

Executive Summary

Request for Authorization to Implement *Undergraduate Minor in Asian Pacific American Studies*

Requested by	Department of East Asian Studies, College of Humanities				
CIP Code	05.0206, Asian-American Studies				
Purpose of Program	Asian Pacific Americans (APAs) are at the center of today's local, national, and global issues. From surviving war, environmental disaster, and economic collapse, to leading technological and medical fields, APAs embody the dynamics of the twenty-first century. Studying APAs thus provides essential perspectives and analytical tools for any career. APA Studies in general, and the Minor in particular, addresses four core research areas: Orientalism as articulated by Edward Said, immigration and diaspora studies, American international and domestic politics, and cultural and media studies. Faculty in the College of the Humanities and others across the university have expertise and major publications in these core research areas and already offer courses that address them. Core courses for the APA Studies Minor build knowledge of the research areas and emphasize their practical application. Moreover, the APA Studies Minor can bring the above theoretical frameworks together with the option of having an internship, Honors thesis topic, or another course with an APA-Studies focused project count towards the Minor.				
	5-year projected annual enrollment				
	1 st year	2 nd year	3 rd year	4 th year	5 th year
	10	20	30	41	52
Source(s) of Funding	RCM Revenue. No additional resources required.				

Approvals:

ABOR
Undergraduate Council
CAAC
Faculty Senate

For use by Curricular Affairs:

- ☐ Create approval memo
- ☐ Send memo to college/dept and acad_org listserv
- ☐ Create UAccess Plan Table code(s) (secondary?)
- ☐ Upload approval memo and proposal documents to UAccess Plan Table
- ☐ Notify acad_org of the plan code creation
- ☐ Notify ADVIP team
- ☐ Update API, if necessary



New Academic Program Workflow Form

General

Proposed Name: Asian Pacific American Studies

Transaction Nbr: 000000000000082

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sprg 2021

Details

Department(s):

HMNT

DEPTMNT ID	DEPARTMENT NAME	HOST
0439	East Asian Studies	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 05.0206, Asian-American Studies.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Asian Pacific American Studies

Transcript: Y Asian Pacific American Studies

Conditions for Admission/Declaration for this Major:

N/A

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

This minor would join a group of existing UA majors (and their corresponding minors) that focus on the study of marginalized and underrepresented groups, such as Africana Studies, American Indian Studies, Gender and Women's Studies, and Mexican American Studies. Programs such as these address the University of Arizona Strategic Plan's Pillar 3, The Arizona Advantage, with its emphasis on driving social, cultural, and economic impact by strengthening our commitment to diversity and inclusion. Pillar 3's Initiative 3.1A is particularly relevant, as it acknowledges the importance of strengthening our commitment to equity and support of diverse communities. This is a core component of the College's strategic plan as well.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Asian Pacific American Studies	BA	10	ASU, Tempe	N

Peer Comparison

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
03103791	Alison	0405	Assit. Prof	Doctor of	10.00

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
	Jameson			Philosophy	
11402266	Dian Li	0439	Professor	Doctor of Philosophy	5.00
22062266	Caleb Simmons	0405	Assoc. Prof	Doctor of Philosophy	10.00
22075842	Ragini Srinivasan	0429	Assit. Prof	Doctor of Philosophy	10.00
22080067	Brett Slominski	0439	Assit. Prof	Doctor of Philosophy	65.00
22082727	Jonathan Crisman	0472	Assit. Prof	Doctor of Philosophy	15.00

Additional Faculty:

N/A

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0439	144	55	19.50

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0439	145	150	155	55	55	55	19.50	19.50	19.50

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

Sufficient resources are already in place.

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

1. School of International Languages, Literatures, and Cultures administrative support staff and business affairs team (e.g., East Asian Studies Secretary, Curricular Services Coordinator, Human Resources Coordinator, Business Manager)

2. COH Recruitment Coordinator
3. COH Advising Team

Other Support Needed over the Next Three Years:

None needed for the next three years unless growth is faster than anticipated (in which case additional support will be added).

Comments During Approval Process

10/30/2020 11:31 AM

AWELTER

Comments
Approved.

10/30/2020 11:43 AM

KJONES

Comments
Approved.

11/18/2020 6:25 PM

SCARLSON

Comments
Approved.



**NEW ACADEMIC PROGRAM-STANDALONE UNDERGRADUATE MINOR
ADDITIONAL INFORMATION FORM**

- I. MINOR DESCRIPTION**— provide a marketing/promotional description for the proposed minor. Include the purpose, nature, and highlights of the curriculum, faculty expertise, etc. The description should match departmental and college websites, handouts, promotional materials, etc.

Asian Pacific Americans (APAs) are at the center of today's local, national, and global issues. From surviving war, environmental disaster, and economic collapse, to leading technological and medical fields, APAs embody the dynamics of the twenty-first century. Studying APAs thus provides essential perspectives and analytical tools for any career.

APA Studies in general, and the Minor in particular, addresses four core research areas: Orientalism as articulated by Edward Said, immigration and diaspora studies, American international and domestic politics, and cultural and media studies. Faculty in the College of the Humanities and others across the university have expertise and major publications in these core research areas and already offer courses that address them. Core courses for the APA Studies Minor build knowledge of the research areas and emphasize their practical application. Moreover, the APA Studies Minor can bring the above theoretical frameworks together with the option of having an internship, Honors thesis topic, or another course with an APA-Studies-focused project count towards the Minor.

- II. NEED FOR THE MINOR/JUSTIFICATION**- provide market analysis data or other tangible evidence of the need for and interest in the proposed minor. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor. Please contact the [Office of Curricular Affairs](#) to request the report for your proposal.

Summary results from Feasibility Study and Burning Glass analysis of major attached.

Based on the feasibility study results, there are three groups of students interested in the minor: Asian Pacific American students who would like courses that reflect and analyze their experiences; students interested in central topics of the field, such as cultural hybridity, transnational politics, American history, and environmental sustainability; and, students with a desire to build career skills to navigate complex cultural and political environments of the twenty-first century.

It is important to note that a minor in Asian Pacific American Studies would join a group of existing UArizona majors (and their corresponding minors) that focus on the study of marginalized and underrepresented groups, such as Africana Studies, American Indian Studies, Gender and Women's Studies, and Mexican American Studies. Programs such as these address the University of Arizona Strategic Plan's Pillar 3, The Arizona Advantage, with its emphasis on driving social, cultural, and economic impact by strengthening our commitment to diversity and inclusion. Pillar 3's Initiative 3.1A is particularly relevant, as it acknowledges the importance of strengthening our commitment to equity and support of diverse communities.

- III. MINOR REQUIREMENTS**— complete the table below by listing the minor requirements, including minimum number of credit hours, required core, electives, and any special requirements. Note: information in this section must be consistent throughout the proposal documents (comparison charts, curricular/assessment map, etc.).

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to minor	9
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	
Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>Core (9 units)</p> <p>-HUMS 205, 3 units, Asian Pacific American Strategies: Confronting Challenges in the United States</p> <p>-PAH 260, 3 units, Asian Pacific American Cultures in Public Life</p> <p>-Select 1 theoretical affinity course from the following list:</p> <p>AFAS/SOC 220, 3 units, Introduction to African American Studies</p> <p>AIS 200, 3 units, Introduction to American Indian Studies</p>

	<p> AIS/ANTH 220, 3 units, Contemporary American Indian Issues ENGL 347, 3 units, English Literature with an Accent GWS 240, 3 units, Gender in a Transnational World GWS 325, 3 units, Gender, Sexuality & International Migration GWS/MAS 358, 3 units, U.S. 3rd World Feminisms: Theory, History, Practice GWS/HIST/POL 386, 3 units, Race/Gender: Genealogies, Formations, Politics MAS 265, 3 units, Culture, Community, and Identity POL 209, 3 units, Diversity and Politics in a Changing World SOC/ANTH 260, 3 units, Ethnic Relations in the United States SOC/AFAS/AIS/ANTH/MAS 467, 3 units, Race and Ethnic Relations TLS 204, 3 units, Language, Culture, and Race in Education TLS 306, 3 units, Youth in Diverse Communities </p> <p> Upper Division Electives (9 units minimum) CHN 345, 3 units, Buddhists, Bandits, and Beauties CHN/ENGL 429, 3 units, Chinese Immigrant Literature and Film EAS 3XX (new), 3 units, Asian and Asian Pacific American Hip Hop EAS/ENGL 422, 3 units, Asian American Literature ENGL 346, 3 units, Ambassadorship and Asian American Literature RELI 330, 3 units, North American Buddhism: Transmission, Translation, Transformation RELI 367, 3 units, Yoga </p> <p> Up to 3 units of the following can apply to elective unit minimum, with petition: -Critical Languages of APAs (CRL courses in Asian and Pacific Languages accepted) -Internship with APA Studies focus -Honors Thesis with APA Studies topic -Course with APA Studies focused project (ex: educational outreach to APAs, APA cross-cultural art installation, APA health study, major capstone research paper) </p>
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Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Not required. Optional elective internship, Honors Thesis topic, or another course with an APA-Studies-focused project towards the minor (see above).
Additional requirements (provide description)	N/A
Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.	No

IV. NEW COURSES NEEDED – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 4**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
EAS 3XX	3	Asian and Asian Pacific American Hip Hop	TBD	N/A	TBD	elective option; D	TBD	TBD	Yes	Brett Esaki
PAH 4XX	3	Pacific Rim Urbanisms	TBD	N/A	TBD	elective option; D	TBD	TBD	Yes	Jonathan Crisman

*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

APAS: Asian Pacific American Studies

Asian Pacific American Studies analyzes immigrants and generations of their descendants from the continent of Asia and the Pacific Ocean, which includes over 50 nationalities represented in the United States. Given their diverse and complex relationships to the U.S. and other nations, studying APAs provides an advanced perspective on the dynamics of twenty-first century local, national, and global issues. Addresses core research areas of Orientalism as articulated by Edward Said, immigration and diaspora studies, American international and domestic politics, and cultural and media studies.

- VI. FACULTY INFORMATION-** complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact the [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or “CV attached”
Jonathan Crisman	Teach PAH 260, develop elective courses	UA Vitae Link
Brett J. Esaki	Teach HUMS 205, develop core and elective courses, faculty advisor	UA Vitae Link
Alison Jameson	Teach RELI 330	UA Vitae Link
Dian Li	Teach EAS/ENGL 422, EAS 429	UA Vitae Link
Caleb Simmons	Teach RELI 367	UA Vitae Link
Ragini Srinivasan	Teach ENGL 346, 347	UA Vitae Link

- VII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP**—describe what students should know, understand, and/or be able to do at the conclusion of this minor. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix A for sample Curriculum Map generated using Taskstream).

Think Critically

Students will be able to evaluate arguments about Asian Pacific Americans from different perspectives and by applying appropriate disciplinary methods, such as the social construction of race.

Communicate Effectively

Students will be able to express themselves effectively in written and verbal communication. May include creative projects and web-based formats.

Use Information Ethically and Effectively

Students will be able to identify, locate, and evaluate sources for the study of Asian Pacific Americans, including knowing the advantages and limits of applying sources outside of the field to Asian Pacific Americans.

Construct Arguments about Diversity

Students will be able to develop arguments about the commonalities and variation within and across Asian Pacific American identities (including, but not limited to nationality, citizenship status and generation in the United States, region in the United States, and individual assertions).

Intellectual Intercultural Flexibility

Students will be able to consider multiple cultures and political ideologies and draw from their diverse opinions, new ideas, and perspectives when they evaluate the complexity of societal problems.

Curriculum Map

Course/Grad Checkpoint	Think Critically	Communicate Effectively	Use Information Ethically and Effectively	Construct Arguments about Diversity	Intellectual Intercultural Flexibility
HUMS 205	P	P	I	A	A
PAH 260	A	P	P	A	I
CHN 345	A	P	A	P	P
ENGL 346	P	P	A	A	P
ENGL 347	P	A	P	A	A
ENGL/EAS 422	A	P	P	P	P
ENGL 429	A	P	P	P	P
HED 201	P	A	A	P	P
REL 330	P	A	P	P	P
REL 367	P	I	P	A	P
EAS 3XX	I	A	P	P	A

I = Introduced P = Practiced A = Assessed

The Curriculum Map provides an overview of where the Program Learning Outcomes are assessed, indicated by the “A”s in the table. There are also options of indicating where the outcomes are introduced to students (“I”s in the table) and where students have opportunities to practice the knowledge and/or skills reflected in the outcomes (“P”s in the table).

- VIII. ASSESSMENT PLAN FOR STUDENT LEARNING-** using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the minor. Add rows as needed. Delete **EXAMPLE** row.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
<i>Think Critically</i> Students will be able to evaluate arguments about Asian Pacific Americans from different perspectives and by applying appropriate disciplinary methods, such as the social construction of race.	Course assignments	Exams, papers	End of each course
<i>Communicate Effectively</i> Students will be able to express themselves effectively in written and verbal communication. May include creative projects and web-based formats.	Course Assignments	Final projects--papers, creative media Exams	End of each course
<i>Use Information Ethically and Effectively</i> Students will be able to identify, locate, and evaluate sources for the study of Asian Pacific Americans, including knowing the advantages and limits of applying sources outside of the field to Asian Pacific Americans.	Course Assignments Exit surveys	Exams, papers exit survey multiple-choice questions	End of each course

<p><i>Construct Arguments about Diversity</i></p> <p>Students will be able to develop arguments about the commonalities and variation within and across Asian Pacific American identities (including, but not limited to nationality, citizenship status and generation in the United States, region in the United States, and individual assertions).</p>	Course Assignments	Exams, Essays, Papers	End of each course.
<p><i>Intellectual Intercultural Flexibility</i></p> <p>Students will be able to consider multiple cultures and political ideologies and draw from their diverse opinions, new ideas, and perspectives when they evaluate the complexity of societal problems.</p>	Course Assignments Exit surveys	Essays, papers, creative media projects exit survey multiple-choice questions	End of each course.

IX. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	10	20	30	41	52

Data/evidence used to determine projected enrollment numbers:

See Feasibility Study summary results for student demand for the program. We also looked at enrollments in other UArizona ethnic studies programs (Africana Studies, American Indian Studies, Mexican American Studies) to determine the average number of total majors and minors over the past five years (117 for Africana Studies, 76 for American Indian Studies, and 78 for Mexican American Studies) and the average number of minors only (76, 40, 39, respectively). Reaching 52 minors by year 5 would equal the average number of minors in the other ethnic studies programs. Given that there is no major available to students, that may be a conservative estimate.

- X. ANTICIPATED MINORS AWARDED-** complete the table below, beginning with the first year in which minors will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates.

PROJECTED MINORS AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Minors	0	5	10	16	20

Data/evidence used to determine number of anticipated minors awarded annually:

See IX above. Over the past 5 years, the number of students graduating with an East Asian Studies minor has averaged ~22% of the total number of students in the program. However, in many cases, EAS minors go on to become majors, so students who were minors graduate with a major instead. Because there would not be a corresponding Asian Pacific American Studies major, we project that by the fourth year of the program, the number of students graduating from this minor is likely to be approximately 40% of the projected annual enrollment.

PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the minor and 2) student recruitment activities.

1) Marketing the proposed minor has already begun with discussions held by Asian Pacific American Student Affairs (APASA) and Campus Conversations, in which participants have been asked about the need for APA Studies, potential courses in APA Studies, and general concerns. Marketing will be ongoing through the academic year 2020-2021 once the minor is approved, and will be linked especially with important issues confronting Asian Pacific Americans in the COVID-19 crisis and with the

first offering of HUMS 205 in the Spring. The College of Humanities has committed to providing \$2000 for a speaker series on APA Studies to help kick off the minor in Spring and Fall 2021. More presentations at APASA and Campus Conversations will continue as well.

2) Student recruitment will target the three main draws of students, as determined by the feasibility study and as noted above. APA students will be targeted through the APASA network. Professors with ties to departments with theoretical affinity will target those departments for invited talks, colloquia, and class meetings. We need to work with leaders in other Colleges to find ways to promote the minor; we would especially target the Colleges of Education, Art, Eller School of Business, and Social and Behavioral Sciences, since their students frequently responded that they were interested. In order to attract students from these colleges, it is important to find ways to illustrate the practical importance of the minor and the way it engages twenty-first century questions--two main interests in APA Studies stated by students.

XI. DIVERSITY AND INCLUSION—describe how you will recruit diverse students and faculty to this minor. In addition, describe retention efforts in place or being developed in order to retain students.

The diversity of students is intrinsic to the minor. Not only is it directly applicable to Asian Pacific Americans themselves, but practically important for those students who will live and work with APAs. Asian Pacific Americans frequently serve as bridge figures between different racial groups and class levels, and it is expected that the minor will attract those who have interpersonal connections with Asian Pacific Americans.

Faculty with expertise in Asian Pacific American Studies are already conversant with issues of diversity and are frequently diverse themselves.

Student retention will first revolve around providing a consistent program. Based on the feasibility study results, the most desired classes will those that do not overload students with information, those that are directly applicable to their lives and future careers, and those that present the study of minorities as open to new information and to correcting blindspots. As long as the regularly offered core courses accomplish these goals, then the program has a solid foundation; additional courses will only improve the sense of an organized and valuable field of study and academic program.

Appendix A. Summary of Results from Feasibility Study and Burning Glass

During November 2019, a feasibility study was conducted about the potential for a minor in Asian Pacific American Studies. Of the 725 respondents to the quantitative survey, 94.1% reported that they would consider taking a course in APA Studies and 49.9% would consider the Minor. Further analysis reveals approximate maximum annual figures for a fully developed program at 5,317 students enrolling in courses and more than 220 pursuing the Minor.

Respondents from three colleges that represent about 48 percent of the University's student body—College of Science, Eller School of Business, and College of Social and Behavioral Sciences—answered that they would be interested in the minor at the rates of 50.7, 48.7, and 51.0 percent, respectively. Overall, 70.9 percent of Asian Pacific American students expressed interest in the minor. These figures demonstrate expansive interest in the minor and associated courses.

Based on Burning Glass analysis, the CIP code for Asian-American Studies (05.0206) revealed 1,121,571 job postings across the United States from October 2018 to September of 2019. The number of jobs is expected to grow over the next ten years, with projected increases in demand for all occupation groups except for one (Journalism and Broadcasting). The average salary for graduates is \$54,459, above the national average of \$31,450. The top states that posted demand were, in descending order, California, Texas, New York, Florida, Illinois, North Carolina, Ohio, Pennsylvania, Massachusetts, and Georgia. Many of these states have large numbers of immigrants from Asia and The Pacific with diverse interests, such as high-tech jobs, medical industries, and refugee resettlement. Job postings listing Asian-American Studies, hence, likely value those who can serve the diverse needs of APA populations.

BUDGET PROJECTION FORM
Name of Proposed Program or Unit: Undergraduate Minor in Asian Pacific American Studies

Budget Contact Person: Richard Edmiston, redmiston@arizona.edu	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2023 - 2024
METRICS			
Net increase in annual college enrollment UG	10	20	30
Net increase in college SCH UG	30	60	90
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE	3	3	3
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ -
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ -	\$ -	\$ -
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty - Courses will be taught as part of existing faculty workload.			
No increase in expenditures is expected.			
Other Personnel			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ -
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -
Net Projected Fiscal Effect	\$ -	\$ -	\$ -

Student Quotations about APA Studies
Recorded by Initiatives for Organizational Inclusion

From Campus Conversation 2/19

Student: Another thing I'd like to see more of on campus is investment in ethnic studies, specifically in APA studies, because don't have it. ASU has it. I think we're one of the only schools in the PAC 12 that doesn't. It'd be cool to take classes where I could finally see myself represented in the curriculum. I've never gotten to learn about the APA experience throughout history, with APASA we've been trying to get APA Studies by 2020, and it's already 2020, and Fall 2020 is coming soon, and there hasn't been any movement.

Teresa Graham Brett: We are making movement. We did the feasibility study, and the provost looked at that, and so we are supporting the minor and moving forward. The Dean in the College of Humanities will be putting more out soon. I don't know that we will hit 2020, but we are moving to establish the minor and the courses that will be a part of it.

Student: For APA Studies, when's the update going to be. I've talked to many of the freshmen now, like one of my friends is trying to be a senator at the UA, and she's looking to represent for the Asian Americans since there's not much representation. I've taken Harlem Renaissance, and Africana Studies, and we've all talked about inclusiveness. And to have someone to look at and have familiarity, it's important. In Africana Studies I was there to learn, but it's hard for me because I'm a minority and I had an interest, but it's not the same as it being my ethnic background. What's the time table exactly for the update?

Teresa: AP Durand is going to touch base with folks early next week, and by the end of that week or early next week we will have an update on that, and it will get out to you.

President Robbins: I heard about this from the Asian American advisory council that this was the number 1 request. So I went to AP to request that the COH be the sponsor. He was excited. I appreciate him and Teresa, and the Provost, and everyone working on this.

Other Students & Alums Talking about APA Studies and APA Student Experience on Campus

When I was growing up – the people I saw and friends with were different from me. In high school it was almost always assimilation to fit with my friends. I was lucky enough to not have to experience of hardship like others, but my older siblings have. Communities struggled for a while in my hometown. There wasn't enough Chinese students in high school and became a whole racial group as Asians from other cultures. In some ways I was proud of Model Minority but knowing what we know now – it was problematic. If we talk about the American experience, we should learn from the contributions of Asian Americans in other majors' and courses. Spent time to learn about past, spending time the current/future now is what we should learn from campus. It's time to pick up the awareness of the APA Studies, values as part of history – a lot has changed. Our voices need to be heard.

Across many cultures, there's a litmus test, just like other communities. I think for ethnic studies for other courses in OK, there's a lot of native community and African American population and had people that impacted their lives, role models that looks like us. Ceremonies that's rooted in my culture. A child

trying to negotiate all these things. It's helpful presently – to learn other cultures as a non-Asian person. We are then able to learn and uncover layers on why things are happening with a long history behind us. Like, Chinese Exclusion act, Angel Island, etc. Why we're friends with other communities. Crucial for navigating the life I live in.

Asian American identity is lost in Black and White history. We only hear about it in World History. We only hear about Korematsu. Out of the 7 years of schooling it was 2 weeks on Asian Diaspora. The only connection I had in school was a social aspect, like in the fraternity, and thinking about what it is to apply to my life.

APA studies can inform students and provide them with understandings of historical incidents in the US.

In classes – do you get APA contributions in your classes? Perhaps we could include some of these contributions in other courses like pharmacology, chemistry, anthropology, etc.

It's discussed in other places. One of my majors is religious studies – when I gave my research thesis, I felt like I was the expert on the experiences of Asian American experiences on the topic related to religious studies because faculty did not do the research on this topic/curriculum. It should be included in the curriculum. Even in religious studies – we are shaping what we're learning.

I'm always here [APASA] for work and just in between downtime, and when I walk outside of the center I feel like I'm invisible to the community. And also being a student leader, and being in an Asian interest sorority, but they automatically think we're the ones who haze. There's a very big stereotype on us. I don't feel supported as a student or as a student leader. But at this organization, it's not just Pan Hell, it's also Multicultural Greeks as well and they looked right at us. What does that mean?

A lot of our faculty who teach in subjects close to it, those professors tend not to identify as Asian Americans. A lot of them are still trying to study Japan and China, and when I was in that department, even though we had Chinese international students and American students, I fell out of both, even though I was physically both. Separation of the international Chinese and the domestic (mostly white and Hispanic students).

Outside of APASA, how do you feel supported?

Nothing. There are no other services support us.

For me there aren't other places I can go to for the Vietnamese community or to learn about the Vietnamese community. I just reach out to sister organizations. Other than that all I know is APASA, and I'm fortunate to have found APASA.

APA Studies is going to be really helpful, just by listening to you, I don't know who you are. I don't know if you know who you are and how you fit into all of this. And just this conversation alone is just really valuable to say who you think you are, what you value.

I know a lot of students who don't identify as Asian American, but they are interested in learning about different cultures. I mean I take Italian and German and all of this, and they have a lot to offer, even

though I don't identify. So they would be interested in taking APA Studies courses even though they don't identify as Asian American.

I did not know APA studies was a field I could study. Throughout my education in the US, I never learned about Asian history, let alone Asian American history. I'm interested in learning more about that, and to have classes where I could learn about my identity and my community's history through APA Studies.

AFRICANA STUDIES PROGRAM

Learning Services Building
Room 223
1512 E. First Street
PO Box 210105
Tucson, Arizona 85721-0105

Tel: (520) 621-5665
Fax: (520) 626-83678

www.africana.arizona.edu



THE UNIVERSITY OF ARIZONA

College of Humanities

Dear Professor Albert Welter,

We are so excited to hear that the Department of East Asian Studies is initiating a new minor in Asian Pacific American Studies and many thanks for inviting us to include our AFAS/SOC 220, Introduction to African American Studies course as part of the proposal. I am writing to let you know that the Africana Studies Program's Curriculum Committee recently voted unanimously in favor of allowing the Department of East Asian Studies to list this course as part of the proposed minor in Asian Pacific American Studies.

We hope that this course's content makes it a perfect fit in terms of satisfying the "theoretical affinity" component of the minor intended to develop and deepen students' knowledge and understanding of gender or other ethnic groups. Once again, thank you for making us part of this exciting proposed new minor program.

Sincerely,

Praise Zenenga, Ph.D.

Program Director and Associate Professor

Africana Studies Program, University of Arizona





COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

American Indian Studies

Albert Welter
Professor and Head
Department of East Asian Studies
University of Arizona

October 13, 2020

Dear Professor Welter,

This memo is to grant permission for including the courses listed below from the Department of American Indian Studies (AIS) in the proposed curriculum for an undergraduate minor in Asian Pacific American Studies. AIS agrees to give regular access to these courses to students in the proposed minor:

AIS 200: Introduction to American Indian Studies
AIS/ANTH 220: Contemporary American Indian Issues

Sincerely,

Matthew Sakiestewa Gilbert
Professor and Head

*American Indian Studies Department, University of Arizona
1103 E. Second Street, PO Box 210076, Tucson, Arizona 85721-0076
(520) 621-7108*

October 20, 2020

Albert Welter, PhD
Professor and Head
Department of East Asian Studies

Dear Dr. Welter:

I am writing to let you know that the Department of English supports the formation of a new minor in Asian Pacific American Studies. We permit you to use the following classes from English in the minor:

ENGL 346, Ambassadorship and Asian American Literature
ENGL 347, English Literature with an Accent

We are delighted to support the minor in this way and feel the synergies between English and East Asian Studies are many. We are glad to collaborate with you.

All best,



Aurelie Sheehan
Head, English Department
Professor, English



THE UNIVERSITY OF ARIZONA
College of Social
& Behavioral Sciences

DEPARTMENT OF ENGLISH
Modern Languages Building #67
P.O. Box 210067
Tucson, AZ 85721-0067
Tel: 520-621-1836
Fax: 520-621-7397
english.arizona.edu

October 8, 2020

To the Evaluation Committee:

The establishment of the Asian Pacific American Studies minor would be the culmination of decades long efforts by students, faculty and staff at the University of Arizona in collaboration with the Southern Arizona community on behalf of current and future students.

My own involvement in the APA studies movement dates back to the early 1990s working with students to establish a center for Asian Pacific American students similar to the other cultural resource centers already in existence for other on campus. It was during this time that the Asian American Faculty Staff and Alumni Association (AAFSAA) was established. Both groups (students and AAFSAA) discussed early on the importance of looking at curricular efforts to support academically rigorous inquiry and increasing understanding of the APA experience in the United States as well as the unique experience here in Arizona.

The seeds for APA studies were planted during that time as the University of Arizona leadership was looking to create greater support and visibility to the Asian Pacific Islander Desi American (APIDA) students on campus. I left the University of Arizona for the University of Michigan, Ann Arbor and then moved on to the University of Texas at Austin. I was able to directly understand the importance of APA studies while serving in leadership roles at both of those institutions. Not only did I see the impact of those programs on APIDA students, I saw how students across a wide variety of groups benefitted from the existence of APA studies programs at both of those institutions. From those experiences, I also learned first-hand the value of the collaborations between faculty in those departments with other ethnic studies departments along with collaborations with program staff.

When I rejoined the University of Arizona in 2015, I found the work of students, faculty, and staff had continued over those two decades. My previous recent roles on campus were working directly with the cultural and resource centers on campus as well as the multicultural community advisory councils and multicultural alumni groups. As the Assistant Vice Provost and then Assistant Vice President overseeing diversity and inclusion efforts, I continued to support the establishment of APA Studies. The support of the Provost Dr. Liesl Folks, Dr. Durand, Dean of the College of Humanities, and the many faculty, staff, and students has led us to this important point in the history of the establishment of the minor.

I fully support the establishment of the minor and would celebrate with others the work and collaboration over the last 20+ years that have brought us to this point where we are in the final processes for approval.

If you need any additional information regarding my endorsement and any of the efforts I have been involved in, please do not hesitate to reach out to me by phone at 520-971-8164 or email tbrett@arizona.edu

Sincerely,



Teresa Graham Brett, J.D.
Associate Dean, Diversity and Inclusion
Assistant Professor, Veterinary Medicine

Subject: Re: Asian Pacific American Studies

Date: Wednesday, October 7, 2020 at 2:23:59 PM Mountain Standard Time

From: Troutman, Stephanie - (troutmans)

To: Welter, Albert - (awelter)

Dear Albert,

Thank you for reaching out; I just returned from parental leave— so forgive me, I'm playing catch up on a number of items. I definitely support your minor and the listing of the courses below as sharing *theoretical affinity*. I will respond formally (with a letter, as you described) no later than next week. If you haven't received my letter by Wednesday, a gentle reminder would be most welcome.

Regards,

*Stephanie

Stephanie Troutman Robbins, PhD [she /her]

Department Head: Gender and Women's Studies

Associate Professor of Emerging Literacies

Chair: Faculty Senate Committee on Diversity, Equity & Inclusion

Faculty Affiliations:

Rhetoric, Composition & the Teaching of English (College of Social & Behavioral Sciences)

Teaching, Learning & Sociocultural Studies (College of Education)

Africana Studies (College of Humanities)

LGBT Institute

Land Acknowledgment:

The University of Arizona resides on the ancestral, traditional and contemporary lands of the [Tohono O'odham Nation](http://www.lspirg.org/knowtheland) and the Pascua Yaqui Tribe <http://www.lspirg.org/knowtheland>

Labor Acknowledgment:

The United States resides on Native Land and was built on the backs of kidnapped and enslaved Africans. The state of Arizona is comprised of approximately 5% African-Americans, yet Arizona's prison population is 13% African-American.

On Sep 29, 2020, at 10:55 AM, Welter, Albert - (awelter) <awelter@arizona.edu> wrote:

Dear Stephanie,

I am writing to apprise you that the Department of East Asian Studies is initiating a new minor in Asian Pacific American Studies and I would like to enlist your support and permission to include the following courses from your department in the APA Studies minor program proposal. Please note that courses marked with an * are listed for their "theoretical affinity" involving the study of gender or other ethnic groups.

*GWS 240, Gender in a Transnational World

*GWS 325, Gender, Sexuality & International Migration

*GWS/MAS 358, U.S. 3rd World Feminisms: Theory, History, Practice

*GWS/HIST/POL 386, Race/Gender: Genealogies, Formations, Politics

Thank you for your consideration. If you could send me a letter on official letterhead affirming your approval of the APA Studies minor program and your permission to list your course as part of it at your earliest convenience, it would be most appreciated. A copy of the full description of the APA Studies minor program is attached for your reference. If you have any questions, please do not hesitate to ask.

Sincerely,
Albert

Albert Welter, PhD
Professor and Head, Department of East Asian Studies <https://eas.arizona.edu>
Associate Director, School of International Languages, Literatures, and Cultures
<https://sillc.arizona.edu/#>
Affiliate Faculty, Department of Religious Studies and Classics <https://religion.arizona.edu>
Executive Committee and Academic Advisory Board, Center for Buddhist Studies
<https://cbs.arizona.edu>
Editor, Journal of Chinese Buddhist Studies <http://chinesebuddhiststudies.org>
Honorary Professor, Hangzhou Academy of Social Sciences
Vice Chairman, International Confucian Association

University of Arizona
Learning Services Building #102
1512 E First Street
Tucson, AZ 85721-0105

awelter@email.arizona.edu

Phone: 520-621-7505

<APAS New Academic Program Additional Information_Undergrad Minor_for 2021 9-29-20[2].pdf>

OFFICE OF THE DEAN

Modern Languages Building
Room 345
PO Box 210067
Tucson, AZ 85721-0067

Tel: 520-621-1044
Fax: 520-621-5594

humanities.arizona.edu

October 20, 2020

Albert Welter, PhD
Professor and Head, Department of East Asian Studies
University of Arizona
Learning Services Building #102
1512 E First Street
Tucson, AZ 85721-0105

RE: Proposed Minor in Asian Pacific American Studies

Dr. Welter,

I write this letter in support of the proposed Minor in Asian Pacific American Studies. On behalf of the HUMS prefix, I am also pleased to approve HUMS 205 (Asian Pacific American Strategies: Confronting Challenges in the United States) for use in the minor.

Sincerely,



Kimberly Jones
Vice Dean for Academic Affairs

Educational Policy Studies & Practice
College of Education

1430 E. Second Street
P.O. Box 210069
Tucson, AZ 85721-0069
Tel: (520) 626-7313
Fax: (520) 621-1875
www.coe.arizona.edu/epsp



October 2, 2020

To Whom It May Concern:

I am writing to enthusiastically support for a minor in Asian Pacific American Studies at the University of Arizona. Such an academic program is long overdue but is especially timely now. The university is a globally and nationally renowned institution that must recognize and support a key and growing academic area, Asian Pacific American (APA) studies.

Such a program would align well with our ever-expanding international affairs activities, particularly considering that Asian students constitute a substantial portion of our international students. As an academic who studies international higher education in comparative contexts, I have observed growing interests in diversity and fostering greater understandings of cross-cultural engagement globally. Based on my previous research on international students, these students desire to learn about US higher education but tend to feel a lack of connection to their home culture. Thus, for many, pursuing classes about Asian Pacific Americans could complement their studies as well as provide the opportunity to academically engage with domestic students on potentially shared cultural values.

Additionally, the Asian American domestic population is not only growing in Tucson, but this minor could also attract more students from out of state, who seek to supplement their major with an APA minor. In the College of Education, we offer numerous courses on race and diversity but they tend to lack any APA focus. Current courses tend to emphasize the Black and Latinx student experience, but the APA experience is sorely missing.

Thus, the APA minor would help to better engage our Asian international students, attract students from out-of-state, and position the university well as demonstrated by this commitment to diverse students and a diversity-based education. I would be pleased to partner with the College of Humanities, whether it be offering courses or engaging in research on the program and students.

Sincerely,

Jenny J. Lee
Professor



**ASIAN PACIFIC AMERICAN
STUDENT AFFAIRS**

Nugent Building, 2nd floor
1212 E. University Blvd.,
Tucson, AZ 85721

Ofc: 520-621-3481

Fax: 520-621-9880

<http://apasa.arizona.edu/>

October 12, 2020

To Whom It May Concern,

My name is Kenny Importante and I currently serve as the Director of the Asian Pacific American Student Affairs (APASA) cultural center at the University of Arizona. I am writing this letter of support on behalf of the proposal for the Asian Pacific American Studies minor.

The Asian Pacific American Student Affairs (APASA) was established by student activists in 1993 as a result of the university administration's lack of support and understanding of the complex experiences and positionality of Asian Pacific American college students at the University of Arizona. It is through advocacy of other students of color and cultural centers staff that paved the way for APASA to be established and serve as resource for many Asian Pacific American students on campus. While the center has recently celebrated our 26th year anniversary, students and alum remind us that our work with the APASA center should also continue to establish APA Studies on campus.

With the exception of the APASA students, every cultural and resource center on campus have access to learning about their history and community. Many of the APASA students have found it very difficult to navigate campus because they constantly have to validate their experiences in and out of the classroom. Over the last few years, student leaders have asked APASA center to envision this campus with APA Studies as part of their curriculum that encourages students to learn more about our diverse communities and their experiences in the United States. Stated by one of the student leaders from Spring 2020 Final project "Student learn better when they can relate to the context of what they are learning because they can make deeper relations with their peers and campus community." Our center has worked with colleagues, faculty, and students for a long period of time to bring forth knowledge and push for the creation of APA Studies. Through a series of events such as APA Studies Conference hosted in Spring 2016 and APA Studies Symposium held in Spring 2018, I believe we've heard enough from students' perspectives how important it is to see and learn about their history in the U.S. I recognize that this has been a long-standing wish of students for over 15 years and I think it would be great to share with students the progress made regarding APA Studies minor being finally recognized by University of Arizona.

I also write this letter of support on the heels of the Marginalized Student of the University of Arizona (MSUA) List of Demands that came out in Spring 2016. One of the demands written in the list is a creation of APA Studies that leads to a degree granting program. With the creation of APA Studies minor, more courses would be taught in other disciplines where students from all types of majors are able to see themselves reflected in the courses they are taking. When students see



**ASIAN PACIFIC AMERICAN
STUDENT AFFAIRS**

Nugent Building, 2nd floor
1212 E. University Blvd.,
Tucson, AZ 85721

Ofc: 520-621-3481

Fax: 520-621-9880

<http://apasa.arizona.edu/>

themselves reflected in their courses particularly in humanities and social sciences, it contributes to the greater understanding of people's experiences that also raise awareness of this country's long history of racism, xenophobia, and impact of colonialism. Consequently, students may then feel welcomed by campus, safe to be around others, a sense of belonging, and not misunderstood by campus community. With the creation of APA Studies as a minor, this would create meaningful relationships with other students while validating their experiences as relevant to affirm their identities.

I have worked in higher education setting for over 12 years. My experiences have primarily worked within student services with a focus on Asian American college students. I've worked in Research I institutions all over the nation that included Asian American Studies program. I have seen the benefits and the synergy between an academic department like Asian American Studies and a cultural center like APASA could do to make an impact as part of the academic mission of the university. If APA Studies was established at this institution, our university may also be seen as welcoming to Asian Pacific American students, faculty, and staff. This would help tremendously attracting a more diverse pool of students and candidates to our campus. I ask that the committee reviewing the supporting documents for this proposal to take into account the need to establish APA Studies minor at University of Arizona.

If there are any questions, please contact my office at kimportante@arizona.edu.

Signed,

Kenneth Importante

Kenneth Importante

Director

Asian Pacific American Student Affairs

kimportante@arizona.edu



COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

**Mexican American
Studies**

Ada M. Wilkinson-Lee, Ph.D., Acting Head
Department of Mexican American Studies
College of Social & Behavioral Sciences
César Chávez Building, Rm. 214
University of Arizona

1110 E. James E. Rogers Way
PO Box 210023
Tucson, AZ 85721-0023
520-626-7766
<http://mas.arizona.edu>

October 2, 2020

Albert Welter, PhD
Professor and Head, Department of East Asian Studies
University of Arizona
Learning Services Building #102
1512 E First Street
Tucson, AZ 85721-0105

RE: APA Studies minor program

Dear Dr. Welter,

On behalf of the Department of Mexican American Studies at The University of Arizona, I am pleased to support the new minor in Asian Pacific American Studies. We welcome a partnership with your department in listing our MAS 265: Culture, Community, and Identity course within the "Theoretical Affinity" category of the minor program. We eagerly look forward to our working together and to further develop the intellectual intercultural flexibility skills students need in order to be culturally responsive throughout their University of Arizona experience and when they transition into the work place.

This letter is to officially provide support for the Asian Pacific American Studies minor and to provide approval for listing MAS 265 within the "Theoretical Affinity" category of the minor program.

We look forward to our collaboration and thank you for including the Department of Mexican American Studies in this minor program.

Sincerely,

Ada M. Wilkinson-Lee
Associate Professor and Acting Department Head



DEPARTMENT OF PUBLIC & APPLIED HUMANITIES

Richard A. Harvill Building
Room 337
1103 E. 2nd Street
PO Box 210076
Tucson, Arizona 85721-0076
Tel: (520) 621-3025

www.pah.arizona.edu

August 30, 2020

To whom it may concern:

Subject: Proposed Minor in Asian Pacific American Studies

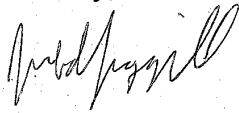
On behalf of the Department of Public & Applied Humanities, I write this letter in support of the proposed Minor in Asian Pacific American Studies.

The Department is also pleased to approve the following course for use in the minor:

- PAH 260—Asian Pacific American Cultures in Public Life

The proposed minor looks very exciting, and will no doubt be well received by students. Please let me know if there are additional ways we can help support the proposal.

Sincerely,



Judd Ruggill, PhD

Professor and Head | Department of Public & Applied Humanities | College of Humanities

Affiliate Faculty:

- Africana Studies Program | College of Humanities
- Department of English | College of Social & Behavioral Sciences
- Graduate Interdisciplinary Program in Social, Cultural & Critical Theory
- Institute for LGBT Studies
- School of Information | College of Social & Behavioral Sciences
- School of Theatre, Film & Television | College of Fine Arts

jruggill@email.arizona.edu

cc Kimberly Jones, PhD

Vice Dean for Academic Affairs | College of Humanities

Affiliate Faculty:

- Graduate Interdisciplinary Program in Second Language Acquisition & Teaching

kjones@email.arizona.edu



COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

**School of Government
and Public Policy**

School of Government & Public Policy
315 Social Science
P.O. Box 210027
Tucson, AZ 85721-0027
Tel: (520) 621-7600
Fax: (520) 621-5051
<http://sgpp.arizona.edu>

October 20, 2020

Re: Support for the Department of East Asian Studies Minor in Asian Pacific American Studies

To Whom It May Concern:

This letter is a formal expression of support for the proposed minor in Asian Pacific American Studies initiated by the Department of East Asian Studies.

In addition, SGPP grants permission to the Department of East Asian Studies to include POL 209, Diversity and Politics in a Changing World in the minor.

Please do not hesitate to contact me if you require additional information.

Sincerely,

Edella Schlager

Director

The Melody S. Robidoux Foundation Fund Leadership Chair



**DEPARTMENT OF
RELIGIOUS STUDIES & CLASSICS**

Learning Services Building
Room 203
1512 E. First Street
PO Box 210105
Tucson, Arizona 85721-0105

Tel: (520) 621-1689
Fax: (520) 621-3678

www.religion.arizona.edu
www.classics.arizona.edu



September 29, 2020

To Whom It May Concern:

The Department of Religious Studies and Classics fully supports the proposed minor in Asian Pacific American Studies. There are Religious Studies faculty in our department who have teaching and research specialties encompassing Asian American studies, and they welcome the creation of this program.

Religious Studies supports the inclusion of the following courses housed in our department as options in the APAS minor:

- RELI 330, North American Buddhism: Transmission, Translation, Transformation (offered every 2-3 years)
- RELI 367, Yoga (offered every academic year and most summers)

Please let me know if the department can be of further assistance.

Sincerely,

A handwritten signature in blue ink, appearing to read 'K-K. S'.

Karen K. Seat
Head, Department of Religious Studies and Classics
Director, School of International Languages, Literatures, and Cultures (SILLC)





School of Sociology
College of Social
and Behavioral Sciences

P.O. Box 210027
Tucson, AZ 85721-0027
Tel: (520) 621-3531
Fax: (520) 621-9875
sociology.arizona.edu

7 October 2020

Albert Welter, PhD
Professor and Head
Department of East Asian Studies
University of Arizona

Dear Albert,

The School of Sociology fully supports your proposed minor in Asian Pacific American Studies. The topic is inherently interdisciplinary, and fits well with our growing curriculum. We fully support your decision to include these two courses as part of the minor's electives:

SOC/ANTH 260, Ethnic Relations in the United States
SOC/AFAS/AIS/ANTH/MAS 467, Race and Ethnic Relations

I look forward to supporting and expanding this new initiative with you. Please do not hesitate to reach out if I can be of further assistance (leahey@arizona.edu).

Respectfully,

A handwritten signature in black ink that reads 'Erin Leahey'.

Erin Leahey
Professor and Director
School of Sociology

To: Whom It May Concern

Re: Letter of Support

Date: 10/2/20

This letter signifies approval of two courses from our department for the new Asian Pacific American Studies Minor. These courses are TLS 304: *Language, Culture, Race and Identity in Education* and TLS 306: *Youth in Diverse Communities*. We are pleased that you would like to include these courses and wish your department well in this endeavor!

Sincerely,



Crystal Soltero, PhD
Department of Teaching, Learning, and Sociocultural Studies
Director of Literacy, Learning, and Leadership
csoltero@email.arizona.edu; 520.400.3235



Executive Summary

Request for Authorization to Implement: MA in Philosophy, Politics, and Economics

Requested by	College of Social and Behavioral Science				
CIP Code	38.0199, Philosophy, Other				
Purpose of Program	In both private and public enterprises, understanding the interrelation between economic knowledge and ethical appraisal has become urgent. As has become increasingly apparent, economic decisions have ideological and moral consequences, and are seldom simply technical. In corporate and policy-making teams an increasingly important role is occupied by those who grasp the nexus between these fields. The Arizona MA in Philosophy, Politics and Economics (PPE) provide cutting-edge instruction by some of the world's leading scholars in Philosophy, Politics and Economics to equip future leaders who, as team members, can bridge these fields, and future scholars who explore the complexities of this nexus.				
	5-year projected annual enrollment				
	1 st year	2 nd year	3 rd year	4 th year	5 th year
	--	4	6	7	8
Source(s) of Funding	Program Fee RCM revenue (net cost of allocation) \$600/term Distance learning revenue – funds from Global program in Peru				

Approvals:

ABOR
Undergraduate Council
CAAC
Faculty Senate

For use by Curricular Affairs:

- ☐ Create approval memo
- ☐ Send memo to college/dept and acad_org listserv
- ☐ Create UAccess Plan Table code(s) (secondary?)
- ☐ Upload approval memo and proposal documents to UAccess Plan Table
- ☐ Notify acad_org of the plan code creation
- ☐ Notify ADVIP team
- ☐ Update API, if necessary



New Academic Program Workflow Form

General

Proposed Name: MA Philosophy, Politics, Econ

Transaction Nbr: 000000000000046

Plan Type: Major

Academic Career: Graduate

Degree Offered: Master of Arts

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2021

Details

Department(s):

SBSC

DEPTMNT ID	DEPARTMENT NAME	HOST
0476	Political Economy & Moral Science	Y

Campus(es):

Admission application terms for this plan: Spring: N Summer: N Fall: Y

Plan admission types:

Freshman: N Transfer: N Readmit: N Graduate: N

Non Degree Certificate (UCRT only): Y

Other (For Community Campus specifics): N

Plan Taxonomy: 38.0199, Philosophy, Other.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Masters of Arts
Philosophy, Politics and Economics

Transcript: Y MA Philosophy, Politics and Economics

Conditions for Admission/Declaration for this Major:

Pre-admissions expectations for Intensive MA: Earned bachelor's degree; statement of purpose.

Details: Applicants to the Intensive MA program in PPE must have completed a Bachelor's degree upon entrance to the program. There are no formal restrictions on the major of the aforementioned bachelor's degree, but applying students will be expected have substantive course background in philosophy or the social sciences and to be prepared upon entrance to study material that will presume mathematical maturity and high-level interpretive and critical skills. A well-prepared applicant in her/his completed bachelor's program will have completed: (1) at least four upper division courses in economics, philosophy or/and political science, and (2) the calculus sequence or a comparably advanced set of university-level mathematics courses.

AMP Pathway

Pre-admissions expectations: In addition to the normal University Requirements for AMP degrees, admission requires that students complete the first year (junior) of PPEL courses with a 3.5 average in core PPEL courses.

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

Wildcat Journey: the core mission of the PEMS. Graduates in the MA program will have the skills to be team leaders integrating technical (STEM and technical economists/ finance experts) members with humanistic and stakeholder concerns.

Grand Challenges: Deloitte Global CEO Punit Renjen's Success personified in the Fourth Industrial Revolution report, released at the World Economic Forum conference in Davos, Switzerland... highlights that leaders are putting a greater focus than ever on advancing society through their technology efforts. In fact, leaders rated "societal impact" (including income inequality, diversity, and the environment) as the No.1 factor in assessing their organization's annual performance, ahead of financial performance, customer experience, and employee satisfaction. This view manifests in their actions as well—more than 73 percent of the surveyed organizations have developed or changed a product in

the past year to generate positive societal impact through Fourth Industrial Revolution (4IR) technologies.

Ethical decision making requires team members who are knowledgeable in data science and economics, and can understand the technical and economic analyses arguments of STEM. The current Head of the PEMS has served on the Ethical Advisory Council of Salesforce Inc, a top cloud computing firm. In that context specialists in Artificial Intelligence, Finance and Senior Leadership all sought to explore the social and ethical impact of the decision making. At this point, they required outside advisors to assist in normative analysis.

The MA is consistent with SBS's strategic efforts to increase the globalized and diverse character of its student body. In additional, the AMP degree encourages diversity as it is planned to be offered globally, and help fulfill the University's global commitments.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

See attached.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
02607728	Allen Buchanan	0428	Adj. Sr. Lect.	Doctor of Philosophy	.10
05805659	Thomas Christiano	0428	Professor	Doctor of Philosophy	.10
14706527	Tauhidur Rahman	AGS C	Assoc. Prof	Doctor of Philosophy	.10
15900375	Gerald Gaus	0476	Professor	Doctor of Philosophy	1.00
22085175	Peter Vanderschraaf	0476	Professor	Doctor of Philosophy	1.00
22085178	Vlad Tarko	0476	Assit. Prof	Doctor of Philosophy	1.00
22085223	Justin Bruner	0476	Assit. Prof	Doctor of Philosophy	1.00
22086726	Maria Porter	0476	Assit. Prof	Doctor of Philosophy	1.00

Additional Faculty:

Adjunct professor - 2. Anticipate adding one each year.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0476	150	0	4.00

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0476	134	154	170	6	12	16	5.00	5.00	6.00

Library

Acquisitions Needed:

None

Physical Facilities & Equipment

Existing Physical Facilities:

The Department of Political Economy & Moral Science was founded with the plan such a degree would be instituted. The resources are now at the University to deliver this program with no further expense.

Additional Facilities Required & Anticipated:

Office space for graduate students needed. Space currently available in Social Science 126 and cost for this space has been factored into the budget projection. 150

Other Support

Other Support Currently Available:

Manager of Administration currently in place for department. Business manager, administrative associate and program coordinator shared with Philosophy department.

Other Support Needed over the Next Three Years:

N/A

Comments During Approval Process

8/27/2020 8:26 PM

MARTIND1

Comments
Comments by Martin Dufwenberg, Head of the UofA's Economics Department: This proposal (by PEMS) for a new Masters program appears to have quite bit of overlap with the Masters that is already offered by the UofA's Economics Department. While

Comments
<p>PEMS new program would cover philosophy to a degree that has little counterpart in my department's program, the proposal also features significant coverage of economics. PEMS proposal emphasizes behavioral and experimental economics (p. 8) and game theory (p. 59), areas that feature prominently in our program and where my department has world-class expertise. Moreover, in response to the UofA's online prompt for University Appropriateness, PEMS proposal emphasizes how technical (STEM and technical economists/finance experts) members will be engaged. The subfield of economics which is most often associated with a STEM classification is econometrics, again a field where my department has world-class competence and where our Masters program features several related courses (enough so that our program, presumably unlike that of PEMS, is officially STEM-classified).</p> <p>My department's Masters program is at a sensitive stage, having started recently. We are aiming to grow in a variety of directions. We wish to market our program by emphasizing econometrics, game theory, experimental economics, and behavioral economics. It is unsettling to now see PEMS emphasize these areas as well. Are they competing with us? We have world-class competence in the areas mentioned, and however passionate faculty members of PEMS may be about these areas they don't have comparable merits to show. However, I see a significant risk that students will not be able to appreciate the distinction. PEMS Masters program may detract interest from ours, luring students who would have prospered with us away from us.</p>



Proposal for MA Degree in PPE (Philosophy, Politics and Economics)

Revised June 1, 2020

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I. Marketing-Promotional Description

Purpose

In both private and public enterprises, understanding the interrelation between economic knowledge and ethical appraisal has become urgent. As has become increasingly apparent, economic decisions have ideological and moral consequences, and are seldom simply technical. In corporate and policy-making teams an increasingly important role is occupied by those who grasp the nexus between these fields. The Arizona MA in Philosophy, Politics and Economics (PPE) provide cutting-edge instruction by some of the world's leading scholars in Philosophy, Politics and Economics to equip future leaders who, as team members, can bridge these fields, and future scholars who explore the complexities of this nexus.

The PPE MA: AMP and Intensive Pathways

This proposal is for one MA degree, with two pathways depending upon the depth of undergraduate preparation.

- An Accelerated Master's program building upon the highly successful undergraduate major in Philosophy, Politics, Economics & Law, which is presently offered at a Global Micro-campus. In consolation, with UA Global the MA is designed been designed so that it too can be offered to Global micro-campuses. The AMP aims to build on the Global BA. In PPEL.
- A one-year intensive pathway, delivered in both residential and global campus modes. This version is intended for those with undergraduate degrees in Philosophy, Political Science or Economics. It is rigorous yet is designed to be completed in ten months. This pathway also will be offered to the Global micro-campuses.

Highlights

There are now over 350 PPE undergraduate programs *world-wide* (which makes the MA especially attractive globally) and about 50 in the United States, including the Ohio State University, the University of Michigan, the University of Maryland, the University of Pennsylvania and Yale University. (See Appendix A). Yet, surprisingly, there is a striking paucity of PPE Masters degrees in the United States: only about seven in total (see Appendix B). It has been a growing field in Europe for some years now (Appendix B)

Moreover, of this very small number, only one or two can be considered advanced work in the “PPE discipline” as taught in the overwhelming number of PPE undergraduate majors. The PPE undergraduate programs stress the integration of normative (ethical) considerations and economic method and political concepts. Most of the PPE (often called “Political Economy”) graduate programs are actually economic policy programs with little or no normative/ethical dimensions. The programs at Duke University, Georgetown University and Claremont Graduate University are of this type. The only truly advanced work in this emerging “ethical+politico-economic methods” discipline is the “Advanced Placement” (4+1) PPE MA at UC/Irvine. The next closest MA program to the proposed UA masters is Penn’s MA program, but its behavioral /experimental focus is different from the more philosophical Irvine and (proposed) Arizona degrees.

In the last ten years PPE has become a discipline in its own right, with a National Society that has yearly meetings, large grant support from a variety of funding agencies, several journals, and a number of universities offering undergraduate majors. Arizona’s Department of Political Economy and Moral Science University of Arizona (PEMS) is, however, the *only* recognized “PPE department” in the United States. It is considered an exemplar and innovator by the PPE discipline. Arizona is uniquely placed to be the preeminent center for this expanding field in the next two decades.

The MA seek to accomplish three closely connected aims:

- To prepare Arizona’s superlative PPEL majors and those with BAs in Philosophy, Politics or Economics for leading roles in teams in government and business, international development institutions, including finance, tech, journalism, and UN.
- To prepare Arizona’s superlative PPEL majors for entry into top 10 Law Schools and Public Policy programs.
- To train the next generation of PPE teachers and researchers, by providing a firm grounding in the PPE discipline before they undertake doctoral work in philosophy or politics.

In addition, with the Cooperation of UA-Global, we will plan to expand the AMP and intensive MA to global micro-campuses. That, of course, depends on UA Global, though they believe that this will be a very attractive Masters (*see letter of support from Brent White in Appendix D*). In this difficult economic environment, the proposed MA degrees are a cost-effective way to increase revenue to the University.

The PPE MA is based on the Department of Political Economy and Moral Science’s educational philosophy that both academic environment and the workplace in the twenty-first century requires interdisciplinary participants as key actors in team-based work, and that interdisciplinary instruction is demanding. Unlike programs that simply draw on a wide variety of disciplinary courses and leave students to draw interdisciplinary insights, the PEMS stresses interdisciplinary connections and methods in *all its courses*. Its educational mission is to train individuals who are able to use the tools and concepts of economics, philosophy and politics to participate in broader teams. Central to our vision is that, while in the twenty-first century those trained in core disciplines will of course still be

tremendously valued, they will not work on their own, but function in collaborative teams, in which interdisciplinary skills will command a premium.

The Fourth Industrial Revolution is not simply about the interrelation of organization and technical knowledge, but crucially concerns the normative aspect of the social impact of their decision:

Deloitte Global CEO Punit Renjen's Success personified in the Fourth Industrial Revolution report, released at the World Economic Forum conference in Davos, Switzerland, earlier this year highlights that leaders are putting a greater focus than ever on advancing society through their technology efforts. In fact, leaders rated "societal impact" (including income inequality, diversity, and the environment) as the No.1 factor in assessing their organization's annual performance, ahead of financial performance, customer experience, and employee satisfaction. This view manifests in their actions as well—more than 73 percent of the surveyed organizations have developed or changed a product in the past year to generate positive societal impact through Fourth Industrial Revolution (4IR) technologies.¹

Ethical decision making requires team members who are knowledgeable in data science and economics, and can understand the technical and economic analyses arguments of STEM participants. The current Head of the PEMS has served on the Ethical Advisory Council of Salesforce Inc, a top cloud computing firm. In that context specialists in Artificial Intelligence, Finance and Senior Leadership all seek to explore the social and ethical impact of the decision making. At this point, they required outside advisors to assist in normative analysis.

It is critical to stress that the proposed PPE Masters programs in no way duplicate existing economics or political science degrees at the University of Arizona. PPE is an emerging discipline which:

- considers the normative (ethical) analysis of markets and governments
- employs the tools of economics and political science to explore social dilemmas and problems of moral coordination posed by diverse societies.

The 50 undergraduate programs in the US (and over 350 world-wide) indicate that it is a widespread response to the felt need to integrate philosophical and empirical analyses in understanding contemporary society and its problems.

¹ *Ethical Technology Use in the Fourth Industrial Revolution*, This research is an extension of the Success personified in the Fourth Industrial Revolution report, which is based on a survey of 2,042 global executives and public sector leaders conducted by Forbes Insights in June-August 2018. <<https://www2.deloitte.com/us/en/insights/focus/industry-4-0/ethical-technology-use-fourth-industrial-revolution.html>>

Faculty Expertise

The Department of Political Economy and Moral Science (PEMS) is uniquely equipped to offer an MA in PPE. Indeed, the *raison d'être* for the Department was to assemble the faculty with both the relevant skills and interdisciplinary interest and commitment to offer such a degree.

Core Members

The core of the MA faculty is composed of the faculty in Department of Political Economy and Moral Science. Two (Professors Peter Vanderschraaf and Justin Bruner) have doctoral degrees in Philosophy (from UC/Irvine, a leader in PPE); Professor Vlad Tarko (Ph.D. Economics), has a degree from George Mason, one the most prominent PPE-oriented Economic Departments. Maria Porter has a doctoral degree in Economics from the famed University of Chicago Department. Gerald Gaus (Ph.D. Pittsburgh) has a doctoral degree in Political Science, and holds the James E. Rogers Professorship in Philosophy (see Appendix C for CVs.)

Affiliated Members

In addition to the Department of Political Economy and Moral Science faculty, at this point elective courses in the Masters degree will be taught by Tauhidur Rahman (associate faculty in PEMS, Associate Professor of Economics, Department of Agricultural and Resource Economics), Tom Christiano (Professor of Philosophy) and Allen Buchanan (Emeritus Professor Philosophy, Duke University).

CURRENT FACULTY

<i>Instructor ID</i>	<i>Name</i>	<i>Dept</i>	<i>Rank</i>	<i>Degree</i>	<i>Fclty %</i>
15900375	Gerald Gaus	0476	Professor, Department Head	Doctorate, Political Science	.1
22085223	Justin Bruner	0476	Assistant Professor	Doctorate, Philosophy	.2
22085178	Vlad Tarko	0476	Assistant Professor	Doctorate, Economics	.2
22085175	Peter Vanderschraaf	0476	Professor	Doctorate, Philosophy	.2
22086726	Maria Porter	0476	Assistant Professor	Doctorate, Economics	.2

AFFILIATED FACULTY

<i>Instructor ID</i>	<i>Name</i>	<i>Dept</i>	<i>Rank</i>	<i>Degree</i>	<i>Fclty %</i>
05805659	Thomas Christiano	0428	Professor	Doctorate	.1
14706527	Tauhid Rahman	2418	Associate Professor	Doctorate	--
02607728	Allen Buchanan	0476	Emeritus, Duke, contracted to teach UA courses	Doctorate	--

II. Need for the Major/Justification

Needs of City, State, Region

Tucson's recent employment growth rate has been one of the lowest in the southwest.² It is critical to the mission of the University of Arizona to prepare Tucson and Arizona for future developments in employment prospects, and in particular to encourage "high tech" employment in Tucson and the state. Such employment is expected to be far more robust in the face of automation. Educational decision makers have tended to premise their priorities in this regard to the so-called "STEM" disciplines. While there is no doubt that these are critical to technological change, recent studies have indicated that liberal arts students are in greater demand in tech industries than is generally thought. A recent report by the Strada Institute concludes that

"... most of the current literature on the future of work underscores this growing need for human skills such as flexibility, mental agility, ethics, resilience, systems thinking, communication, and critical thinking. Northeastern University President Joseph Aoun has devoted an entire book to the concept of "humanics": "a new model of learning that enables learners to understand the highly technological world around them and that simultaneously allows them to transcend it by nurturing the mental and intellectual qualities that are unique to humans—namely their capacity for creativity and mental flexibility."³

"Humanomics" is, interestingly, the title of the Chapman University's humanities and economics undergraduate major (a PPE-related program): it is that spirit which motivates the proposed Arizona Masters in PPE. To enable University of Arizona liberal arts majors to compete in the future employment requires an integration of technical skills (computer-based modeling, behavioral and experimental economics) with humanistic skills. Integrating humanistic, ethical and technological skills is a critical part of development of a knowledge-based economy in Southern Arizona and the State. Too often humanities students fail to understand formal analysis and modeling, while modelers can miss the human implications of their work. As the recent Strada Report concludes, their

"...findings illustrate areas for improvement when it comes to cultivating learners' abilities to integrate human and technical skills. Liberal arts programs, in particular, cannot ignore signals in the labor market. These provide the key to clarifying exactly how human skills transfer and develop into granular skills that are in demand."

² <https://mapazdashboard.arizona.edu/economy/employment-growth-industry>

³ Strada Institute for the Future of Work and Emsi (a Strada Education Network affiliate), *Robot-Ready: Human+ Skills for the Future of Work*, available at <<https://www.economicmodeling.com/robot-ready-reports/>>

This is the core mission of the PEMS. Graduates in the MA program will have the skills to be team leaders integrating technical (“STEM” and technical economists/ finance experts) members with humanistic and stakeholder concerns. Fortune 500 tech companies such as Salesforce have launched committees specifically designed to bring humanistic and technical employees together.

Nation

The critical points made above indicate that the demand for PPE-related Bachelor of Arts programs will continue their remarkable growth. Yet there is an amazing dearth of postgraduate courses in the United States to provide formal training in this integrationist discipline. One of the core missions of the PPE MA is to provide a generation of philosophers, economists and political scientists who are able not only to integrate the fields in their own work, but to teach those who will become PPE teachers themselves. One of the main career paths for all our MA students will be to enter PhD programs in especially Philosophy, since at this point by far most PPE BA majors are housed in Philosophy Departments. Should the growth of PPE majors continue at its present rate, in the future a PhD program in PPE may well be highly desirable. Two recent PhD programs have recently been instituted, a PhD in Political Economics at Stanford and a PhD in Political Economy at Harvard. But, after study, PEMS has decided that at this time Masters degrees, some of whose graduates will enter into Philosophy (and, to a lesser extent, Political Science) PhD programs and some perhaps will enter these new PhD programs, is the most effective way to train the next generation of PPE instructors.

Student Survey

A student survey of all current PPEL juniors and seniors was conducted in the Fall of 2019 to gauge interest in an Accelerated Master’s. The results:

<i>Are you interested in MA in PPE at Arizona?</i>		
	Yes	17
	Perhaps	10
	No	25
<i>Would this be professional or preparation for PhD?</i>	Professional	16
	PhD	7
<i>Are you interested in AMP at Arizona?</i>	High/Yes	28

	Medium/Maybe	9
	No	8

As can be seen there is very strong interest in the Accelerated Master's. About 2/3 of the students express strong interest. This an extraordinarily high percentage of our undergraduates interested in a PPE Masters. It should also be noted that admission to Advanced Standing in the PPEL major increased by one-third for the Fall of 2020, indicating an even larger number of interested students in the next few years.

Enrollments in Similar Programs

Arizona was one of the earlier departments offering a PPE(L) degree in the United States. Moreover, the Department of Political Economy and Moral Science and it is the only academic department in North America devoted to PPE. Because Arizona has been in the front of the curve on these developments, there has not been a cohort of existing US programs to compare ourselves to.

Two MAs are worthy of note, both being based on PPE programs. The University of Pennsylvania has followed a path similar to that prosed here: first a successful BA in PPE, and then a Master's. Penn's MA has focused on the experimental and behavior aspects of PPE (they call their MA Decision-making and Behavioral Science (MDBS)). The University of Pennsylvania's behavioral decision program is already up to **80** students (and 400 applications). The director of the Penn program reports:

“Our numbers are skyrocketing — from 100 applications in year 1 to nearly 500 applications for our 4th cohort. Intake from 40 students to 80... (many of the students indicate MBDS is their top choice, even at the expense of getting offers from PhD programs or leaving a high-profile position to get their degree). They have to largely self-fund themselves or attract external scholarships as well.”

The UC/Irvine program is different, relating to our AMP proposal. They started with the equivalent of an AMP in PPE. Irvine's AMP is at **6-7** students. For a new program this is a sound number, but we would expect a considerably higher number on our AMP PPE. The Arizona PPEL BA is already limited to excellent students through an Advanced Standing admission process: our students have a very high tendency to go on to graduate work (about 30-35%) at this point.

Employment Opportunities

The overall Tucson, Arizona and National markets for MA students of the PPE type has been extensively documented in this section. Section I of this proposal indicated the

Department's belief that the PPE degree offers the skills at interfacing technical and humanistic studies that current projections indicate will be increasingly demanded.

As the Strada report notes, though "they never catch up to STEM graduates in earnings, but liberal arts majors do perform well in the labor market, achieving substantially better outcomes than workers with less education. Among workers with liberal arts BAs, 82 percent are working (70 percent full-time), and the average full-time worker earns \$55,000 annually, \$20,000 more than high school graduates, but \$5,000 less than the average college graduate... Two out of five liberal arts graduates, however, go on to earn graduate degrees, **which further boosts their earnings to \$76,000 annually, on average.**"⁴

Market Analysis: Tucson Region

Below is the Validate analysis of market potential in the Tucson region (edited omitting non applicable categories), using the occupations codes appropriate to a PPE/Political Economy Master's. It will be seen that the MA in PPE has markets both for general research and data analysis.

Validate	Programs
Metro Areas (MSAs)	Tucson, AZ
Degree Level	Master's degree
Time Period	12/1/2018 - 11/30/2019
Selected Programs	Political Economy (45.1004)
Career Outcomes mapped to Selected Programs of Study	Researcher / Research Associate, Survey Researcher, Security / Defense Intelligence Analyst, Writer, Copywriter, Technical Writer, Editor, Policy Analyst, Reporter

TUCSON REGION REPORT: JOBS FOR OUR GRADUATES

- For our degree criteria, there were **149** job postings in the last 12 months, as compared to:122,829 total job postings in Tucson.
- 11,999 total job postings requesting a Master's degree in Tucson.

The number of jobs is expected to GROW over the next 10 years.

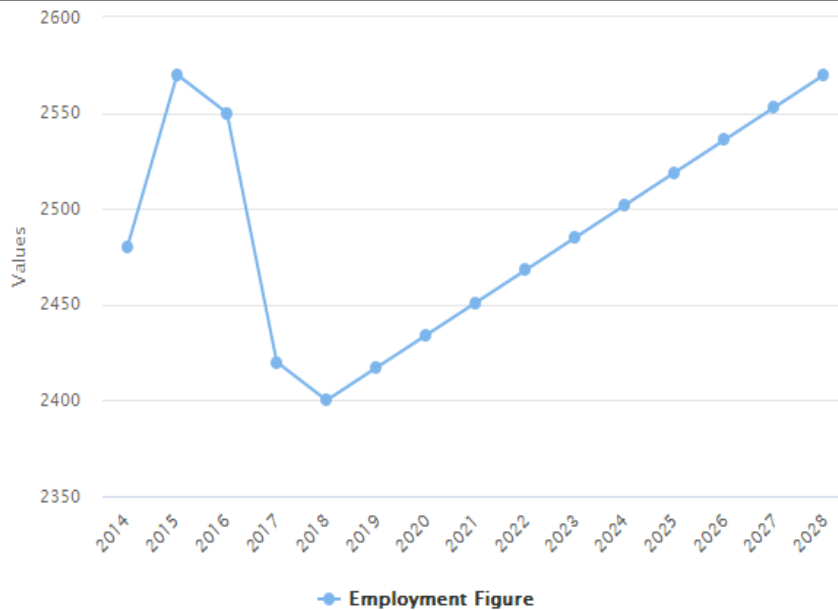
Growth by Geography

⁴ *Robot-Ready: Human+ Skills for the Future of Work*, p. 10.

Geography	Selected Occupations	Total Labor Market	Relative Growth
Tucson, AZ	7.08 %	17.14 %	Low
Arizona	15.83 %	14.97 %	Average
Nationwide	8.28 %	5.78 %	Average

Employment Changes Affecting Career Outcomes of our Program

	2014	2015	2016	2017	2018	2028
Employment (BLS)	2,480	2,570	2,550	2,420	2,400	2,570



Employment data between years 2019 and 2028 are projected figures.

Details by Occupation

Occupation Group	Postings	LQ	Employment (2018)	Employment Growth (2017 - 2018)	Projected Employment Growth (2019-2028)
General Research	116	1.5	220	4.8%	46.8%
Writing and Language	18	0.7	320	-8.6%	9.4%
Journalism and Broadcasting	7	0.6	280	0.0%	1.4%
Data Analysis and Mathematics	6	0.5	1,740	-1.1%	2.1%
Policy Analysis and Planning	2	0.2	NA	NA	NA

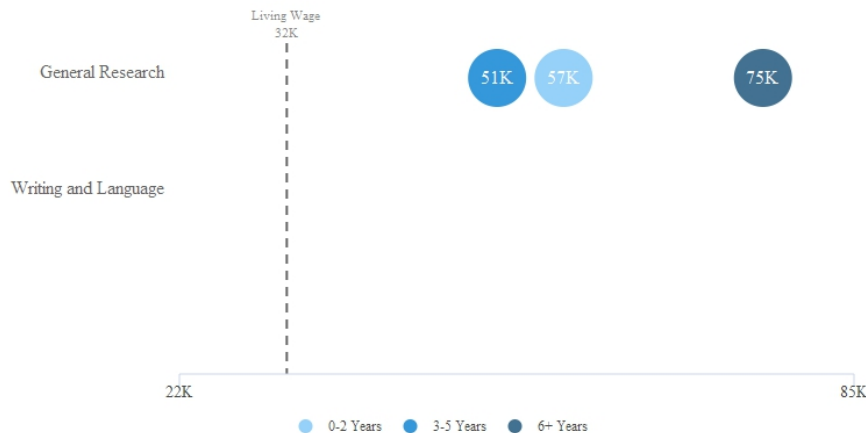
TUCSON REGION REPORT: VERSATILITY OF OUR PROGRAM

Graduates of this type of program usually transition into any of the 5 different occupation groups:

Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
General Research	116	77.9%
Writing and Language	18	12.1%
Journalism and Broadcasting	7	4.7%
Data Analysis and Mathematics	6	4.0%
Policy Analysis and Planning	2	1.3%

TUCSON REGION REPORT: EXPECTED SALARY OF GRADUATES

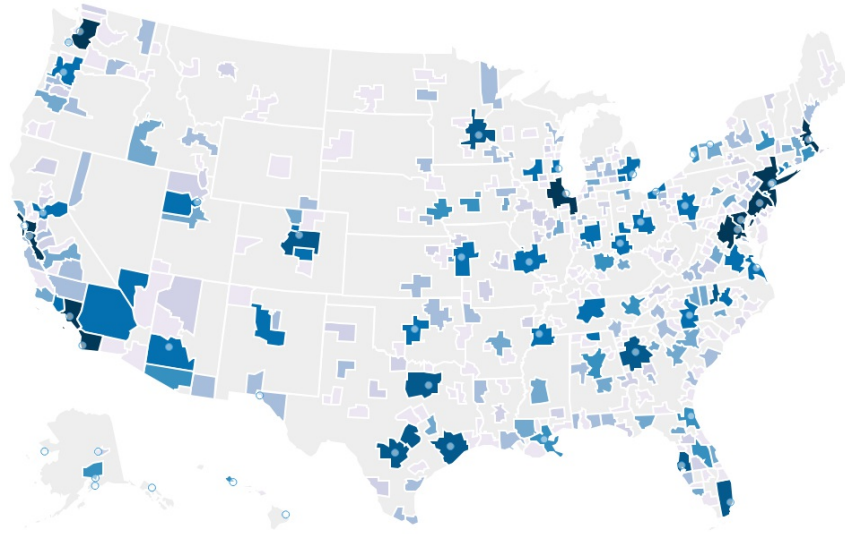
- The average salary in Tucson for graduates of our program is **\$57,122**
- This average salary is above the average living wage for Tucson of \$32,011



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	25 th Percentile	Average	75 th Percentile
General Research	\$56510	\$50914	\$75148
Writing and Language	\$0	\$0	\$0
Data Analysis and Mathematics	\$0	\$0	\$0
Journalism and Broadcasting	\$0	\$0	\$0
Policy Analysis and Planning	\$0	\$0	\$0

TUCSON REGION REPORT: DEMAND FOR OUR GRADUATES



Top Locations by Posting Demand

Location	Postings
Washington-Arlington-Alexandria, DC-VA-MD-WV	6,488
New York-Newark-Jersey City, NY-NJ-PA	5,652
Boston-Cambridge-Nashua, MA-NH	3,788
San Francisco-Oakland-Hayward, CA	3,449
Los Angeles-Long Beach-Anaheim, CA	2,480
Seattle-Tacoma-Bellevue, WA	1,903
Chicago-Naperville-Elgin, IL-IN-WI	1,823
San Jose-Sunnyvale-Santa Clara, CA	1,584
San Diego-Carlsbad, CA	1,403
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	1,368

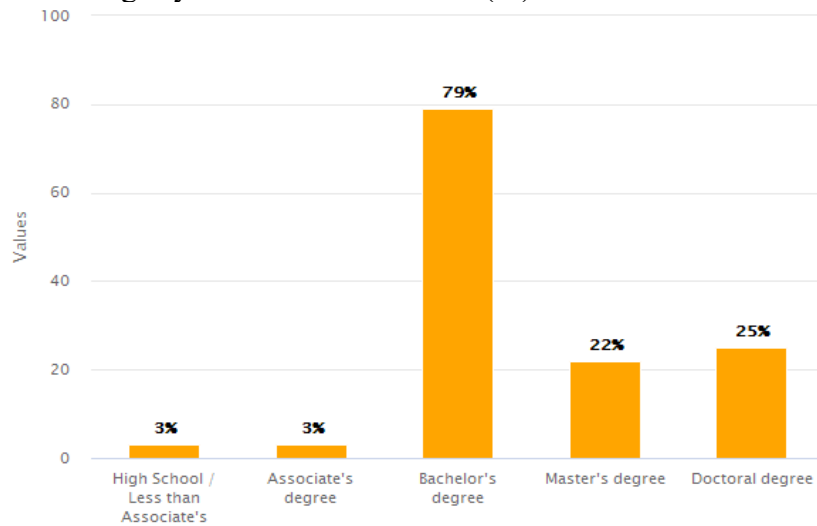
TUCSON REGION REPORT: MARKET ALIGNMENT

Project Criteria

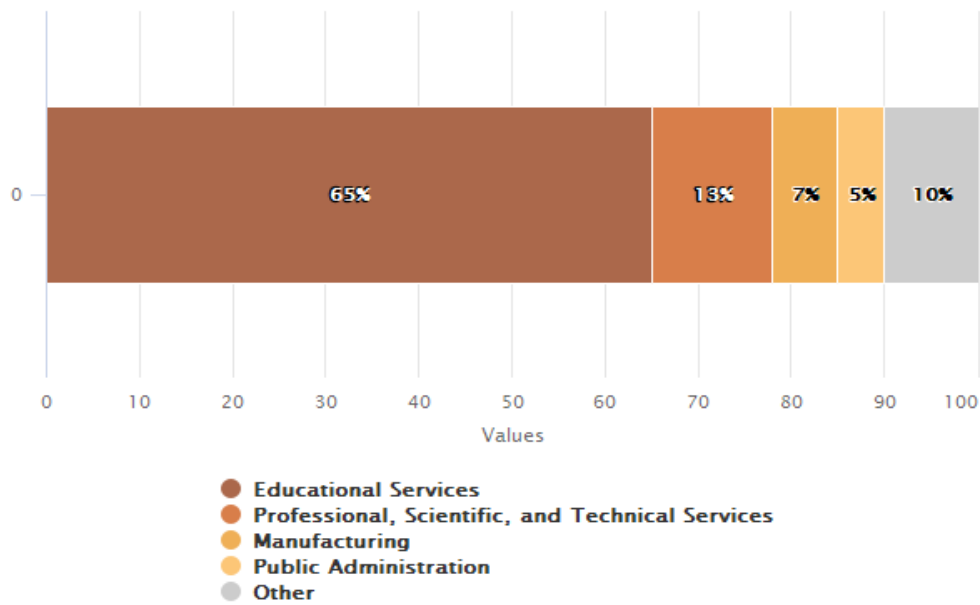
Validate	Programs
Metro Areas (MSAs)	Tucson, AZ

Degree Level	Master's degree
Time Period	12/1/2018 - 11/30/2019
Selected Programs	Political Economy (45.1004)
Career Outcomes mapped to Selected Programs of Study	Researcher / Research Associate, Survey Researcher, Security / Defense Intelligence Analyst, Writer, Copywriter, Technical Writer, Editor, Policy Analyst, Reporter

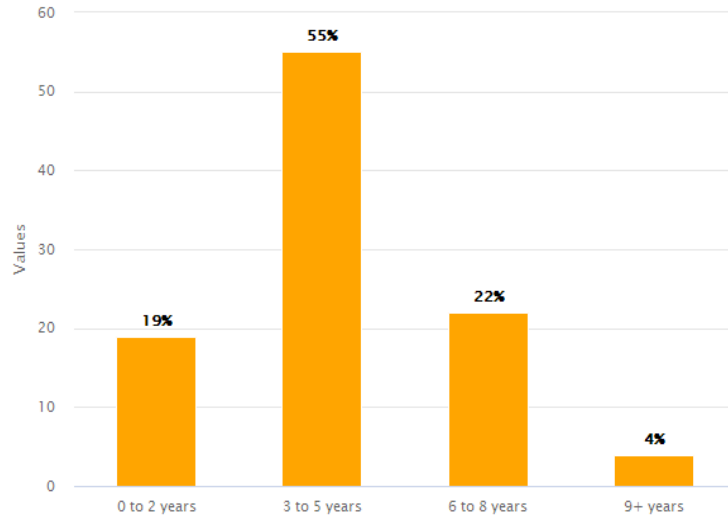
Job Postings by Advertised Education (%)



Job Postings by Industry (%)



Job Postings by Experience Requested (%)



Top Titles

Experience Level: All Experience

Title	Postings	Market Share (%)
Senior Research Specialist	20	16.39%
Principal Research Specialist	14	11.48%
Development Associate	5	4.10%
Scientist, Switch	5	4.10%
Associate Scientist	4	3.28%
Director, Research	4	3.28%
Medical Writer	4	3.28%
Research Associate	4	3.28%
Senior Development Scientist	4	3.28%
Intelligence Analyst	3	2.46%
Operations Research	3	2.46%
Proposal Writer	3	2.46%
Research Analyst	3	2.46%
Research Specialist	3	2.46%
Assistant Research Scientist	2	1.64%

*Top Employers Hiring***Experience Level:** All Experience

Employer	Postings	Market Share (%)
University of Arizona	67	54.92%
Fast Switch Limited	5	4.10%
Htg Molecular Diagnostics, Inc	5	4.10%
Raytheon	4	3.28%
Anthem Blue Cross	3	2.46%
US Navy	3	2.46%
Accelerate Diagnostics	2	1.64%
Accelerate Diagnostics, Inc	2	1.64%
Cambium Learning	2	1.64%
Htg Molecular	2	1.64%
Accelerate Diagnostics Inc	1	0.82%
Americorps	1	0.82%
Arete Associates	1	0.82%
Bayer Corporation	1	0.82%
Carondelet Health	1	0.82%

TUCSON REGION REPORT: KEY COMPETENCIES**PROJECT CRITERIA**

Validate	Programs
Metro Areas (MSAs)	Tucson, AZ
Degree Level	Master's degree
Time Period	12/1/2018 - 11/30/2019
Selected Programs	Political Economy (45.1004)
Career Outcomes mapped to Selected Programs of Study	Researcher / Research Associate, Survey Researcher, Security / Defense Intelligence Analyst, Writer, Copywriter, Technical Writer, Editor, Policy Analyst, Reporter

TOP 15 SPECIALIZED SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Experiments	33 (20%)	3.17%	No	No
Technical Writing / Editing	33 (20%)	-18.2%	Yes	No
Project Management	29 (18%)	-19.74%	Yes	No
Budgeting	23 (14%)	-10.04%	No	Yes
Data Analysis	19 (12%)	81.86%	No	No
Data Collection	19 (12%)	0.22%	No	No
Biology	19 (12%)	-20.99%	No	No
Teaching	17 (11%)	-12.75%	No	No
Molecular Biology	15 (9%)	-19.19%	No	No
Project Planning and Development Skills	15 (9%)	-15.09%	No	No
Prepare Presentations	14 (9%)	-12.79%	No	No
Product Development	14 (9%)	-4.41%	Yes	Yes
Preparing Proposals	13 (8%)	-15.9%	No	No

Experimental Design	13 (8%)	13.95%	Yes	No
Grant Writing	13 (8%)	-42.13%	No	No

TOP 15 BASELINES SKILLS

Skill	Postings
Research	122 (76%)
Writing	74 (46%)
Communication Skills	63 (39%)
Teamwork / Collaboration	50 (31%)
Organizational Skills	32 (20%)
Editing	30 (19%)
Meeting Deadlines	29 (18%)
Planning	29 (18%)
Creativity	28 (17%)
Problem Solving	27 (17%)
Microsoft Office	22 (14%)
Detail-Oriented	22 (14%)

Microsoft Excel	18 (11%)
Typing	18 (11%)
English	16 (10%)

TOP 15 SOFTWARE PROGRAMMING SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Microsoft Office	22 (14%)	-10.2%	No	No
Microsoft Excel	18 (11%)	17.03%	No	No
Microsoft Powerpoint	11 (7%)	-8.52%	No	No
Microsoft Word	11 (7%)	-13.39%	No	No
Word Processing	8 (5%)	-19.34%	No	No
Python	5 (3%)	61.12%	Yes	No
Software Development	5 (3%)	5.78%	No	No
Computer Engineering	4 (2%)	6.12%	No	No
Drupal	3 (2%)	-59.54%	No	No
MATLAB	3 (2%)	-7.53%	No	No
Adobe Acrobat	2 (1%)	-15.24%	No	No
Data Visualization	2 (1%)	72.42%	No	No
Disco	2 (1%)	12.65%	No	No

Docker Software	2 (1%)	105.95%	No	No
Microsoft C#	2 (1%)	-25.69%	No	No

TOP 15 SKILL CLUSTERS

Skill	Postings
Writing	66 (41%)
Research Methodology	44 (27%)
Microsoft Office and Productivity Tools	39 (24%)
Project Management	32 (20%)
Data Analysis	25 (16%)
Budget Management	23 (14%)
People Management	20 (12%)
Manufacturing Processes	19 (12%)
Teaching	17 (11%)
Cellular Biology	15 (9%)
Product Development	15 (9%)
Market Analysis	11 (7%)
Business Strategy	10 (6%)

Oncology	9 (6%)
Clinical Research	9 (6%)

TOP 15 SALARY PREMIUM SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Technical Writing / Editing	33 (20%)	-18.2%	Yes	No
Project Management	29 (18%)	-19.74%	Yes	No
Product Development	14 (9%)	-4.41%	Yes	Yes
Experimental Design	13 (8%)	13.95%	Yes	No
Staff Management	13 (8%)	-13.84%	Yes	No
Good Manufacturing Practices (GMP)	9 (6%)	-26.05%	Yes	No
Python	5 (3%)	61.12%	Yes	No
Machine Learning	4 (2%)	102.54%	Yes	Yes
Physics	4 (2%)	-16.38%	Yes	No
Cell Biology	3 (2%)	4.47%	Yes	No
Clinical Trials	3 (2%)	2.37%	Yes	No
Biotechnology	2 (1%)	-13.91%	Yes	Yes

Immunology	1 (1%)	-3.01%	Yes	No
C++	1 (1%)	-24.09%	Yes	Yes

TOP 15 COMPETITIVE ADVANTAGE SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Budgeting	23 (14%)	-10.04%	No	Yes
Product Development	14 (9%)	-4.41%	Yes	Yes
Cancer knowledge	10 (6%)	17.96%	No	Yes
Machine Learning	4 (2%)	102.54%	Yes	Yes
Technical Support	3 (2%)	-10.55%	No	Yes
Biotechnology	2 (1%)	-13.91%	Yes	Yes
Market Research	1 (1%)	-15.02%	No	Yes
C++	1 (1%)	-24.09%	Yes	Yes

Market Analysis: State

Validate	Programs
States	Arizona
Degree Level	Master's degree

Time Period	12/1/2018 - 11/30/2019
Selected Programs	Political Economy (45.1004)
Career Outcomes mapped to Selected Programs of Study	Researcher / Research Associate, Survey Researcher, Security / Defense Intelligence Analyst, Writer, Copywriter, Technical Writer, Editor, Policy Analyst, Reporter

STATE MARKET ANALYSIS: JOBS FOR OUR GRADUATES

There were **715** job postings in the last 12 months.

Compared to:

- 936,884 total job postings in Arizona.
- 79,965 total job postings requesting a Master's degree in Arizona.

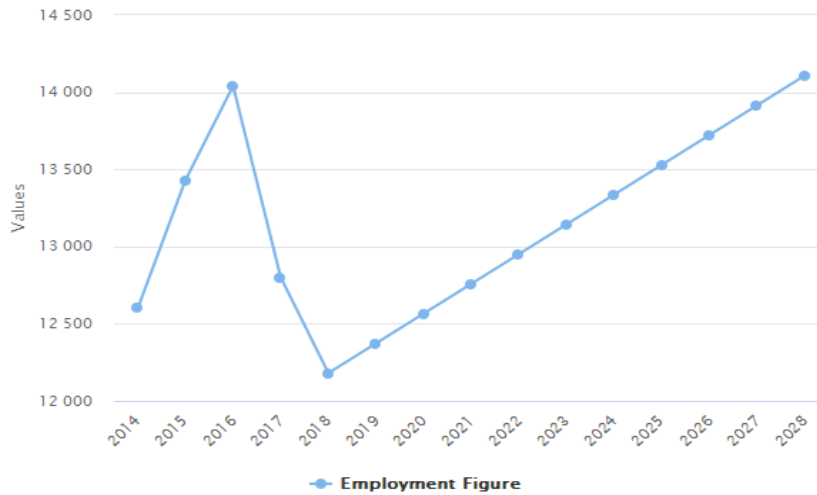
The number of jobs is expected to GROW over the next 10 years.

Growth by Geography

Geography	Selected Occupations	Total Labor Market	Relative Growth
Arizona	15.83 %	14.97 %	Average
Nationwide	8.28 %	5.78 %	Average

Employment Change for Career Outcomes of our Program

	2014	2015	2016	2017	2018	2028
Employment (BLS)	12,600	13,430	14,040	12,800	12,180	14,108



Employment data between years 2019 and 2028 are projected figures.

Details by Occupation

Occupation Group	Postings	LQ	Employment (2018)	Employment Growth (2017 - 2018)	Projected Employment Growth (2019-2028)
General Research	341	0.6	3,450	-9.4%	46.9%
Writing and Language	146	0.7	2,030	-5.6%	8.8%
Journalism and Broadcasting	122	1.3	1,700	11.8%	1.6%
Data Analysis and Mathematics	74	0.8	5,810	-1.7%	2.1%
Policy Analysis and Planning	32	0.4	210	-4.5%	4.3%

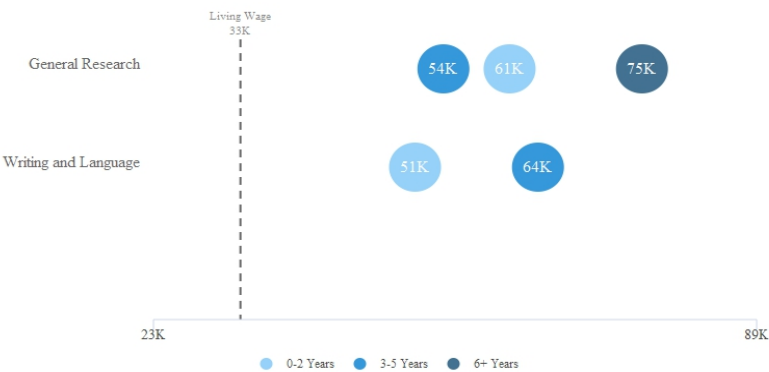
STATE MARKET ANALYSIS: VERSATILITY OF OUR PROGRAM

Graduates of this program usually transition into any of the 5 different occupation groups:

Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
General Research	341	47.7%
Writing and Language	146	20.4%
Journalism and Broadcasting	122	17.1%
Data Analysis and Mathematics	74	10.3%
Policy Analysis and Planning	32	4.5%

STATE MARKET ANALYSIS: EXPECTED SALARIES OF OUR GRADUATES

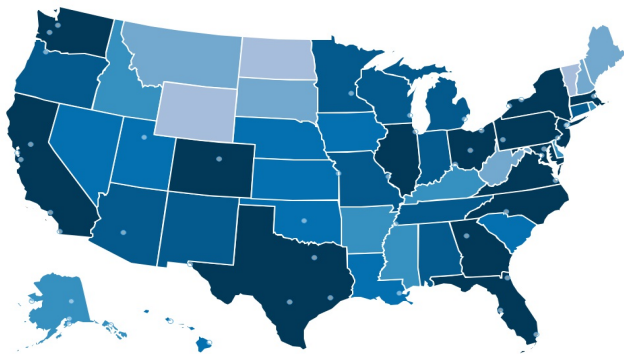
- The average salary in Arizona for graduates of our program is **\$59,842**
- This average salary is Above the average living wage for Arizona of **\$32, 531**



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	25 th Percentile	Average	75 th Percentile
General Research	\$60646	\$54068	\$75421
Writing and Language	\$51321	\$63870	\$0
Data Analysis and Mathematics	\$63276	\$78705	\$0
Journalism and Broadcasting	\$33148	\$42900	\$0
Policy Analysis and Planning	\$0	\$0	\$0

STATE MARKET ANALYSIS: LOCATION OF DEMAND



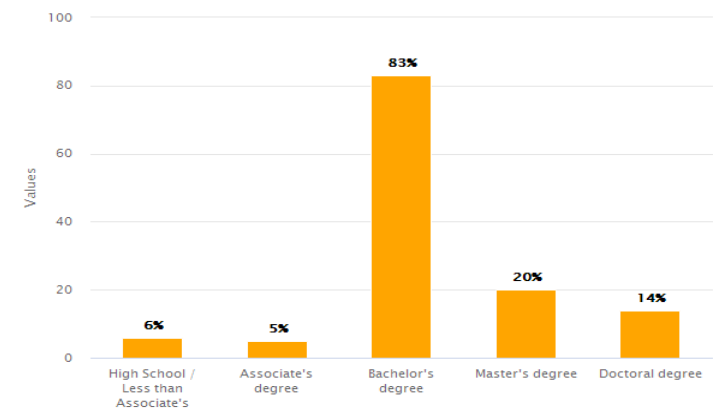
Top Locations by Posting Demand

Location	Postings
California	10,385
New York	4,914
Massachusetts	4,138
Virginia	3,561
Texas	3,253
District of Columbia	2,597
Maryland	2,360
Washington	2,192
Florida	2,054
Illinois	2,053

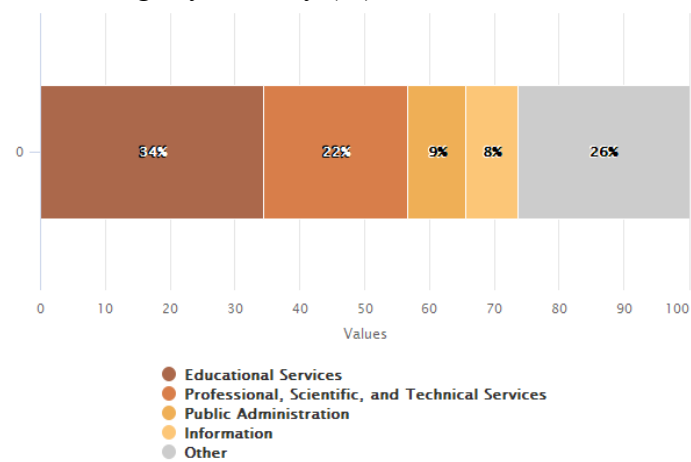
STATE MARKET ANALYSIS: MARKET ALIGNMENT*Project Criteria*

Validate	Programs
States	Arizona
Degree Level	Master's degree
Time Period	12/1/2018 - 11/30/2019
Selected Programs	Political Economy (45.1004)
Career Outcomes mapped to Selected Programs of Study	Researcher / Research Associate, Survey Researcher, Security / Defense Intelligence Analyst, Writer, Copywriter, Technical Writer, Editor, Policy Analyst, Reporter

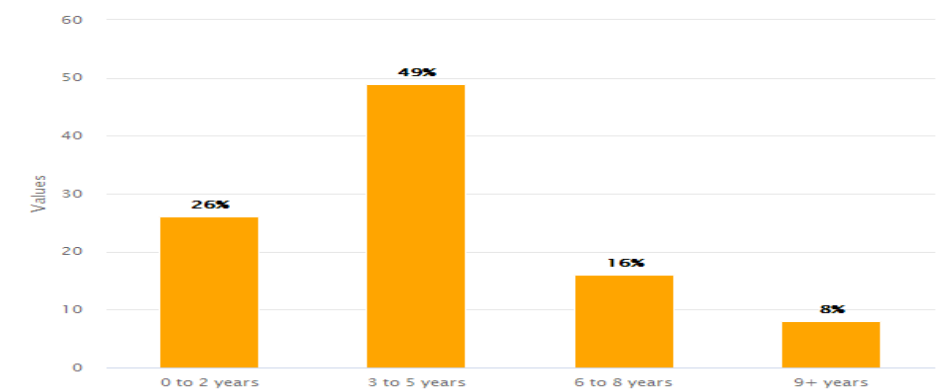
Job Postings by Advertised Education (%)



Job Postings by Industry (%)



Job Postings by Experience Requested (%)



*Top Titles***Experience Level:** All Experience

Title	Postings	Market Share (%)
Intelligence Analyst	36	8.04%
Senior Research Specialist	24	5.36%
Technical Writer	23	5.13%
Reporter	17	3.79%
Principal Research Specialist	15	3.35%
Medical Writer	13	2.90%
Attorney	12	2.68%
Proposal Writer	10	2.23%
Remote Editor	10	2.23%
Development Associate	9	2.01%
Copywriter	8	1.79%
Operations Research	8	1.79%
Research Specialist	8	1.79%
Research Analyst	7	1.56%
Editor	6	1.34%

*Top Employers Hiring***Experience Level:** All Experience

Employer	Postings	Market Share (%)
University of Arizona	75	16.74%
Arizona State University	18	4.02%
Gannett Company Incorporated	13	2.90%
Grand Canyon University	13	2.90%
US Navy	11	2.46%
IBM	9	2.01%

Jacobs Engineering Group Incorporated	9	2.01%
Tribune Company	9	2.01%
Whole Foods Market, Inc.	9	2.01%
Anthem Blue Cross	8	1.79%
Johns Hopkins University	7	1.56%
Snell Wilmer	7	1.56%
Caris Life Sciences	6	1.34%
Honeywell	6	1.34%
Prosync	6	1.34%

STATE MARKET ANALYSIS: KEY COMPETENCIES

Project Criteria

Validate	Programs
States	Arizona
Degree Level	Master's degree
Time Period	12/1/2018 - 11/30/2019
Selected Programs	Political Economy (45.1004)
Career Outcomes mapped to Selected Programs of Study	Researcher / Research Associate, Survey Researcher, Security / Defense Intelligence Analyst, Writer, Copywriter, Technical Writer, Editor, Policy Analyst, Reporter

Top 15 Specialized Skills

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Technical Writing / Editing	105 (14%)	-18.2%	Yes	No
Project Management	91 (12%)	-19.74%	Yes	No
Experiments	72 (10%)	3.17%	No	No

Journalism	71 (10%)	-36.09%	No	No
Budgeting	68 (9%)	-10.04%	No	Yes
Data Collection	56 (8%)	0.22%	No	No
Data Analysis	55 (7%)	81.86%	No	No
Customer Service	49 (7%)	1.05%	No	No
Social Media	49 (7%)	12.88%	No	No
Teaching	44 (6%)	-12.75%	No	No
Quality Assurance and Control	41 (6%)	39.46%	No	No
Staff Management	41 (6%)	-13.84%	No	No
Scheduling	38 (5%)	1.88%	No	No
Psychology	34 (5%)	-15.9%	No	No
Surveillance	33 (4%)	-37.69%	No	No

Top 15 Baselines Skills

Skill	Postings
Research	444 (60%)
Writing	330 (45%)
Communication Skills	233 (32%)
Editing	188 (25%)
Teamwork / Collaboration	165 (22%)

Detail-Oriented	123 (17%)
Meeting Deadlines	121 (16%)
Microsoft Excel	121 (16%)
Microsoft Office	116 (16%)
Organizational Skills	108 (15%)
Problem Solving	107 (14%)
Creativity	99 (13%)
Planning	96 (13%)
English	79 (11%)
Written Communication	65 (9%)

Top 15 Software Programming Skills

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Microsoft Excel	121 (16%)	17.03%	No	No
Microsoft Office	116 (16%)	-10.2%	No	No
Microsoft Word	63 (9%)	-13.39%	No	No
Microsoft Powerpoint	57 (8%)	-8.52%	No	No
Python	31 (4%)	61.12%	Yes	No
Facebook	31 (4%)	-34.28%	No	No
Software Development	27 (4%)	5.78%	No	No
SQL	22 (3%)	-13.3%	No	No

Word Processing	18 (2%)	-19.34%	No	No
Microsoft Sharepoint	17 (2%)	-28.61%	No	No
Microsoft Windows	17 (2%)	6.61%	No	No
Social Media Platforms	15 (2%)	38.85%	No	No
Adobe Photoshop	14 (2%)	-22.36%	No	No
C++	14 (2%)	-24.09%	No	No
Salesforce	14 (2%)	46.69%	No	No

Top 15 Skill Clusters

Skill	Postings
Writing	210 (28%)
Microsoft Office and Productivity Tools	194 (26%)
Project Management	116 (16%)
Research Methodology	92 (12%)
Data Analysis	79 (11%)
Journalism	73 (10%)
Budget Management	70 (9%)
People Management	68 (9%)
Basic Customer Service	59 (8%)
Social Media	58 (8%)
Procurement	52 (7%)

Market Analysis	45 (6%)
Business Process and Analysis	45 (6%)
Business Strategy	45 (6%)
Teaching	43 (6%)

Top 15 Salary Premium Skills

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Technical Writing / Editing	105 (14%)	-18.2%	Yes	No
Project Management	91 (12%)	-19.74%	Yes	No
Python	31 (4%)	61.12%	Yes	No
Product Development	28 (4%)	-4.41%	Yes	Yes
Machine Learning	13 (2%)	102.54%	Yes	Yes
Biotechnology	6 (1%)	-13.91%	Yes	Yes

Top 15 Competitive Advantage Skills

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Budgeting	68 (9%)	-10.04%	No	Yes
Product Development	28 (4%)	-4.41%	Yes	Yes
Machine Learning	13 (2%)	102.54%	Yes	Yes
Biotechnology	6 (1%)	-13.91%	Yes	Yes

National Analysis

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	12/1/2018 - 11/30/2019
Selected Programs	Political Economy (45.1004)
Career Outcomes mapped to Selected Programs of Study	Researcher / Research Associate, Survey Researcher, Security / Defense Intelligence Analyst, Writer, Copywriter, Technical Writer, Editor, Policy Analyst, Reporter

NATIONAL REPORT: JOBS FOR OUR GRADUATES

For your project criteria, there were **56,273** job postings in the last 12 months. Compared to:

- 35,671,206 total job postings in your selected location
- 3,267,178 total job postings requesting a Master's degree in your selected location

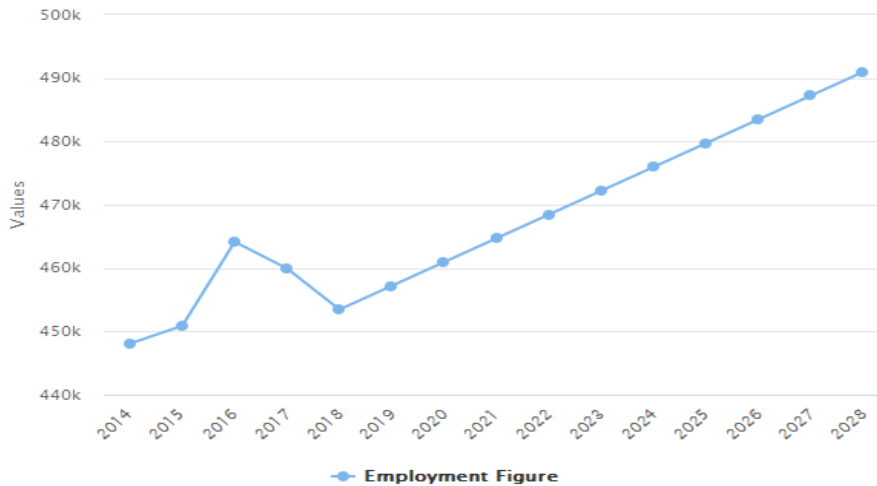
The number of jobs is expected to **GROW** over the next 10 years.

Growth by Geography

Geography	Selected Occupations	Total Labor Market	Relative Growth
Nationwide	8.28 %	5.78 %	Average

Changes in Career Outcomes of your Program

	2014	2015	2016	2017	2018	2028
Employment (BLS)	448,060	450,890	464,140	459,930	453,450	490,991



Employment data between years 2019 and 2028 are projected figures.

Details by Occupation

Occupation Group	Postings	LQ	Employment (2018)	Employment Growth (2017 – 2018)	Projected Employment Growth (2019-2028)
General Research	30,837	NA	104,200	-1.7%	27.5%
Writing and Language	10,645	NA	191,310	-0.4%	4.0%
Data Analysis and Mathematics	5,168	NA	103,450	-1.8%	4.5%
Journalism and Broadcasting	5,009	NA	132,890	-2.1%	-3.8%
Policy Analysis and Planning	4,614	NA	17,350	-1.4%	2.3%

NATIONAL ANALYSIS: VERSATILITY OF OUR PROGRAM

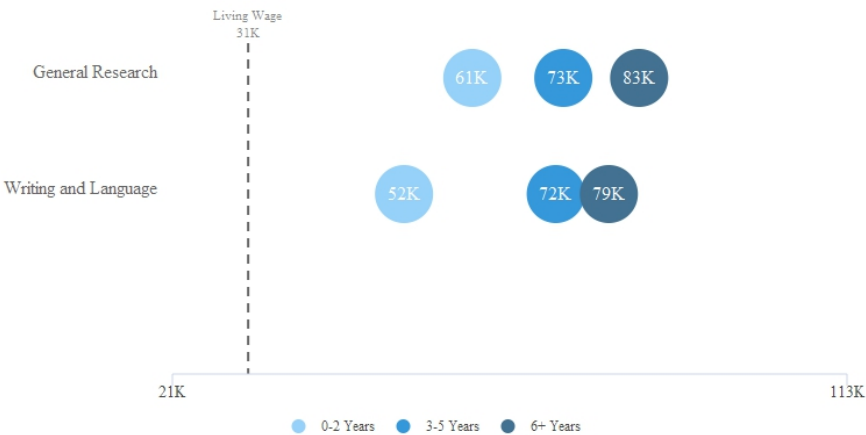
Graduates of this program usually transition into any of the 5 different occupation groups:

Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
General Research	30,837	54.8%
Writing and Language	10,645	18.9%
Data Analysis and Mathematics	5,168	9.2%
Journalism and Broadcasting	5,009	8.9%
Policy Analysis and Planning	4,614	8.2%

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NATIONAL ANALYSIS: EXPECTED SALARIES

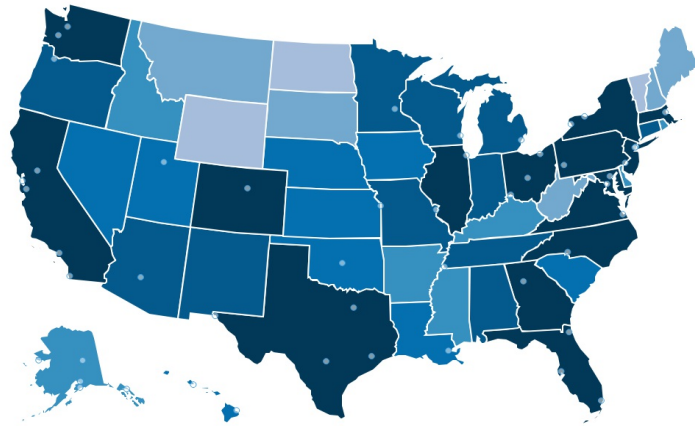
- The average salary in the nation for graduates of your program is **\$70,989**
- This average salary is Above the average living wage for your region of \$31,450



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	25 th Percentile	Average	75 th Percentile
General Research	\$60871	\$72901	\$82718
Writing and Language	\$52129	\$71809	\$78627
Data Analysis and Mathematics	\$71492	\$85753	\$103351
Policy Analysis and Planning	\$58074	\$66437	\$81430
Journalism and Broadcasting	\$42194	\$51492	\$66313

NATIONAL ANALYSIS: LOCATION OF DEMAND FOR GRADUATES



Top Locations by Posting Demand

Location	Postings
California	10,385
New York	4,914
Massachusetts	4,138
Virginia	3,561
Texas	3,253
District of Columbia	2,597
Maryland	2,360
Washington	2,192
Florida	2,054
Illinois	2,053

NATIONAL ANALYSIS: COMPETITIVE LANDSCAPE

High Similarity/Low Competition

The University of California/Irvine. Advanced Master's in M.A. in Philosophy, Political Science and Economics (PPE).

This is a new “AMP” MA in PPE, and is the closest to the Arizona AMP. As with Arizona, the program grew out of a Philosophy Department with a more formal methodology. However, UC/Irvine does not have a stand-alone MA.

Since the degree is an AMP, there is no significant competition between Irvine and Arizona.

Medium Competition/Medium Similarity

Duke: M.A. Analytical Political Economy (MAPE)

The Master of Arts in Analytical Political Economy (MAPE) at Duke University is a joint master's program of the Departments of Economics and Political Science, located in the Department of Economics. It focuses on policy studies: "such as immigration, environmental regulation, digital rights, and international trade increasingly includes a strong political component."

There is modest overlap between the Duke MAPE at the proposed MA: both of course raw on economic tools and their application, and have a political theory component. But a core element of the Arizona MA will be normative and ethical engagement with topics and problems in political economy.

University of Pennsylvania, MA Decision-making and Behavioral Science (MDBS)

Like the proposed Arizona MA degrees, the MDBS program at the University of Pennsylvania grew out of a PPE undergraduate major housed in a Philosophy Department. However, Penn's MDBS is strongly focused on behavioral economics and psychology, whereas the proposed Arizona MA will have strong components in social philosophy and formal methodology that are not integral to this MDBS program.

Low Competition/Low Similarity

Peter F. Drucker and Masatoshi Ito Graduate School of Management, Claremont Graduate University, Master of Arts in International Political Economy (MAIPE).

"The MAIPE program takes advantage of the high level of curricular integration between the departments of Economics and of Politics and Policy. Graduates will be trained in the analytical tools most frequently in demand for analyzing trends and issues in the international political economy."

There is little competition between the Claremont program and the Arizona MA: the proposed MA does not have an international relations focus.

Georgetown University, M.A. in Political Economy.

This joint degree from Georgetown University and the ULB-Solvay Brussels School of Economics and Management offers. This degree stresses “training in formal and quantitative political economy, with a strong emphasis on economic policy.”

Again, little competition between the Georgetown and the Arizona MA. Georgetown University, M.A. in Political Economy is economic policy/career focused.

New School, Global Political Economy and Finance (MA).

“The MA in Global Political Economy and Finance is ...provides students with a sophisticated understanding of the world economy in historical context, the political economic analysis of the dynamics of contemporary world capitalist society, and state-of-the-art tools of political economic and financial analysis.”

Very little competition: the Arizona MA stresses normative analysis of economics issues as well as the use of economics tools to examine philosophical issues from a more rigorous economic tools.

Overall, there is practically no competing degrees in the United States, though similar programs exist in Europe (see Appendix B).

The following are estimates of degree conferrals.

<i>Institution</i>	<i>School Type</i>	<i>Conferrals (2018/19)</i>	<i>Conferrals Change (2014-2018)</i>
High Similarity/ Low Competition			
<i>UC/Irvine</i>	Public	6	>100% (from 0)
Medium Competition /Medium Similarity			
<i>Duke University</i>	Private	8	100.00%
<i>University of Pennsylvania</i>	Private	30	300%
Low Competition/Low Similarity			

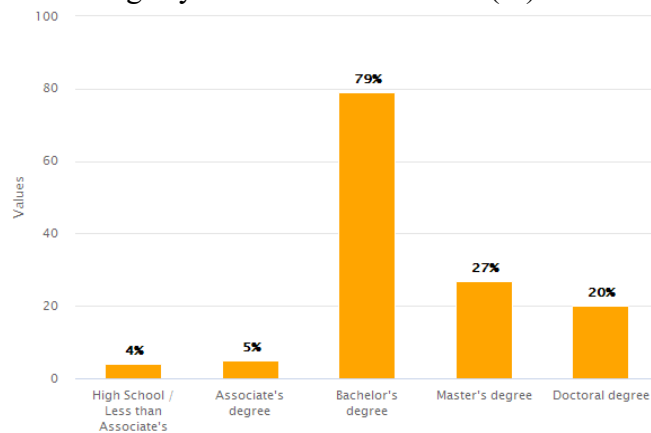
<i>Claremont Graduate University</i>	Private	1	100.00%
<i>The New School</i>	Private	1	100.00%
<i>Georgetown University</i>	Private	0	0.00%

NATIONAL ANALYSIS: MARKET ALIGNMENT

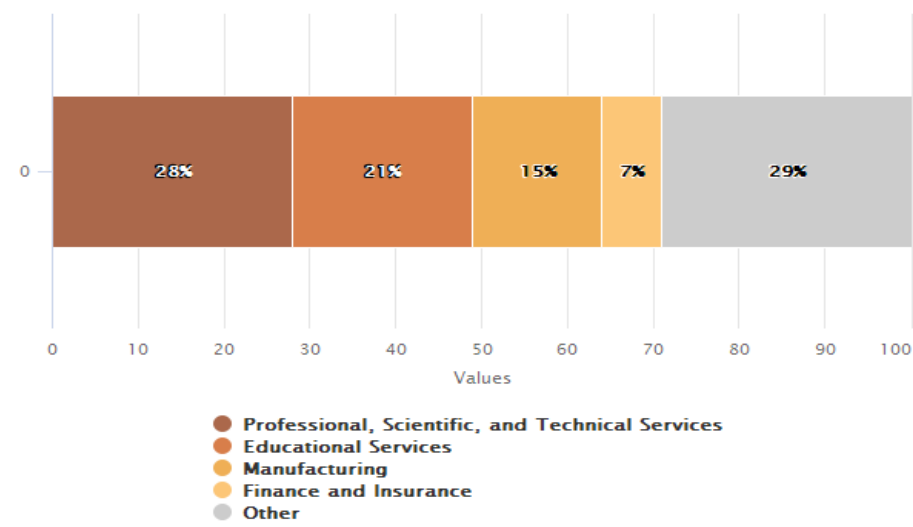
Project Criteria

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	12/1/2018 - 11/30/2019
Selected Programs	Political Economy (45.1004)
Career Outcomes mapped to Selected Programs of Study	Researcher / Research Associate, Survey Researcher, Security / Defense Intelligence Analyst, Writer, Copywriter, Technical Writer, Editor, Policy Analyst, Reporter

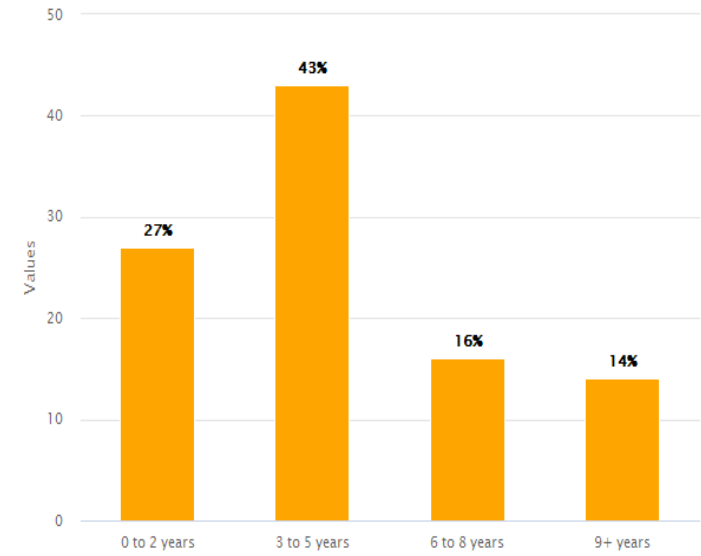
Job Postings by Advertised Education (%)



Job Postings by Industry (%)



Job Postings by Experience Requested (%)



*Top Titles***Experience Level:** All Experience

Title	Postings	Market Share (%)
Technical Writer	2,035	5.42%
Intelligence Analyst	1,570	4.18%
Policy Analyst	1,166	3.11%
Medical Writer	1,043	2.78%
Research Associate	1,033	2.75%
Scientist	894	2.38%
Research Assistant	711	1.89%
Research Analyst	592	1.58%
Research Scientist	551	1.47%
Proposal Writer	510	1.36%
Researcher	479	1.28%
Senior Scientist	384	1.02%
Research Manager	347	0.92%
Writer/Editor	315	0.84%
Research Specialist	298	0.79%

*Top Employers Hiring***Experience Level:** All Experience

Employer	Postings	Market Share (%)
Whole Foods Market, Inc.	695	1.85%
Anthem Blue Cross	562	1.50%
Amazon	423	1.13%
Deloitte	349	0.93%
Booz Allen Hamilton Inc.	334	0.89%
Leidos	319	0.85%
US Navy	275	0.73%
CACI	233	0.62%
IBM	229	0.61%
University of Illinois	218	0.58%

SAIC	213	0.57%
Amgen	212	0.56%
Northrop Grumman	210	0.56%
Humana	185	0.49%
General Dynamics	182	0.48%

NATIONAL ANALYSIS: KEY COMPETENCIES

Project Criteria

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	12/1/2018 - 11/30/2019
Selected Programs	Political Economy (45.1004)
Career Outcomes mapped to Selected Programs of Study	Researcher / Research Associate, Survey Researcher, Security / Defense Intelligence Analyst, Writer, Copywriter, Technical Writer, Editor, Policy Analyst, Reporter

Top 15 Specialized Skills

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Project Management	6713 (11%)	-19.74%	Yes	No
Technical Writing / Editing	6596 (11%)	-18.2%	Yes	No
Experiments	5574 (9%)	3.17%	No	No
Budgeting	5494 (9%)	-10.04%	No	Yes
Data Analysis	5264 (9%)	81.86%	No	No
Data Collection	4774 (8%)	0.22%	No	No

Scheduling	4006 (7%)	1.88%	No	No
Python	3882 (7%)	61.12%	Yes	No
Customer Service	3652 (6%)	1.05%	No	No
Public Health and Safety	3046 (5%)	2.45%	No	No
Quality Assurance and Control	3034 (5%)	39.46%	No	No
Biology	2906 (5%)	-20.99%	No	No
Journalism	2902 (5%)	-36.09%	No	No
Staff Management	2827 (5%)	-13.84%	Yes	No
Social Media	2767 (5%)	12.88%	No	No

Top 15 Baselines Skills

Skill	Postings
Research	36819 (62%)
Writing	23911 (40%)
Communication Skills	23200 (39%)
Teamwork / Collaboration	15351 (26%)
Editing	11450 (19%)
Organizational Skills	10481 (18%)
Detail-Oriented	9506 (16%)
Planning	9475 (16%)
Creativity	8676 (15%)

Microsoft Excel	8575 (14%)
Problem Solving	7966 (13%)
Microsoft Office	7193 (12%)
Written Communication	6018 (10%)
Microsoft Powerpoint	5376 (9%)
Microsoft Word	5022 (8%)

Top 15 Software Programming Skills

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Microsoft Excel	8575 (14%)	17.03%	No	No
Microsoft Office	7193 (12%)	-10.2%	No	No
Microsoft Powerpoint	5376 (9%)	-8.52%	No	No
Microsoft Word	5022 (8%)	-13.39%	No	No
Python	3882 (7%)	61.12%	Yes	No
Software Development	1988 (3%)	5.78%	No	No
SQL	1974 (3%)	-13.3%	No	No
C++	1715 (3%)	-24.09%	Yes	Yes
SAS	1579 (3%)	6.44%	No	No
Java	1534 (3%)	-13.18%	No	No
MATLAB	1426 (2%)	-7.53%	No	No
Adobe Acrobat	1246 (2%)	-15.24%	No	No

Adobe Photoshop	1217 (2%)	-22.36%	No	No
R	1152 (2%)	40.61%	No	No
Microsoft Outlook	1141 (2%)	-1.45%	No	No

Top 15 Skill Clusters

Skill	Postings
Microsoft Office and Productivity Tools	13451 (23%)
Writing	12972 (22%)
Research Methodology	9491 (16%)
Project Management	8290 (14%)
Data Analysis	7320 (12%)
Budget Management	5530 (9%)
Basic Customer Service	5321 (9%)
People Management	4394 (7%)
Business Strategy	4014 (7%)
Product Development	3986 (7%)
Scripting Languages	3905 (7%)
Business Process and Analysis	3753 (6%)
Social Media	3712 (6%)
Cellular Biology	3524 (6%)
Graphic and Visual Design Software	3513 (6%)

Top 15 Salary Premium Skills

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Project Management	6713 (11%)	-19.74%	Yes	No
Technical Writing / Editing	6596 (11%)	-18.2%	Yes	No
Python	3882 (7%)	61.12%	Yes	No
Staff Management	2827 (5%)	-13.84%	Yes	No
Machine Learning	2688 (5%)	102.54%	Yes	Yes
Product Development	2501 (4%)	-4.41%	Yes	Yes
Biotechnology	2052 (3%)	-13.91%	Yes	Yes
C++	1715 (3%)	-24.09%	Yes	Yes
Physics	1660 (3%)	-16.38%	Yes	No
Experimental Design	1443 (2%)	13.95%	Yes	No
Clinical Trials	1089 (2%)	2.37%	Yes	No
Immunology	1055 (2%)	-3.01%	Yes	No
Cell Biology	973 (2%)	4.47%	Yes	No
Good Manufacturing Practices (GMP)	971 (2%)	-26.05%	Yes	No

Top 15 Competitive Advantage Skills

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Budgeting	5494 (9%)	-10.04%	No	Yes

Machine Learning	2688 (5%)	102.54%	Yes	Yes
Product Development	2501 (4%)	-4.41%	Yes	Yes
Biotechnology	2052 (3%)	-13.91%	Yes	Yes
C++	1715 (3%)	-24.09%	Yes	Yes
Cancer knowledge	1563 (3%)	17.96%	No	Yes
Technical Support	1375 (2%)	-10.55%	No	Yes
Market Research	1298 (2%)	-15.02%	No	Yes

Top 15 Certifications

Skill	Postings	Salary Premium	Competitive Advantage
Security Clearance	3442 (6%)	No	No
Driver's License	2059 (3%)	No	No
Project Management Certification	353 (1%)	No	No
Project Management Professional (PMP)	161 (0%)	No	No
IT Infrastructure Library (ITIL) Certification	144 (0%)	No	No
Certified Information Systems Security Professional (CISSP)	137 (0%)	No	No
SANS/GIAC Certification	136 (0%)	No	No
CompTIA Security+	133 (0%)	No	No
Pest Control Applicator	104 (0%)	No	No

GIAC Security Essentials (GSEC)	74 (0%)	No	No
American Board for Engineering and Technology (ABET) Accredited	71 (0%)	No	No
ITIL Certification	69 (0%)	No	No
First Aid Cpr Aed	66 (0%)	No	No
Systems Security Certified Practitioner (SSCP)	60 (0%)	No	No
Cisco Certified Network Associate (CCNA)	58 (0%)	No	No

III. Major Requirements

Total units required to complete degree (minimum): 30

Intensive Pathway

Pre-admissions expectations for Intensive MA: Earned bachelor's degree; statement of purpose.

Details: In addition to all Graduate School Admissions requirements (including a GPA of 3.0 in undergraduate work)⁵ applicants to the Intensive MA program in PPE must have completed a Bachelor's degree with substantive course background in philosophy or the social sciences and to be prepared upon entrance to study material that will presume mathematical maturity and high-level interpretive and critical skills. A well-prepared applicant in her/his completed bachelor's program will have completed: (1) at least four upper division courses in economics, philosophy or/and political science, and (2) the calculus sequence or a comparably advanced set of university-level mathematics courses.

AMP Pathway

Pre-admissions expectations: In addition to the normal University Requirements for AMP degrees,⁶ admission requires that students complete the first year (junior) of PPEL courses with a 3.5 GPA in PPEL coursework.

Major requirements MA

(1) Complete **18** units of **core** coursework:

- PEMS 501 (3) Formal Methods of PPE
- PEMS 520 (3) Coordination and Conflict of Interests in Social Life
- PEMS 555 (3) Choice, Evolution and Institutions
- PEMS 530 (3) Empirical Methods for PPE
- PEMS 540 (3) Justice, Philosophical and Formal
- PEMS 570 (3) Directed Research

⁵ See <https://grad.arizona.edu/admissions/requirements>

⁶ See <https://catalog.arizona.edu/policy/accelerated-masters-program-amp#requirements>

(2) Complete **12 units of elective coursework** from the following list in consultation with advisor:

- PEMS 550 (3) Moral and Social Norms
- PEMS 580 (3) Graduate Seminar in Current Research
- PEMS 508 (3) Economics of the Family†
- PEMS 506 (3) Game Theory and the Social Contract†
- PEMS 510 (3) Economic Analysis of Law†⁷
- PEMS 560 (3) Democracy and Social Choice†
- PEMS 537 (3) Moral and Social Evolution†
- PHIL 539 (3) Decision Theory
- AREC 512 (3) Development Economics

- **Research methods, data analysis, and methodology requirements:** Students complete at least 6 units of research methods in their core coursework and can elect to take additional courses in consultation with advisor. The six units come from the PEMS 501 (Formal Methods), PEMS 530 (Empirical Methods).
- **Internship, practicum, applied course requirements:** PEMS 570 (Directed Research) provides a capstone engagement experience, with the instructor and students working on final projects.
- **Master thesis or dissertation required:** No.

⁷ †Indicates graduate co-convened section of existing undergraduate course.

V. New Courses Needed

The table below list new courses that must be created to initiate the program.

A new course code “PEMS” is required (Department of Political Economy and Moral Science”)

<i>Course prefix and number (include cross-listings)</i>	<i>Units</i>	<i>Title</i>	<i>Course Description</i>	<i>Pre-requisites</i>	<i>Modes of delivery (online, in-person, hybrid)</i>	<i>Status *</i>	<i>Anticipated first term offered</i>	<i>Typically Offered (F, W, Sp, Su)</i>	<i>Dept signed party to proposal? (Yes/No)</i>	<i>Faculty members available to teach the courses</i>
PEMS 501	3	Formal Methods of PPE	This course will serve as an advanced-level introduction to mathematical theories developed for and central in the social sciences, especially those parts of the social sciences that analyze individual and group decisions. Specific areas of study will include: (1) formal accounts of preferences, (2) utility representation theorems, (3) Bayesian rational choice theory and proposed alternative accounts of rational choice, (4) efficiency concepts and their relationships to competitive equilibria, (4) social choice theory, the mathematical analysis of deriving preferences and choices for groups from the preferences of their constituent members, and (5) game theory, the mathematical theory of interactive decisions. This course requires students to solve specific problems, including numerical exercises and more general exercises requiring analytic derivations of more general results, in each of these parts of mathematical social science.	none	In-person Global flipped	D	Fall 2022	Fall	Y	Bruner Vanderschraaf
PEMS 550	3	Moral & Social Norms	This course is an intensive research seminar on the theory and practice of social and moral norms. The seminar is divided into three parts (1) the theory of moral social norms and their game theoretic analyses; (2) experimental work on moral and social norms; (3) field work on moral and social norms and norm change. Students will design and conduct an experiment using M-Turk.	PEMS 501	In-person Global flipped	D	Winter 2023	Winter	Y	Gaus, Bruner

PEMS 520	3	Coordination and Conflict of Interests in Social life	This course provides an advanced-level introduction to the application of microeconomic tools, such as utility theory and game theory, for analyzing social phenomena. Specific areas of study include: (1) how markets coordinate diverse interests; (2) the role of social and moral norms in the market; (2) explaining the causes of coordination failure; (3) analyzing non-market cooperation, from the economics of households and the family, to the operation of hierarchies within firms, collective property arrangements. This course requires students to solve specific problems, including exercises requiring analytic or computational methods.	None	In-person Global flipped	D	Fall 2022	Fall	Y	Tarko Porter
PEMS 555	3	Choice, Evolution and Institutions	This course will serve as an advanced-level study to contemporary analysis of institutions and how institutions can solve, or fail to solve, problems of public choice. Specific areas of study include, but are not limited to: (1) public goods and the zero-contribution hypothesis, (2) rule-based and equilibrium-based approaches to analyzing institutions, (3) the evolution of self-regulating social systems, and (4) alternative approaches to governing common pool resources (5) the role of social norms in grounding cooperation. For each of these areas, students will study both relevant proposed analytical theories and relevant empirical findings from laboratory and field studies. This course requires students to solve specific problems, including exercises requiring analytic or computational methods, in each of these parts of public choice analysis and institutional analysis.	PEMS 520	In-person Global flipped	D	Fall 2021	Fall		Tarko, Porter
PEMS 530	3	Empirical Methods for PPE	This course will introduce students to statistical methods applicable to the study of problems in political economy. Specific areas of study may include: (1) descriptive statistical methods used in the social sciences, (2) methods of statistical inference applied in social science experiments, and (3) topics in econometrics and advanced data analysis. Students will learn and use software for statistical and computational analysis such as STATA and MatLab. This course	None	In-person Global flipped	D	Fall 2021	Fall	Y	Vander-schraaf Tarko Porter

			requires students to analyze specific problems by running or /and programming many statistical procedures using such software.							
PEMS 540	3	Justice, Philosophical and Formal	This course will explore philosophical and formal modeling approaches to understanding the nature of justice and its applications. Topics include: (1) classical versus modern approaches to understanding justice, (2) justice understood as a system of mutually advantageous rules, (3) justice understood as a system of requirements meeting certain impartiality conditions, (4) claimed distinctions between general and local justice, and (5) how systems of justice may change over time. There will be emphasis on understanding the relation of philosophical analysis to economic modeling of justice and equality. Students will be expected to comprehend and critically discuss classic and leading relevant contemporary philosophical texts and to propose and defend original relevant theses orally and in writing.	PEMS 501	In-person Global flipped	D	Fall 2022	Fall	Y	Bruner Vanderschraaf Gaus
PEMS 580	3	Current Research Seminar in PPE	In this capstone seminar for Intensive MA students, students will present research papers written in their second semester of MA studies to the seminar. Faculty will participate by presenting their own work. Eminent researchers in PPE will visit, both to present their own work and to workshop the student's work.	PEMS 520	In person	D	Pre summer 2023	Pre-summer	Y	Vanderschraaf Bruner Tarko Porter Gaus
PEMS 508 (a graduate version of the current PPEL 408)	3	Economics of the Family	This course will cover theoretical and empirical models of microeconomics of the family. The course will critically review the current literature on household economics (or economics of the family), with attention to assumptions made in modeling household decisions and issues with identifying empirical relationships and making causal inferences. We will discuss current applications of the economist's approach to studying the family. Relevant topics include marriage, divorce, investment in children, intergenerational transfers, and migration.	PEMS 520	In-person Global flipped	D	Spring 2022	Spring	Y	Porter
PEMS 510 (a graduate version of the current PPEL 410)	3	Economic Analysis of Law	What explains the details of our existing property, contracts, torts, and criminal laws, and how can we best think about institutional reforms? What is the proper role for democratic legislatures, courts, markets, federalism, and civil society? Which institutional arrangements allow a society to organize most productively, and why do many countries lack those institutions? This class uses the basic concepts and tools of economics to address such questions.	PEMS 520	In person Global flipped	D	Spring 2022	Spring	Y	Tarko

PEMS 560 (a graduate version of the current PPEL 460)	3	Democracy and Social Choice	Theories of democracy have been advanced by economists, political scientists, and philosophers. This course will consider these contrasting analyses, and the ways in which democracy constitutes a procedure of social choice.	PEMS 501	In-person Global flipped	D	Fall 2021	Fall	Y	Christiano Gaus
PEMS 506 (a graduate version of the current PPEL 406)	3	Game Theory and the Social Contract	The social contract is a philosophical idea that predates Plato. In its most generic sense, a social contract is a body of rules that can regulate a community. Game theory emerged in the mid-20th century as the first part of applied mathematics specifically designed to address questions of social science. Game theory is a formal theory of decisions that interact, and in particular decisions that can together produce various social outcomes. In this course we will explore how the contemporary tools of game theory might advance our understanding of the ancient notion of the social contract.	PEMS 501	In person	D	Fall 2021	Fall	Y	Vander-schraaf Gaus Bruner
PEMS 537 (a graduate version of the PPEL 437)	3	Moral & Social Evolution	This course will examine the application of evolutionary thought to society, and especially to morality and political philosophy.	PEMS 501	In-person Global flipped	D	Spring 2022	Spring	Y	Gaus Bruner Buchanan
PEMS 570	3	Directed Research in PPE	The culminating experience of the AMP in PPE is a Final Capstone Research project. To complete this research project, a student must compose a research paper and present this paper publicly.	PEMS 501	In-person Global flipped	D	Spring 2022	Spring	Y	Vanderschraaf Bruner Tarko Porter Gaus

VI. Faculty Information

Faculty Member	Involvement (a single course may be taught by the various faculty listed below) Courses marked by * are core courses. Courses marked by ‡ can be taught by multiple faculty.	
Justin Bruner	Teach PEMS 540: Justice, Phil and Formal*‡ Teach PEMS 501: Formal Methods*‡ Teach PEMS 520 (3) Coordination and Conflict of Interests in Social Life*‡	CV Appendix C
Gerald Gaus	Teach PEMS 550 (3) Research Seminar Moral and Social Norms Teach PEMS 570: Directed Research Advise Students Teach PEMS 580: Current Research in PPE Graduate Director	CV Appendix C
Maria Porter	Teach PEMS 555: Choice, Evolution and Institutions Teach PEMS 520: Coordination and Conflict of Interests in Social life Teach PEMS 508: The Economics of the Family Teach PEMS 580: Current Research in PPE Teach PEMS 570: Directed Research Advise Students	CV Appendix C
Vlad Tarko	Teach PEMS 555: Choice, Evolution and Institutions Teach 530: Empirical Methods for PPE Teach PEMS 580: Current Research in PE Teach PEMS 570: Directed Research Advise Students	CV Appendix C
Peter Vanderscraaf	Teach PEMS 540: Justice, Phil and Formal Teach PEMS 501: Formal Methods Teach: PEMS 506: Game Theory and the Social Contract Teach PEMS 530: Empirical Methods for PPE Teach PEMS 570: Directed Research Advise Students	CV Appendix C
Thomas Christiano	Teach: PEMS 560: Democracy and Social Choice	CV Appendix C
Tauhidur Rahman	Teach AREC 512: Development Economics	Appendix C
Allen Buchanan	Teach PEMS 537	Appendix C

The following provides workload distribution for faculty teaching PEMS graduate courses, divided between purely undergraduate, co-convened, and graduate courses.

<i>Faculty</i>	<i>FTE undergrad</i>	<i>FTE co-convened</i>	<i>FTE Graduate</i>
Christiano		.1	
Bruner	.2		.2
Buchanan		.1	
Gaus			.1
Porter	.2	.1	.1
Rahman			.1
Tarko	.2	.1	.1
Vanderschraaf (1 course release)		.1	.2

The following table provides an example of distribution of faculty workload effort, divided between undergraduate and graduate teaching (consistent, of course, with covering the entire PPEL/PEMS degree requirements).

Example of Graduate Faculty Teaching Distribution for a Year				
<i>Faculty</i>	<i>Course 1</i>	<i>Course 2</i>	<i>Course 3</i>	<i>Course 4</i>
Christiano	PPEL 460/ PEMS 560			
Bruner	PPEL 310	PPEL 340	PEMS 501	PEMS 540
Buchanan	PPEL 437/ PEMS 537			
Gaus	PEMS 550			
Porter	PPEL 301	PPEL 350	PPEL 408/ PEMS 508	PEMS 520
Rahman	AREC 512			
Tarko	PPEL 320	PEMS 555	PPEL 410/PEMS 510	PPEL 496
Vanderschraaf	PEMS 530	PPEL 406/ PEMS 506	PEMS 580	
PEMS 570: Directed Research: Bruner, Gaus, Porter, Tarko, Vanderschraaf				

VII. Sample Plans of Study

<p style="text-align: center;">Intensive MA Fall</p> <p>PEMS 501 (3) Formal Methods in PPE PEMS 520 (3) Coordination and Conflict of Interests in Social life PEMS 530 (3) Empirical Methods for PPE PEMS 540 (3) Justice, Philosophical and Formal</p>
<p style="text-align: center;">Winter Session</p> <p>PEMS 550 (3) Moral and Social Norms</p>
<p style="text-align: center;">Spring</p> <p>PEMS 555 (3) Choice, Evolution and Institutions PEMS 506 (3) Game Theory and the Social Contract PEMS 508 (3) The Economics of the Family PEMS 570 (3) Directed Research</p>
<p style="text-align: center;">Summer Pre-session</p> <p>PEMS 580 (3) Current Research Seminar in PPE</p>

<p style="text-align: center;">AMP Year 1 Fall</p> <p>PEMS 501 (3) Formal Methods in PPE PEMS 520 (3) Coordination and Conflict of Interests in Social life</p>
<p style="text-align: center;">Year 1 Spring</p> <p>PEMS 555 (3) Choice, Evolution and Institutions PEMS 506 (3) Game Theory and the Social Contract</p>
<p style="text-align: center;">Year 2 Fall</p> <p>PEMS 530 (3) Empirical Methods for PPE PEMS 540 (3) Justice, Philosophical and Formal PEMS 560 (3) Democracy and Social Choice</p>
<p style="text-align: center;">Year 2 Spring</p> <p>PEMS 508 (3) The Economics of the Family PEMS 537 (3) Moral and Social Evolution PEMS 570 (3) Directed Research in PPE</p>

VIII. Student Learning Outcomes

Learning Outcomes:

- (1) Students will be able to critically evaluate current research in the intersection of philosophy, politics and economics.
- (2) Students will be able to identify and investigate substantive issues in social life requiring descriptive analysis using the methods of social philosophy, political science and economics.
- (3) Students will be able to identify and investigate substantive normative issues requiring normative analysis using the methods of social philosophy, political science and economics.
- (4) Students will be able to research at a professional level specific problems of moral and political life using methods and arguments that integrate philosophy, political science and economics.

Curriculum Map ⁸	Outcome 1	Outcome 2	Outcome 3	Outcome 4
PEMS 501, Formal Methods		A		I
PEMS 520, Coordination and Conflict	I	P		I
PEMS 530, Empirical Methods		A		I
PEMS 540, Justice, Philosophical and Formal	I		A	P
PEMS 555, Choice, Evolution and Institutions	A	P	P	I
PEMS 570, Directed Research	A	P	P	A

⁸ I= Introduced; P = Practiced; A = Assessed

IX. Assessment Plan for Student Learning:

Learning Outcome	Source(s) of Evidence	Assessment Measure(s)	Data Collection Points
(1) Students will be able to critically evaluate current research in the intersection of philosophy, politics and economics	Course-embedded assessments in PEMS 555 with PEMS 580, (2) writing sample for admission.	(1) Blind referring of a random sample of five term papers on a 12 point scale from scale: A+ to E., (2) Comparison of writing samples for admission with term selected papers	End of each PEMS 555 and PEMS 580
(2) Students will be able to identify and investigate substantive issues in social life requiring descriptive analysis using the methods of social philosophy, political science and economics.	Course-embedded assessments in PEMS 501 and PEMS 530	Blind referring of course-embedded assessments on a 12 point scale from scale: A+ to E.	At close of PEMS 501 and PEMS 530
(3) Students will be able to identify and investigate substantive normative issues requiring normative analysis using the methods of social philosophy, political science and economics.	(1) Final essay PEMS 540, (2) writing sample for admission.	(1) Blind referring of a random sample of five term papers on a 12 point scale from scale: A+ to E., (2) Comparison of writing samples for admission with term selected papers	At application and close of PEMS 540

(4) Students will be able to research at a professional level specific problems of moral and political life using methods and arguments that integrate philosophy, political science and economics.	Final research paper from PEMS 570 (Directed Research)	Blind referring of the all graduating papers by two readers on scale: 1. Publishable 2. Publishable with minor revisions 3. Publishable with major revisions 4. Not Publishable	At close of PEMS 570.
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X. Program Assessment Plan

Assessment Measure: Degree of Improvements	Source(s) of Evidence	Data Collection Point(s)
<p>Rotating two cycle of overall student learning.</p> <p>In the first year of the cycle evaluation of outcomes regarding:</p> <ul style="list-style-type: none"> ● interdisciplinary research competency ● ability to identify and investigate substantive issues in social life requiring PPE methods <p>In the second year of the cycle, evaluation of student outcomes in terms of:</p> <ul style="list-style-type: none"> ● ability to engage in normative analysis of social life ● ability to research PPE at a professional level. 	<p><i>First year:</i></p> <ul style="list-style-type: none"> ● Course-embedded assessments PEMS 555 and PEMS 570 ● Comparison of writing sample for admission with a submitted course-embedded assessment elective during last semester of MA work. <p><i>Second year:</i></p> <ul style="list-style-type: none"> ● Final essay in PEMS 540 Compared to “Philosophy Paper” required as part of application to program. ● Student research paper from PEMS 570 	<ul style="list-style-type: none"> ● End of each PEMS 555 and PEMS 580 ● At start of degree, at close of last semester of MA work. ● At application and close of PEMS 540 ● At close of last semester of MA work.
Job Placement	Student/Alumni Survey/Linkedin PPE Group	One year after graduation
PhD & Law School Placement	Student/Alumni Survey/Linkedin PPE Group	At graduation; part of alumni survey; continuing on LinkedIn
Academic Program Review	Reviewers’ responses	Year 5 and every 7 years afterwards

XI. Anticipated Student Enrollment

Five Year Projected Enrollment					
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
AMP	6	8	10	11	12
Intensive MA*	--	4	6	7	8
Total AMP+Intensive	6	12	16	18	20
Global**	--	--	9	12	14

*Starts one year later

** Depending upon UA Global Contracts

Data for AMP: Current PPEL major survey and comparison with UC/Irvine (now 6-7 enrollments). Survey from current students indicate considerably higher interest and, as noted above, Arizona PPEL students are especially well-prepared to undertake graduate work.

<i>Are you interested in MA in PPE at Arizona?</i>		
	High/Yes	17
	Perhaps	10
	No	25
<i>Would this be professional or preparation for PhD?</i>		
	Prof	16
	PhD	7
<i>Are you interested in AMP at Arizona?</i>	High/Yes	28
	Medium/Maybe	9
	No	8

Note that current admission to Advanced Standing have increased by one-third from the time if the above data.

Data for Intensive MA: The University of Pennsylvania obviously has many advantages: it is close to New York and the Penn students are selected from cohort with high career expectations. Moreover, while the Arizona MA has an experimental and behavior component (especially Moral and Social Norms), that is not its main focus. Estimates are

based on a very high discount factor, predicting only 10% of Penn's enrollments (see Section I).

XII. Anticipated Degrees Awarded

Five Year Projected Degrees Awarded (May-June)					
	<i>2022</i>	<i>2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>
AMP	6	9	10	10	11
Intensive MA*	--	4	6	7	8
Global**	--	--	8	10	12

*Starts one year later

** Depending upon UA Global Contracts

The PPEL major has something approaching 95% completion within two years on entering Advanced Standing. There is an extraordinarily high probability that students who start the degree will finish.

XIII. Program Development Timeline

Marketing

AMP MA. Current PPEL BA students are the first focus: this is a tight community, and spreading word of the degree and its opportunities should be relatively straightforward. The aim is for the degree to be announced in the Fall of 2020 to the PPEL cohort who begin their senior year in the **Fall of 2021**, so that they can begin taking graduate courses in the **Fall of 2021**.

Intensive MA. This will require more intense marketing. The aim is to admit the first students in the **Fall of 2022**. Marketing plans include:

- Announcement via the National PPE Society email list and website and in Philosophy, Political Science and Economics publications.
- Ads in educational publications, both in the US and internationally.
- A slide added to all faculty presentation at another university.
- Tours of main undergraduate PPE programs.
- Develop and send posters/flyers every PPE major Philosophy, Political Science Department.
- An inaugural national conference, with eminent PPE speakers and participation by directors of PPE majors in the United States.
- Direct email to all United States PPE undergraduate programs.
- PEMS will also work with SBS Marketing to develop a marketing plan.
- PPE is especially well-placed to recruit women. As explained in the Section XIV, women are drastically underrepresented in both undergraduate and graduate economics. PPE, which has a more inclusive and diverse scholarly community, thus is well-placed to recruit women who have majored in Economics and who wish to pursue graduate education in a more diverse setting. PEMS thus plan to prominently advertise the degree in the announcements of the Society of Women in Economics and related organizations.
- Because PPEL (our undergraduate degree) is represented on UA global micro-campuses (presently, UPC in Peru and soon UDLA in Ecuador), Arizona has the unique opportunity to build an international community of graduate students, including those from Latin America. Building on our international presence in non-European communities is a major aim of the PEMS MA degree. We shall spend considerable effort working with our global partners to diverse attract MA students to our program.

The Intensive MA will be marketed as both (1) a professional degree and (2) a pathway to further graduate work, especially PhDs in Philosophy, as well as Political Science.

The professional pathways for the MA degree are indicated by the highly successful BA in PPEL. Masters students are apt to find themselves in the same general fields, but at more senior and better paid positions, as shown by the Strada data (see section I). Recent survey of graduated PPEL students found the following rough breakdown of post-university careers:

Law	46%
Business	25%
Non-profit	12%
Consultant/Analyst	15%
Policy	5%

There is of course a strong bias in reporting towards the more successful students. Law clearly predominated, but consultancy, analysis, non-profits and business all are significant professional pathways, which would be stressed in marketing.

It is worth emphasizing that, although PPEL graduates only 30 student a year, they have been extraordinarily successful, with 30-40% going on to post-graduate work. The educational philosophy of the department has been to focus intensive efforts of a small cohort of highly motivated students, who have a high probability of pursuing careers satisfying to them, and important for the region, state and nation.

Recruitment

Plans for recruitment of AMP students is implied by the above.

For the Intensive MA, recruitment will be focused primarily on (in order):

- United States PPE BA graduates
- BAs in the Philosophy
- BAs in Political Science and Economics
- Foreign students: There are very few US Universities for foreign students wishing to do advanced work in PPE.

XIV. Diversity and Inclusion

The PPEL program has prided itself on how popular it is with women students. Economics is often considered unwelcoming to women; certainly women are drastically underrepresented in undergraduate economics. “Nationwide there are about three males for every female student majoring in economics and this ratio has not changed for more than 20 years.”⁹ In PPEL, roughly half our students are female. Moreover, data indicates that women tend to do considerably less well in their economics courses than men.¹⁰ In the ten-year history of the PPE major, over 50% of our best student awards have gone to female students, who have gone on to important careers in policy, law and academia. Consider for example the comments of one of our former outstanding students, Aleksandra Evelyn Petkovic:

“I have found the PPEL program to be a challenging, but extremely rewarding experience. It is from this degree that I was able to find my passion for academics. The critical thinking skills I have gained from PPEL have not only helped me in my classes, but in everyday life. I am leaving this program with a different way of thinking and viewing the world than when I started. This program will provide you with the analytical tools that can be applied to a number of different jobs and career paths. *One of my favorite aspects of this program has been being able to take all of my classes with a small group of motivated students. I was able to learn and be pushed by my peers in a way that has really shaped my undergraduate experience.* If a student is willing to put in the work and the effort, I am confident that they will finish this degree prepared to take whatever next step they wish to pursue. PPEL offers the unique experience of being able to take their advanced courses with top-ranked faculty. The PPEL faculty are truly remarkable and are dedicated to helping their students succeed and learn. I feel extremely lucky to have stumbled across this program and would recommend it to any student wanting to explore the social sciences.”

Unlike many majors, PPEL is motivated by an explicit underlying educational philosophy: as Ms. Petkovic indicates, learning is focused on collective exploration of common problems. Explicitly and continually, students are encouraged to see that their diverse identity, ideological, religious and intellectual perspectives allow them to gain from each other, and to collectively solve problems better than they can do alone. PEMS has been is devoted to excellence but to collective inquiry, rather than to competition for grades. PPEL spends great effort building trust and understanding among a diverse cohort of students and

⁹ Claudia Golin, *Undergraduate Women in Economics* (UWE)
<<https://scholar.harvard.edu/goldin/UWE>>

¹⁰ See, for example the data for grades in first year Harvard University economics courses in Karen E. Dynan and Cecilia Elena Rouse, “The Underrepresentation of Women in Economics: A Study of Undergraduate Economics Students,” *The Journal of Economic Education*, vol. 28, No. 4 (Autumn, 1997), pp. 350-368. The causes of this underrepresentation are complex: the “unwelcoming” hypothesis is but one explanation.

life experiences. This same educational philosophy will permeate all PEMS programs. PEMS seeks to show students that excellence and inclusivity are allies.

PPEL has been fortunate to have had, on average, a faculty of about 60% male and 40% female teaching the core undergraduate courses. The PEMS faculty has fallen below this, to only 25% — of course this is a very small population. (PEMS lost one female candidate to Harvard Business School; she only considered us and them. They offered \$300,000 for a starting assistant professor. We lost). One of our faculty is of Asian heritage, the other an immigrant. Bringing together a diverse and excellent faculty is always a work in progress, and we shall not stop. We expect further Post-doctoral appointments, which will increase our perspectival diversity. We are in this regard delighted that Tauhidur Rahman, (Associate Professor of Economics, Department of Agricultural and Resource Economics) has joined PEMS as an associate faculty member.

PEMS has been at the forefront in the College of Social and Behavior Sciences is expanding to micro-campus. This radically increases the diversity of the PEMS student body and its faculty. This semester we have welcomed Omar Awapara and Carlos Adrianzen have joined PPEL and Claudia Sicoli will soon be coming to PPEL. As PEMS becomes global, we must remember that the Tucson campus is only part of a wider network. Should UA Global succeed in taking the PPE MA to microcampuses, this diversity will be enhanced.

XV. ABOR Table

Name of Proposed Academic Programs: Master of Arts in PPE
Academic Department: Department of Political Economy and Moral Science
Geographic Site: Tucson
Instructional Modality: In person Tucson/Global flipped
Total Credit Hours: 30
Proposed Inception Term: Fall 2021
<p>Brief Program Description:</p> <p>This proposal involves two MA pathways</p> <p>(a) An Accelerated Master's program building upon the highly successful undergraduate major in Philosophy, Politics, Economics & Law (to be offered on global micro-campuses).</p> <p>(b) A one-year intensive residential degree in PPE for students with BAs in, for example, Philosophy, Political Science and Economics.</p> <p>The degree is focused on courses linking normative analysis to economic and political sciences. Students are given a firm grounding in empirical methods and analyses of markets and government, and normative (ethical) tools for evaluating their performance.</p> <p>The PPE MA is based on the Department of Political Economy and Moral Science educational philosophy that both academic environment and the workplace in the twenty-first century requires interdisciplinary participants as key actors in team-based work, but that interdisciplinary instruction is demanding. Unlike programs that simply draw on a wide variety of disciplinary courses and leave the students to draw interdisciplinary insights, the Department of Political Economy and Moral Science stresses interdisciplinary connections and methods in all its courses. The educational mission is to train individuals who are able to use the tools and concepts of the economics, philosophy and politics to participate in broader teams. Central to our vision is that in the twenty-first century those trained in disciplines will of course still be tremendously valued, but they will not work on their own, but function in collaborate teams, in which interdisciplinary skills will have a premium.</p> <p>It is critical to stress that the PPE MA in no way duplicates economics or political science degree. PPE is an emerging discipline which (1) considers the normative (ethical) analysis of markets and governments and (2) employs the tools of economics to explore social dilemmas and problems of moral coordination posed by diverse</p>

societies. The 50 undergraduate programs in the US (and over 350 world-wide) indicate that it is a wide-spread response to the felt need to integrate philosophical and empirical analyses in understanding contemporary society and its problems.

The professional pathways for the MA degree are indicated by the highly successful BA in PPEL. Masters students are apt to find themselves in the same general fields, but at more senior and better paid positions, as shown by the Strada data (see section I). Recent survey of graduated PPEL students found the following rough breakdown of post-university careers:

Law	46%
Business	25%
Non-profit	12%
Consultant/Analyst	15%
Policy	5%

Student Learning Outcomes and Assessment Plans

Learning Outcomes, Intensive MA Pathway and Accelerated MA Degrees:

Students will be able to critically evaluate current research in the intersection of philosophy, politics and economics.

Students will be able to identify and investigate substantive issues in social life requiring descriptive analysis using the methods of social philosophy, political science and economics. Students will be able to identify and investigate substantive normative issues requiring normative analysis using the methods of social philosophy, political science and economics.

Students will be able to research at a professional level specific problems of moral and political life using methods and arguments that integrate philosophy, political science and economics.

Learning Outcome	Source(s) of Evidence	Assessment Measure(s)	Data Collection Points
(1) Students will be able to critically evaluate current research in the intersection of philosophy, politics and economics	Course-embedded assessments in PEMS 555 with PEMS 580, (2) writing sample for admission.	(1) Blind referring of a random sample of five term papers on a 12 point scale from scale: A+ to E., (2) Comparison of writing samples for admission with term selected papers	End of each PEMS 555 and PEMS 580
(2) Students will be able to identify and investigate substantive issues in social life requiring descriptive analysis using the methods of social philosophy, political science and economics.	Course-embedded assessments in PEMS 501 and PEMS 530	Blind referring of course-embedded assessments on a 12 point scale from scale: A+ to E.	At close of PEMS 501 and PEMS 530

(3) Students will be able to identify and investigate substantive normative issues requiring normative analysis using the methods of social philosophy, political science and economics.	(1) Final essay PEMS 540, (2) writing sample for admission.	(1) Blind referring of a random sample of five term papers on a 12 point scale from scale: A+ to E., (2) Comparison of writing samples for admission with term selected papers	At application and close of PEMS 540
(4) Students will be able to research at a professional level specific problems of moral and political life using methods and arguments that integrate philosophy, political science and economics.	Final research paper from PEMS 570 (Directed Research)	Blind referring of the all graduating papers by two readers on scale: 1. Publishable 2. Publishable with minor revisions 3. Publishable with major revisions 4. Not Publishable	At close of PEMS 570.

Assessment Measure: Degree of Improvements	Source(s) of Evidence	Data Collection Point(s)
<p>Rotating two cycle of overall student learning.</p> <p>In the first year of the cycle evaluation of outcomes regarding:</p> <ul style="list-style-type: none"> ● interdisciplinary research competency ● ability to identify and investigate substantive issues in social life requiring PPE methods <p>In the second year of the cycle, evaluation of student outcomes in terms of:</p> <ul style="list-style-type: none"> ● ability to engage in normative analysis of social life ● ability to research PPE at a professional level. 	<p><i>First year:</i></p> <ul style="list-style-type: none"> ● Course-embedded assessments PEMS 555 and PEMS 570 ● Comparison of writing sample for admission with a submitted course-embedded assessment elective during last semester of MA work. <p><i>Second year:</i></p> <ul style="list-style-type: none"> ● Final essay in PEMS 540 Compared to “Philosophy Paper” required as part of application to program. ● Student research paper from PEMS 570 	<ul style="list-style-type: none"> ● End of each PEMS 555 and PEMS 580 ● At start of degree, at close of last semester of MA work. ● At application and close of PEMS 540 ● At close of last semester of MA work.
Job Placement	Student/Alumni Survey/Linkedin PPE Group	One year after graduation
PhD & Law School Placement	Student/Alumni Survey/Linkedin PPE Group	At graduation; part of alumni survey; continuing on Linkedin
Academic Program Review	Reviewers’ responses	Year 5 and every 7 years afterwards

Projected Enrollment for the First Three Years:

	2022	2023	2024	2025
AMP	6	9	10	10
Intensive MA*	--	4	6	7
Global**	--	--	9	12

*Starts one year later

** Depending upon UA Global Contracts

Evidence of Market Demand:

Extensive markets analysis was conducted that indicated increasing demand for students trained in the skills characteristic of the PPE program.

Highlights:

State-wide

- Given the university's employment classification categories:
- There were 715 job postings in the last 12 months.
- The number of jobs is expected to grow over the next 10 years.
- The average salary in Arizona for graduates of your program is \$59,842

Nationally

- Given the university's employment classification categories:
- There were 56,273 job postings in the last 12 months.
- The number of jobs is expected to grow over the next 10 years.
- The average salary in the nation for graduates of your program is \$70,989

As a recent report of the Strada Foundation report on educational training notes. report notes, though "they never catch up to STEM graduates in earnings, but liberal arts majors do perform well in the labor market, achieving substantially better outcomes than workers with less education. Among workers with liberal arts BAs, 82 percent are working (70 percent full-time), and the average full-time worker earns \$55,000 annually, \$20,000 more than high school graduates, but \$5,000 less than the average college graduate... Two out of five liberal arts graduates, however, go on to earn graduate degrees, **which further boosts their earnings to \$76,000 annually, on average.**"¹¹

Tucson's recent employment growth rate has been one of the lowest in the southwest.¹² It is critical to the mission of the University to prepare Tucson and the Arizona for future developments in employment prospects, and in particular to encourage "high tech" employment in Tucson and the state. Such employment is expected to be far more

¹¹ *Robot-Ready: Human+ Skills for the Future of Work*, p. 10.

¹² <https://mapazdashboard.arizona.edu/economy/employment-growth-industry>

robust in the face of automation. Educational decision makers have tended to premise their priorities in this regard to then so-called “STEM” disciplines. While there is no doubt that these are critical to technological change, recent studies have indicated that liberal arts students are in far more demand in tech industries than is generally thought. A recent report by the Strada concludes that

“... most of the current literature on the future of work underscores this growing need for human skills such as flexibility, mental agility, ethics, resilience, systems thinking, communication, and critical thinking. Northeastern University President Joseph Aoun has devoted an entire book to the concept of “humanics”: “a new model of learning that enables learners to understand the highly technological world around them and that simultaneously allows them to transcend it by nurturing the mental and intellectual qualities that are unique to humans—namely their capacity for creativity and mental flexibility.”¹³

“Humanomics” is, interestingly, the title of the Chapman University’s humanities and economics program (a PPE-related program): it is that spirit which motivates the proposed Arizona Master in PPE. To enable University of Arizona liberal arts majors to compete in the future employment requires an integration of technical skills (computer-based modeling, experimental economics) with humanistic skills. Integrating humanistic, ethical and technological skills is a critical part of development of a knowledge-based economy in Southern Arizona and the State. Too often humanities students fail to understand formal analysis and modelling, while modelers can miss the human implications of their work. As the Strada report concludes, their

“...findings illustrate areas for improvement when it comes to cultivating learners’ abilities to integrate human and technical skills. Liberal arts programs, in particular, cannot ignore signals in the labor market. These provide the key to clarifying exactly how human skills transfer and develop into granular skills that are in demand.”

This is the core mission of the Department of Political Economy and Moral Science. Graduates in the MA program will have the skills to be team leaders integrating technical (“STEM” and technical economists/ finance experts) members with humanistic and stakeholder concerns. Fortune 500 tech companies such as Salesforce have launched committees specifically designed to bring humanistic and technical employees together.

Nation

The demand for PPE Bachelor programs will continue their remarkable growth (now over 50 in the United States, 350 world-wide). Yet there is an amazing dearth of postgraduate courses in the United States to provide formal training in this integrationist discipline. One of the core missions of the PPE MA is to provide a generation of philosophers, economists and political scientists who are able not only to integrate the fields in their own work, but to teach those who will become PPE teachers themselves.

¹³ Strada Institute for the Future of Work and Emsi (a Strada Education Network affiliate), *Robot-Ready: Human+ Skills for the Future of Work*, available at <<<https://www.economicmodeling.com/robot-ready-reports/>>>

One of the main career paths for all our MA students will be to enter PhD programs in especially Philosophy, since at this point by far most PPE BA majors are housed in Philosophy Departments. Should the growth of PPE majors continue at its present rate, in the future a PhD program in PPE may well be highly desirable. But, after study, PEMS has decided that at this time as Master's, some of whose graduates will enter into Philosophy (and, to a lesser extent, Political Science) PhD programs, is the most effective way to train the next generation of PPE instructors.

Similar Programs Offered at Arizona Public Universities:
None.

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):
The Department of Political Economy and Moral Science was founded in the plan such a degree would be instituted. The resources are now at the University to deliver this program with no further expense.

Program Fee/Differentiated Tuition Required? YES X NO
Estimated Amount: \$600

Program Fee Justification: Courses will include costs of running experiments; lectures by eminent PPE specialist throughout the curriculum.

Specialized Accreditation? YES NO X

Accreditor:

Appendix A

United States PPE-related Majors (minors and certificates noted)

Austin College
Binghamton University (under the designation of "PPL" - replacing economics with law)
Bowling Green State University (under the designation of "PPEL" - with law)
Carroll University
Carnegie Mellon University (under the designation "Ethics, History, and Public Policy", abbreviated "EHPP")
Chapman University (under the designation "Humanomics.")
Claremont McKenna College
Criswell College
Denison University
Drexel University
Duke University (certificate)
Eastern Oregon University
Emory & Henry College
George Mason University
Georgia State University
Juniata College
The King's College (New York)
La Salle University
Mercer University
Minnesota State University, Mankato
Mount St. Mary's University
Murphy Institute (Tulane University, under the designation "Political Economy")
Northeastern University
Pomona College
Rutgers University–New Brunswick (certificate)
Seattle Pacific University
Suffolk University
The Ohio State University
Transylvania University
University of Alabama at Birmingham (as a concentration of an Economics degree)
University of Akron
The University of Arizona (under the designation "PPEL" - with law)
The University of Iowa (under the designation "Ethics & Public Policy")
The University of Michigan (honors program)
The University of Maryland
University of North Carolina at Chapel Hill (minor)
University of Notre Dame[86] (minor)
University of Pennsylvania
University of Pittsburgh

University of Richmond (under the designation "PPEL" - with law)
Taylor University
University of Virginia (under the designation "PPL" - replacing economics with law)
University of Washington Tacoma
University of Washington Bothell (under the designation "Law, Economics & Public Policy", abbreviated "LEPP")
Virginia Tech
Wesleyan University (under the designation "College of Social Studies")
Western Washington University
Wheeling Jesuit University (under the designation "political and economic philosophy")
Xavier University (under the designation "Philosophy, Politics, and the Public", abbreviated "PPP")
Yale University (under the designation "ethics, politics and economics", abbreviated "EP&E")

Appendix B

PPE-related MA Programs

United States

University of California-Irvine (accelerated Master's in PPE)

University of Pennsylvania (Master of Behavioral and Decision Sciences, outgrowth of their undergraduate PPE program)

Duke: M.A. Analytical Political Economy (MAPE)

Peter F. Drucker and Masatoshi Ito Graduate School of Management, Claremont Graduate University, Master of Arts in International Political Economy (MAIPE).

Georgetown University, M.A. in Political Economy.

New School, Global Political Economy and Finance (MA)

Europe

Charles University, Prague, Czech Republic

Leiden University, Netherlands

University of Bayreuth, German

University of Bern, Switzerland

University of Vienna, Austria

University of Graz, Austria

University of Groningen, Netherlands

University of Hamburg, Germany

Witten/Herdecke University Germany

University of Zurich, Switzerland

BUDGET PROJECTION FORM
Name of Proposed Program or Unit: Master of Arts -PPE

Budget Contact Person: Gayle Siegel	Projected		
	1st Year 20 21 - 20 22	2nd Year 20 22 - 20 23	3rd Year 20 23 - 20 24
METRICS			
Net increase in annual college enrollment UG			
Net increase in college SCH UG			
Net increase in annual college enrollment Grad	9	14	17
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee	9	14	17
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation) fee is \$600 per te	7,903	12,294	14,928
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues - funds from Global program in Peru	25,000	20,000	20,000
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 32,903	\$ 32,294	\$ 34,928
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 32,903	\$ 32,294	\$ 34,928
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty			
Other Personnel * PPEL 550 & 580 require experiments & speakers	16,500	16,500	16,500
Employee Related Expense	5,181	5,181	5,181
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost - Social Science 126 grad offices	7,720	7,720	7,720
Other Items (attach description)			
Total Continuing	\$ 29,401	\$ 29,401	\$ 29,401
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description) marketing materials	2,500		
Total One-time	\$ 2,500	\$ -	\$ -
TOTAL EXPENDITURES	\$ 31,901	\$ 29,401	\$ 29,401
Net Projected Fiscal Effect	\$ 1,002	\$ 2,893	\$ 5,527

Graduate Major Peer Comparison Chart-select two peers for completing the comparison chart from (in order of priority) [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for majors within the discipline. The comparison programs are not required to have the same degree type and/or major name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents..

Program name, emphasis (sub-plan) name (if applicable), degree, and institution	Proposed UA Program: MA in PPE	University of California/Irvine MA in PPE	University of Pennsylvania MA Decision-making and Behavioral Science
Current # of enrolled students		7	40
Major Description. Includes the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc.	In both private and public enterprises, understanding the interrelation between economic knowledge and ethical appraisal has become urgent. As has become increasingly apparent, economic decisions have ideological and moral consequences, and are seldom simply technical. In corporate and policy-making teams an increasingly important role is occupied by those who grasp the nexus between these fields. The Arizona MAs in PPE provide cutting-edge instruction by some of the world's leading scholars in Philosophy, Politics and Economics to equip future leaders who, as team members, can bridge these fields, and future scholars who explore the complexities of this nexus.	"PPE aims at providing students with a broad yet thorough education in the three constitutive fields: Philosophy, Political Science and Economics. The program's objective is to train students to critically evaluate individual and collective decision-making and public policy. Philosophy equips students with tools to reason rigorously and facilitates ethical reflection. Economics provides tools for evaluating individual and collective decision-making. And Political Science provides an understanding of the real contexts in which ethical and economic principles must be applied. Thus the three disciplines inherent in PPE are mutually supportive and a background in each is necessary for an individual to gain a robust understanding of social phenomena."	" Penn's Master of Behavioral and Decision Sciences (MBDS) is informed by contemporary theories and research methods of behavioral economics, decision sciences, network analysis and public policy. Our program equips students with theoretical and practical tools to address a variety of real-life problems, putting you ahead of the curve in a growing field of study. "Housed in the School of Arts and Sciences, the MBDS program is rooted in the social sciences—the skills we teach help you make a positive, sustainable impact in your area of interest"
Target careers	<ul style="list-style-type: none"> ● PhD work in Philosophy & Political Science ● Law School ● Consulting ● NGOs and Development 	"PPE may be of considerable interest to students interested in obtaining additional education focused on ethics, logic, decision-making, and public policy. This is also excellent	""Our interdisciplinary degree prepares you to understand how individuals and groups make decisions, and how to affect those decisions. Our world-renowned faculty and researchers are also leading practitioners in

	● Business	preparation for students considering law school.”	their fields. With their expertise, you are guided to apply what you learn to real-life problems in areas such as social and public policy, law, education, business and medicine.
Total units required to complete the degree	10 courses (3 units each)	9 courses (4 units each)	All students are expected to take five core classes, three elective courses and one dedicated capstone research project to earn the nine c.u. required for the Master of Behavioral and Decision Sciences.
Pre-admission expectations (i.e. academic training to be completed prior to admission)	<p>For Intensive MA: Bachelor’s in Philosophy, Political Science or related discipline.</p> <p>For AMP: Completion of the first year core courses in the PPEL major. They are:</p> <p>PPEL 301: Fundamentals of Economics (Microeconomics)</p> <p>PPEL 310: PPEL 310 (3 units) Economic Analyses in Philosophy and Politics. (Game Theory)</p> <p>PPEL 320 (3 units) Classics in Political Economy</p> <p>PPEL 326 (3 units) Law Legal Theory</p>	<p>Undergraduate requirements:</p> <p>Completion of a B.A. in one of the associated departments (Philosophy, Political Science, Economics, or International Studies)</p> <p>=Six additional courses total – including at least two upper division courses – in the two areas that are not the student’s major. The areas are Philosophy/Logic and Philosophy of Science, Economics, and Political Science/International Studies</p> <ul style="list-style-type: none"> ● <i>Philosophy</i> major would need to take three courses in Economics (including one upper div) and three courses in Political Science/IS (including one upper div) ● An <i>Economics</i> major would need to take three courses in Philosophy/LPS (including one upper div) and three courses in Political Science/IS (including one upper div) ● <i>Pol.Sci.</i> or <i>GIS</i> major would need to take three courses in Philosophy/LPS (including one upper div) and three courses in Economics (including one upper div) ● In addition, <i>we strongly suggest</i> students take some courses that will prepare them to deal with technical material, such as math and logic 	<p>The program has two prerequisite courses: (1) introductory statistics and (2) microeconomics or game theory.</p> <p>For students who lack sufficient background in one or all areas, the prerequisite courses are offered through the College of Liberal and Professional Studies during the summer prior to the start of the program in the fall term.</p>

<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<ul style="list-style-type: none"> •PEMS 508 (3) Economics of the Family† •PEMS 506 (3) Game Theory and the Social Contract† •PEMS 510 (3) Formal Methods of PPE (new) •PEMS 520 (3) Coordination and Conflict of Interests in Social Life (new) PEMS 530 (3) Data Science for PPE (new) •PEMS 540 (3) Justice, Philosophical and Formal (new) PEMS 550 (3) Research Seminar Moral and Social Norms (new) •PEMS 555 (3) Choice, Evolution and Institutions (new) •PEMS 570(3) Directed Research(new) •PEMS 580 (3) Graduate Seminar in Current Research (new) <p>† To be co-convened: currently existing only in 400-level; 500 level to be created.</p>	<ul style="list-style-type: none"> ● LPS 244/LPS 205A:Proseminar in PPE ● Econ 243A/ Econ 210A Proseminar in PPE II(4) ● PolSci 232A/ PolSci 252E Proseminar in PPE III (4) ● Six graduate courses (4 each) approved by the director of the PPE program, two of each area ● A final, oral defense in which the student and at least two PPE faculty members, including the PPE director, will discuss their work. ● In preparation, the student will either submit <ul style="list-style-type: none"> ◆an MA thesis to be completed over the course of the graduate year under faculty supervision ◆ or, a final, term length paper/project 	<ul style="list-style-type: none"> ● BDS 501 Behavioral Science: Theory and Application of Experimental Methods ● BDS 502 Social Norms & Informal Institutions ● BDS 503 Behavioral Public Policy BDS 521 Judgments & Decisions ● Quantitative Core—choose ONE from the following: <ul style="list-style-type: none"> ◆BDS 522 Statistical Reasoning for Behavioral Science ◆BDS 516 Data Science & Quantitative Modeling <p>The final capstone research project for the Master of Behavioral and Decision Sciences is an independent study experience. Throughout the process, you connect with faculty members in your area of concentration to determine appropriate final projects or ways to participate in applying research, such as completing an internship or conducting fieldwork</p>
<p>Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.</p>	<p>YES</p>	<p>NO</p>	<p>YES</p>
<p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p>	<p>YES: Final Directed Research Project working with a faculty member as an independent study experience. Throughout the process, students work with faculty members in your area of concentration to determine appropriate final projects or ways to participate in applying research, such as completing an internship or conducting fieldwork.</p>	<p>NO</p>	<p>YES: The final capstone research project for the Master of Behavioral and Decision Sciences is an independent study experience. Throughout the process, you connect with faculty members in your area of concentration to determine appropriate final projects or ways to participate in applying research, such as completing an internship or conducting fieldwork</p>

Master thesis or dissertation required (Yes/No). If yes, provide description.	NO	Optional	NO
Additional requirements (provide description)			

*Note: comparison of additional relevant programs may be requested.



UA GLOBAL

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global.arizona.edu

April 1, 2020

Dr. Gerald Gaus
Department Head
Political Economy and Moral Science
Social Sciences, Room 217A
Tucson, AZ 85721

Dear Jerry:

I have reviewed the Department of Political Economy and Moral Science (PEMS) proposal for an MA in PPE, and I note PEMS plans to offer their Advanced Placement Masters to microcampuses through UA Global. I fully support the plan, and concur it has good prospects for being adopted globally.

Sincerely,

Brent White
Vice Provost, Global Affairs
Dean, Global Locations



March 27, 2020

Dr. Gerald Gaus
Professor and Department head
Department of Political Economy and Moral Science (PEMS)
University of Arizona

Dear Dr. Gaus,

This letter details my strong support for the proposed Master of Arts (MA) triad in Philosophy, Politics, and Economics (PPE) from the Department of Political Economy and Moral Science (PEMS). This program is a natural extension to the successful BA Philosophy, Politics, Economics and Law (PPEL) that has both grown over the past 3 years and retained a high student quality. I have been most impressed with the number of student government leaders that are in the PPEL major.

I started following this program under David Schmitz's leadership and you and I have worked together to help with PEMS resources, faculty hiring, and the relationship between PEMS and the Center for the Philosophy of Freedom. I have appreciated your willingness to work with others and to try ideas that are sometimes a bit out of the box. It is critical that the University support interdisciplinary programs like PPEL as the most important problems facing society include elements of philosophy, politics, economics, and law. I think that the COVID-19 pandemic and the notion of "social distancing" is an excellent example where there are clear ethical/philosophical issues trading off versus economic issues. All of this operates in a political system that creates its own set of objectives. This problem – like others – will not be solved by a simple silver bullet of technology. That is not easy for an engineer to say, but as I have matured, these social issues have become more interesting to my own thoughts on effective problem solving.

I have read the entire proposal and have made a few comments. I see many positives in having such an MA degree and I think that this will help the University as well as the PEMS department. Here are a few:

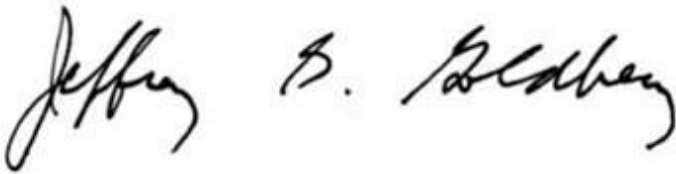
- This degree will meet a need for undergraduates to continue their education. I would hope that far more than PPEL students will be the target market. I could easily see a technical BS/PPE MA combination that would be attractive to students and help to develop the policy makers of the future.
- I think that the PPE MA will help faculty in other departments (HIS, PHIL, ECON, G&PP, AREC, ...) to engage with faculty in PEMS and visa versa. Based on my discussions with faculty in some of these programs, there is a great deal of research work campus-wide in the PEMS areas. A graduate program can be a strong catalyst for research collaborations.

- I believe that there will be demand from graduate students in other colleges for these MA courses (please consider a PhD minor!) for students interested in decision making and the relation to public policy. I strongly believe that ALL future leaders need to understand quantitative strategies for finding solutions as well as determining the broad impact those solutions will have on society. This was clearly missing in my engineering education (and it would have been handy). “As has become increasingly apparent recently, decisions have economic, ideological, and moral consequences regardless of the level of technical complexity simply. I would hope that some graduate degrees would require this type of content.
- I think that this program links well with the University’s new efforts in Washington DC. There will be opportunities for internships and there will be many opportunities for faculty to develop case studies and exercises for students from across the campus. I could even see a case/debate competition associated with the program centered around a contemporary public policy theme.
- We are regularly critiqued that as a University, we only have a single dominant political view. I believe that programs such as the PPE MA help to show people that we are broader and far more thoughtful than current public perception.
- I am intimately familiar with current education program thoughts in the Center for the Philosophy of Freedom, and the PPE MA is not an overlap with the Law/Economics direction of the Center. The program goals and target markets are far different, and the program content is also different. There may be an opportunity to use courses from both programs in the other program, but that is a feature, not a bug.

Jerry, thanks for your leadership in developing such an interesting and highly needed program. I look forward to seeing PEMS develop further.

Good luck in this approval process.

Sincerely,



Jeffrey B. Goldberg
Special Advisor to the President
Dean Emeritus of Engineering
Professor Systems and Industrial Engineering



Jerry Gaus <jerrygaus@gmail.com>

FW: PPE MA proposal

Turner, Jason - (jasonturner) <jasonturner@arizona.edu>

Tue, Mar 31, 2020 at 4:55 PM

To: "Siegel, Gayle R - (gayles)" <gayles@arizona.edu>

Cc: "Gaus, Gerald F - (ggaus)" <ggaus@arizona.edu>

I have now had a chance to review the draft proposal, and the Department of Philosophy has no objections at all to the MA proposal. We are also delighted to have PHIL 539 listed as an elective for this program, and confirm that Tom Christiano will generally be available to teach PEMS 560.

Very best wishes,

Jason Turner

--

Dr Jason Turner

Head, Department of Philosophy

The University of Arizona

From: Siegel, Gayle R - (gayles) <gayles@arizona.edu>**Sent:** Tuesday, March 31, 2020 3:13 PM**To:** Turner, Jason - (jasonturner) <jasonturner@arizona.edu>**Cc:** Gaus, Gerald F - (ggaus) <ggaus@arizona.edu>

[Quoted text hidden]

[Quoted text hidden]



Jerry Gaus <jerrygaus@gmail.com>

Proposed MA degrees in PPE

3 messages

Schlager, Edella - (schlager) <schlager@arizona.edu> Sun, Mar 29, 2020 at 10:48 AM
To: "Gaus, Gerald F - (ggaus)" <ggaus@arizona.edu>, "Siegel, Gayle R - (gayles)" <gayles@arizona.edu>

Dear Jerry,

Having reviewed the proposal for MA degrees in PPE that you shared with me, SGPP supports the creation of the degrees. I do not anticipate that the new degrees will have a negative impact on SGPP's existing programs. Rather, the new degrees may provide opportunities for future collaboration.

Best wishes,
Edella
Edella Schlager
The Melody S. Robidoux Foundation Fund Leadership Chair
Director
School of Government and Public Policy

Siegel, Gayle R - (gayles) <gayles@arizona.edu> Sun, Mar 29, 2020 at 10:54 AM
To: Jerry Gaus <jerrygaus@gmail.com>

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From: Schlager, Edella - (schlager) <schlager@arizona.edu>
Sent: Sunday, March 29, 2020 10:48:16 AM
To: Gaus, Gerald F - (ggaus) <ggaus@arizona.edu>; Siegel, Gayle R - (gayles) <gayles@arizona.edu>
Subject: Proposed MA degrees in PPE

[Quoted text hidden]

Jerry Gaus <jerrygaus@gmail.com> Mon, Mar 30, 2020 at 2:01 AM
To: "Schlager, Edella - (schlager)" <schlager@arizona.edu>

Dear Edella

Thanks so much for this. I realize you have so many more pressing things than this on your plate. I'm very grateful you found a way to think about the proposal.

Hope you and your loved ones are well.

Jerry
[Quoted text hidden]

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Head, Department of Political Economy and Moral Science
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Tucson, Arizona 85721-0027
Phone: (520) 621-3129
Fax: (520) 626-8361
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<http://www.ppelarizona.com>

Burgess, Shane C - (shaneburgess) <sburgess@cals.arizona.edu>

Tue, Mar 3, 2020 at 8:11 PM

To: Jerry Gaus <jerrygaus@gmail.com>, "Siegel, Gayle R - (gayles)" <gayles@email.arizona.edu>

From: Jerry Gaus <jerrygaus@gmail.com>

Sent: Monday, March 2, 2020 11:14 PM

To: Burgess, Shane C - (shaneburgess) <sburgess@cals.arizona.edu>; Siegel, Gayle R - (gayles) <gayles@email.arizona.edu>

Subject: Re: Draft of PPE MA proposal

Dear Dean Burgess

Thanks for your reply about the draft of our MA proposal. Please do share it with Mike Staten, or any one else whom you think is appropriate.

As part of the process a "letter of support" (which is really a note of non-opposition) from you would be extremely helpful. I hope that after review you feel you can do that.

Oh yes. For sure.

And thank again for the kind words.

Cheers

Jerry Gaus

On Mon, Mar 2, 2020 at 8:25 AM Siegel, Gayle R - (gayles) <gayles@email.arizona.edu> wrote:

REPORT TO FACULTY SENATE

FROM: President Robert Robbins <http://president.arizona.edu/>

DATE: January 25, 2021

ACCOMPLISHMENTS and GOALS:

- With Pima County moving into Phase 1B of vaccine distribution, all University faculty, staff, campus affiliates and associates, graduate assistants and associates, and student workers are eligible to register for the COVID-19 vaccine at this time. Pima County has the sole authority to determine prioritization of the distribution of the vaccine. We appreciate that more than 9,500 of our colleagues have [registered with the county](#), and encourage all other colleagues to do the same. The University continues to work closely with the County and the State to advocate to provide vaccines to as many of our entire community and University of Arizona community as soon as is practical.
- The university has set up a Point of Distribution (POD) on our under the authority of Pima County and is the preferred POD for all county educators. Pima County will be prioritizing the highest-risk education personnel to receive the first doses of vaccine at our POD. From January 14-22, our POD has delivered 1296 shots and we expect our capacity to more than double this week.
- Additionally, we are working to develop a vaccine-based testing exemption process at the University of Arizona. This exemption process will be made available to those who have received their second and final dose of vaccine and have waited a short period of time after their second dose was administered. More information will be distributed once this is ready.
- [The University announced on January 11th](#) that certain employees who work on Main Campus (including the Health Sciences Center) will be required to test for COVID-19 at least one day per week. These testing requirements are based on guidance provided by a [12-member working group](#) with six faculty members, including two representatives from Faculty Senate, and a representative provided by the Classified Staff Council and Appointed Professionals Advisory Council. All employees can receive a free test at a University testing site. This requirement will remain in place for spring semester.
- Students who come to Main Campus for in-person or flex in-person classes as well as students who come to campus for other needs are required to test once a week. Additionally, students living in dorms are required to test twice a week. These requirements may be adjusted as we continue to monitor wastewater data and other public health metrics.

- To encourage student compliance with our testing requirements, we are launching several testing rewards programs, set to launch on February 1st. Through April, if a student tests at least once per week four times, they will receive a \$5 gift card to use at the Student Unions or Book Store. There will be a maximum of four rewards per student, per semester. Also, throughout the semester, we will randomly select 10 students who have completed their testing requirements to receive a \$500 scholarship to be applied to this semester.
- If student testing rates fall below levels recommended by public health advisers, compliance will be managed through access to the campus-based UA WiFi network on Main Campus. Students will receive two reminders by text to complete their required test before UA WiFi access is removed, and they will have three opportunities during the semester to hit a “Wifi Snooze Button” for urgent academic needs like taking a test. UA Guest WiFi will remain available. This compliance program was developed in consultation with student leaders, faculty, and staff.
- Please watch for some exciting news for Arizona Online tomorrow. Arizona Online has continued to grow in numbers of students, numbers of programs and in recognition as a top ten online program in the country.

REPORT TO FACULTY SENATE

FROM: Senior Vice President for Academic Affairs and Provost Liesl Folks
<https://provost.arizona.edu>

DATE: 25 Jan 2021

ACCOMPLISHMENTS and GOALS:

- **Campus Announcements and webinars:**

- Readied campus to launch in Stage 1 for Spring 2021 semester, due to alarming pandemic conditions. Memo sent to Faculty, Staff, and Instructors on students on 1/6/21 regarding [Spring 2021 Plan and Testing](#).
- \$1M program developed to provide increased supports for teaching for instructors whose caregiving responsibilities have been adversely impacted by the pandemic. Memo shared to Instructors, Deans, Heads/Chairs/Directors and CAAC on 1/6/21 regarding [Course support for caregiving instructors in Spring 2021](#).
- Issued guidance to campus regarding the importance of providing regular and timely feedback on academic progress to students. Memo shared to Instructors, Deans, Heads/Chairs/Directors, CAAC on 1/7/21 regarding [Timely feedback and grading to support student success](#).
- Clarifications to the class absence recommendations for the pandemic were developed by PAC. Memo shared to Faculty, Instructors, Graduate Assistants on 1/8/21 regarding [Modification to UArizona's Class Absence Practices and Recommended Syllabus Language](#).
- Campus webinar to provide updates on mandatory testing, Wildcat Onestop, Wildcat Well-check and Covid Watch App on 1/22/21.
<https://provost.arizona.edu/content/campus-webinars>
- Upcoming Campus webinar to provide update on how the COVID-19 vaccine works and how the vaccine can help to mitigate the pandemic effects (public health impacts) by Dr. Deepta Bhattacharya on 1/28/20. More information in the coming days.

- **Upcoming Live Chat session topics with faculty and instructors:**

- January 28, 2021 – Finding Academic Resources to Support Your Students. Panelists: Lisa Elfring, Danielle Flink, Jenny Nirh.
- February 11, 2021 – Navigating Career-Track. Panelist: Andrea Romero
(<https://provost.arizona.edu/content/provost-forum>)

- **Update on leadership searches:**

- Final campus visits completed in December for College of Science Dean position.
- Decision to be announced in the coming weeks.

- **Modifications to RCM:** Partnering with Business Affairs staff through January to build models for possible changes to RCM, based on the guiding principles developed thus far, for discussion with campus governance entities.
- **Reorganization to support Undergraduate Student Success:** re-structured the units within the Provost's Office to increase focus on student success, retention and completion. Details shared to campus during week of 12/7/2020.

REPORT TO FACULTY SENATE

FROM: The Faculty Officers <http://facultygovernance.arizona.edu/>

DATE: January 25, 2021

ACCOMPLISHMENTS:

- Chair Summers worked with members of the Committee of Eleven to administer a campus survey on leadership and communication, the quantitative results of which were summarized and delivered to the all-faculty listserv on Friday December 18, 2020.
- Chair Summers and Vice Chair Hingle convened the Shared Governance Review Committee for the 2nd time on Friday, January 22nd to discuss and establish a shared understanding of shared governance. Additional meetings have been scheduled monthly Feb-May 2021, with a goal to complete a “playbook” for shared governance by the end of the Spring 2021 semester.

GOALS

SHORT-TERM:

- Continue to work with members of the Shared Governance Review Committee, Faculty Senate, President Robbins, Provost Folks, Secretary Dudas, SVPR Cantwell, & CFO Rulney to establish a functioning “playbook” for shared governance & signed Shared Governance Memorandum of Understanding indicating agreement to how we will collaborate on decisions and direction of the university.
- Work with the Provost, the Senate Ad Hoc Committee on Career Track Faculty, and others to move forward proposed changes to clean up faculty data and improve and clarify titling for career track faculty. Any policy changes will come to Senate prior to approval and implementation.
- Rework the membership and mechanisms for populating the Undergraduate and Graduate Councils to include ex officio representation from Senate and to ensure they adhere to the MOU for Shared Governance.

LONG-TERM:

- To ensure a continued successful, safe, and healthy return to campus life for all members of the UA community.
- To broaden participation in shared governance to ensure that the University lives up to its values and supports its mission as we move ahead.
- To work with you to do all that we, as a community, can do to save lives, support our most vulnerable community members, and increase faculty participation in all decision-making that affects our lives and the long-term health and well-being of all of us.

We remain grateful to our faculty colleagues for your hard work, your input, your ideas and your continued engagement in shared governance. We continue to work to support the work of the University and to ensure the prominence of the Faculty voice.

Contact Us: email (hinglem@email.arizona.edu), phone (520.621.3087), or Office Hours (weekly, Tuesdays, 4-4:45pm <https://arizona.zoom.us/j/94767916308>). Chair Summers remains on sabbatical during Spring 2021; she will continue to attend Faculty Senate, Shared Governance Review Committee, and ABOR meetings in Spring 2021. Vice Chair Hingle and Secretary Brewer will stand in for Chair Summers this Spring at all other meetings requiring her regular attendance.

REPORT TO FACULTY SENATE

FROM: Academic Personnel Policy Committee

DATE: January 25, 2021

ACCOMPLISHMENTS:

The committee discussed two things: (1) changes to the revised UHAP APR language and (2) changes to the email policy. We took no votes and simply provided advice to the relevant parties looking at these policies.

GOALS:

REPORT TO FACULTY SENATE

FROM: Graduate Council

DATE: January 25, 2021

ACCOMPLISHMENTS:

The Graduate Council met on December 18 to consider and approve the following:

- MA in Philosophy & Political Economy from the Department of Political Economy and Moral Science.
- Name change from Graduate Certificate in Digital Information Management to **Graduate Certificate in Digital Curation**
- MPH emphasis in Global Health (pending CAAC approval)
- MS-Accounting/JD Dual degree program

Dean Andrew Carnie reported on a December 2020 report entitled “Graduate student experiences of support and stress during the COVID-19 pandemic” in which 3500 students including those from UArizona participated (https://grad.arizona.edu/gradcouncil/sites/default/files/agenda/new_nsf_rapid_graduatestudentexperiences_covid19_white_paper.pdf). Two-thirds of participants report increasing levels of anxiety and depression, more than ¼ report food and housing insecurity, and 25% report a longer expected time to degree. Recommendations include considering graduate students explicitly in institutional policy, support and communication, creating peer support opportunities, and educating faculty that traumatized students have difficulty regulating responses to stress and may require support time, mindfulness and counseling.

A recommended template for graduate course syllabi was approved ([graduate syllabus template revised.12.21.20.docx](#)).

Graduate Council has 33 members from all UArizona colleges including the Deans of the Graduate College. Thirty members attended the December meeting.

The Graduate Council meeting on January 15 was cancelled due to lack of agenda items.

GOALS:

Ongoing review of new program proposals and Graduate College policies.

Center for the Philosophy of Freedom (Freedom Center)

University of Arizona

REPORT OF THE EXTERNAL EVALUATION REVIEW COMMITTEE

Committee Members

Barbara E. Hannan

Professor, Philosophy, University of New Mexico

Edmundo Hidalgo

Vice President of Outreach Partnerships, Arizona State University

Daniel Jacobson

Professor of Philosophy, University of Michigan

Robert G. Varady (Chair)

Research Professor, Udall Center for Studies in Public Policy, University of Arizona

Site visit

February 13-14, 2019

Contents

1. Background and introduction
2. Strengths of the Freedom Center
3. Constraints and challenges faced by the Center
4. Recommendations for enhanced operation of the Center

Appendix A. Freedom Center Self-Study Report: 2008-1018

Appendix B. Review committee site visit agenda

Report submitted

March 19, 2019

1. Background and introduction

The Center for the Philosophy of Freedom (hereafter, the Freedom Center or FC) was established at the University of Arizona (UA) in October 2008. The Center's original mission was "to promote the understanding and appreciation of the ideals of freedom and responsibility, through activities along four dimensions: (A) published research, (B), graduate education, (C) undergraduate education, and (D) K-12 education." The FC's self-study report (Appendix A) points out that although the Center's mission has evolved over the ten years of its existence, its original goal to "advance the philosophical understanding of human freedom in all its dimensions" remains an accurate depiction of the Center's purpose.

From the start, the FC has been intimately associated with the UA's Department of Philosophy, a unit in the College of Social and Behavioral Sciences (SBS). The Center's founding director, Prof. David Schmidtz, who has led the Center throughout its existence, is a tenured Philosophy professor. At its creation, the Center was lodged administratively within SBS, working closely with the Department of Philosophy. As one of about 20 interdisciplinary units (i.e., non-teaching units, as distinct from departments) within the College, the FC has reported to the dean of SBS.

The establishment of the FC was in keeping with a long tradition of interdisciplinarity at the UA. There exist perhaps 150 centers, institutes, bureaus, and other non-departmental units on the campus. Typically, such entities are created as a result of the accumulation of a critical mass of intellectual interest in a particular subject, often at the initiative of one or more highly-motivated faculty members. In this regard, the establishment of the FC was more or less representative of the process, with Director David Schmidtz being the force leading to the establishment of the Center. But two features stand out and are relevant to the review of the Center.

The first such feature can be traced to David Schmidtz's distinctive academic training. In addition to holding a Ph.D. in philosophy, he also obtained an advanced degree in economics and holds a courtesy appointment in the Department of Economics. His economic leanings are libertarian and it is those leanings that have attracted him to the broad concept of freedom, which he studies and writes on from a philosophical perspective. His publications and other contributions on that topic—as well as those of others he has brought to the Center—are prolific and highly respected among his peers.

Second, the writings and associated presentations by Prof. Schmidtz and his associates have been especially appealing to a number of wealthy individuals and organizations who find his work on freedom compatible with their conservative or classically liberal values. This mutual attraction has yielded major funding for the mission that Prof. Schmidtz has advocated and was instrumental in the creation of the Center. The attraction, founded on a personal relationship, was especially instrumental in securing early support from donors Randy and Earl "Ken" Kendrick, prominent political activists and philanthropists in the Phoenix area. Beginning with early support from the Kendricks, the Center has benefited substantially from a number of grants and later, from a series of annual appropriations from the Arizona legislature. That

support has enabled strong hiring, the editorship of two major journals, the publication of a suite of prestigious books, and the creation of a new department (also in SBS) of Political Economy and Moral Science (PEMS).

But the Center's distinctive success has exacted a cost: the FC is perceived by some—on campus and in the community—as politically motivated, and in the extreme, as tainted by the provenance of its funding. Consequently, the Center has been somewhat embattled, even as it has experienced continued fundraising prowess and enjoyed academic prominence. This ongoing controversy has formed a backdrop to the committee's assessment process.

The controversy notwithstanding, the committee's commission was neither to assess the politics of the Center nor to gauge the FC's acceptance within the UA or beyond. Rather, as with all such UA programmatic reviews*, the committee was asked to evaluate the Freedom Center's performance and progress in achieving its mission, based on internal evidence and testimony. To paraphrase the dean's charge, the committee was tasked with making specific, concrete, and feasible recommendations—within the resources currently in place—that would have the greatest impact to advance the Center's mission.

In keeping with the committee's assignment, the present report (1) reviews and characterizes the Freedom Center's accomplishments and evaluates its impact on the Department of Philosophy, the Department of Political Economy and Moral Science, other collaborating units, and the campus at-large, and its outreach impact in the community; (2) identifies key structural, administrative, and strategic weaknesses and challenges faced by the Center; and (3) lists courses of action recommended by the committee to enhance the Center's performance, assure its academic standing and reputation, and strengthen its relationships with colleagues and stakeholders in the greater Tucson area.

The report relies heavily on information obtained in the course of a field visit by the review committee to the University of Arizona on February 13 and 14, 2019. The visit was supplemented by the Center's ten-year self-study report (Appendix A), and by other materials provided by the Center (e.g., examples of teacher community and feedback) and the SBS dean's office (public comments received by the provost). The two-day field visit included approximately 20 meetings with the FC director, staff and core faculty; affiliated faculty; collaborating faculty; a three-person group representing faculty opposed to the Center's presence on campus; relevant department heads; the SBS dean and associate dean; UA state relations and communications officials; an associate vice president for research; and the interim provost.

A complete listing of the review committee's agenda is included as Appendix B.

* It should be noted that at the UA, all departments, centers, and other units are required to undergo periodic external reviews. It was only two years ago that college-based centers like the FC were included in this university-wide process, and accordingly, SBS has begun to undertake a systematic agenda of such program reviews. The Freedom Center, whose charter specified such periodic reviews, was asked to prepare for the present review in 2018.

2. Strengths of the Freedom Center

The stated mission of the Center for the Philosophy of Freedom at the University of Arizona is “to promote the understanding and appreciation of the ideals of freedom and responsibility along four dimensions: published research, undergraduate education, graduate education, and community outreach.” It has served this mission extremely well in several respects. The Freedom Center has made almost uniformly excellent hires of permanent faculty who contribute notably to the UA philosophy department. While the department has several areas of strength, it is widely regarded as the top department in the subfield of political philosophy. The Freedom Center’s hires have added to several of these areas of strength, not exclusively to political philosophy; but it has especially bolstered the department’s reputation in that area.

The Freedom Center houses two first-rate journals, *Social Philosophy and Policy* and *Oxford Studies in Political Philosophy*, which publish excellent and politically disparate work in areas relevant to its mission. It hosts numerous events centered loosely on the philosophy of freedom but extending to various areas of philosophy and related disciplines. And it helps fund graduate students in philosophy, which is critical to the ability of the department to recruit strong applicants despite its struggle to offer aid and teaching packages competitive with other comparably strong departments.

But the respect in which the Freedom Center is uniquely valuable does not appear explicitly in its mission statement, and at least some of us believe that it should. This suggestion is part of our more general recommendation (see part 3, below) of more transparency in the working of the Center. A great benefit of the Freedom Center lies in its contribution to the intellectual and political diversity of the university and the discipline. It does so by including heterodox political viewpoints, which tend to be underrepresented in the philosophical discussion and, partly for that reason, often misrepresented in it. Partly because its publications, events, and faculty have diverse and sometimes conflicting political views—including those on the left and the right and those impossible to categorize on a simple spectrum—the Center consistently encourages open inquiry and contributes uniquely to the intellectual diversity of the field and the university.

It must be noted that the Center attracts criticism, both external and internal, due to this mostly tacit aspect of its mission. The criticism is ostensibly directed at worries about its funding, which include both private and public (State of Arizona) sources.

The criticism of the Center focuses on its financial support from the Arizona legislature and several private sources. There is more than one legitimate issue here. It can be questioned whether the sources of external support produce ideological bias or control of the Center. And it can be questioned whether lack of political diversity in the discipline, and in academia in general, undermines the mission of the university. In particular, the underrepresentation and denigration of conservative and libertarian ideas might be considered another opportunity for a public university, in particular, to become more diverse.

People will disagree in their answers to these questions, and to some extent we disagree amongst ourselves over them. But the record of the Freedom Center’s events and publications

speaks for itself: Its journals, the talks it sponsors, and its wealth of scholarly publications at the highest levels of the discipline do not reflect bias or one-sidedness but inclusiveness and excellence. The Center supports an especially strong group of scholars who have made the University of Arizona the best place in the world for political philosophy. The journals edited by Freedom Center faculty reflect the entire spectrum of philosophical opinion. Faculty supported by the Center, and its members, are of various political and intellectual persuasions.

We consider the Center's support of philosophy graduate students, with various specializations not limited to political philosophy, let alone any particular political perspective, to be crucial to the continued success of the department. Indeed, some of us wonder whether the department is aware of how deeply its fortunes are bound up with the continued presence of the Center.

One of the four pillars for the FC is their K-12 outreach focus. The Center's efforts have included high-school teacher support, tuition reimbursement, and stipends that have allowed teachers to improve their qualifications. The FC also developed a textbook that allowed teachers to teach a course on Ethics, Economy and Entrepreneurship. Having this course at the high-school level has allowed hundreds of students to qualify for dual enrollment credits. To date, 22 high schools have offered this course and over 400 students have transferred the dual enrollment credit to a college or university. The FC also supports high-school teachers by providing content and staff support focused on teaching students how to develop budgets and develop financial management skills. This program has been well received at the supported high schools.

3. Issues and challenges faced by the Freedom Center

In this section, we identify and discuss briefly the key issues, weaknesses, and challenges discovered by the committee in the course of its conversations and, readings, and encounters.

Lack of transparency

The committee heard one critical charge most consistently and loudly: LACK OF TRANSPARENCY.

The committee acknowledges that the Freedom Center owes its existence and much of its success to the vision and efforts of its founding director, Prof. Schmidt. His reputation and his networking abilities have been instrumental in garnering recognition and very substantial support for the Center.

Notwithstanding this record of achievement, in conversations with the staff of the Freedom Center, one staffer described Director Schmidt's administrative style as "Ready, fire, aim!" The staff expressed the feeling that they were often the last to know what was going on. They did not know, for example, by what criteria or process graduate student fellowships and jobs were awarded.

We spoke with core faculty of the Center which, at this time, number just two tenured faculty (other than Schmidt) and two Career Track (non-tenure-eligible) faculty. The Center has other

faculty affiliates whose lines are in other departments. We asked about their input, if any, to the FC's self-study document. It emerged that the core faculty members were informally asked to provide some comments early in the process, but they never saw or approved any drafts of the document in progress, or the completed document. More generally, they appeared to be relatively uninvolved in setting priorities, determining future directions, or other aspects of decisionmaking. They seemed content to let the director deal with those matters while they pursued their research and teaching.

We spoke with graduate students in the Philosophy Department. After a year in the Philosophy graduate program, some such students are offered fellowships and jobs (usually associated with journal editing) sponsored by the Freedom Center. These students did not know by what criteria, or under what formal process (if any) the lucky students were chosen. Nor do they know the source/s of the funds that support them, something we believe they are entitled to know. Those who received these fellowships and jobs were glad to have them, but they expressed the desire that the selection process be formal and transparent.

Ineffective public relations and communications

Hand in hand with insufficient transparency within the Center and in regard to its relationships with colleagues and other units, the Center has lacked a public-relations strategy to convey its mission and accomplishments to the UA community and to the public. An effective approach to this matter would be useful in anticipating and responding to public impressions that can often be off the mark. For example, public comments received by the provost reveal a widespread impression that private donors are being allowed influence over hiring and curricula. The Center and the University possess evidence to refute this contention, but there has been no systematic attempt to do this.

This issue illustrates a major challenge faced by public universities: How to accept outside money (which is badly needed) without allowing the various agendas of the donors to destroy or undermine the academy's traditional and essential commitments to objectivity and balanced, free inquiry. It is undisputed that the Freedom Center has received millions from such sources as Randy and Ken Kendrick, the Charles G. Koch Charitable Foundation, the Sarah Scaife Foundation, and other donors that are widely perceived (whether correctly or incorrectly) as having right-wing ideological agendas. In addition to monies from private sources, the FC has, since 2014, received substantial annual appropriations from the Arizona State Legislature. Those allocations have engendered some resentments among faculty from other departments who view this special funding arrangement as unfair.

As a matter of transparency and good public relations, it needs to be more widely publicized that moneys provided to the Freedom Center are used in an even-handed and ethical way, and that the Freedom Center comprises a remarkably diverse and balanced group of non-biased scholars and teachers.

Director Schmidt, when asked about how to achieve more effective public relations, responded that he preferred to not respond to what he sees as misinformed perceptions and reactions to the Center's efforts.

The committee is troubled that the Freedom Center, has not—with guidance and assistance from the central administration—mounted an organized and proactive public relations campaign aimed not at convincing its most committed critics, but at highlighting the excellence and diversity of its activities.

Centralized, top-down decisionmaking

The lack of transparency of the Center's operations is partly a result of Director Schmidt's top-down administrative style. As noted, decisions about the Center's course and priorities are arrived at more or less unilaterally at the director's discretion.

Since we believe that the continued flourishing of the Center requires greater separation between its institutional goals and the identity of its leadership (see following section), we find it worrisome that the Center was not able to retain its only other director. This was a difficult period for the Center, a time we think has not been sufficiently analyzed, and one whose potential lessons may not have been imparted. The episode is not mentioned in the self-study report, for instance. Prof. Michael McKenna was one of the successful original hires of the Center, and he continues to contribute to the excellence of the philosophy department. Yet he seems to have been kept in the dark about various aspects of the functioning of the Center during his term as director, not only by Prof. Schmidt, but by the administration as well. This fact—along with the pressure put on him to defend the Center during a period where it was under considerable attack and his (at least perceived) lack of control over the Center's expenditures and activities—led him to resign as director at what he believes was significant personal cost. We believe that greater transparency, power, and support from others at the university would have palliated these problems considerably, and we are puzzled as to why he was not given more support, which any future director will need.

While overall many of the Center's decisions and courses of action have proven successful, the committee believes that greater involvement by others would contribute to greater consensus and more harmony. The FC's highly centralized mode of governance, combined with low degrees of transparency and minimal attention to public opinion can contribute to the appearance of impropriety and to palpable confusion about the various missions of the Freedom Center, the Philosophy Department, and the Political Economy and Moral Science Department.

Leadership succession

Since we are convinced that the continued success of the Freedom Center is important to the welfare of the Philosophy Department and the university at large, we recommend that the Center develop a formal plan for succession in its leadership. Although the Center's history and funding are bound up with the unique fundraising and vision of Prof. Schmidt, we suggest that

it would best serve the current faculty, staff, and director of the Center to have a succession plan in place. This would also aid our broader recommendation that the Center develop a more transparent and articulated set of plans and procedures.

We recognize several challenges for this suggestion. First, the previous attempt to put in place another director went poorly and resulted in the resignation of a core faculty member. We find this episode regrettable and wish that Prof. McKenna's contributions to the Center were better acknowledged, even if it is too late for him to be adequately compensated for his sacrifices to it. There seem to have been failures of communication in this episode from several directions, which we hope would be rectified in any future transition of leadership. Second, though, given Prof. Schmidt's personal connections to several of the donors, we acknowledge that it would be extremely difficult for anyone other than him to be able to fundraise as effectively for the Center. Any future leader would have to be committed to the mission of the Center—and that mission would have to be more fully articulated—so as to give its public and private donors confidence that the Center will continue to function as it currently does. Such confidence is necessary in order for the Center to continue to function without undue interference from its benefactors. We think this should be possible, despite acknowledging the difficulties involved.

The Freedom Center's outreach efforts

The FC has never developed an implementation plan that clearly defines its work, impact, and outcome expectations for its outreach efforts. As part of its early work at the Tucson Unified School District (TUSD), the Center began offering a course, "Ethics, Economy and Entrepreneurship." But the lack of clarity of the FC's outreach program led to the course and related activities being criticized by members of the local education community on two accounts: (1) not having followed the process to have the course approved by the district; and (2) basing the course on a textbook that was considered by some to be inadequate and/or inappropriate. Both of these assertions have been challenged, but the controversy resulted in the District not taking action necessary to allow the course to continue to be offered. Despite the TUSD position, other districts *have* approved the course and currently offer it as part of their dual enrollment programs.

Unclear Distinctions Among Entities

We were asked to review the Center for the Philosophy of Freedom—*not* the Department of Philosophy, or the newly-created Department of Political Economy and Moral Science (PEMS), or the Director of the Freedom Center (Professor David Schmidt). However, the distinctions among the foregoing are, to say the least, not always clear. External funds procured from donors by Prof. Schmidt, ostensibly for the Freedom Center, have been used to fund graduate students and faculty in the Department of Philosophy. Since the formation of the PEMS Dept., monies donated or allocated to the Freedom Center are apparently being transferred to PEMS at Prof. Schmidt's direction.

The administrative home of the Freedom Center

Centers and Institutes at the University of Arizona are classified as either “college level” or “university level.” The FC has been a college-level center, housed in the College of Social and Behavioral Sciences (SBS), which also houses Philosophy and PEMS. As such, it is under the supervision of the SBS dean. University-level centers are under the supervision of either the vice president for research who runs RDI (the office of Research, Development, and Innovation), or potentially, the provost.

In the self-study, Prof. Schmitz expresses a preference for making the FC a university center as opposed to a college center. He believes the new status would facilitate various collaborative initiatives between the FC and units outside SBS. He also notes, “Such a move would also be congruent with the Freedom Center’s status as a unit receiving a direct state allocation of funding, as it would position the Center closer to the central administrative functions responsible for state and federal relations.”

The SBS dean’s office has indicated that it supports a move away from the college, to the central administration. At least one faculty member expressed the worry that changing the FC from a college center to a university center might have a negative impact on the Philosophy Department, which so far has benefited from the FC.

4. Recommendations

- Transparency. The committee believes that the decisionmaking procedures of the Center should be more transparent and codified.
- Public relations and communications. We believe that the Center and the University would benefit from an organized and proactive public relations campaign, mounted by the Center and the University. A well-thought-out communications strategy also would help clarify such points of confusion as the differences between what appear to be similar units.
- Decisionmaking and managerial style. The only director the Center has had, other than its founder and current director, resigned from the role at personal cost. The committee recommends that the Center adopt a more democratic and decentralized decisionmaking process.
- Creation of an advisory or governing board. Until now the only guidance the Center has received has been from its home college and from the UA central administration. The committee believes that the FC would benefit greatly by establishing a diverse board comprising faculty members drawn from multiple disciplines, other UA personnel, members of the community at large (including public- and private-sector representatives), and K-12 educators. Such a group could vet new initiatives, provide useful advice, and play an important role in the Center’s public-relations efforts.

- Leadership succession. Closely related to Center’s unilateral managerial approach is the question of the vision of the Center’s continued role independent of its current director—we see this as perhaps the greatest challenge for the Freedom Center moving forward.
- Outreach efforts. To avoid continuing controversies with local school districts, we recommend that the Center develop a thoughtful, coherent, and comprehensive outreach plan that anticipates problems and responds to community concerns.
- Administrative home for the Center. In the course of the evaluation, the issue of moving the Center from the College of Social and Behavioral Sciences to the central administration arose on multiple occasions. All concerned parties—the Center director, the SBS dean, and the two likely central administrative homes (the Office of the Provost and the Office of the Vice President for Research)—agreed that such a move would be appropriate and desirable. The committee concurs with this proposed move.
- Naming of Center. One member of the review team cautiously suggests that the University of Arizona look into the possibility of renaming the Center for the Philosophy of Freedom. A suitable possibility would be to name it in honor of the late Professor Joel Feinberg: ‘The Joel Feinberg Center for the Philosophy of Freedom.’ Any name change would require approval from the Arizona Board of Regents and this particular change would of course need permission from the Feinberg family.
- Equity compensation. The staff members who work at the Freedom Center are mostly female, and they expressed dissatisfaction with the level of their compensation. We recommend a compensation review for each member of the support staff.

FREEDOM CENTER PERIODIC REVIEW SITE VISIT AGENDA

Wednesday, February 13

8am-9am	Orientation breakfast with SBS Deans (Marriott)	Jane Zavisca, JP Jones
9am-9:15	Walk to Admin building	
9:15-10:00	Joint meeting of Freedom Center core members: director, faculty, staff	
10:00-10:30	FC staff	
10:30-11:00	FC core faculty	
11:00-11:30	Break	
11:30-12:00	Graduate students supported by FC	
12:00-12:30	Collaborators beyond SBS	Tauhidar Rahman (CALS), Dan Asia (CFA)
12:30-1:30	FC director (over lunch)	David Schmidt
1:30-2:00	Collaborators beyond SBS	Chris Robertson (Law)
2-2:30	Economics faculty	Andreas Blume, Price Fishback (Eller)
2:30-3:15	Philosophy faculty & former FC Head	Michael McKenna
3:15-3:30	Break	
3:30-4:00	PEMS Head	Jerry Gaus
4:00-4:30	Philosophy Head	Jason Turner
4:30-5:00	Other SBS faculty	David Gibbs (History), Jeremy Vetter (History), Leila Hudson (MENAS)
5:00-6:30	Break	
6:30-8:00	Dinner off campus	Jane Zavisca to escort

Thursday, February 14

8:30am-8:45am	Assemble in Marriott Lobby, walk to social sciences	David Schmidt, Jane Zavisca
8:45am-9:45am	Continental breakfast and facilities walkthrough (in FC conference room, Social Sciences building)	David Schmidt, FC staff
9:45am-10:00am	Walk to Admin building	Jane Zavisca
10am-11:00am	State relations	Sabrina Vasquez, Chris Sigurdson
11am-12pm	Prep for exit interviews / break	
12pm-1pm	SBS exit interviews (over lunch)	JP Jones, Jane Zavisca
1pm-2pm	Senior leadership exit interview	Jeff Goldberg, Brooks Jeffery
2pm-5pm	Begin drafting report	