E. ARIZONA PROMISE PROGRAM

1. UNIVERSITIES SHALL AWARD THE ARIZONA PROMISE AS ESTABLISHED BY A.R.S. §15-1701 TO A STUDENT WHO:

   A. IS ADMITTED TO AN ABOR INSTITUTION AS A FIRST-TIME, FULL-TIME, ON CAMPUS DEGREE SEEKING STUDENT;

   B. IS AN ARIZONA RESIDENT PER A.R.S. §15-1802;

   C. GRADUATED FROM AN ARIZONA HIGH SCHOOL;

   D. GRADUATED WITH A MINIMUM 2.5 CUMULATIVE HIGH SCHOOL GRADE POINT AVERAGE ON A 4.0 SCALE;

   E. COMPLETES AND SUBMITS TO THE UNITED STATES DEPARTMENT OF EDUCATION THE FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA); AND,

   F. MEETS THE ELIGIBILITY CRITERIA FOR THE FEDERAL PELL GRANT. FOR PURPOSES OF THIS PROGRAM, FEDERAL PELL GRANT MEANS THE MAXIMUM FEDERAL PELL AWARD WITH ZERO (0) EXPECTED FAMILY CONTRIBUTION.

2. STUDENT MUST ENROLL AT UNIVERSITY AT THE BEGINNING OF THE FALL SEMESTER IMMEDIATELY AFTER ARIZONA HIGH SCHOOL GRADUATION, WITH BREAKS OR GAPS IN ENROLLMENT ALLOWED BY INSTITUTIONAL POLICY.
3. STUDENTS MUST SUBMIT THEIR FAFSA TO THE ADMITTING INSTITUTION NO LATER THAN APRIL 1 OF THE ACADEMIC YEAR PRECEDING THE ACADEMIC YEAR THE STUDENT IS APPLYING FOR.

4. THE ARIZONA PROMISE TUITION AND FEE AWARD AMOUNT WILL BE UP TO THE FULL COST OF TUITION, MANDATORY FEES AND PROGRAM FEES. THE AMOUNT OF THE AWARD SHALL BE REDUCED BY THE AMOUNT OF ANY OTHER FEDERAL, STATE, PRIVATE OR PUBLIC SCHOLARSHIP, GRANT, OR GIFT AID RECEIVED BY THE STUDENT.

5. ALL INSTITUTIONAL NEED-BASED GIFT AID GRANTED TO QUALIFYING STUDENTS SHALL BE IDENTIFIED AS ARIZONA PROMISE.

6. STUDENTS ARE ELIGIBLE FOR THE ARIZONA PROMISE PROGRAM FOR EIGHT ACADEMIC SEMESTERS OR THEIR EQUIVALENT. SEMESTERS MUST BE CONTINUOUS FALL AND SPRING WITH BREAKS ALLOWED BY INSTITUTIONAL POLICY.

7. TO RENEW THE ARIZONA PROMISE PROGRAM AWARD A STUDENT MUST:
   A. COMPLETE AND SUBMIT TO THE UNITED STATES DEPARTMENT OF EDUCATION THE FAFSA FORM NO LATER THAN APRIL 1;
   B. MAINTAIN AT LEAST FULL-TIME STATUS AS DETERMINED BY FEDERAL STUDENT FINANCIAL AID GUIDELINES;
   C. MAINTAIN SATISFACTORY ACADEMIC PROGRESS AS REQUIRED FOR ELIGIBILITY FOR FEDERAL STUDENT FINANCIAL AID;
   D. CONTINUE TO MEET THE ELIGIBILITY CRITERIA FOR THE FEDERAL PELL GRANT AS DEFINED IN THIS POLICY, MAINTAIN A RECORD OF SATISFACTORY ACADEMIC PROGRESS PER EACH UNIVERSITY’S STANDARDS; AND
E. CONTINUE TO MEET THE ELIGIBILITY CRITERIA FOR THE FEDERAL PELL GRANT AS DEFINED IN THIS POLICY.
Item Name: Proposed Revisions to ABOR Policy 2-325 “Arizona Teachers Academy” (First Reading)

☑ Action Item

Requested Action: The board office asks the committee to review and forward to the full board for first reading the proposed revisions to ABOR Policy 2-325 “Arizona Teachers Academy”.

Background/History of Previous Board Action

- Under A.R.S. § 15-1655, the Arizona Board of Regents (“ABOR”) implements the Arizona Teacher’s Academy (“ATA”) pursuant to ABOR Policy 2-235 and distributes the ATA funds between eligible postsecondary institutions.

- Proposition (Prop.) 208 was filed with the Secretary of State on February 14, 2020 proposing to amend A.R.S. § 15-1655, among other statutes. Then, SB 1492 passed in May 2020, making several additional changes to A.R.S. § 15-1655 that were not included in Prop. 208. In November 2020, Prop. 208 was passed by the voters, after SB 1492 became effective.

- As Prop. 208 did not include the changes from SB 1492, there were two versions of A.R.S. § 15-1655 with differences in payment amounts, eligible institutions, and other significant matters.

- On February 13, 2021, the Board adopted on first read, and with emergency enactment, an amendment as to waivers of service obligation for circumstances outside the student’s control.

- On March 8, 2021, Governor Ducey signed HB 2832, correcting the conflicts between SB 1492 and Prop 208 as to the Teachers Academy. HB 2832 was enacted as an emergency measure effective January 1, 2021.

- On April 21, 2021, the Board adopted revisions on first read with immediate implementation to comply with HB 2832.

Discussion

A.R.S. § 15-1655 grants the Board the authority to create a process to defer repayment or service obligations.

Contact Information:
Kris Okazaki, ABOR    kris.okazaki@azregents.edu    602-229-2552
Samantha Blevins, ABOR    Samantha.blevins@azregents.edu    602-229-2535
The proposed revision also clarifies that deferment can be granted during attendance in any graduate program, not just a master degree program.

The current cancelation policy allows the Board to cancel the service obligation in the case of permanent disability or death, but it does not provide for cancelation if the recipient must make a permanent relocation outside Arizona related to the military service of the recipient or their spouse.

The policy allows cancelation of a service or repayment obligation if the recipient dies, but the current policy requires a copy of the death certificate, which is not always available. The Board would like to add the ability to accept other appropriate documentation of death.

**Statutory/Policy Requirements**

A.R.S. § 15-1655

A.R.S. § 15-1626
A. As provided in A.R.S. § 15-1655, and as further defined in this policy, eligible postsecondary institutions shall provide scholarships to eligible students enrolled in the Arizona Teachers Academy, who commit to teaching in Arizona public schools.

B. Postsecondary Institution Eligibility

1. Eligible postsecondary institutions are defined by A.R.S. § 15-1655.

2. Arizona community colleges and Indian tribes that qualify as eligible postsecondary institutions under A.R.S. § 15-1655 shall execute an agreement with, and return the agreement to, the board prior to the dissemination of any Teachers Academy funds.

3. Eligible postsecondary institutions may develop new or existing teacher preparation programs that are student-focused and that employ proven, research-based models of best practices.

   i. Programs offered as part of the Teachers Academy may include the accelerated models provided by A.R.S. § 15-1655(B).

   ii. While each Teacher Academy eligible program may not exclude sophomore and freshman students from applying for the program, each program may give priority to senior and junior students for any available scholarships.

C. Student Eligibility

1. To be eligible for an Arizona Teachers Academy tuition and fees scholarship, students must meet the following criteria:

   a. Be admitted and enrolled in the Arizona Teachers Academy as an undergraduate or graduate university student or as a post-baccalaureate student at a community college or university.

   b. File a free application for federal student aid (FAFSA) each year enrolled in the Arizona Teachers Academy and accept
all federal, state, institutional, and private grants and scholarships awarded prior to the tuition waiver scholarship being applied to outstanding tuition and fees associated with the Arizona Teachers Academy program of study.

2. To be eligible for a tuition scholarship to earn dual enrollment eligibility, a teacher must:

   i. Be currently teaching a dual enrollment course; and

   ii. Need additional coursework to satisfy the accreditation requirements for the eligible postsecondary institution.

3. Prior to receiving any Teachers Academy funding for any covered purpose under A.R.S. § 15-1655, a student must sign a student agreement that requires the student to meet the eligibility requirements for the Arizona Teachers Academy and specifies the terms of continuing eligibility, the post-graduation or post-certification service obligations and the student’s repayment obligations due to failure to meet the eligibility requirements or service obligations.

D. Tuition and Fee Scholarships

1. Tuition and fee scholarships are last dollar scholarships that cover the cost of tuition and fees after all other gift aid is received.

2. Scholarships provided through the Arizona Teachers Academy may include:

   i. Up to the actual cost of tuition and fees for a maximum of two academic years or four semesters for graduate university students;

   ii. Up to the actual cost of tuition and fees for a maximum of four academic years or eight semesters for undergraduate university students;
iii. Up to the actual cost of tuition and fees for a maximum of two academic years or four semesters for community college students for tuition and fees associated with the student’s program of study; or

iv. Up to the actual cost of obtaining the requisite course work to satisfy the requirements for teaching a dual enrollment course as adopted by a higher learning commission that accredits degree-granting postsecondary educational institutions in the north central region, including this state.

v. For the purposes of this section, summer terms are not considered part of the academic year nor count as one of the scholarship semesters.

E. Support for National Board Certification

1. To be eligible for a national board certification scholarship, a teacher must be currently employed in an Arizona public school and seeking National Board Certification through an approved provider as identified by the executive director.

2. The executive director shall identify postsecondary institutions that provide support for National Board Certification.

3. Each postsecondary institution that enters into an agreement with the board for National Board Certification funding shall provide one-time scholarship to teachers currently employed in an Arizona public school seeking National Board Certification to support the fees associated with initial certification.

4. The amount of funding available for National Board Certification shall be approved by the board.

F. Coordinating Induction Services

1. Eligible postsecondary institutions shall provide induction services to academy graduates during the first year of teaching immediately following completion of the Teachers Academy.
EXECUTIVE SUMMARY

i. Induction services are only provided in the first year if the graduate is in the process of meeting his or her service obligations within the required timeframe.

ii. Institutions are not required to provide induction services to students who have not met the service obligation.

2. Funding for induction will be based on the number of academy graduates that graduated in the prior fiscal year.

3. Institutions may be required to report to the board regarding the induction services provided.

G. Distributing Monies in the Arizona Teachers Academy Fund to Eligible Postsecondary Institutions

1. Each year by July 1, board staff shall notify eligible postsecondary institutions of the amount of funds allocated to the institution for the upcoming fiscal year.

   i. Scholarship funding allocations shall be based on prior year enrollment in the Arizona Teachers Academy at the participating institutions and subject to legislative appropriations and any other sources of revenue to the Arizona Teachers Academy fund.

   ii. Tuition scholarship funding is last dollar scholarships that cover the cost of tuition and fees after all other gift aid is received.

2. Eligible postsecondary institutions shall provide to the executive director or the executive director’s designee, actual amount of scholarships provided in Academy programs, and any other documents and related data as requested.

3. The executive director shall make distributions based on the reported actual amount of scholarships provided appropriately prorated for the applicable academic period.

   i. The executive director may reallocate unused scholarship funds among the eligible postsecondary institutions.

   ii. The executive director shall reimburse eligible postsecondary institutions for inductions services offered in
iii. The executive director shall distribute monies for National Board Certification to institutions that have entered into an agreement with the board to offer scholarships to Arizona teachers seeking National Board Certification.

4. The executive director may prorate any distributed funding based on the amount of dollars available.

5. The executive director may establish a process for and distribute funds to cover the costs of obtaining a teaching certificate, including the cost of exams required for certification. If a student does not follow the proscribed payment process, they may not be eligible for reimbursement.

H. Compliance with Arizona Teachers Academy Program and Service Obligations and Conditions of Repayment

1. Prior to receipt of funds, a student shall enter into a written agreement as discussed in subsection C (3) of this policy, which shall set forth the terms of repayment of funds in the event the recipient does not satisfy the teaching or program obligations.

2. If a student enrolls in a summer term, that term may not be included in the calculation of the student’s postgraduation public service commitment.

3. Students who do not successfully complete the academic year in good academic standing or who cease to be enrolled in the Arizona Teachers Academy shall reimburse the board for the total amount of funding received for that year.

4. The executive director or the executive director’s designee shall monitor Arizona Teachers Academy graduates’ progress toward meeting their teaching obligations.

5. Recipients will have a grace period of 12 months after graduation, or completion of an approved course of study leading to a teaching credential, to sign a teaching contract in an Arizona public school.
6. Recipients will have a grace period of 12 months after graduation, or completion of an approved course of study leading to a teaching credential, to sign a teaching contract in an Arizona public school. If the recipient has not secured employment in an Arizona public school, the repayment shall begin at the end of the 12-month grace period.

7. Students who do not fulfill their obligation to teach in an Arizona public school shall reimburse the board for the proportional amount of the scholarship for tuition and fees that the student received that corresponds to the number of school years the student agreed to teach but did not teach.

8. The board staff or designee shall provide to each person in repayment an amortization schedule. There shall be no interest charged and the repayment duration shall be no more than 10 years.

I. Deferment of the Service Obligation

1. The executive director or the executive director’s designee, upon written request of a recipient, may grant deferment of time for satisfying the teaching commitment if the recipient:

   a. Is temporarily unable to work and/or disabled for a period not to exceed 3 years, as established by written documentation from a health care provider;

   b. Is called to active duty in the Armed Forces of the United States;

   C. Is enrolled, registered and progressing toward timely degree completion in a full-time master’s GRADUATE degree program that would delay required full-time teaching requirement to one year following completion of the GRADUATE degree program or two years post-bachelor’s degree, whichever is less; or

   D. Is unable to fulfill their teaching commitment due to extraordinary circumstances beyond their control.
EXECUTIVE SUMMARY

2. In each case, the recipient must provide complete and verifiable
documentation to support the request.

J. Cancellation of Service Obligation

1. The executive director or the executive director’s designee, may
cancel the service obligation made under this program if it THEY
determines that:

a. The recipient is totally and permanently disabled as
established by written documentation by a health care
provider.;

b. The recipient has died. The executive director or the
executive director’s designee shall require a copy of the
death certificate OR OTHER APPROPRIATE
CONFIRMATION OF THE RECIPIENT’S DEATH.; OR

c. THE RECIPIENT OR THEIR SPOUSE WAS RELOCATED
OUT OF STATE BY THE ARMED FORCES OF THE
UNITED STATES.

K. Data Collection and Reporting

1. Each eligible postsecondary institution shall provide to the board by
July 15 of each year, or as specified by the executive director or the
executive director’s designee, information as requested by board
staff to meet the board’s reporting requirements under A.R.S. § 15-
1655(H).

2. Each eligible postsecondary institution shall provide to the board by
January 15 of each year, or as specified by the executive director
or by the executive director’s designee, information as requested by
board staff to meet the board’s reporting requirements under A.R.S.
§ 15-1655(G).
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Item Name: Proposed Exception to ABOR Policy 6-201 (E) (11) “Conditions of Faculty Service”

☑️ Action Item

**Requested Action:** The universities ask the committee to review and forward to the full board the proposed exception, through June 30, 2028, from the terms of ABOR Policy 6-201(E)(11) “Conditions of Faculty Service” to allow the universities to award multiple-year appointments to non-tenure eligible faculty members up to a number equal to 30% for ASU and UArizona, and 40% for NAU, of the headcount of tenured and tenure eligible faculty at each campus.

**Background**

Under ABOR Policy 6-201 “Conditions of Faculty Service” non-tenure eligible faculty members with designated titles may be awarded multiple-year appointments of up to three years and the total number of such appointments may not exceed 15% of all tenured and tenure-eligible appointments. Designated titles for such faculty include lecturer, senior lecturer, or principal lecturer.

Multiple-year appointments may also be awarded to individuals holding faculty titles such as assistant, associate, or full clinical or research professors; assistant, associate, or full professors of practice; and other such titles approved by the Provost for career-track appointments. Multiple-year appointments of non-tenure track faculty require approval of the Provost.

The universities have the option to offer multiple-year or rolling multiple-year appointments to those persons in the ranked instructional faculty categories who have developed substantial experience at the university with excellent teaching. The offer of (or renewal of) a multiple-year appointment is subject to approval by the Provost, the availability of funds, and the needs of the institution.

**Discussion**

ABOR Policy 6-201(E)(11) “Conditions of Faculty Service” currently stipulates that “At each university, the total number of multiple-year appointments as lecturers, senior lecturers, principal lecturer, professors of practice, research professors and clinical professors may not exceed fifteen percent (15%) of the number of tenure track faculty, both tenured and tenure eligible.”

Maintaining the 15% limitation has long been a challenge to the universities and they are requesting the board for an exception to the policy to increase the limitation to

**Contact Information:**
Chad Sampson, ABOR  chad.sampson@azregents.edu  602-229-2512
Mark Denke, ABOR  mark.denke@azregents.edu  602-229-2503
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30% ASU and UArizona) and 40% (NAU). Allowing the universities to increase the limit on multi-year contracts and leaving discretion to university administrators would assist in the retention and recruitment of non-tenure track faculty. The differential thresholds proposed for ASU, NAU and UArizona correspond to the distinct missions and profiles of the universities.

In the years since this policy was adopted the board has continuously approved requests by the universities for exceptions to the policy. The option of multiple-year appointments has proved an effective recruitment and retention tool particularly for NAU in numerous instances.

Faculty have reported that the longer appointment period induced them either to come to NAU in the first place or stay in the face of other offers. Beyond this, faculty indicate that such appointments, particularly considering depressed salaries, enhance overall satisfaction.

The proposed exceptions to policy 6-201 E (11) allows the universities to fully implement promotion and administrative assignment-related processes while retaining needed flexibility due to changing budgetary or enrollment circumstances.

Statutory/Policy Requirements

ABOR Policy 6-201 (E)(11) “Conditions of Faculty Service”