Agenda

- Introduction & Pillars 1-2: 9:00-11:00 am
- Break: 11:00-11:30 am
- Pillars 3, 4, 5 & Closing: 11:30 am-1:00 pm
LISA ORDÓÑEZ, PhD
Vice Dean and Professor,
Eller College of Management

ELLIO T CHEU, PhD
Associate Dean and Professor,
College of Science
Introduction
UA rankings are on the rise, and we will continue to progress.

**National Ranking**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ranking</th>
</tr>
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<tbody>
<tr>
<td>2008</td>
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<td>2016</td>
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<tr>
<td>2017</td>
<td>106</td>
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**Public Ranking**

<table>
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<th>Ranking</th>
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<td>2016</td>
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<tr>
<td>2017</td>
<td>58</td>
</tr>
<tr>
<td>2018</td>
<td>46</td>
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</tbody>
</table>

SOURCE: US News and World Report
Freshman retention rates for full-time students
% retention from year 1 to year 2

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<tr>
<td>%</td>
<td>80.2</td>
<td>81.5</td>
<td>81.9</td>
<td>80.4</td>
<td>80.5</td>
<td>83.3</td>
<td>81.2</td>
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</table>

Freshman retention rates vs peers (2017-18)
% retention from year 1 to year 2, rank

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<thead>
<tr>
<th>School</th>
<th>Actual</th>
<th>Peer Rank</th>
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</thead>
<tbody>
<tr>
<td>UCLA</td>
<td>97%</td>
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<tr>
<td>U Florida</td>
<td>96%</td>
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<tr>
<td>U Maryland</td>
<td>96%</td>
<td>3</td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>96%</td>
<td>4</td>
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<tr>
<td>U Texas</td>
<td>95%</td>
<td>5</td>
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<tr>
<td>U Wisconsin</td>
<td>95%</td>
<td>6</td>
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<tr>
<td>Ohio State</td>
<td>94%</td>
<td>7</td>
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<tr>
<td>U Washington</td>
<td>94%</td>
<td>8</td>
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<tr>
<td>Penn State</td>
<td>93%</td>
<td>9</td>
</tr>
<tr>
<td>UC Davis</td>
<td>93%</td>
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<tr>
<td>U Minnesota</td>
<td>93%</td>
<td>11</td>
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<tr>
<td>Texas A&amp;M</td>
<td>92%</td>
<td>12</td>
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<tr>
<td>U Illinois</td>
<td>92%</td>
<td>13</td>
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<tr>
<td>Michigan State</td>
<td>91%</td>
<td>14</td>
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<tr>
<td>U Iowa</td>
<td>86%</td>
<td>15</td>
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<tr>
<td>U Arizona</td>
<td>83%</td>
<td>16</td>
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</table>

SOURCE: IPEDS Data Center
Six-year graduation rates for full-time students

% students who graduate within six years

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
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<tr>
<td>2013-14</td>
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<td>2015-16</td>
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<td>2016-17</td>
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<td>2017-18</td>
<td>63.5</td>
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<td>2018-19</td>
<td>64.6</td>
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</tbody>
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SOURCE: IPEDS Data Center

Six-year graduation rates vs peers (2016-17)

% students who graduate within six years

<table>
<thead>
<tr>
<th>School</th>
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<td>2</td>
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<tr>
<td>U Florida</td>
<td>87%</td>
<td>3</td>
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<tr>
<td>U Maryland</td>
<td>86%</td>
<td>4</td>
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<tr>
<td>Penn State</td>
<td>86%</td>
<td>5</td>
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<tr>
<td>U Wisconsin</td>
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<td>U Illinois</td>
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<tr>
<td>Ohio State</td>
<td>84%</td>
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<tr>
<td>U Washington</td>
<td>84%</td>
<td>10</td>
</tr>
<tr>
<td>U Texas</td>
<td>81%</td>
<td>11</td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td>80%</td>
<td>12</td>
</tr>
<tr>
<td>U Minnesota</td>
<td>78%</td>
<td>13</td>
</tr>
<tr>
<td>Michigan State</td>
<td>78%</td>
<td>14</td>
</tr>
<tr>
<td>U Iowa</td>
<td>72%</td>
<td>15</td>
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<tr>
<td>U Arizona</td>
<td>60%</td>
<td>16</td>
</tr>
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</table>

SOURCE: IPEDS Data Center
## NSF HERD overall research activity rankings (2015-16), with ABOR peers highlighted

<table>
<thead>
<tr>
<th>Institution</th>
<th>Spend ($m)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johns Hopkins U.</td>
<td>2,431</td>
<td>1</td>
</tr>
<tr>
<td>U. Michigan, Ann Arbor</td>
<td>1,436</td>
<td>2</td>
</tr>
<tr>
<td>U. Pennsylvania</td>
<td>1,296</td>
<td>3</td>
</tr>
<tr>
<td>U. California, San Francisco</td>
<td>1,294</td>
<td>4</td>
</tr>
<tr>
<td>U. Washington, Seattle</td>
<td>1,278</td>
<td>5</td>
</tr>
<tr>
<td>U. Wisconsin-Madison</td>
<td>1,158</td>
<td>6</td>
</tr>
<tr>
<td>U. California, San Diego</td>
<td>1,087</td>
<td>7</td>
</tr>
<tr>
<td>Harvard U.</td>
<td>1,077</td>
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</tr>
<tr>
<td>Stanford U.</td>
<td>1,066</td>
<td>9</td>
</tr>
<tr>
<td>Duke U.</td>
<td>1,056</td>
<td>10</td>
</tr>
<tr>
<td>U. North Carolina, Chapel Hill</td>
<td>1,045</td>
<td>11</td>
</tr>
<tr>
<td>U. California, Los Angeles</td>
<td>1,038</td>
<td>12</td>
</tr>
<tr>
<td>Cornell U.</td>
<td>974</td>
<td>13</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>946</td>
<td>14</td>
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<tr>
<td>U. Minnesota, Twin Cities</td>
<td>910</td>
<td>15</td>
</tr>
<tr>
<td>Texas A&amp;M U.</td>
<td>893</td>
<td>16</td>
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<tr>
<td>U. Pittsburgh</td>
<td>890</td>
<td>17</td>
</tr>
<tr>
<td>Yale U.</td>
<td>882</td>
<td>18</td>
</tr>
<tr>
<td>U. Texas M. D. Anderson</td>
<td>852</td>
<td>19</td>
</tr>
</tbody>
</table>

1 Note that other ABOR peers were ranked lower: U. Maryland, College Park (41) and U. Iowa (48)
UA’s Organizational Health and Culture

We are a team of champions...

- Strong talent
- High motivation

...but we want to be a championship team

- Stronger accountability and management
- Alignment around values
- Strategic clarity
We will develop innovative, adaptive learners and disruptive problem solvers who are prepared to lead meaningful lives and improve society in the Fourth Industrial Revolution Economy.

We will invest in the discovery, research, and creative endeavors that solve the world’s grand challenges.

We will leverage Arizona’s unique assets and diversity as a competitive advantage and be an integral and collaborative partner with our local and global communities.
Fourth Industrial Revolution

**Mechanical**
Mechanization, steam power, weaving loom

**Electrical**
Mass production, assembly line, electrical energy

**Digital**
Automation, computers and electronics

**Convergence**
Convergence of physical, digital, and biological sciences

1784
1870
1969
TODAY
New Technologies are fusing the physical, digital and biological worlds and the developments are affecting all disciplines, economies, industries and governments – even challenging ideas about what it means to be human.

Artificial intelligence such as supercomputers, drones and virtual assistants to 3D printing, DNA sequencing, smart thermostats, wearable sensors and microchips smaller than a grain of sand are just the beginning.

Technology will empower people instead of replace them. Progress will serve society rather than disrupt it. Innovators will respect moral & ethical boundaries rather than cross them.

“The fourth industrial revolution is more significant, and its ramifications more profound, than in any prior period of human history.” - Klaus Schwab
What role will higher education play in the Fourth Industrial Revolution?
We have engaged OVER 10,000 Wildcats and counting!

60+ Focus groups with faculty, staff, & alumni

65+ Initiative Owners leading the planning process

900+ Online comments addressed

30 Interviews with external experts

40+ Visits with colleges and business units

1,000+ Faculty & staff members engaged in working groups

4,200+ UA employees participated in organization health survey
## 2018 Strategic Pillars

<table>
<thead>
<tr>
<th>1</th>
<th>The Wildcat Journey</th>
<th>2</th>
<th>Grand Challenges</th>
<th>3</th>
<th>The Arizona Advantage</th>
<th>4</th>
<th>UA Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving Student Success for a Rapidly Changing World</td>
<td>Tackling Critical Problems at the Edge of Human Endeavor</td>
<td>Serving Arizona by Advancing our Land Grant Mission by Driving Social, Cultural and Economic Impact</td>
<td>Setting the Standard for a Global University in the Digital Age</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### 5 | Institutional Excellence |

Ensuring UA Lives its Values and Innovative Culture to Enable an Efficient, High Performing Academic and Administrative Enterprise
## 90+ Strategic Initiatives

### Pillar 1
- 1.1A – Strategic recruitment for undergraduate cohort
- 1.1A2 – Aid without Anchor
- 1.1B1 – Partnerships with the Maricopa County Community College District
- 1.1B2 – Comprehensive approach to transfer outreach in key markets
- 1.1B3 – On-boarding and First Year Programming for Transfer students
- 1.1B4 – Purposeful programming with PCC
- 1.1B5 – Post-Baccalaureate Prep Program
- 1.1C1 – UA Grad Prep Online
- 1.1C2 – UA Grad Ambassadors
- 1.2A – Envision a new General Education model
- 1.2B – Support and retention strategies into critical 1st and 2nd year courses
- 1.2C – Structure to govern general education
- 1.3A1 – Training program for research-based teaching practices
- 1.3A2 – Assessment programs for student-centered teaching strategies
- 1.3A3 – Ed. technologies that promote and enhance student learning and engagement
- 1.3B – Dramatically scale active, collaborative teaching & learning spaces
- 1.4A1 – Analytics Engine
- 1.4A2 – Intervention Playbook
- 1.4A3 – One Team
- 1.4B1 – College Journey Kick-Off
- 1.4B2 – Residential Renaissance
- 1.5A – Expand career coaching services
- 1.5B – Pathways to high-paying, high-growth fields
- 1.5C – Experiential learning opportunities
- 1.6A1 – Creating the UA Story
- 1.6A2 – Red Thread "Task Force"
- 1.6B1 – Curated Micro-Engagements for Alumni
- 1.6B2 – Emerging Leaders Initiative
- 1.6B3 – Annual Alumni Giving Day

### Pillar 2
- 2.1A – Arizona Space Center
- 2.1B – Space Exploration and National Defense
- 2.1C – Understand the origins and existence of life in space
- 2.1D – Defending our planet
- 2.1E – The Business of Space
- 2.2A – Strengthening the Institute of the Environment or establish a College of the Environment
- 2.2B – Predict and plan for future Earth
- 2.2C – Adaptation to Variable Climates in a Changing World
- 2.3A – Health, well-being, and quality care for all
- 2.3B – Aging for life
- 2.3C – Unlock human resilience
- 2.4A – Establish 4IR Institute
- 2.4B – Technology for Humans and Intelligent Systems
- 2.4C – The State of the World in the 4IR
- 2.4D – Digital Privacy and Cybersecurity 2.0
- 2.4E – Creative Competencies in the 4IR
- 2.4F – Digital Health
- 2.5A – College of Data, Computing, & Network Science

### Pillar 3
- 3.1A – Commitment to equity and diversity
- 3.1B – Commitment to Hispanic Advancement
- 3.1C1 – Senior Executive Leader for Native American Advancement
- 3.1C2 – Recognition and acknowledgement of Native sovereignty
- 3.1C3 – Physical Center for Native American Advancement
- 3.1C4 – UA Global Center
- 3.1A1 – Dedicated study abroad sites
- 3.1A2 – Portfolio of study abroad
- 3.1B1 – Phoenix Scholars
- 3.1B2 – DC Center
- 3.1B3 – Presidio Center
- 3.1C1 – Cross-Border Collaboration
- 3.1C2 – Border Lab
- 3.1D1 – Building on Excellence through Cooperative Extension
- 3.1A – Innovation Ecosystem
- 3.1B – Tech solutions for health care
- 3.1C – Clinical trials consortium

### Pillar 4
- 4.1A – Global Projects
- 4.1B – Global Presence
- 4.1B1 – Global Skills Provider
- 4.1B2 – Global Draw
- 4.2A – Dedicated pathways
- 4.2B1 – UA’s students support
- 4.2C4 – UA Global Center
- 4.3A1 – Dedicated study abroad sites
- 4.3A2 – Portfolio of study abroad
- 4.3A3 – Intercultural Competence
- 4.3A4 – Wildcat Passport Program
- 4.3B1 – Global Scholars
- 4.3B2 – International Fellowships
- 4.3C – Multilingual Wildcats

### Pillar 5
- 5.1A – Organizational health
- 5.1B – Living our core values
- 5.2A – Optimize business processes
- 5.2A1 – Business process pilot (travel authorization)
- 5.2A2 – CRM
- 5.2A3 – Data warehouse
- 5.2B1 – Personal, Digital U for students
- 5.2B2 – Personal, Digital U for faculty and staff
- 5.3A1 – Living Strategic Plan
- 5.3A2 – Sustainability in UA operations
- 5.3B1 – Campus culture of sustainability and community partnership
- 5.3A – Multi-year financial planning
- 5.3B – Campus master plan
Pillar 1
The Wildcat Journey
THE WILDCAT JOURNEY
2025 GOALS

- Diverse and high potential student body
- Increase transfer student enrollment by ~50% (with focus on AZ community colleges)
- 91% Retention (from 81% today)
- Close the achievement gap in graduation rates between all Pell Grant recipients and non-Pell Grant eligible students (currently 7% difference)
- 40% of faculty using active learning (from ~10% today)
- General education foundation with 4IR skills and outcomes
- 75% 6-year graduation rate (from 65% today)
- 90% of graduates employed or in grad school within six months
- 12% alumni giving rate (from 8% today)
Students are the heart of this plan

- General Education
- Active Teaching and Learning
- Student Success – Retention and Completion
- Honors Village
The UA general education program has wandered off track due to a number of factors including a lack of adequate programmatic and administrative oversight.

The proliferation in number of Gen Ed-approved courses combined with the fact that many courses offered are under-enrolled each term represents a severe under-utilization of faculty expertise and classroom space.

It is time to invest in a revitalization of our general education offerings and develop a cohesive program that can become a true pillar of our students’ educational career as Wildcats.
Build an inspiring base of academic knowledge and skills for all UA Undergraduates—the “Wildcat Core”—to prepare students for a changing world.

Students will leave UA as leaders engaged in grand challenges, equipped with critical skills for ongoing success, and inspired to create positive change for society.
General Education Reimagined

The Wildcat Core

1. Clearly defined learning outcomes and methods to assess

2. Engagement in grand challenges through interdisciplinary courses and “driving questions”

3. Dedicated critical skills coursework (e.g., digital literacy, coding, design thinking)

4. Common first-year course for all students

Our path FORWARD

- Central structure to provide oversight
- Fall 2019 course pilots
General Education Reimagined
Wildcat Core Learning Outcomes

5 “Cs” of Gen Ed

1. Critical thinking
2. Communication
3. Collaborative teamwork
4. Cultural understanding
5. Creative problem solving
<table>
<thead>
<tr>
<th>General Education Reimagined: First-Year Course Curriculum</th>
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<tbody>
<tr>
<td><strong>Navigating the Research University (Fall)</strong></td>
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<tr>
<td>The University Mission</td>
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<tr>
<td>Thriving in Transition</td>
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<tr>
<td>Self-Regulation &amp; Time Management</td>
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<tr>
<td>University Supports and Resources</td>
</tr>
<tr>
<td>The Science of Learning</td>
</tr>
<tr>
<td>The Role of Diversity in College</td>
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<td>Identity</td>
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<td>Campus Engagement</td>
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<td>Health &amp; Wellness</td>
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<td>Financial Wellness</td>
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<td>Reading Academic Texts</td>
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<td>Test Taking Strategies</td>
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<td>Values &amp; Goal Setting</td>
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<td>High Impact Opportunities</td>
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<td><strong>A Community of Scholars (Spring)</strong></td>
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<td>The Value of a Liberal Arts Education</td>
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<td>Academic Integrity &amp; Scholarship</td>
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<td>Civic Discourse</td>
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<td>Libraries, Laboratories and Museums at UA</td>
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<td>Argumentation</td>
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<td>Creative Expression</td>
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<td>Communication</td>
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<td>Academic Self-Management</td>
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<td>Career Exploration</td>
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<td>Designing Your Life</td>
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<tr>
<td>Advancing Health and Wellness</td>
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<tr>
<td>Financial Planning</td>
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<tr>
<td>Time &amp; Effort for Academic &amp; Personal Success</td>
</tr>
<tr>
<td>Contributing to the University Community</td>
</tr>
</tbody>
</table>
Active Teaching and Learning

- Goal: >50% of classrooms will be collaborative, flexible, innovative spaces
- Reimagine the Old Chemistry Building as an innovative teaching hub
- Provide real-time feedback, peer-to-peer mentoring and coaching for students
Student Success District
Comprehensive Student Success

Playbook of interventions to match supports with student needs [1.4A]

- Programs with proven track record (First Cats, New Start, Schedule for Success)
- Access to mental health counseling

Teams and structures to meet students where they are

- Centralized support at Student Success District [In progress]
- Specialized advisor roles for proactive support (e.g., first-year specialists) [1.4A]
Honors Village

- **State-of-the-art collaborative learning**
  for evidence-based instruction and group learning

- **Themed living communities**
  to promote a holistic learning experience

- **Deep engagement**
  between honors faculty, staff and students

- **Clear pathways**
  to unique internships and post-grad careers
Pillar 2
Grand Challenges
GRAND CHALLENGES
2025 GOALS

- Top 25 in total R&D activities (currently ranked 38th)
- Maintain #1 ranking in Space and Planetary Science research
- Top 25 in Health Science research (currently ranked 54th)
- Top 3 in Physical Sciences research (currently ranked 6th)
- Top 20 in Social Sciences research (currently ranked 28th)
University of Arizona Research Activity: FYs 2010 – 2017

$M

587 611 625 629 588 606 604 622 800

Top 25 ranked research university by 2025, with $800M in total research activity

SOURCE: NSF Higher Education Research and Development Survey
We know there are key levers to help us reach our research goals

**Star faculty** who represent academic excellence within their respective disciplines with **diverse and inclusive** backgrounds

**Attracting and supporting** our **graduate and professional students** — the engine that propels our research forward

**Enablers** — core facilities, infrastructure, equipment and research support
We solve Grand Challenges at the edge of human endeavor

Humans, Society & Intelligent Systems ("Humanics")

Space Technology, Development and Defense for the 4IR

Healthier Communities, Aging and the Brain and Resilient Humans

Data, Computing & Network Science

Future Earth: Shaping a Resilient Natural and Built Environment
Space Technology Development and Defense for the 4IR

- **Space Exploration and National Defense**
  Advance human and non-human space exploration [2.1B]

- **What’s Out There?**
  Understand the origins and existence of life in space [2.1C]

- **Defending Our Planet**
  Develop space technologies in service of monitoring and supporting Earth [2.1D]

- **The Business of Space**
  Future of security, governance and business models for space development [2.1E]
Harness the convergence of disciplines to lead innovation for healthier communities

**Developing wearable sensors and mobile diagnostic tools** like mobile MRIs for flexible, real-time links between patients and providers, such as in-home monitoring and remote detection of Alzheimer’s onset [2.3B]

**Combining data sources** from EHRs, IoT, and social media analyzed with natural language processing to track and mitigate adverse health events, such as preventing a stroke by tracking social media posts on symptoms [2.3A]

**Redesigning the built environment** to fuel the age-in-place movement and promote healthy behaviors, such as built-in smart devices to reduce and eliminate loneliness and depression in older adults [2.3B]
Leverage strengths in research to drive discoveries at the convergence of the physical, biological and digital sciences

- **Neuroscience and brain research to build care models** for our population who will live longer and therefore face increasingly complex health challenges [2.3B]

- **Immune system research to fight disease and infection** and optimize individual health, wellness and resilience in the face of changing and challenging environments [2.3C]

- **Precision health and ‘omics research** to create new therapies and techniques, building on our strengths in community health and the All of US genomics research program, to bring novel science to high-need communities [2.3A]
Two mission-critical areas of focus are joint planning with Banner and the long-term plan to capture growth in Phoenix.

Our focus has been on the development of the internal UA Health Sciences strategic priorities.

Two mission-critical areas of focus as we move forward in health sciences:

- Our partnership with Banner
- Our plans for expansion and development in Phoenix

More to come in Feb. 2019 ABOR session.
College of Data, Computing and Network Science

A distinctive, word-leader that integrates network science with data and computing science, including artificial intelligence and machine learning.

The college will tackle grand challenges such as the future of workforce, climate change and precision healthcare for all.

We will attract top talent while educating students to thrive in the 4IR.
M.I.T. Plans College for Artificial Intelligence, Backed by $1 Billion

By Steve Lohr
Oct. 15, 2018

Every major university is wrestling with how to adapt to the technology wave of artificial intelligence—how to prepare students not only to harness the powerful tools of A.I., but also to thoughtfully weigh its ethical and social implications. A.I. courses, conferences and joint majors have proliferated in the last few years.

But the Massachusetts Institute of Technology is taking a particularly ambitious step, creating a new college backed by a planned investment of $1 billion. Two-thirds of the funds have already been raised, M.I.T. said, in announcing the initiative on Monday…

Amazon arrival spurs Virginia Tech to build technology campus in Northern Virginia

By Susan Svrluga
November 13 at 7:44 PM

Virginia Tech plans to build a $1 billion graduate campus within walking distance of Amazon’s new headquarters in Northern Virginia, the keystone in an expansion of technology education in the state designed to lure the company to the region and then to address the long-term impact of Amazon’s decision.

Virginia Tech’s president, Tim Sands, called it a watershed moment for the school, one that will drive economic development in Virginia. It’s also a moment of change for other universities in the commonwealth…

Berkeley inaugurate Division of Data Science and Information, connecting teaching and research from all corners of campus

By Kara Manke
November 1, 2018

In a direct response to the profound and growing impact of data and computing in a rapidly evolving digital world, UC Berkeley today announced its plan to form a new division…

BU Proposes to Build Data Sciences Center, Aiming to Become Leader in Booming Field

By BU Today
Monday, October 1st, 2018

Charles River Campus building would put math, statistics, computer science under one roof.
Humans, Society and Intelligent Systems (“Humanics”) [2.4]

A 4IR Institute to enable...

- **Technology for humans & intelligent systems**
  Advance the technology of intelligent systems

- **The state of the world in the 4IR**
  Explore implications and opportunities for individuals

- **Digital privacy and cybersecurity**
  Define the future for law, privacy and security

- **Creative competencies in the 4IR**
  Apply visual literacy, design thinking, creative expression to solve emerging, critical human challenges

- **Digital health**
  Develop technologies to advance disease prevention, detection and treatment
Introduction & Pillars 1-2 9:00-11:00 am

Break 11:00-11:30 am

Pillars 3, 4, 5 & Closing 11:30 am-1:00 pm
Agenda

Introduction & Pillars 1-2 ______ 9:00-11:00 am

Break ___________________________ 11:00-11:30 am

Pillars 3, 4, 5 & ________________ 11:30 am-1:00 pm

Closing
Pillar 3
The Arizona Advantage
THE ARIZONA ADVANTAGE
2025 GOALS

- Develop and strengthen the talents, contributions and sense of belonging of all diverse learners and communities.
- 75% 6-year graduation rate for Hispanic students (from 60%).
- Close retention gap for Native Students (from 70% to 91%).
- Establish UA as an arts destination and integrate arts & culture throughout the UA experience.
- Convening thought leaders to spur innovation through large events (e.g., TenWest, Festival of Books).
- Top 5 research institution on commercialization metrics (from ~ top 10 today, as measured by AUTM survey data).
The Land Grant University for the 4IR

- Supporting and celebrating diverse groups at UA
- Innovation and economic development in Arizona and beyond
- Collaboration across public universities
Supporting UA Diversity & Inclusion Centers and Programs

- African American Student Affairs
- Asian Pacific American Student Affairs
- Adalberto & Ana Guerrero Student Center
- Common Ground Alliance Program
- Disability Cultural Center
- Global Experiential Learning & Community Engagement
- Immigrant Student Resource Center
- LGBTQ Affairs
- Native American Student Affairs
- VETS Center
- Women and Gender Resource Center
Leading HSI

- Academic support and student experience (e.g., pursuing HEA Title 5 grants for undergrad and grad student support)
- HSI Faculty Fellows Program
- Cluster hires to support Hispanic scholarship
- Community advisory board for bi-directional communication between UA and the community
Native American Advancement

- Senior Leader for Tribal Engagement and Native American Advancement
- Dedicated learning community for Native students
- Faculty advancement and retention
- Tribal Leader Summit
- School for Indigenous Governance and Nation Building
Arts

Expand the arts infrastructure to make UA an Arts destination

Scale events to increase regional and national awareness
## UA’s Innovation and Partnership Ecosystem

<table>
<thead>
<tr>
<th>Presidio</th>
<th>Tucson</th>
<th>Washington D.C.</th>
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<tbody>
<tr>
<td>▪ Proximity to World Economic Forum</td>
<td>▪ Innovation Ecosystem (TLA, Incubators, Tech Parks, etc.)</td>
<td>▪ Federally sponsored research</td>
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<tr>
<td>▪ Partnerships with Silicon Valley</td>
<td>▪ Health Sciences Commercialization</td>
<td>▪ Federal Relations</td>
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<td>▪ Tech Transfer</td>
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<td>▪ National Institute for Civil Discourse</td>
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<td>▪ Government internship programs</td>
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All centers will include student recruitment, alumni engagement, community partnerships, event space
Collaboration with ASU and NAU to drive economic development in Arizona
Pillar 4
UA
Global
UA Global 2025 GOALS

- $10M+ per year in global development project funding (from < $0.5M today)
- Top 10 national research university for students studying abroad (from 4% today to > 6%)
- 75% multilingual student body (not measured today)
- 20 UA micro-campuses abroad with 10,000+ students (from 4 and 526 today)
- Top producer of international fellows (e.g. Watson, Fulbright, Gates, Rhodes)
- Top 20 for international student enrollment (from 9% today to 16%)
Global Presence

Through a global network of micro-campuses, we seek to establish one of the world’s most affordable, accessible and expansive global networks for higher education and collaborative research.
Global Impact

- Establish Office of Global Projects to target funding for development projects abroad

- Bring research strengths in Public Health, natural Resources & Conservation (esp. water), Engineering, among others

The UA will be a world leader for confronting global challenges
Unparalleled support for international students

International faculty and scholars

International student academic support

Study Abroad

International student services

Passport Office

International Recruitment and Admission

International dining options and informal gathering space
Pillar 5
Institutional Excellence
INSTITUTIONAL EXCELLENCE 2025 GOALS

- **Define shared UA purpose and values** to be integrated throughout the Wildcat experience
- **Streamline and optimize** business processes and systems to support our **core mission** (e.g., finance and budgeting, data warehouse, CRM)
- **Eliminate Scope 2 emissions**\(^1\) through on-campus and off-campus Large-scale Renewable Energy projects
- **100%** student adoption of digital success suite (Personal, Digital U)

\(^1\) Indirect emissions from the generation of purchased energy
Mission
To improve the prospects and enrich the lives of the people of Arizona and the world through education, research, and creative expression

Our core values

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

- **Excellence:** We hold to the highest standards in all we do and we invest our resources accordingly

- **Innovation and Entrepreneurial Action:** We explore new approaches, challenge the status quo, and foster creative endeavor

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

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

- Engage experts in the field – Purpose Institute
- Involve the full Wildcat community in the process
- Define a common Purpose & Values for the UA
- Activate our unique Purpose & Values as a critical component of the Wildcat experience
Strengthening UA’s organizational health and culture

[5.1A]

Taking Action

- Strategic clarity
- Role clarity, with clear decision rights and expectations
- Performance reviews
- Operational management – clear cascade of goals and targets
Streamline and optimize university functions to support our core mission

**Systems to Connect the Campus**

- **Optimize business processes** across UA functions (e.g. travel authorizations) [5.2A]
- Enable **CRM technology** to optimize our relationship with key stakeholders [5.2A2]
- Make data readily available, via a data warehouse, to UA campus for decision making [5.2A3]

**Travel Authorization Process Improvement**

- 10-person team held 3 workshops
- Eliminated $18K in paper waste
- Decreased approval time from 5 days to 1 hour
Serving students through Personal, Digital U

Create a dynamic, joyful digital experience

- Engage with students to understand their needs
- Design digital tools that help meet their needs
- Encourage students to discover and use these tools
The Path Forward

- **Strategy Implementation Group (SIG)**
  Dedicated team to manage performance, track progress, support initiative leads and deliver impact

- **Investment in the strategy**
  - Robust development campaign
  - RCM evaluation
  - Exploring other creative strategies

- **New leaders aligned with the strategy**
  Hiring underway for Provost, CFO, SVP of Research and Innovation

- **Ongoing updates for ABOR**
  Values, Banner and RCM evaluation
"You don't have to be the best, fastest, strongest climber to get to the top of a mountain. You just have to be absolutely relentless about putting one foot in front of the other."

- Alison Levine

The University of Arizona, Class of 1987
Photo Credits

Page 14: The Fourth Industrial Revolution, Klaus Schwab (2016)


"What role will education play in the Fourth Industrial Revolution?", Asmaa AbuMezied, World Economic Forum [https://www.weforum.org/agenda/2016/01/what-role-will-education-play-in-the-fourth-industrial-revolution/]


Page 64: Bing Center for Performing Arts, Stanford University [https://www.stanforddaily.com/2013/09/27/popularity-of-shows-forces-bing-to-reallocate-tickets/]

Mondavi Center, UC Davis [https://www.ucdavis.edu/calendar/arts-entertainment/mondavi-center/]

Ansel Adams photo credit: The then-UA President John P. Schaefer and photographer Ansel Adams at the 1975 opening exhibition for the Center for Creative Photography. CCP Archive, 1975

Page 65: Presidio image: [https://www.expedia.com/Presidio-Of-San-Francisco-San-Francisco.d502558.Vacation-Attraction]

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Roosevelt Island, [https://www.globerouter.com/travelguides_roosevelтирland]