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Cover photo: Christine Scheer
The People College

Our work focuses on the full range of values, practices, social and environmental relationships, and institutions that define the human experience:

• Our studies of the human experience recognize that politics, economics, culture, history, and society are intersecting domains
• Our studies of and with technologies produce better information, improve decision-making, preserve linguistic diversity, and enhance communication
• Our investments in student learning and engagement are aimed at enhancing their entrepreneurial potential and expanding our state’s economic vitality
• Our reflections on the ‘good life’ help us understand the contours of freedom, justice, democracy, and individual responsibility
• Our commitments to and engagements with communities are global, but they begin here, with the diversity of southern Arizona’s peoples and their languages, traditions, foods, artifacts, and built and natural environments
• Our hopes for the future motivate our studies of human needs - access to nutritious food, sound shelter, quality education, affordable healthcare, personal security, political participation, and clean water, air, and land

In SBS, we respect the historically developed fields of study that emerged with the founding of the modern university. At the same time, we know that our objects of study are far too complex for any one discipline. Our interdisciplinary spirit crosses college boundaries. We value theoretical and methodological diversity, including empathetic understanding, scientific rigor, and critical analysis. Our work requires building on traditions of scholarship that have provided lasting insights while expanding frontiers of discovery through new technologies, methods, theories, and partnerships.

In this strategic planning document, SBS presents tactics, approaches, and goals that align not only with our own aspirations as a College but also with the Arizona Board of Regents’ 2020 plan and with the developing University of Arizona Strategic Plan. We focus, as those documents do, on key areas of intellectual exploration as well as on specific targets within the areas identified by the University of Arizona as essential to our students, our community and our state: engagement, innovation, partnership and synergy.

Sincerely,

JP Jones III
Dean, College of Social & Behavioral Sciences
The front of the Social Sciences building on the campus of the University of Arizona. Photo: Christine Scheer

Overview

SBS is home to twenty-one schools, departments, research units, and outreach centers, and our programs are some of the most highly ranked in the country, with a collective research prominence ranking that of the nation’s best public higher education institutions. Students in SBS learn how to gather and analyze information, think critically, communicate effectively, and make sound decisions. We prepare students for leadership roles and give them the tools they need to be productive and thoughtful citizens. Particularly in the areas of social affiliations, nationality, race, ethnicity, class, gender, age, and sexuality, we help students better understand themselves and others, here and globally.

- SBS serves over 5000 undergraduate majors and minors, and awards over 1300 degrees annually through 24 Bachelors programs
- SBS enrolls over 1400 graduate and professional students in 18 Master’s and 13 Doctorate of Philosophy degrees
- Nine of our graduate programs are ranked in the Top 25 nationally (National Research Council 2010)
- SBS houses two prestigious, nationally funded Title VI National Resource Centers (in Latin American Studies and Middle Eastern Studies)
- SBS’s faculty include ten Regents’ Professors, one Distinguished University Professor, and three Distinguished Outreach Professors, as well as numerous Fulbright fellows, MacArthur “genius” award winners, and many others recognized for their extraordinary contributions to scholarship and human understanding

The academic units contained within the College of Social and Behavioral Sciences
Focus Areas

The needs of our departments are best determined organically, through faculty consultation within each unit. Our broader strategic vision, however, is grounded in the belief that the social and behavioral sciences are uniquely positioned to advance our land-grant mission in the 21st century and beyond. In SBS, we have identified four focus areas that align both with our own strategic vision and that of the University.

Health
• Behavioral and mental health
• Healthy communities
• Health policy
• Global public health
• Youth and other at-risk populations
• Cognition and amnesia
• Health and environment
• Culturally competent health care delivery

Environment
• Climate, water, and energy
• Environmental sustainability
• Food security
• Sustainable development
• Adaptation to climate change
• Environment and development
• Environmental history
• Environmental hazards

Technology
• Mediated social relationships
• Managing digital information
• Computational social science
• Science and technology studies
• Ethics, privacy, property and law
• Media and culture
• Learning technologies
• Data curation

Global Impact and Regional Roots
• Native American and Hispanic populations
• Interdisciplinary border studies
• Regional and global cultures and languages
• Regional and international development
• Global economy and governance
• The Southwest and border region
• Community development

Vision
As “The People College,” we explore human histories, ideas, behaviors and relationships. We analyze the environments humans create and modify, and the products and technologies of human invention. We examine both the commonality and diversity of the human experience.

Mission
The College of Social and Behavioral Sciences’ mission is to advance research on people, to engage new generations of scholars in the process of discovery through undergraduate and graduate teaching, and to share discoveries with the community through public education and outreach. We aim to provide a superior educational experience that prepares students for productive careers as they make their way beyond university life. We work to produce the next generation of scholar-teachers and community leaders.

Core Values

Innovation and Discovery
We work to be a place where learning communities freely engage in knowledge production that is innovative, challenging, and rewarding. SBS encourages and supports the process of discovery, the acceptance of uncertainty and ambiguity, and the quest for the unknown. We build on collaborative relationships with local groups, the State of Arizona, and numerous global communities to enhance the process of discovery.

Diversity, Access, and Openness
A hallmark of SBS’s intellectual community is diversity, both in the subjects of our inquiries and in the many ways by which we seek knowledge. Further, we believe that the search for knowledge is enhanced when we expand the diversity of the faculty, students and staff who make up our learning communities. We have an obligation to incorporate diverse cultural, theoretical, and methodological perspectives in an open and constructive dialogue.

Societal Impact and Stewardship
To work and study at a public institution like the University of Arizona is a privilege we do not take lightly. We are cognizant of our responsibilities to the citizens of Arizona, as well as to those individuals and groups who support us and our students with their private funds. We utilize our resources efficiently and wisely, and value collaborations that extend impact while minimizing costs. We are committed to being innovators in the development of best practices in resource management, and we measure all of our expenditures against the core elements of our mission.
FACULTY
Attracting, compensating, and retaining the world’s best faculty in an increasingly competitive academic marketplace; developing and supporting faculty so they achieve their best in research and teaching; ensuring that the college’s faculty bring diverse individual experiences, socio-cultural backgrounds, and intellectual traditions to their classrooms; and rewarding faculty for their contributions to our local and statewide constituencies.

STAFF
Providing competitive salaries; ensuring professional development opportunities; acknowledging accomplishments and excellence; and assisting staff in maintaining a healthy work-life balance.

STUDENTS
Assisting students and their families challenged by increased tuition and fees; ensuring access to students across the entire state of Arizona; providing academic support services for struggling students; expanding educational programming to meet a changing global marketplace; providing intellectually varied, challenging curricular options; finding ways to engage students with our communities; increasing our retention and graduation rates; and, above all, securing the resources needed to offer a one-on-one student-centered experience, wherein every faculty member has the personal knowledge needed to support our students’ individual academic and professional development.

COMMUNITIES
Engaging our communities so that we learn from them; making our complex organization more transparent so that community members know how to access our resources; teaching and learning outside of the traditional classroom; engaging our communities in dialogues about the key issues of our time.

TECHNOLOGY AND FACILITIES
Affording the best technology and technology support available to ensure not only a world class educational experience for our students but also to share our expertise with a wide range of local, national, and international audiences; funding, tailoring and supporting the technology required for faculty to be successful in their research; and providing sufficient and appropriately outfitted office and classroom space for students and faculty to congregate and work.

Challenges

Addressing these challenges is expensive; maintaining quality in the face of diminished resources is difficult. But the challenges are more than financial. In some instances they can be met through the identification and promotion of best practices and policies, as well as the invention of fresh approaches and novel strategies.

To these ends:
• We promote an organizational culture supportive of increased efficiencies, flattened bureaucracies, and simplified rules and regulations.
• We seek to empower academic entrepreneurs, listen to new ideas, and be open to risks.
• We continue to streamline operations and adopt new administrative practices.
• We have committed ourselves to enhancing our research activity, expanding our educational programming, and improving our community relations and international engagements.

Along with the Dean’s Office, we have endeavored to make these responses part of the culture of every school, department, and research center within the College.
We are committed to helping the University of Arizona meet its strategic goals, including those set by the Arizona Board of Regents.

We have developed initiatives that clarify our priorities to build a future that maximizes our college’s strengths while maintaining our high quality, cutting-edge undergraduate and graduate programs. What emerge are goals and strategies — some already actioned, some in progress, some in planning — that will help SBS move forward with the University as we progress over the next five years and beyond.
The College of Social and Behavioral Sciences serves a vital function in the State of Arizona as well as in the Southwest and US more broadly. Strong undergraduate programs support the personal and professional growth of students through the delivery of general education courses as well as outstanding major and minor degree programs. Our goal is to build on our strong tradition of high quality undergraduate education in ways that serve the ever-changing undergraduate student population of Arizona and beyond, while simultaneously introducing capable, skilled employees to the workforce.

No university can maintain its status among the elite institutions of higher learning in the world without a portfolio of competitive and highly ranked graduate programs. The programs in SBS have helped the UA attain its distinctive recognition as one of the nation’s top 20 public universities. Hence, our second priority is to maintain excellence in our graduate programs and to expand our delivery of master’s and doctoral programs in service to the nation’s social, cultural, and economic progress.

We understand that true educational excellence requires synergistic relationships between research, graduate education, and undergraduate education. Research-intensive faculty can provide professional development opportunities for students and advance groundbreaking partnerships with our communities. SBS believes that new, research-intensive faculty lines in the areas of health, environment, technology, and global impact and regional roots can affect all metrics associated with educational access and excellence, from enrollments to retention of both undergraduate and graduate students.

The University of Arizona Community and School Garden Program

A school garden is an innovative and powerful educational tool. It enables educators to provide their students with an understanding of the dynamics of local ecologies, nutrition, the culture and politics of food, and practical life skills not limited to horticulture.

The University of Arizona’s Community and School Garden Program (CSGP), directed by School of Geography and Development (SGD) faculty member Sallie Marston, is aimed at connecting Tucson educators with University students and faculty eager to participate in the school garden movement occurring throughout the country. The CSGP matches university student interns with Tucson community organizations and schools to support the installation, development and maintenance of a garden program. Interns are trained by the Tucson Community Farm School to become gardening support persons as well as University of Arizona faculty to assist with lesson plan development and instruction around food, gardening, and community development.

The primary aim of the CSGP is to enable Tucson teachers to develop and sustain gardens as part of their curriculums, recognizing the value of engaging students more deeply in learning about systemic change. The CSGP helps connect students to their local environments as well as to the culture, science, and politics of food. Tucson community organizations and groups also interested in developing gardens that will complement their food needs. Ongoing research is aimed at understanding the development of a regional food system that is just and equitable.
ENGAGING & TEACHING EXCELLENCE

Goal: Increase Student Diversity

<table>
<thead>
<tr>
<th>Sub-goal</th>
<th>Actioned / In progress / In planning</th>
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</thead>
<tbody>
<tr>
<td>Increase the diversity of SBS advisors</td>
<td>• Expect proportional representation in advisors interviewed for positions</td>
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<tr>
<td>• Target recruitment of diverse advisors</td>
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<tr>
<td>Develop high school to college pathways for underrepresented students</td>
<td>• Increase the number of Jump Start courses and participants</td>
</tr>
<tr>
<td>Develop and expand programs of study to attract first-generation students</td>
<td>• Promote new major in Care, Health and Society</td>
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<tr>
<td>• Promote new major in eSociety</td>
<td>• Promote new major in Criminal Justice Studies</td>
</tr>
<tr>
<td>Increase number of transfer students who earn UA degrees</td>
<td>• Develop 2+2 and in situ programs of study with Paradise Valley Community College</td>
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<tr>
<td>• Enhance and expand transfer student recruitment</td>
<td></td>
</tr>
<tr>
<td>Build innovative interdisciplinary programs for the 21st century</td>
<td>• Introduce new programs and courses: BA/BS in Global Studies (with the Colleges of Letters, Arts, &amp; Science)</td>
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<tr>
<td>• BS in Criminal Justice Studies</td>
<td>• BS in Care, Health &amp; Society</td>
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<tr>
<td>• BS in Anthropology</td>
<td>• BS in Environmental Studies</td>
</tr>
<tr>
<td>General Studies (with the Colleges of Letters, Arts, &amp; Sciences)</td>
<td>• General Studies Sports &amp; Society track (with the Eller College of Management)</td>
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<tr>
<td>General Studies (with the Eller College of Management)</td>
<td>• SBS 201: Social Science Statistics course</td>
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<tr>
<td>Enhanced Social Science Methods Certificate</td>
<td>• Develop an iSchool (School of Information) in collaboration with the College of Fine Arts, the College of Humanities, and the College of Science</td>
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Goal: Optimize Student Access

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<tr>
<th>Sub-goal</th>
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<tbody>
<tr>
<td>Increase the number of students taught by tenure track and continuing status (TT/CS) faculty</td>
<td>• Hire new TT/CS faculty with goal of 32:1 student-to-professor classroom ratio</td>
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<tr>
<td>• Optimize utilization of TT/CS faculty in the classroom</td>
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<tr>
<td>Expand online courses</td>
<td>• Create more online and hybrid courses to give students more flexibility in their programs of study</td>
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<tr>
<td>• Update classrooms for active learning with appropriate technology and furniture layout</td>
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<tr>
<td>Increase capacity in critical and emerging fields (education; health sciences; Science, Technology, Engineering, and Math, and cultural competence)</td>
<td>• Hire faculty in critical and emerging fields</td>
</tr>
<tr>
<td>Improve management of undergraduate programs</td>
<td>• Established a new Undergraduate Council focused on enhancing program and curricular development, promoting engaged learning, and improving assessment</td>
</tr>
<tr>
<td>• Established a new College-level position of Research Support and Enrollment Manager</td>
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<td>• Established SBS liaisons for Directors of Undergraduate Studies and Program Coordinators</td>
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<tr>
<td>• Expanding enrollment management efforts to streamline course offerings for students enrolling in major and general education curriculum</td>
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<tr>
<td>Enhance student success (including access, time to degree, retention and graduation)</td>
<td>• Increased capacity in both general education and major courses</td>
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<tr>
<td>• Developed and implemented academic resources for at-risk and transfer students: SBS 175A: Skills for Success in the Social Sciences</td>
<td>• SBS 397A: Transfer to Success in the Social Sciences</td>
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<tr>
<td>• Continue expanding the number of students served by the Magellan Scholars program (expanded by 156 percent FY10-FY12)</td>
<td>• Collaborating with Paradise Valley (AZ) Community College on 2+2 program (with the College of Humanities)</td>
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<tr>
<td>• Expanding teacher training programs for Graduate Teaching Assistants</td>
<td>• Improving assessments of undergrad programs, utilizing UA Office of Assessment expertise</td>
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<tr>
<td>• Reallocation of resources to transfer student recruitment and retention</td>
<td>• Establishing benchmarks for graduate student diversity</td>
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<tr>
<td>Establishing benchmarks for graduate student diversity</td>
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ENGAGING & TEACHING EXCELLENCE

Goal: Increase Undergraduate Student Success

Sub-goal: Increase professional development opportunities at departmental and college levels

- Increase collaborations with Student Affairs
- Conduct ongoing orientations for SBS students, focused on academic and professional development

Sub-goal: Expand courses and programming for academic success

- Expand SBS 157 and 397 (Skills for Success courses)
- Stratify offerings of major and minor coursework

Sub-goal: Optimize curricular programming to reduce bottlenecks

- Monitor general education coursework

Sub-goal: Provide the best classroom experience possible

- Mandate college-level teacher training for Graduate Teaching Assistants

Sub-goal: Develop and expand programming focused on student professional development and engagement

- Establish a Center for Student Development and Engagement in SBS
- Develop programming (e.g., leadership courses, methods training) to prepare students for community engagements
- Develop mechanisms to measure and track engagement

Sub-goal: Increase capacity for engagement opportunities

- Increase local community partnerships
- Expand SBS 335 and departmental internship courses to teach more students
- Expand study abroad engagement opportunities
- Provide opportunities for students to engage with the political process through the Arizona State Legislative Internship Program and federal internship opportunities

Sub-goal: Work with business and community leaders to prepare students to be ready for the workforce

- Ask internship providers to comment on student preparedness as part of end-of-internship evaluation

Goal: Provide Support for Master’s Students

Sub-goal: Build innovative interdisciplinary programs and coursework for the 21st century student, including new professional Master’s programs

- Introduced new programs: MA in International Security
- PhD in Mexican American Studies
- MS in GIS Technology
- Master’s in Development Practice
- Graduate Certificate in Collaborative Governance
- Graduate Certificate in Judaic Studies

- Proposed new programs/courses: MA in Museum Studies
- New dual degrees in Journalism
- New Accelerated Master’s Programs
- Master’s in Public Policy

Sub-goal: Emphasize workforce development in Master’s programs

- Provide discipline-specific preparation (preparing for job interviews, writing cover letters for jobs and publications)
INNOVATING RESEARCH EXCELLENCE

As a member of the Association of American Universities—a consortium of the nation’s most prestigious research institutions—the University of Arizona is committed to continuous advances in basic and applied research. The culture of discovery, innovation, and application is of critical importance in SBS because of the value we place on interdisciplinary and multi-disciplinary research activities.

Following a review committee’s June 2011 recommendations related to personnel, administration, and longer-range vision, the Social and Behavioral Sciences Research Institute (SBRI) was re-organized. The Institute’s primary mission is to support faculty and students in the College of Social and Behavioral Sciences. A secondary priority is assisting with social sciences research elsewhere at the University of Arizona through cooperative arrangements, wherever possible. In particular, SBRI provides support for interdisciplinary research that is not necessarily organized around a specialized set of problems.

Much of the value of research in the social and behavioral sciences comes by way of advancing knowledge that impacts the human experience. Taking the social dimension into account allows a fuller understanding not only of individual and collective behavior, but also of studies in the sciences, engineering, industry, education, the arts, and more.

Southwest Borderlands Food and Water Security

A program that may be among the first to link water and food security with the study of climate change, urban health, and borderland environments is being driven by the Southwest Center, aimed at understanding Food Systems in the Southwest. The W.K. Kellogg Foundation recently awarded the Southwest Center a $1.5 million endowment to support programming in assessing transborder food systems with the goal of producing positive change that will benefit low-income children in the Southwest borderlands.

Faculty members and students from a variety of disciplines are now involved in the project, whose long-term efforts are aimed at examining both rural and urban “food deserts” that are found in communities where affordable, healthy food is both expensive and difficult to obtain. Specific initiatives aim to reduce the high rates of childhood food insecurity, outright hunger, arrested development, and nutrition-related diseases among multicultural communities in borderlands states.

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INNOVATING & RESEARCH EXCELLENCE

**Goal: SBS as a Major Force in Research**

**Sub-goal**

**Actioned / In progress / In planning**

### Transforming the culture of research activity

- Helped establish and now collaborate with the Confluence Center for Creative Inquiry
- Established the federally-funded Binational Migration Institute in the Department of Mexican American Studies
- Provide support for prestigious, interdisciplinary academic journals: Feminist Formations, Transgender Studies Quarterly
- Revamping the college’s mentoring program to enhance career trajectories of early and mid-career faculty
- Encouraging the creation of teams, within SBS as well as between SBS and other colleges, to generate external funding applications based on common research themes
- Promote SBS faculty collaboration with institutional colleagues, and find and facilitate new collaborations to increase number of funded cross-unit and cross-college research grants
- Improve support of PIs through leveraging grants, access to technology, proposal development support, and improved communication about funding opportunities
- Increase public-private research partnerships with industry/private organizations
- Work with TechLaunch Arizona and award faculty for innovative contributions to its mission

**Improve infrastructure**

- Streamline data collection, analysis, and reporting to eliminate research bottlenecks
- Hire business personnel to handle increased grant activity
- Train existing business personnel to increase expertise and efficiencies

**Promote SBS faculty collaboration with institutional colleagues**

- Identify faculty in core areas across campus in a user-friendly database to facilitate collaboration
- Develop new/leverage existing collaborations for new technology infrastructure to support grant activity

**Double the number of consistently $1M+ grant-active faculty from 15 to 30**

- Established (with the College of Humanities) a branch of The Confluence Institute
- Hire three new high-performing or high-promise faculty each year through 2020

**Goal: SBS as a Major Force in Research**

**Sub-goal**

**Actioned / In progress / In planning**

### Support and promote the creation of interdisciplinary research centers

- Encourage and support the creation of new research centers (UAIGIST, Center for Social Networks, Center for Global Journalism, Arizona Center for Turkish Studies, Center for India Studies, Center for Culture and Information)

### Position UA to serve as the preferred consultant for local, national, and international social science research projects worldwide

- Intensify external partnerships by focusing long term research and exchange opportunities on a limited number of international institutions
- Create a social science and policy research center in downtown Tucson

### Increase research activity and improve our record of externally-funded research through grants, contracts, and fellowships

- Funded new research-intensive faculty lines in the areas of health, environment, technology, and global/border issues
- Recognized the Social and Behavioral Sciences Research Institute (SBSRI) New faculty director, New staff, New seed research initiatives, New prioritization of increasing grants and contracts and expanding interdiscipliary collaboration
- Maintaining and expanding on our two U.S. Department of Education Title VI National Resource Centers
- Latin American Studies
- Middle Eastern Studies
- East Indian Studies
- Realizing gains in faculty research productivity through SBSRI reorganization
- Promoting new services and support available through SBSRI
- Collaborating on a new defense-related research initiative (with the College of Engineering, the College of Science, the College of Agriculture & Life Sciences, and the Eller College of Management)
- Nominating faculty for prestigious awards, fellowships, and research recognition
Goal: Nationally Ranked Graduate Programs

Sub-goal

• Attract the best graduate student talent nationally and internationally
• Offer competitive financial packages for excellent students
• Mentor undergraduate and first-year graduate students as they apply for research-related funding

• Offer the best graduate student training possible
• Established a New Graduate Council focused on enhancing program and curricular development, improving professional development, and enhancing placement
• Established SBS listservs for Directors of Graduate Studies and Program Coordinators
• Assessing the best time-line for graduate degree training within the context of disciplinary norms
• Conducting an assessment of graduate student placement
• Analyzing best practices in professional development for graduate students
• Examining TA workload assignments
• Offer excellent college and disciplinary based professional development programs (in teaching, publication, grant writing, and job placement)
• Centralize and regularize teaching training for GTAs
• Support students in securing National Science-Foundation grants and fellowships, National Endowment for the Humanities fellowships, National Institutes of Health post-docs, Fulbright awards, Foreign Language and Area Studies scholarships, and Warner-Gren awards

• Expand funds for graduate students to support research and scholarship
• Established minimum maintenance standards for the funding of graduate teaching assistants in each unit
• Invest additional internal resources for graduate student research to help them better compete for external research funding
• Reducing current and future College debt obligations to increase graduate student funding

Goal: Support SBS Faculty

Sub-goal

• Build the best faculty we can afford
• Track faculty departures and identify patterns by demographics
• Communicate opportunities and resources efficiently and effectively
• Encourage nomination of outstanding faculty for institutional and external awards and recognition
• Provide solid disciplinary-specific technology and infrastructure to support faculty innovation and success

• Increase pool of diverse faculty who apply for positions
• Initiate a college-level strategic diversity hiring program
• Provide hiring units with data on diversity expectations given hiring pool
• Expect proportional representation in persons interviewed for positions

• Move to the Association of American Universities disciplinary-specific mean for faculty salaries
• Annually monitor and selectively redress compression and other salary disparities
PARTNERING COMMUNITY COLLABORATIONS

SBS is committed to sustained community engagement at local, national, and international levels.

We recognize that our connections with those outside our institution are central to our mission as “The People College.” We actively promote and seek out collaboration with community organizations, government agencies, and private sector firms in ways that mutually benefit them as well as our students, faculty, and staff. We live in Arizona and we have a strong commitment to our home as well as our workplace.

COMMUNITY COLLABORATIONS

COLLABORATIONS

Above: Collaboration with the Fox Theatre provided beautiful space for the SBS Downtown Lecture series, which was free and open to the public. Photos: Christine Scheer

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Downtown Lecture Series

The Downtown Lecture Series, held at the independent Fox Tucson Theatre in downtown Tucson, is designed to share UA research on topics that shape our daily lives. 2013’s theme was Happiness, a subject that is growing in popularity and has received extensive coverage in books, magazines and blogs. In the Downtown Lecture Series, attendees were immersed in the topic of happiness by hearing insights from their diverse fields of study, including psychiatry, sociology, anthropology, philosophy, and integrative medicine.

The series supports our community’s private and public investment in a vibrant city center. By bringing an educational series of events to downtown Tucson, we are helping connect people with the dynamic and energetic life happening downtown. See: http://downtownlectures.arizona.edu/.

Below: A family expresses their enjoyment of the Fall Lecture series after hearing professor Daniel C. Russell, from the Center for the Philosophy of Freedom, speak about ‘good people living good lives.’

Above: Collaboration with the Fox Theatre provided beautiful space for the SBS Downtown Lecture series, which was free and open to the public. Photos: Christine Scheer
PARTNERING & COMMUNITY COLLABORATIONS

Goal: Make the College the Go-To place for Everything in our Community with a Social Dimension

Develop, expand, and sustain community partnerships locally

- Maintained a permanent Director of Community Outreach and Special Projects to explore engagement opportunities and to coordinate participation in community and regional activities
- Established new outreach/in-reach programs:
  - Immigration: Examining Causes, Expanding Solutions
  - 9/11: How We’ve Changed
  - Democracy Month
  - SBS lecture (Noam Chomsky)
- Support Downtown Tucson Revitalization as part of our commitment to economic development including:
  - Create the Downtown Lecture Series to broadly share research from different vantage points at the Fox Tucson Theatre
  - Invest in physical space downtown - 44 E. Broadway - for hosting scholars-in-residence and other visitors, holding events for departmental, college, and community partners; offering meeting space for faculty for meetings and small seminars
- Deepening our partnership with Southwest Folklife Alliance (formerly Tucson Meet Yourself)
- Make outreach a funding priority within SBS Development, including Community Connections grants for our outreach priorities
- Work with the county, city, and institutional partners on geotourism
- Provide trainings to faculty on developing mutually beneficial, sustainable partnerships

Develop, expand, and sustain community partnerships nationally

- Forging new community partnerships:
  - and Saturdays Downtown
  - Arizona Daily Star
  - Arizona Public Media
  - Bella Ball Project
  - City of Tucson Historic Preservation
  - College of Science
  - Community Partnership of Southern Arizona
  - Community Renaissance
  - Cox Communications
  - Downtown Merchants Association
  - Downtown Tucson Partnership
  - Fox Tucson Theatre Foundation
  - Gangplank
  - Get!Scouts of Southern Arizona
  - KAXI
  - LeadLocal
  - The Loft Cinema
  - Mayor’s Commission on Poverty
  - Meet Me at Maynards

- Sponsored UA’s first cohort of women ‘thought leaders’ through The OpEd Project’s Public Voices Thought Leadership Program
- Partnered with the Mayor’s Commission on Poverty and local non-profit collaborators to provide research on Tucson poverty
- Integrate research and practice to support and enable sound governance and problem solving through the National Institute for Civil Discourse

Sub-goal: Actioned / In progress / In planning

Develop, expand, and sustain community partnerships locally (continued from previous page)

Sub-goal: Actioned / In progress / In planning

Develop, expand, and sustain community partnerships nationally

Sub-goal: Actioned / In progress / In planning

MOCA
Our Family Services
Parcels - City of Tucson
Pima County Office of Sustainability
Pima County Public Library
Primavera Foundation
Sandra Day O’Connor House
Santa Cruz Valley Heritage Alliance
Tucson Electric Power
Unsource Energy Services
Tucson Hispanic Chamber of Commerce
Tucson Medical Center
Tucson Meet Yourself
TUSD
TEDxTucson
Women’s Foundation for Southern Arizona
Western National Parks Association
YWCA Tucson

THE UNIVERSITY OF ARIZONA  >  College of Social & Behavioral Sciences

PARTNERING & COMMUNITY COLLABORATIONS

Goal: Make the College the Go-To place for Everything in our Community with a Social Dimension

Develop, expand, and sustain community partnerships locally

- Maintained a permanent Director of Community Outreach and Special Projects to explore engagement opportunities and to coordinate participation in community and regional activities
- Established new outreach/in-reach programs:
  - Immigration: Examining Causes, Expanding Solutions
  - 9/11: How We’ve Changed
  - Democracy Month
  - SBS lecture (Noam Chomsky)
- Support Downtown Tucson Revitalization as part of our commitment to economic development including:
  - Create the Downtown Lecture Series to broadly share research from different vantage points at the Fox Tucson Theatre
  - Invest in physical space downtown - 44 E. Broadway - for hosting scholars-in-residence and other visitors, holding events for departmental, college, and community partners; offering meeting space for faculty for meetings and small seminars
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Develop, expand, and sustain community partnerships locally (continued from previous page)

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THE UNIVERSITY OF ARIZONA  >  College of Social & Behavioral Sciences
PARTNERING & COMMUNITY COLLABORATIONS

Goal: Seek and Solidify Partnerships that Serve Global, National and Community Needs

- Developed or renewed study abroad opportunities:
  - Dept. of Communication participation in “Arizona in Orvieto”
  - Undergraduate exchange program with University College London (Linguistics and Anthropology)
  - Contemporary Cuba (Summer 2013)
  - Arizona in Jordan (Summer 2012)
  - International Journalism Fieldwork: Oman and Dubai (Summer 2013)

- Promoting international opportunities through SBSRI (i.e. Fulbright awards)

- Increase our partner relationships in strategic areas in Latin America and the Middle East, and especially in Mexico (UNAM), Europe (Ireland-Maynooth, France-CNRS), Turkey, Iran, Oman, and Israel

- Establish new, and intensify existing, partner relationships in our strategic areas in Latin America and the Middle East, and especially in Mexico (UNAM), Europe (Ireland-Maynooth, France-CNRS), Turkey, Iran, Oman, and Israel

- Increasing cultural exchanges with other countries (including Oman, Saudi Arabia, Italy, Mexico, Turkey, China, India, Ireland and others)

- Faculty participation in Sultan Qaboos Cultural Center scholars’ program

- Membership with the American Institute of Indian Studies

- Promoting international opportunities through SBSRI (i.e. Fulbright awards)

Actioned / In progress / In planning

PARTNERING & COMMUNITY COLLABORATIONS

Goal: Secure Partnerships that Double our Annual Gifts from $5M/Year to $10M/Year

- Improve our ability to raise funds for faculty salaries
- Insist that every unit have an active advisory board
- Train unit heads and directors in best practices for a vibrant and active fundraising program

Actioned / In progress / In planning
We value the partnerships that help support public higher education.

We must further enhance the capacity of SBS to deliver high-quality teaching and research through private support for students and faculty. We want our donors to know that every contribution they make to our programs and faculty, as well as to the students served by them, will be wisely used to build on our existing strengths.

Further, the past three years of budget cuts – combined with a weak economy – have severely impacted our ability to achieve our top priority goals. One response to our declining budget has been to develop new strategies for more efficient allocation of resources, particularly in the teaching and business operations enterprises.

We have worked to create an entrepreneurial spirit in every level of the organization, and we have made real and concrete changes to business operations and staffing allocations so as to maximize efficiencies.

Above: A mural located in downtown Tucson, painted by local artist Salvador Duran.

Collaboration with the Mayor’s Commission on Poverty

When 1 in 5 people in Tucson live in poverty – even in the city that houses a powerful economic machine like the UA – we have a problem. SBS is stepping in, partnering with the Mayor’s Commission on Poverty and a variety of non-profit collaborators to improve our understanding of the forms of poverty in our city. Specifically, our partnership aims to address the following questions:

- Who has low incomes, for how long, and why?
- How does this affect their material well-being?
- To what degree does access to public goods and services help compensate for low income?

The research collaboration is made possible by matching contributions from the College of SBS and Tucson’s Primavera Foundation ($20,000 each). SBS faculty and students will not only be conducting research to answer these questions through a forthcoming (Spring 2014) undergraduate course on poverty in American cities, they will also be examining data from other urban areas to identify, through policy and/or overall strategy, and best practices that have helped to alleviate poverty in other communities. In combining the research strengths of faculty with a project-based course, SBS has put in place a model for obtaining 100 percent engagement.

The benefits of such a project are synergistic on every level: students develop and refine critical workplace skills of data collection and analysis, while engaging with community partners; the City of Tucson benefits by tapping into the research strengths of the University, and the entire community stands to prosper as far as the Commission’s work makes a difference.

Photo below: Tucson community leaders examine transportation passes during a Mayor’s Commission on Poverty simulation.
SYNERGY & STEWARDSHIP

Goal: Optimize our Resources

Sub-goal

Expand IT capacity and facilities to meet instructional, research, outreach, and administrative requirements

- Optimize and modernize facilities and IT

Implement internal UA and SBS processes that reward productivity, effectiveness, and entrepreneurship

- Invest in professional development for staff and appointed personnel
- Continuous business optimisation by refining the operation of SBS Business Centers
- Develop employee recognition program to reward and motivate staff and appointed personnel
- Integrate RCM into the college budget model to enhance and incentivize research and instructional performance

Expand capacity of staff support to better accomplish strategic goals

- Hire staff and appointed personnel to meet growth
- Train and professionalize current staff to better meet strategic goals
- Determine if some processes can be done more efficiently at the college level
- Monitor salary disparities and compression

Sub-goal

Actioned / In progress / In planning