



THE UNIVERSITY OF ARIZONA

Strategic Initiatives

Strategic Plan Overview

The University of Arizona Living Strategic Plan is a bold and distinctive plan that has been refined in response to unforeseen challenges and unexpected opportunities. The plan includes initiatives grouped into five distinct pillars that make the University, including the Health Sciences, unique.

PILLAR 1 *Wildcat Journey*

Preparing students with the skills and mindsets to lead in the 4th Industrial Revolution

PILLAR 2 *Grand Challenges*

Tackling society's biggest challenges by enabling discoveries that will fundamentally shape the future

PILLAR 3 *Arizona Advantage*

Advancing our land grand mission to drive social, cultural and economic impact

PILLAR 4 *Arizona Global*

Setting the standard for a global university in the digital age

PILLAR 5 *Institutional Excellence*

Living our values and innovative culture to enable a high performing institution

All initiatives are guided by the University's core values: integrity, compassion, exploration, adaptation, inclusion, and determination. Through the implementation of the strategic plan, we will expand human potential, explore new horizons and enrich life for all.

Following are Spring 2021 summaries of updates provided by our initiative owners.



Impact of COVID-19 on the Strategic Plan

Silver Linings

- New collaborations and connections – on campus, across the nation, and around the world
- Pandemic-related opportunities
- Innovative online interactions
- Growth and expansion of online course offerings
- Demonstration of our core values
- Refocused attention on operational efficiencies and effectiveness

Common Challenges

- Reduction of financial support / late arrival of funding
- Personnel issues – hiring freeze, waiver request process, furlough, layoffs
- Additional personal/family responsibilities
- Need to pivot to pandemic-related work and online format
- Inability to convene in-person meetings or informational, kick-off or networking events of any size
- Travel restrictions

1.1A1 Strategically recruit prospective high-potential undergraduate students

To maintain our level of excellence in the 21st century, we must effectively respond to changing demographics and educational trends, while recruiting, enrolling and supporting a diverse and high-potential student body. To do this, we will increase investments in Enrollment Management staff, operations, and marketing dollars to assist in addressing pipeline issues and to attract the best and brightest students in Arizona and from around the world. We will employ targeted recruitment strategies that increase overall academic quality, number of applicants, and yield rates, while retaining our commitment to access.

Enrollment successes for summer/fall 2019 and 2020 were impacted by SIF investment and all goals have been achieved or are on track. The Office of Undergraduate Admissions welcomed the most diverse entering class in its history, despite the pandemic, budget cuts, and massive reductions in force (due to SIF cuts). These successes are a testament to the amazing talent and dedication of our recruitment professionals, but continued success will require increased institutional investment. Although the team was able to meet goals, the level of work required is not sustainable without investment.



1.1A2 Aid Without Anchor

The Aid Without Anchor initiative strategically utilizes new staff members in the Office of Scholarships & Financial Aid (OSFA) to address student financial aid questions and needs, and also educate them about financial aid and potential implications. This strategy supports student success from initial enrollment to graduation and supports the university's enrollment strategy with a particular emphasis on the first-time, full-time cohort, academic quality, and diversity metrics. The initiative also prepares University of Arizona students for long-term financial success through financial literacy outreach and education programs.

Specific positions funded through this initiative include the following:

- Native Outreach Project Coordinator
- Financial Aid Communications Coordinator
- Earn to Learn Coordinator
- Top Scholar/Scholarship Universe Coordinator
- Financial Aid Withdrawal Counselor
- Federal Compliance Coordinator

Each position is designed to provide additional administrative and/or customer service support for specific student populations and to better manage the high volume of student inquiries our office receives, particularly during peak times. We are pleased to report that we have hired and trained staff for each of the above positions, and that they are now fully functioning and actively contributing to student success.

1.1A4 Financial Aid for Retention

The Financial Aid for Retention initiative strategically utilizes financial aid by taking a holistic approach to ensure student success from initial enrollment to graduation. It supports the enrollment strategy for the university with particular emphasis on the first-time, full-time cohort and the expansion of the Arizona Assurance (AZA) program. AZA is the embodiment of the University of Arizona's land grant mission, ensuring educational equity for low-income residents of Arizona.

The initiative also provides funding for financial aid staff and financial wellness counselors to educate and work with students to address their financial questions and needs and prepare them for long-term financial success. One additional component of the initiative included the creation of Balance Forgiveness and Last Mile financial awards to support re-enrollment and degree completion.

During FY21, in spite of budget cuts and pandemic challenges, we have continued to maximize available resources in these areas. Within the current constraints, we continue to see progress toward many goals.

1.2A1 Design a New General Education Curriculum

The overarching goal of this initiative is to create a newly envisioned general education curriculum for the University of Arizona. This new general education curriculum, as proposed, will focus on perspective-taking, interdisciplinarity, and sustained exposure across the curriculum to several critical skills and contexts: diversity and equity, quantitative reasoning, world cultures and societies, and writing. Pending approval from the Undergraduate Council, the College Academic Administrators Council, the UArizona Faculty Senate, and ABOR, the new general education curriculum will be introduced in Spring 2022 for new matriculants.

In FY21, the Provost's Office created the Office of General Education to develop a revised university-wide, coordinated general education program. This coordinated effort allows for a focus on growing the infrastructure and support needed to draft policy and implementation plans for the successful launch of the new curriculum. With a new team of faculty, staff, and administrators from across the university with expertise in teaching, learning, and assessment, progress toward goals has focused primarily on finalizing the program curriculum, drafting policy, incorporating feedback from stakeholders, working with ABOR staff and colleagues from NAU and ASU to develop coordinated assessments of general education, and engaging in the shared governance process in order to fully realize the goals set forth for the new general education program.

In addition, our team has developed resources for faculty teaching in general education, including a fully online D2L Quick Start course so that faculty can familiarize themselves with the new curriculum and be prepared to submit their course proposals pending program approval. As we work toward the planning, implementation, and curriculum goals outlined in the strategic plan, we remain committed to incorporating feedback from faculty, staff, and students while remaining focused on the guiding principles and sustainability of the new general education program.

1.3B2 Old Chem Building Renovation

Active and collaborative learning strategies result in increased student learning, engagement, and development of workplace-relevant skills. Although many evidence-based teaching strategies can be implemented in any physical setting, there is no doubt that the physical layout of the classroom can impact student engagement and the use of instructional strategies. To build on UArizona's commitment to provide deep and meaningful learning experiences, this initiative involves providing physical space to help achieve that goal with a high-visibility renovation of the centrally located, historic Chemistry Building, which will be repurposed into an innovative-teaching hub. In addition, this initiative provides support to continue the important work of renovating existing centrally scheduled, informal, and departmentally owned learning spaces to expand the options for using evidence-based instructional strategies.

The initiative's resulting renovation project will also incorporate much needed and overdue life-cycle renovations of the Chemistry Building, including deferred maintenance, life safety and building code upgrades, providing universal accessibility, and incorporating sustainability measures. The aging facility was constructed in 1936 (first phase) and 1948 (second phase), with another addition in 1962.

The preparations for renovating and repurposing the Chemistry Building began in Summer 2019 with the process for selecting and hiring a Design-Build team to help deliver the project. The past year has seen the Design Phase of the project continue to the point where it is now substantially complete. At this time, bidding and contracting are underway, along with continuing relocation of current building occupants and functions to elsewhere, to prepare for the start of renovations. Construction is currently scheduled to start in May 2021 with anticipated completion in Spring of 2023.

1.4A1/2 Analytics Engine/Retention Playbook

The Student Success initiative serves all undergraduate students with a focus on first-generation, low-income, transfer, and minoritized students. The programs and services include tutoring, learning skills development, math-readiness, writing skill coaching, mentoring, cultural learning communities, and more for navigating, excelling, and graduating college. Additionally, we identify early warning signs of academic distress, create predictive models for strategic intervention, and advance growth mindset and sense of belonging using carefully well-defined networks of campus partners.

COVID-19 and budget cuts have resulted in historically unprecedented challenges to student success; however, our retention goals remain the same as pre-COVID-19. During the pandemic, the Student Success and Retention Innovation (SSRI) team moved swiftly to a 100% virtual format to replace, assist, and augment all of the activity previously performed face-to-face. We received national recognition for excellence in this area and were awarded a [NASPA Virtual Innovation Award](#). This award, funded by the Bill & Melinda Gates Foundation, recognizes excellence in delivering virtual student services. Furthermore, our overall goal for our four sub-initiatives was to increase first-to-second year retention, which we successfully achieved for FY21.

1.4A3 One Team, One Dream

There are four elements of the **One Team** initiative all focused on improving persistence and degree completion metrics by leveraging academic advising services. These elements have an intertwined relationship and include:

Retention Specialists Provide each college with a student data analyst who produces timely and accurate analysis designed to inform advising and college leadership programming and investment of limited resources. Five of the fourteen colleges currently have a retention specialist and have demonstrated to be valuable members to their colleges. Equally important is the formal working partnership of the retention specialists called the Retention and Completion Group (RCG) which includes representatives from UAIR and the Office of Research and Assessment. Common data questions and solutions are the focus of the RCG.

Wayfinders Some of UArizona's most talented advisors spend additional time each week meeting new students where they are. Whether students have declared a major, or not, Wayfinders shines light on the plethora of academic program options and how to navigate to the right advisor to learn more. The program shows evidence they are attracting the new student targeted population to their activities which have grown in attendance once programming shifted exclusively to the virtual environment.

Advisor Onboarding Program (AOP) The goal of the 15-hour training program for new advisors is to provide a more consistent onboarding experience. While the bulk of training occurs within the department and/or colleges, AOP offers an institutional perspective to advising practices with a goal of 100% participation of all colleges' new advisors.

Advisor Caseload Recognizing a caseload of 400 students in a highly prescriptive curriculum does not represent the same workload the same caseload of students without a declared major or in transition from one program to another. Of the four initiatives, this one experienced the slowest rollout for several reasons (e.g. no interest in a level I advising position, space limitations, etc.) Where there were new advisors positioned in highly subscribed areas (PSIO and Theatre Arts), there is evidence of improved student persistence, particularly of First Gen students. Reducing advisor caseload is not as straight forward of solution towards persistence and degree completion as it might appear.

1.7 Health and Wellness

Health and Wellness Initiatives provides systemic health and wellness support as part of a comprehensive approach to improve student retention and graduation outcomes. Specifically, Health and Wellness Initiatives provides a leadership structure to offer strategic health and wellness vision, evolve interventions using a continuum of care model, and leverage research, professional training opportunities, and development to build sustainable models of care.

In light of the COVID-19 pandemic, we reallocated and expanded resources to meet the large-scale needs. Our progress includes the following:

Arizona's Health and Wellness Initiatives launched Wildcats R.I.S.E. (Resilience in Stressful Events) to advance mental health and wellness support of students during the COVID pandemic. Wildcats R.I.S.E. is a peer support program that offers Psychological First Aid (PFA) to students in a confidential and safe environment. Wildcats R.I.S.E. was developed in consultation with Dr. George Everly, international expert in crisis intervention and faculty at the Johns Hopkins School of Medicine and Public Health. Over 90 students applied to become a R.I.S.E. Leader and 22 were selected and trained. R.I.S.E. has iterated throughout the initial fall launch; it is now offered on-demand virtually and has served over 60 students.

Trained additional professionals in the virtual adaptation of the nationally recognized program Mental Health First Aid™ after it transitioned to an online teaching format due to the pandemic; launched virtual Mental Health First Aid™ to faculty and staff.

Continued Life Management Counseling and Consultation services in four main areas (The A Center, Thrive Center, College of Agriculture and Life Sciences, and the Eller College of Management) and served a large number of faculty, staff, and students with direct counseling service and consultations. For the Fall 2020 semester, the Life Management Counseling and Consulting Service has provided over 145 outreach and psychoeducational training programs to faculty, staff, and students. Over 225 students received individual appointments from LMCs. And the individual intervention has been demonstrated as effective: students report over 10% decrease in their self-reported stress rating after attending one session.

We have provided leadership for ongoing mental health working group to address return to campus planning, evolve service delivery models given modified operations, and development solutions.

UAHS 1.1B Train Students for Arizona Communities (Physician Assistant Program)

The University of Arizona Health Sciences leads the way in interprofessional, community-based healthcare workforce training to meet the needs of Arizonans. There are robust education programs in our two colleges of medicine and our colleges of pharmacy, nursing, and public health. However, primary care shortages continue to exist throughout Arizona. The launch of the new physician assistant (PA) program will help address unmet need while also providing new and unique opportunities for students wishing to advance their healthcare career and remain in the state to practice after graduation.

UArizona Health Sciences will continue our mission to foster interprofessional training and provide unique educational offerings such as a dual degree PharmD/PA program. Graduates of this program are trained to serve as a pharmacist and provide primary care in their communities - especially valuable in rural and underserved areas where they can meet multiple needs.

In the last year we launched a nationwide search for a director of the new PA program and are finalizing the recruitment process. The goal is to move as expeditiously as possible to accreditation. The director will design, develop and implement an innovative PA program to expand the primary care workforce in Arizona. As the search progresses, we began working toward accreditation of the new program. The PA program will be an integral part of the comprehensive interprofessional health professions training programs offered by the UArizona Health Sciences.



UAHS 1.3 Interprofessional Education (ASTECC)

We seek to further interprofessional healthcare education (IPE) by leveraging the University of Arizona Health Sciences' state-of-the-art, 35,000 sq. ft. healthcare simulation facility. The facility, the Arizona Simulation Technology & Education Center (ASTECC), has been a leader in healthcare simulation for more than 17 years. As a center within UArizona Health Sciences, ASTECC is uniquely positioned to service all Health Sciences colleges by providing a centralized location for students to engage in high-fidelity simulations, both in content and setting.

ASTECC's history of providing simulation excellence enables them to create a unique learning environment that will place students in realistic scenarios that include students from other colleges as well as a range of interprofessional healthcare professionals. Additionally, this loci of IPE will provide an invaluable resource to the undergraduate UArizona population and Arizona communities at large.

Though the pandemic has caused unforeseen challenges to accomplishing the goal of bringing impactful IPE to the UAHS colleges, it has not stopped ASTECC's progress. ASTECC has continued to provide and engage in numerous IPE activities, with particular focus on IPE-related curriculum. ASTECC has already exceeded its 2022 goal for number of IPE-related modules. Additionally, despite the pandemic, ASTECC has seen unexpected learner contact hour growth across certain UAHS colleges and the K-12 community. Such growth is helping guide adjustments to ASTECC's goal setting for future years. ASTECC's ability to persevere in the mission of accomplishing Strategic Initiative 1.3 in the face of the pandemic speaks to the strength of its foundations, as well as the desire of UAHS students and colleges to engage in meaningful IPE. It further testifies to the University of Arizona's ability to easily become a world class leader and powerhouse in the field of interprofessional healthcare education.

2.1A University of Arizona Space Institute

The overall objective of the University of Arizona Space Institute (UASI) is to maintain the University's status as the leading university for space sciences in the world. UASI's activity focuses on enabling researchers to submit high-quality proposals for spacecraft missions and space instrumentation. For FY21, UASI has given financial or personnel support to, or committed to support, 17 projects.

The first success is NASA's selection of the PIONEER mission Aspera (Carlos Vargas, Principal Investigator), a \$20M Astrophysics mission. One other proposal has been declined, five are pending, and the rest are for proposals that are currently in preparation, in some cases for expected due dates more than a year in the future, or discussions about projects with the private sector. The projects reflect a diversity in personnel and approaches that will be necessary for UArizona to succeed in the future. In FY21, UASI has supported 14 different PIs (including four females and two Hispanics) from three different departments, proposing to three different divisions of NASA, as well as three non-NASA projects.

UASI remains on target to reach its objectives.

2.1D Defending Our Planet

The activities in initiative 2.1D, Defending Our Planet, have focused on two efforts. One is to build and operate a space-based infrared telescope to find dangerous asteroids. The other is to defend Earth's ecosystem from climate change by providing high-resolution monitoring of the emission of greenhouse gases such as methane.

Development of the telescope, NEO (Near-Earth Object) Surveyor, continues to progress, with formal approval of the mission possible as early as May 2021. The primary challenges in FY21 have been in defining the management structure of a mission that is different in intent from either NASA's normal competed scientific mission or NASA's normal directed missions, and in securing funding.

The work on greenhouse emission monitoring has involved proof of concept studies, airborne work in conjunction with several institutes and state governments, and the development of a public-private partnership for a space-based system, a partnership that has raised nearly \$100M in philanthropic donations this year.

2.2A Arizona Institutes for Resilience (AIR)

The Arizona Institutes for Resilience (AIR) integrates research, education, and solutions applications at the University of Arizona with a focus on building resilience to address climate and environmental crises and change, particularly in arid regions. AIR is a convener across campus and community; a promoter of cross-disciplinary activities, partnerships, innovation, and education; a source of new financial opportunities; an inspiration for greater student enrollment; and a mechanism for addressing the environmental threats faced by communities everywhere.

Still in the early stages of its first funding year by the Office of Strategic Initiatives, new programs have been launched to strengthen student engagement opportunities and university partnerships with local to international communities. Some examples include:

- Bridging Biodiversity and Conservation Science (BBCS) is researching biodiversity science as it intersects ecology, public health and environmental security, food security, and national security to help inform policy makers on the impacts of conservation and biodiversity actions on societal well-being.
- The Applied Regional Hydroclimate Modeling Center will use observations and modeling to provide hydroclimate information at regional and local scales to inform decision making.
- The RESTRUCT Built Environment Research program is developing a university-wide ecosystem to support research, teaching, and service aimed at the future of the built environment.
- The Earth Grants paid internship program will pair students with mentors at community and campus organizations to gain real-world experience while testing out potential careers and contributing meaningful work to the organizations.
- The Environmental Education program aims to connect education, training, and undergraduate research experiences for learning across disciplines to elevate the university's excellence in Earth and environmental science and in applied resilience solutions, provide unique and valuable learning experiences for students, and contribute to the quality of life for all Arizonans.

Through innovative programs and community partnerships, AIR aims to elevate Arizona to be the top choice for students and faculty who are committed to managing climate and environmental risks and building equitable and effective solutions in collaboration with those most affected by these risks.

2.5A1 Data Sciences Academy (DSA)

The Data Sciences Academy (DSA) was created in 2020 as an umbrella organization to coordinate and facilitate activities across campus and in the community. Given the ubiquity in the data driven endeavors at the University of Arizona, the DSA has the opportunity to extend the reach of existing projects and, by creating new communities, to foster new educational, research, and service opportunities. As this understanding of the centrality of the data sciences expands to reach our schools and the children in these schools, then the Academy should serve a critical role in attracting students, providing them new opportunities and helping them navigate the complex environment of University life in their choices for data science education and career ambitions.

With a budget reduced by the economic consequences of the pandemic, the Academy focused attention on design projects that establish the infrastructure to accommodate a much larger Academy footprint in future years.

For its focus on graduate student research, the Academy provided support to extend the activities of TRIPODS, Transdisciplinary Research in the Principles of Data Sciences, to keep in place the hard-earned gains in new collaborations begun under TRIPODS and to position the University to compete for funding as new opportunities arise in the foundations of data science. The major thrust in graduate student education was the design of a professional master's degree program. The program will satisfy the workforce needs of those now longer in school and those who need additional training while on campus to their own research and career ambitions.

The major undertaking in undergraduate education was to create a website with a roadmap so that current and potential students can weigh their options in the data sciences and make effective plans. Undergraduate research was devoted to a joint activity with the Undergraduate Biology Research Project to create a DSA/UBRP fellows' program with the aim to extend beyond the life sciences in future years.

Finally, the Academy has begun a K-14 initiative to bring to teachers and to their students tools, and the confidence to use those tools, so that data inspired activities becomes a routine part of a child's education.

UAHS 2.3 Comprehensive Pain and Addiction Center

Our vision is to create a center that embraces and thrives in preclinical and clinical research that addresses chronic pain and addiction while educating all health care providers and students across the state of Arizona. Goals include designing new legislation that helps prevent future addiction crisis while developing innovative technology that will predict those at risk of substance misuse and prevent opioid induced deaths. The Center includes a clinical component that provides state-of-the-art and affordable care to all Arizonans suffering from chronic pain and addiction, as well as trains and prepares future physicians to adequately manage both chronic pain and addiction.

Our mission is to help those who suffer from chronic pain and substance use disorder through clinical care, research, education and legislation. We strive to train the next generation of subspecialty health care providers and researchers as well as to reach out to the community with the latest outcomes of research and education.

Progress in FY21 includes: 1) Establishing a new Center, 2) Four new NIH R01 grants to study preclinical targets for pain and opioid use disorder, 3) An NIH grant for a clinical trial in metastatic cancer patients, and 4) Two new federal grants from HRSA – one that trains a paraprofessional workforce to help families with substance use disorder in Pima and Santa Cruz County and a second one that starts an Addiction Fellowship at UArizona/Banner. We received an additional third sub award from HRSA to help with Rural Communities Opioid Response-Implementation with programs like Medication Assisted Training (MAT).

Accomplishments also include 17 peer-reviewed publications from team members, submission of one pre-patent, acceptance of an Investigational New Drug use for the clinical trial mentioned above, implementation of a AzDHS required curriculum certificate for the medical school on pain and addiction, and acceptance of the UArizona/Banner neonatal abstinence program for use in Banner –UMC Phoenix with hopes to extend to all Banner hospitals.

UAHS 3.1 Precision Aging Network Pilot Study

Cognitive healthspan does not currently match human lifespan. The strategic vision of the Precision Aging Network (PAN) is to develop the essential scientific knowledge to explain the contrast between cognitive healthspan and human lifespan. Specifically, we must understand the neural mechanisms that 1) account for optimal brain performance in old age resulting in healthy cognitive function, and 2) those that underlie decline in brain function leading to cognitive impairment, Alzheimer's disease, or Alzheimer's disease-related dementias. The ultimate goal of the PAN is to develop not only a strong scientific foundation for the essential knowledge needed to match cognitive healthspan with human lifespan, but also leverage big data approaches to apply precision medicine concepts to prolong optimal brain function. The PAN directly addresses the goal to position the University of Arizona as the global leader in Precision Aging.

The overall goal of Strategic Initiative UAHS 3.1 is to obtain key preliminary data required for the successful resubmission to the NIA PAR-19-374: Complex Integrated Multi-Component Projects in Aging Research (U19 Clinical Trial Optional), entitled Precision Aging Network: Closing the Gap Between Cognitive Healthspan and Human Lifespan. The investment in building the infrastructure necessary to conduct proof of concept pilot experiments has allowed us to be in a strong position to be competitive for the \$60M grant that, if funded, will support the full PAN effort for five years.

The infrastructure necessary for the Precision Aging Network includes the ability to recruit, collect, analyze, and synthesize data from the world's largest, nationally representative cross-sectional cohort of individuals age 18 years and above, and to study a subset of these individuals (50 years and older) in some depth in order to create unique profiles of each person that can eventually lead to specific predictions for customizable therapeutic interventions.

This project will 1) expand the size and diversity of the existing MindCrowd cohort by recruiting new individuals to take the MindCrowd web-based survey, 2) will leverage UA's CyVerse platform and Data Science Institute for data harmonization and analysis, 3) will develop a new set of grass roots recruiting efforts, 4) will develop methods and metrics for evaluating recruitment approaches, and 5) will recruit individuals for in-depth follow-up in Tucson, Arizona.

Despite specific milestone delays due to COVID-19 restrictions in early FY 2021, project planning activities moved forward, and we were successful in resubmitting the grant proposal in September 2020.

UAHS 4.1 Personalized Defense

The Personalized Defense initiative will elucidate how the immune system and microbes interact in infection, inflammation, health and disease. This will enable new diagnostics, prevention and therapeutics to combat major health challenges of today. Specifically, it will define how microbiome, environment, nutrition, persistent infection, inflammation and immunity impact each other, and how they influence chronic diseases (cancer, heart, brain, metabolic) and health disparities.

COVID-19 brought about fiscal woes with drastic budget cuts, as well as a difficult hiring situation with reduced social and personal mobility. Nonetheless, we have achieved quite a lot. One of the biggest achievements was the massive pivot of much of the initiative towards SARS-CoV-2 research on many fronts, including establishment of outstanding detection, testing and research platforms. The initiative plans to leverage and harness much of that creative energy to create machine learning and text reading/ natural language understanding and in silico hypothesis validation and discovery pipelines that can subsequently be used for all host: microbe-related research.

This initiative will work to establish collaboration channels between different university departments, institutes and centers by creating an Immune-Microbe Interface in Health & Disease (IMIHD) Interest Group with the support of a focused hire of a senior faculty member. The initiative will also incentivize existing faculty by providing resources to hire postdocs that will expediently jump-start collaborations. Paired with bioinformatics and infrastructure support for high-resolution immunome and microbiome mapping, this initiative will position UArizona as a revolutionary real-time point of care leader for inflammatory and chronic diseases.

UAHS 5.1 Advanced Technologies in Healthcare

We aim to connect researchers across disciplines within health sciences and beyond, to develop an array of technologies and digital solutions to improve health and wellbeing.

Supported by UAHS funding, the Faculty Commons + Advisory is an innovative gathering place for faculty across the university to meet, collaborate and get advice. During the pandemic, it has transformed into a virtual collaboration incubator and digital resource to continue its mission during the worldwide COVID-19 pandemic. We advance FC+A programming to provide faculty and researchers with easy access to research experts, lectures, and workshops, as well as campus-wide resources designed to serve them, including: HIPAA Privacy Program, Data Science Fellows Program, Research Laboratory and Safety Services, Conflict of Interest Program, Center for Biomedical Informatics and Biostatistics, Arizona FORGE, and many more. The resource is operating without walls now, but when campus reopens, the FC+A will continue to draw upon its physical design to achieve collaboration and inspiration.

Also supported by UAHS funding, the Health Sciences Design (HSD) Program was envisaged to develop facilities and curricula that engage undergraduate, graduate, and professional students in all majors in the design of solutions for health care challenges. Although SIF funding was suspended before HSD could be fully equipped, three distinct courses were nevertheless launched during COVID, with core HSD faculty engaging 36 students from four colleges. Each course has successfully helped develop critical skills and competencies in health sciences design thinking content, and related activities have established both community partners and a campus makerspace network. Despite COVID, exclusively online courses, and an incomplete makerspace, the past year has delivered a successful proof of concept. Program sustainability now depends on future investment, with clear resource requirements in equipment, supplies, and broader course adoption across UA degree programs.

The Sensors Lab, funded by the Strategic Plan, allows students, faculty, industry and community members to come together to use and develop novel hardware and software to detect, monitor, analyze and provide feedback to human physiology and behavior. The goal is to develop an engaging and productive environment including equipment and a knowledgeable staff member to encourage creativity and innovation. While the physical space is one year delayed, a laboratory coordinator has been hired and commenced purchasing equipment, engaging with internal and external constituents, and the Lab has already been written into proposals. There is tremendous enthusiasm around this capability and an eagerness to both check out sensors when they arrive, and reserve the space when renovations are completed.

3.1A Strengthen Commitment to Equity and Support of Diverse Communities

The Masculinities in the Mix (MinM) initiative, funded as the sole component of 3.1A in this fiscal year, was originally intended to have four professional staff coordinators, one for each of the cultural centers. Since Fall 2020, two coordinators and a part-time Senior Coordinator have been managing many and diverse needs that support the retention, belonging, and success of men of color on campus. Additionally, in light of the largely remote nature of university life this year, the MinM program pivoted to focusing on building out asynchronous ways of engaging students and provided resources and support.

The vision of The Masculinities in the Mix Initiative is to provide sustained and focused programming, one-on-one meetings with students, and cross-center initiatives that supports the success and belonging of men of color by focusing on retention from a culturally responsive perspective. To these ends, we focused the work and measurement of progress towards goals around the five specific areas of work listed below. Collectively, these areas of work move from one-on-one intervention and outreach work, to group programming, to working for connection and change across spaces on campus to continue to create environments that are attuned to the unique needs of our diverse students, and that support the inclusion and success of men of color specifically.

Of the 158 undergraduate students who participated in MinM programs in the 2019-2020 academic year (MinM's inaugural year), 90% of these students were retained from Spring 2020-Fall 2020, and they remain enrolled this semester. This retention percentage is 5 points higher than for all undergraduate students, and 6 points higher than for all undergraduate students of color.

As we return to campus for the fall, we anticipate that MinM will be well equipped to shift back into in-person practices. Adding the in-person mentoring and support to the online work they rolled out this year, MinM will be able to provide comprehensive support to men of color.

3.1B Institutionalize Commitment to Hispanic Advancement

The overall goal of Strategic Initiative 3.1B: Institutionalize Commitment to Hispanic Advancement, is to build institutional capacity for excellence and HSI (Hispanic-Serving Institutions) servingness in the areas of: faculty recruitment, hiring, retention and promotion; research; teaching, and service. We aim to advance this goal by:

- Facilitating the clustering of faculty teams who will work together on HSI research and teaching initiatives.
- Creating and implementing a long-term strategic plan for HSI-related grant development efforts in partnership with key stakeholders.
- Leading efforts to advance research initiatives that strengthen understanding of HSIs and inform the development of transformative practice.
- Creating the conditions needed to support successful recruitment, retention, and promotion of faculty from diverse backgrounds.

To date, major accomplishments include the essential hire of Dr. Judy Marquez Kiyama, Associate Vice Provost for Faculty Development, in July 2020 with strategic investment funds to implement efforts to further the aims of HSI by strengthening institutional capacity among faculty, the launching of the AZ HSI Consortium in January 2021 with collaborators who are leading the 16 HSIs across Arizona, and significant advancements to the recruitment and hiring of diverse faculty across four core areas (training, resources, guidelines, and communication).

We are on track to meet or exceed all stated Strategic Initiative 3.1B goals, which focus on increased outreach related to HSI- related grant submissions, expanded tracking of peer reviewed publications and creative expression, and increased number of faculty focused on regional diversity in research and scholarship centered on issues relevant to the Hispanic community, over the next three years.

3.1C Native American Advancement and Tribal Engagement

The Native American Advancement & Tribal Engagement (NAATE) initiative is focused on establishing UArizona as a leading institution serving Native Americans by increasing awareness and establishing new processes. The Office of Native American Advancement & Tribal Engagement was created in September 2020 with the hire of a Senior Vice President of NAATE, who is elevating the voice of tribal governments and Native American students, faculty, and staff by directly reporting to the UArizona President on all aspects of the University's land grant mission.

Prior to the creation of NAATE, UArizona responded to the needs of our Native American community through two working groups focused on student enrollment and financial aid. Since September, NAATE has successfully focused on three main goals to expand awareness, knowledge and collaboration: 1) Engaging Tribal Leaders and UArizona's Senior Leadership Team, 2) Regularly meeting with the key individuals and departments on campus regarding Native American awareness, advancement, and implementing new processes, 3) Frequently visiting 22 Tribal Nations and inviting key partners and leaders on campus. Despite challenges presented by the pandemic, NAATE continues to build relationships with the tribal leaders with the goal of hosting an Arizona Tribal Leader Summit once COVID restrictions subside.

Looking forward, the initiative will create a physical space for the Center for Native American Advancement & Tribal Engagement (Office) and the establishment of a School of Indigenous Governance and Nation Building (School). Funds and space are limited, and the initiative continues to work toward this goal and will support fundraising campaigns to establish these physical spaces that recognize, promote and support achievement, sustainability, and expansion of Native American advancement at the University.

3.2A Making the Arts Central to the University of Arizona Experience

There is no one who has escaped the need to confront the particular challenges of the past year, and Arizona Arts is no exception. The pandemic necessitated the cancelling of event and program schedules across all units in the division; activities that are the very lifeblood of both our educational and outreach missions. University-wide financial challenges that have impacted not only SIF funding across the entire strategic plan but also left the university in a general mode of contraction.

Despite these challenges, there is broad buy-in for this initiative, both within Arizona Arts as well as across the university, and this has been critical to the progress of the initiative. We have found ways to pivot in response to the particulars of our current situation and in turn move forward on important aspects of the initiative. Significant progress has been made on all three goals, including \$8m worth of donor-driven investment into capital and public art projects as a first phase of the broader Arizona Arts Facilities Master Plan, a host of new academic programming centered on collaborative and interdisciplinary approaches to arts and technology as well as arts and wellness, and an exciting array of free and easily accessible public programming.

This new programming has provided critical proof of concept for key aspects of the initiative and the power of the broader vision it represents. As we move toward some semblance of a “return to normal” next fall while simultaneously contending with serious financial challenges, we are trying to ensure we do so in a way that does not kill the momentum of what we gained this year.

3.3B2 The DC Center for Outreach and Collaboration

The University of Arizona Washington, DC Center for Outreach & Collaboration (DC Center) was established in 2020 to inform and convene leading experts from around the world to extend the impact of UArizona research and scholarship to interested federal, congressional, and private sector stakeholders. Here, we will lead imaginative collaborations to create a world where human potential is realized by working together to develop solutions to grand challenges.

The DC Center presents a robust events program to highlight the university's unique contributions to the global community. While the 2020 grand opening celebration was canceled due to the pandemic, we are vigorously preparing for several signature events, hosting faculty and staff on official university business, and welcoming students for internship and experiential learning opportunities while in D.C. Additionally, we are able to expand our reach from Washington via Zoom meetings, events, and conferences.

The Washington, D.C. Center for Outreach & Collaboration is the University's front door in Washington where we will welcome elected officials, policymakers, influencers, and community stakeholders to share in the amenity and enhance the visibility of the University of Arizona on the global stage.

3.3C2 Border Lab

The Border Lab initiative aims to make UArizona the leader in the field of border studies by creating new knowledge and transnational collaborations. This will position the university as a top destination for students and faculty pursuing border related scholarship in global, binational, and regional contexts.

To this end, the Border Lab will 1) consolidate and expand UArizona's existing conglomerate of interdisciplinary border and transnational scholarship, 2) provide experiential and service-learning opportunities for UArizona and non-UArizona students as well as research and community engagement opportunities, and 3) articulate an interdisciplinary curriculum at the graduate and undergraduate level. Through its regional focus, the Border Lab also represents UArizona's institutional commitment to our students, our surrounding communities, and cultures, as well as our HSI status and land-grant designation.

Like other initiatives, the Border Lab initiative's timeline and scope has had to adapt to the recent financial impacts and new safety guidelines of the COVID-19 pandemic. To ensure the continuation of the initiative after an indefinite pause of all funding from the Office of Strategic Initiatives (OSI), it has been temporarily housed at the Confluentcenter for Creative Inquiry (CCI), a university-wide research institute within the Office for Research, Innovation, and Impact (RII). Javier Duran, the initiative owner, and CCI staff have maintained a collaborative, cross-campus dialogue with key enablers and other initiative stakeholders in the process of not only defining the lab's interdisciplinary focal areas and scholarly community, but also defining the virtual components and online presence of the initiative, as well as the goals and expectations of a UArizona faculty fellowship program that aligns with both the mission of the Border Lab and CCI's externally funded Fronteridades program.

In response to the financial uncertainty brought on by the pandemic, CCI staff and this community of key enablers have collaborated on internal and external grant proposals and developed a grant writing agenda for the remainder of the academic year. The Border Lab initiative will thus achieve its mission by building on campus partnerships, ongoing dialogue, and continued institutional commitment.

UAHS 3.3 Next Generation Model of Healthy Aging

Our vision is to envelop older adults within our community to feel a sense of belonging to UAArizona; to create cutting edge science and gain traction in aging through reputation by funded extramural scientific studies, educational offerings, accessibility and Age-Friendly status.

Our initiative is to explore, discover and evaluate new models for healthy aging, including: creating an Age-Friendly University, partnering with developers of senior living communities, expanding our capacity in research focused on aging including identifying and testing interventions for Smart and Adaptive living environments that consider both environmental factors and health management, and increasing the workforce to meet both the opportunities and challenges of our aging population.

We continue to engage our working team members to: 1) advance interactions with the community of older adults, 2) partner with developers to discover and implement new models of healthy aging, 3) support research (science) in the areas of aging, 4) develop and put into place educational opportunities with a focus on aging. Our vision is to become recognizable as the “go-to” University for those seeking a degree in aging.

4.1A Global Projects

The University of Arizona intends to become a world leader for confronting global challenges by increasing activities performed overseas, building relationships with international institutions, and creating incentives for faculty to participate in global programs. To this end, UArizona established the Office of Global Projects (OGP) in May 2020 with two staff located in Research Development Services (RDS) in Research, Innovation and Impact (RII).

OGP has already achieved or exceeded most its FY21 goals. As a new office with a mission foreign to many faculty and students, OGP spent much of the first year reaching out to colleges, departments, and faculty to inform them of the mission of OGP and to solicit their interest in partnerships. To date, OGP has reached out to 95 UArizona units representing 176 faculty and staff resulting in several important partnerships. OGP has also reached out to over 120 external organizations working in international research and development which has resulted in several successful partnerships. OGP has submitted six applications totaling \$32,093,766 and prior to the end of the fiscal year, we intend to submit another three or four applications totaling \$25M.

OGP has also been building its presence directly with the United States Agency for International Development (USAID) and the U.S. Department of State (DOS) through strategic meetings with key leaders. For example, OGP has reached out to key leaders in the USAID Bureau for Resilience and Food Security to position itself as a thought leader and partner of choice in resilience research as well as Agency leadership responsible for higher education partnerships and for engagement with Minority Serving Institutions (MSI) to leverage its status as an HSI.

4.2C4 Arizona Global Center

The Global Center centralizes international activities and services on campus, delivers unparalleled support for international students, and provides a hub for global engagement. The Global Center now includes the following offices: International Student Services, International Faculty & Scholars, International Admissions, Study Abroad, Passport Services, Global Travel, a THINK TANK advising space, and an OSCR Computer Lab. After Phase 2 of renovations the Global Center will also include international food options as part of a global food court, an international market, a collaborative workspace, and renovated common areas including the main lobby and courtyard.

The Global Center will eventually be the heart of an International Village—a vibrant living and learning community that will include internationally focused dorms, a wide variety of international dining options, indoor and outdoor spaces for events and activities, conference facilities, and guest housing serving the global needs of the University. The International Village will draw students, faculty, staff and the Tucson community to engage in transformative global experiences with their international counterparts and will be the focal point for global activities on campus.

In FY21 we received Strategic Initiative Funding to begin renovations on the collaborative workspace. The renovation work is complete, and furniture is being ordered. We have requested the remaining funds from our initial \$8.5M budget commitment to continue construction and renovation at the Global Center. We look forward to completing the renovations of the Global Center and providing a vibrant hub for global activities on our campus.

UAHS 1.5 UArizona Health Sciences Global and Online

Broadly, the initiative remains focused on bringing high quality one-of-a-kind interprofessional online and global courses and programs to students and communities that need them. Now more than ever students are seeking innovative programs that match the demands of a changing world. Interest in and demand for health sciences programs in particular have increased and the UAHS Global and Online initiative has risen to meet these demands through the continued development of courses for online and global modalities. Furthermore, the initiative has proven its capacity to bring together stakeholders from across disciplines, Colleges and university centers to contribute to a unique, UAHS collaborative graduate degree program, “Innovations in Aging.” The commitment to the development of this program has persisted despite significant reductions in funding and changes in the strategic plan.

In addition to the interdisciplinary course and program development, the initiative and UAHS Colleges have also worked to ensure that global partnerships remain on track amidst this dynamic time. This includes the launching of a successful microcampus partnership between the College of Medicine - Tucson and Amrita Vishwa Vidyapeetham University in India in Fall 2020. Forthcoming partnerships between College of Nursing, College of Pharmacy and others are anticipated in 2021 to further contribute to the global partnership goals outlined in the long-term objectives of the UAHS Global and Online initiative.

Like many initiatives, the UAHS Global and Online initiative has adapted to significant budget reductions, as well as other changes (e.g., inability to travel) that impact the scope and implementation of the strategic plan. Fortunately, the initiative has been able to work ahead of schedule on microcampus and collaborative UAHS program development despite significant reductions and changes. With the hiring of critical personnel to our newly established centralized UAHS Global and Online office, as well as critical hiring of personnel within the Colleges, the initiative has made substantive progress in promoting global educational opportunities in all Health Sciences colleges. This initiative is on track to hit the large goals and KPIs for program development and delivery. With additional funding, enrollment and course development is perfectly poised to expand to implement other aspects of the UAHS Initiative including the partnership with Minerva University and global research opportunities.

5.1A Our Best Work Environment

Our Best Work Environment (OBWE) Initiative is comprised of faculty and staff of the University of Arizona with the continual goal of building our best work environment. Praxis workshops were conducted in spring 2019 to help unpack the 2018 findings of the Occupational Health Index (OHI) Survey administered to faculty and staff (n =4,209, 33% response rate). The workshops sought to build consensus around the results across the University of Arizona Main Campus and Distance locations (n =329). The subsequent data as reported to senior leadership in fall 2019 revealed five key action areas from which five taskforces were created: assessment, annual review and pay equity, career conversations, motivation and work environment, and fostering a respectful workplace.

OBWE started off strong in 2020 with the support of an Administrative Assistant, with the establishment of five taskforces led by faculty and staff Co-Chairs, who began planning using participatory-based meetings with their teams to leverage strengths and address challenges discovered from the OHI and praxis workshop data. This momentum was severely curtailed in March 2020 by full elimination of OSI funding. This was further curtailed by the broader impacts of the pandemic and implementation of University furlough and furlough-based pay cuts, which caused significant burden to our team of 195 members. While members were encouraged to continue their OBWE work if possible, the vast majority of members were no longer able to volunteer their time for this work.

Despite these challenges and lack of SIF funding, some progress was made in collaboration with strategic partnerships: UAHS, Office of the Provost, Faculty Affairs, and the HSI strategic initiative under Marla Franco. This includes a healthy work climate speaker series; spotlighting diverse faculty and recognizing, celebrating, and honoring the contributions of diverse communities; reviewing, proposing, and implementing policy change recommendations and trainings for faculty; and assessment pilot work. A new climate measure developed by one of the taskforces was created and piloted. A report was provided. Some questions of the new climate measure were included in the COVID19 instructor survey. It is also being considered by Dr. Ivy Banks and her measurement team for future climate measures. These actions are strides toward our best work environment, which will hopefully be measurable in the future through a work climate assessment.

5.2A2 Trellis

The Trellis program aims to digitally transform the institution by enabling high-quality human interactions at scale on shared platforms that improve constituent experience, create operational efficiencies, and consolidate interaction data for institutional analytics. Our approach includes master data management, strategic analytics, change management, and cross-platform user experience optimization. Our aim is clear - improve experiences for all constituents, and enable university professionals to have more meaningful interactions, beginning with students. Two years in, we have delivered nine products to our university community, scaled onboarding of new organizations, and rapidly evolved our roadmap in the University's shift to remote learning, research, and operations.

Specifically, in the last year, the program has seen significant expansion, with many units onboarding into our service platform to support students. Additionally, we have witnessed widescale use of our marketing platform to support critical university communications and successfully beta tested a robust events management platform, which will launch broadly Summer 2021. In the upcoming year, we plan to continue the expansion of Trellis to support student success, including clubs and communities and structured engagement programs. Additionally, we will bring the service capabilities to provide a better digital experience for employees. Large areas of focus for the Trellis program in FY22 will include alumni support, parent and family engagement, corporate and government relations tracking, and supporting research centers and collaboration.

UAHS 5.3 Health Analytics Powerhouse

Health Analytics Powerhouse will establish the technical infrastructure for obtaining and analyzing key datasets and data streams from partner institutions and external collaborators in a compliant manner. Although still in the early stages of development, the infrastructure, once implemented, will provide a secure environment for diverse interdisciplinary teams for performing collaborative analysis. With more access to advanced data science tools and analytics capabilities, Arizona Health Sciences is poised to pursue new leading-edge programs, generate inventive pilot programs, and bolster future grant submissions.