

FACILITIES USE POLICY

Recommendation Submitted to the Faculty Senate May 2, 1988
by the Research Policy Committee

Insert as 2.07.01 in Chapter 2, University Handbook for Appointed Personnel. The section previously numbered 2.07.01 (Rooms) will become section 2.07.02, and the section previously numbered 2.07.02 (Equipment and Supplies) will become 2.07.03.

The facilities, space, and equipment owned by the University of Arizona are held for the purpose of furthering the three major functions by means of which the University serves the larger community, namely, teaching, research, and service. Other uses of these facilities are sometimes permitted, on a non-interference basis with respect to these primary functions.

The unit administrator (Department Head, Dean, Director) is responsible for the proper use of facilities within guidelines set by higher administration. Arrangements for the use of such facilities for technology transfer or related activities can be made by individual faculty or professional staff members upon approval of the unit administrator and the Vice President for Research and Provost. Such arrangements, upon approval by the unit administrator, will be reviewed periodically by the Vice President for Research and the Provost to ensure that this use does not interfere with the primary purposes of the institution.

Any University employee who perceives that such an arrangement is interfering with the teaching, research, or service functions may bring the matter to the attention of the University Ethics and Commitment Committee. This Committee will hear complaints and investigate the possible inappropriate use of space, equipment, or other facilities, and will contact the appropriate administrator(s) as an initial step in this process. The results of the Committee investigations and its recommendations will be sent to the faculty member(s) involved, unit administrators, and the Vice President for Research. The Committee will report annually to the Faculty Senate on the number and nature of the cases investigated.

Approved by the Faculty Senate, May 2, 1988

MISCONDUCT IN RESEARCH, SCHOLARSHIP OR CREATIVE ENDEAVOR

2.13.09 Misconduct in Research, Scholarship or Creative Endeavor

For purposes of this policy "misconduct" means (1) fabrication, falsification, plagiarism, or other serious deviations from accepted practice in proposing, conducting or disseminating the results of research, scholarship or creative endeavor; (2) material failure to comply with federal and other requirements for protecting researchers, human subjects, and the public or for ensuring the welfare of laboratory animals; and (3) failure to meet other material legal requirements governing research, scholarship and creative endeavors.

Charges of misconduct may be made by anyone and should be directed to the University Committee on Ethics and Commitment (U.C.E.C.).

A panel of U.C.E.C. will conduct an inquiry which will consist of information gathering and fact-finding to determine whether an allegation of misconduct warrants an investigation and possible imposition of sanctions. The inquiry will be confidential to the extent permitted by the due process rights of the accused person(s) and will assure non-retaliation against complainant(s) acting in good faith. It will ordinarily include interviews with the complainant and the accused, reviews of any supporting documents, and interviews with other persons possessing relevant information.

Whatever the outcome of the inquiry, a written report of the findings and conclusions is to be provided to the accused, the complainant, the appropriate dean, and the Vice President for Research. This inquiry is to be concluded within 30 days of receipt of the written charges.

When an inquiry has found cause to think that misconduct has occurred, the Vice President for Research must ask the Committee on Academic Freedom and Tenure (C.A.F.T.) to conduct a formal investigation. If the inquiry has found no reason to think that misconduct has occurred, the Vice President will dismiss the charges and inform all parties in writing. If the complainant does not accept this decision, an appeal may be lodged with the Provost, in writing, within 10 days of receipt of the Vice President's notice. The appeal should clearly indicate why the dismissal is inappropriate. The Provost will consider the appeal and may choose to ask the Vice President to arrange for an investigation by C.A.F.T. If an extra-mural agency is sponsoring the research, scholarship or creative endeavor involved in the case, the Vice President for Research will inform the agency that a formal investigation will occur, and will so inform the accused.

A formal investigation will consist of examination and evaluation of relevant facts to determine whether specific misconduct has occurred and its seriousness, and to recommend sanctions to be imposed, if warranted. In appointing a panel to investigate such a case, the chairperson of C.A.F.T. is to consult with U.C.E.C. in order to identify faculty members with backgrounds related to the area or discipline concerned who have not been involved in the proceedings. The chairperson of C.A.F.T. is to appoint two such individuals as members augmenting the investigating panel. The investigation is to be conducted in accordance with procedures set forth in ABOR-PM 6-201(K) (3). The

panel is to report its findings and recommended sanctions, if warranted, to the President. The C.A.F.T. panel should make every effort to complete its investigation and report its findings within 90 days of receiving the request to take action.

The President's conclusions and the outcome of the case are to be reported, in writing, to the accused, the complainant, the appropriate dean, the Vice President for Research, and the chairpersons of C.A.F.T. and U.C.E.C. The Vice President for Research then will inform any sponsoring agency of the findings and outcome of the formal investigation.

If the formal investigation concludes that no misconduct has occurred, U.C.E.C. is to work with the accused to restore any damage to the individual's reputation. If the formal investigation finds cause to believe that the charges of misconduct were improper or malicious, U.C.E.C. is to consider initiating procedures under the Code of Conduct.

The U.C.E.C. may initiate other activities to preserve the integrity of research, scholarship and creative endeavors. Such activities might include educational programs to prevent potentially fraudulent research practices from arising, encouragement for co-investigators and senior scientists to supervise more closely junior colleagues, and safeguards for personnel fearful of retaliation for reporting misconduct.

DESIGNATION OF MERIT FUNDS EXCLUSIVELY FOR TEACHING

A policy proposed by the Student Affairs Policy Committee,
a Standing Committee of the Faculty Senate,
and approved by the Faculty Senate May 2, 1988.

That the University of Arizona recognize the significance of the faculty's teaching obligation by requiring the inclusion of teaching in the determination of a faculty member's annual merit evaluation in compliance with the Arizona Board of Regents Policy Manual.

And furthermore, that, on a yearly basis, each faculty member negotiate the weighing of teaching, research and service for the performance evaluation upon which merit is based.

ADDENDUM TO THE FEBRUARY 1 (1988) REPORT TO THE FACULTY SENATE FROM
Mary J.C. Hendrix, Representative to the Intercollegiate Athletic
Committee (IAC)

In response to specific questions raised from the February 1, 1988 IAC report to the Faculty Senate, the following information was provided by Dr. Don A. Aripoli, Assistant Vice President for Student Services and Vice President for Student Affairs, and Dr. Kathryn R. Russell, Associate Professor, Exercise and Sport Sciences and Head of the IAC Subcommittee on the Academic Progress of Student Athletes.

1. Twenty-two out of 82 incoming freshmen student athletes in 1986-1987 were identified as "borderline" based on entrance scores (GPA lower than 2.50 and/or scores of 15[ACT] or 700[SAT] or lower).
2. Persistence/retention and graduation represent two separate measures of enrollment. Persistence or retention would provide an indication with respect to students who graduated, applied for graduation, or remained enrolled with above a 2.0 G.P.A. For athletes who completed eligibility in 1985-86, the persistence/retention figure is 75%. For athletes completing eligibility in 1986-87, this same indicator is 75.7%. The comparable data for all students who enrolled in Fall 1981 and Fall 1982, as derived by the Student Affairs Research and Evaluation Testing Office (SARETO), are 49% for the Fall 1981 class and 53% for the 1982 class.

3. The graduation rate for recruited athletes who enrolled in the Fall of 1981 and graduated in the Spring of 1986 is 35.37%. The graduation rate for all students who entered in Fall 1981 and graduated in Spring 1986 is 34.48%. Comparable data on Spring 1985 graduate are not available.

c:wp\hendrix\addendum

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UNIVERSITY OF ARIZONA
Committee of Eleven
Annual Report 1987-88

Members

Michael A. Cusanovich, Chair
Reuben Carranza
Robert B. Chiasson
Michael J. Drake
Martin M. Fogel
J. D. Garcia
Fred S. Matter

Thomas R. Rehm
Franklin D. Rollins
Andrew Silverman
Gordon Tollin
Randy Warner
Marlys Witte

This report summarizes the principal activities of the Committee of Eleven during the 1987-88 academic year.

Communication

During the academic year the Committee of Eleven continued its program of meeting with academic departments. This effort has been most rewarding with a large number of departments and other units participating and a wide range of issues raised. Attached is a summary of the issues identified in departmental visits which will serve to provide focus and issues for the committee to address in the 1988-89 academic year. The following departments/units met with the Committee of Eleven: Hydrology and Water Resources; Gerontology Committee; Geosciences; Division of Neurology; Arid Lands Resource Sciences; Teaching and Teacher Education; Mining and Geological Engineering; Anatomy; Committee on Nutritional Sciences; Special Education and Rehabilitation; German; Language, Reading and Culture; Pharmacology and Toxicology; Intercollegiate Athletics; Medical Technology; and Student Health Services.

Undergraduate Education

At various times, the Committee met with Assistant Vice President Fernandez; Vice President D. Woodard; Dr. S. Dinham, Chair, Committee on the Evaluation of Teaching; and Dr. T. Volgy, Director, University Teaching Center. These discussions focused on the present status of undergraduate education; the Committee of Eleven offered comments and suggestions on a wide range of topics.

Interdisciplinary Programs

The Committee of Eleven met with Dr. H. Carter and discussed in depth the problems associated with interdisciplinary programs. Subsequent discussions on this topic were undertaken with other members of the administration. In March, the administration of interdisciplinary was transferred to the Graduate College, a position supported by the Committee of Eleven.

Personnel

The Committee met with Mr. C. Sakwa, Director of Personnel, and participated in a substantial discussion of Personnel policies and their impact on faculty. Subsequently, the Committee met with representatives from Arthur Young, Inc., the consultant hired by the Board of Regents to evaluate the

personnel system. A very lively discussion ensued and the faculty position on these issues was articulated.

Parking

The Committee of Eleven continued its dialogue with the University over the parking situation. This included a number of communications with Mr. Varney and the Parking Committee. In addition, the Committee had an in-depth discussion with Dr. Ben Herman, a recent member of the Parking and Transportation Committee. Although it is difficult to determine how much impact the Committee has had in this area, some improvements in parking policy appear to be underway.

Mission & Scope

The Committee of Eleven discussed in detail the draft of the University's Mission and Scope statement and commented to the Provost on a number of points.

Training Sessions for Administrators

The Committee of Eleven continued its discussions with the Provost on training sessions for administrators. The administration has put in place a comprehensive in-house training program. However, the Committee of Eleven still holds the view that professional management training is also appropriate.

Guests

In addition to those already mentioned, the Committee of Eleven met with Dr. Lyle Bootman, Chairman, Faculty Senate Budget Policy Committee; Dr. Laurel Wilkening, Vice President for Research and Dean of the Graduate College; Dr. Nils Hasselmo, Provost; and Mr. Harry Hueston and Mr. Mike Thomas, Assistant Chief and Chief of Campus Police, respectively.

COMMITTEE OF ELEVEN
Subcommittee on Communication
Spring 1988

Summary of Issues Raised in Departmental Visits

Communication

Difficulty of one department communicating outside of the college, such as with Vice Presidents.

Breakdown of communication between departments and numerous administration activities. This is a continuing problem which many groups have expressed. It is also an ongoing concern of the Committee of Eleven, which is brought up at every opportunity with the administration.

Would like to see better mechanisms for enabling cooperation with other units and related work on campus.

The problem of faculty members not knowing where to go or whom to ask for help in administrative matters can be handled by inviting directors of administrative services to meet with faculty groups. To determine who should be contacted, call the Graduate College and/or the Faculty Center. Also, an information manual is in the planning stages to help with this problem.

Departmental concern over administrative turmoil with respect to this department's role and future plans.

Would like strengthened commitment and administrative leadership, in order to be able to capitalize on unique geographical location and potential for academic excellence.

Five-year review process appears to be adding to the confusion, but could be helpful in role clarification.

Mechanisms for avoiding "we-they" sentiments between faculty and administrators and engendering cooperation and mutual good feelings.

Salaries, Performance Evaluations, Teaching

Merit vs. cost-of-living increases: faculty favors cost-of-living, at least up to the level of actual cost-of-living increases.

Structured salary levels: sentiment was expressed for having salary levels within a rank which could provide a means for raises other than cost-of-living, merit, or equity.

The inadequacies of the current performance evaluation and reward system for small units. Suggestion: pool merit raise funds for small units, as is currently done with equity raises. Performance evaluations should reflect the fact that excellence is expected, rather than unusual.

The issue of tenure rules and Board of Regents staff revisions to these.

Salaries, Performance Evaluations, Teaching, cont'd

- Merit pay - timeliness of raises.
 having a system which holds out promise of a raise and then
 - doesn't deliver, even though administrators get raises.

Faculty should have the opportunity to review administrators in the same way as student evaluations are part of our review process.

The concern that department heads and deans are not being reviewed on an annual basis as are faculty members. (It was pointed out that this was not the case.)

Formation of user committees for every service department or division which would be advisory to the administrator supervising the Director of the service unit.

Merit evaluation of Directors should be pegged to effectiveness of the unit.

Faculty teaching loads are not being permitted to include all aspects of a faculty member's teaching contact with students. This is a matter for the faculty to take up with the Dean.

Payroll problems for third-party payments are possible on grant funds but not on State funds. This will be looked into.

Increased importance of teaching in promotion and tenure is needed.

There is not enough money to warrant the time spent on this issue, and the evaluations should be timed to the raises better.

Physical Resources

Long (6-9 months) delays by Physical Resources in completing renovations or modifications.

Inadequate janitorial service, much of which may be paid by indirect grant costs.

Issues involving Physical Resources: one department's move last year still requires further remodeling such as for teaching labs and office space for visiting faculty. Cleaning of offices (or lack thereof).

Maintenance/janitorial: cuts have been too severe; we need better services.

Parking & Transportation

Parking problems.

Parking problems.

Parking, particularly in SW corner of campus, is slated for disaster under current plans. Current policies do not allow for jobs requiring access to different parts of campus. Parking policies should be driven by function. More effective shuttles, particularly to College of Medicine, are needed.

Parking & Transportation, cont'd

Parking and Transportation: lack of flexibility and responsiveness of current system; self-corrective measures not evident.

Interdisciplinary Programs, Graduate College, and Research

More positive role for interdisciplinary programs is needed.

The issue as to whom one interdisciplinary committee should report to as an administrative office.

The issue as to where the Graduate College fits into the scheme of interdisciplinary committees especially since at least one committee has a Ph.D. minor.

The issue of a central office for interdisciplinary programs for budgeting and programs.

Departmental concern with respect to treatment of interdisciplinary efforts within the college. Interdisciplinary efforts are perceived to be the direction of the future for this unit.

University procedures for dealing with cross-departmental degree programs should be streamlined.

Mechanisms for direct funding of interdisciplinary programs should be put in place.

Interdisciplinary (across colleges) fellowship funding needs to be addressed.

Speeding up the Graduate College processing is a high priority item in the recruitment process.

Some smoothing of procedures for administration of Ph.D. status is needed.

The possibility of re-establishing and budgeting the vacant position in the Graduate College, "Office of Interdisciplinary Programs."

Graduate College issues: Disproportionate load for faculty concerned with graduate students as compared to undergraduates; and uniformity of stipends for Teaching and Research Assistants.

Waivers for training grants resulting in loss of FTE's. This will be corrected through the Graduate College.

Time delays in processing of graduate students folders was discussed as to ways of improving the system. The Graduate College has, and is, making changes to expedite the handling.

The general tone of the research atmosphere--it appears to be getting harder to do research, harder to recruit good faculty, easier for others to recruit away.

There is an urgent need to streamline the grant administration procedures (example: use spreadsheet program for proposal budget-checking so that P.I. simply brings disk to Sponsored Projects.)

Interdisciplinary Programs, Graduate College, and Research, cont'd

The animal research procedure bureaucracy needs to be streamlined. Currently there are at least two levels of detailed questionnaires needed--very time-consuming. One could envision a system in which the researcher fills in one set of specifications and the other forms are then administratively handled using that one as basis. The idea is to facilitate research.

Miscellaneous

Enhancement of the competitive profile of the university nationally. Examples: taxes on services and goods for grants should be eliminated; the raise structure needs to reflect the job market better; better service structure. Some of these may require statute changes. Mechanisms for change?

Financial Aids and Scholarships: it was suggested that an ombudsman office to expedite student and faculty concerns would improve the situation. One problem mentioned was the virtual shut-down in the summer, causing real problems in getting action on Department-controlled funds.

Interest in establishing a Faculty Club such as at ASU.

A very strong concern over continued separation of the pieces of a Liberal Arts College. Formalization of that process, as has been talked about in terms of making the current Faculties into Colleges, would be detrimental to the students' education.

Regularization of state travel moneys for faculty to provide longer range planning on the part of faculty.

Inadequacies in our SIS and telephone registration system, and concern about its effect on advising.

Recognize overtly the Legislators such as Greg Lunn who represent our issues; keep them well informed.

Combine Animal Safety and Radiation Safety under one Director.

Methods for the Intercollegiate Athletics Department to improve communication with faculty and student body, beyond the excellent job being done by the successfully revamped Intercollegiate Athletic Committee. Academic forums on athletic issues, bringing in nationally recognized speakers on academic impact aspects of athletics (ethics, student body morale-building, etc.).

Classrooms and Grading

Large (and small) lecture hall availability: in particular, the post-assignment follow-up tracking of actual course enrollments to ensure best utilization of limited facilities. All new buildings should have classrooms on ground floor.

Grading scheme: one department produced a unanimous recommendation that our grading scheme be expanded to include numerical values for plus-and-minus grades (A=4.0, A-=3.7, B+=3.3, B=3.0, etc.) with the option of not using them being retained by departments.

COMMITTEE ON ACADEMIC FREEDOM AND TENURE
UNIVERSITY OF ARIZONA

1987-88 Annual Report

Members, Committee on Academic Freedom and Tenure, 1987-88

Jane H. Hill, Chair, Anthropology (5/85-4/88)
Diane Fordney, Obstetrics & Gynecology (7/85-4/88)
Charles Albanese, Architecture (5/85-4/88)
John E. Buehler, Economics (5/86-4/89)
Susan U. Philips, Anthropology (5/86-4/89)
Edward T. Sheehan, Nutrition & Food Science (5/86-4/89)
Sigmund Eisner, English (5/87-4/90)
Margarita Kay, Nursing (5/87-4/90)
Glen Nicholson, Educational Foundations & Administration (5/87-4/90)

Special Appointments, 1987-88

Kenneth J. Ryan, Pathology
Carol Elliott, Law Library
Dorman Smith, Music Library
Susan Steele, Linguistics

Special Legal Advisor, 1987-88

Roger C. Henderson, Law

The Committee on Academic Freedom and Tenure handled six complaints during 1987-88. In addition, two complaints were carried over from the previous academic year. The following chart indicates the current status of these cases.

- Case 1: Response to President's questions submitted.
- Case 2: Final report submitted; response to President's questions submitted.
- Case 3: Continuing.
- Case 4: Final report submitted; response to President's questions submitted.
- Case 5: Final report submitted. President has accepted report.
- Case 6: Continuing.
- Case 7: Final report submitted.
- Case 8: Continuing.

The Committee on Academic Freedom and Tenure wishes to share the following comments with members of the Faculty Senate and the General Faculty:

Complainants may request that formal hearings be closed to all but those complained against. In the Fall of 1987 the committee received a request

from a person complained against to close a hearing; the complainant wished the hearing to be open. The CAFT panel ruled that the hearing would be open, but this area remains gray.

Complainants may have a transcript of hearings, at their own expense. CAFT has been taping hearings (equipment arranged ad hoc by panel heads), but the University Attorney's Office can, on occasion, provide a stenographer.

Legal advice for CAFT has been sought from an independent entity. Professor Roger Henderson, College of Law, has provided that assistance this year.

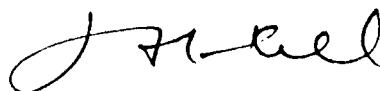
Scheduling hearings is difficult and complicated. CAFT members whose units have suitable hearing rooms have often been able to schedule hearings in such rooms, and the Faculty Center has also assisted in locating hearing rooms. Departments, Colleges, or other units with a room which can seat from 10 to 30 individuals, and who would be willing to share these with CAFT from time to time, are urged to telephone this information to the Faculty Center (1-1342).

In the past, the Committee on Academic Freedom and Tenure has had no budget. Beginning with 1988-89, the Faculty Center will incorporate CAFT's expenses for paper and cassette tapes into its budget. This will relieve some of the burden from panel chairs.

The Committee on Academic Freedom and Tenure currently consists of nine members, three elected each year for three-year terms. The Committee recommends a Bylaws amendment be enacted to provide three additional members, so that four members are elected each year. This recommendation is justified by the fact that CAFT activity has been increasing steadily over the last several years, and shows no signs of slacking off. In addition, the five-member panel has increasingly become the norm. In order to observe the time requirements for convening hearings, members have had to serve simultaneously on two panels, presenting additional scheduling difficulties.

Unfortunately, no members of the Academic Professional group of the General Faculty are currently elected members of CAFT. CAFT chairs have, in the last few years, periodically requested the Chair of the Faculty and the Committee on Committees to submit a list of nominees, in compliance with the Constitution and Bylaws, to supplement CAFT membership when it is insufficient in terms of numbers or composition. CAFT would benefit from direct election of Academic Professionals.

Respectfully submitted on behalf of the
Committee on Academic Freedom and Tenure,



Jane H. Hill, Chair

ACADEMIC PERSONNEL POLICY COMMITTEE
A Standing Committee of the Faculty Senate
Annual Report 1987-88

Committee Members

Douglas Jones, Chair
Nicholas Aquilano
Bruce Billo

Jean Goetinck
Elizabeth Roemer
Franklin D. Rollins

Carl Tomizuka
James Woolfenden

The Academic Personnel Policy Committee met approximately twice monthly to consider a variety of issues; however, most of the committee's energies were devoted to completion of the revision and Faculty Senate review of the University Handbook for Appointed Personnel, Chapters 3, 4 and 5, and an assessment of the University's affirmative action progress among faculty and professionals.

Major Accomplishments:

1. (Near) Final revisions of Chapters 3, 4 and 5. Of particular note is the addition of a 2nd and 4th year review process for professionals in Chapter 4 and the incorporation of the already approved policy on Review of Deans and Department Heads into Chapter 5.
2. An open discussion in the Senate with Provost Hasselmo on both the details and the philosophy behind the current tenure, continuing status, and promotion process. One result is a commitment to development of institution-wide criteria to be used by the respective University-level committees.
3. APPC spent considerable time reviewing various University and Regent documents and interviewing appropriate individuals regarding affirmative action progress in the faculty and professional categories. As a result, APPC makes the following suggestions:
 - A. More appointments of women and minorities with tenure;
 - B. Joint appointments in two departments as appropriate;
 - C. Special meetings and related activities for tenure-eligible and continuing-eligible women and minorities;
 - D. Additional statistics on appointments of women and minorities to tenure-eligible and continuing-eligible positions;
 - E. Additional statistics on the results of 2nd and 4th year reviews of women and minorities;
 - F. Follow-up information from women and minorities who leave this institution to determine why they are leaving;

- G. Have the Affirmative Action Office work more closely with the various learned societies to get a more current assessment of available applicants in a given area than is presently available;

President Koffler reaffirmed that one of the criteria for evaluation of deans and department heads is progress in affirmative action.

4. APPC and other interested individuals met with Dr. Laurel Wilkening, Vice President for Research, to discuss ineligibility of professionals to be considered for various University-administered grant programs. University policy has now been changed to allow professionals to compete for such funds on the same basis as faculty.

Respectfully submitted,

Douglas Jones, Chair
Academic Personnel Policy Committee

FINAL REPORT OF RESEARCH POLICY COMMITTEE ACTIVITIES 1987-1988


During the 1987-88 year, the Research Policy Committee continued its activities in several major areas. Considerable time was spent developing the final documents describing the proposed University Committee on Ethics and Commitment (UCEC), and the specific policies relating to research fraud, facilities use, and conflict of commitment. There was extensive dialogue within the Committee, with the Vice President for Research and the President's Council, and the Faculty Senate. The Faculty Senate in its April and May 1988 meetings created UCEC and approved the final versions of these policies by unanimous votes. Briefly, the research fraud document has a faculty committee which receives complaints about research fraud, inquires into these complaints, transmits its report to the Vice President for Research office; subsequent investigation and due process hearings are carried out by CAFT whose decision is then rendered to the President. Proper notification is delivered to the sponsoring agencies. The conflict of commitment and facilities use documents also set out guidelines in the University Handbook for Appointed Personnel for UCEC to receive and inquire into complaints of conflict of commitment and facilities misuse where faculty members' activities may interfere with the legitimate purposes of the University in teaching, research, and service. UCEC and these policies are important in establishing a central role of the faculty in monitoring its own activities and providing leadership and guidance in carrying out the mission of the University. Excellent interactions were established with the Administration in developing these policies.

The second major area of activity of the Research Policy Committee was continued involvement in the Undergraduate Student Research Program with three members of our Committee working with the Honors Center (Drs. Lytle and Vignery) in developing guidelines, screening applicants, and monitoring performance of undergraduate student researchers for 2 funding cycles. This program attracted a great deal of attention and positive comments from students and faculty alike, and the Undergraduate Student Research Forum with its prizes was a very positive feature of the Year of the Undergraduate. The Vice President for Research Office has worked closely with us and the Honors Center is providing approximately \$20,000 per year on an ongoing basis for this valuable program.

Continued dialogue took place concerning the "value" of a faculty member, not in terms of the market place, but in terms of the University community and its mission. A variety of definitions and comments were received from the faculty regarding this issue and it is hoped that this survey and further publicity for it particularly to indicate the close interaction of research and teaching and the impact of the research environment on the undergraduate student will be continued.

The Research Policy Committee through its chairman and members participated actively in the Technology Transfer Committee's activities where issues regarding technology transfer, stimulation of innovation, and protection of the University mission of teaching, research, and service were considered. Meetings were held with this Committee and key administrators, and a particularly enlightening electronic brainstorming session was conducted where many issues of concern to the Research Policy Committee were brought up and discussed.

Research Policy Committee 1987-88

Dr. Marlys H. Witte, Chair 
Dr. J.D. Garcia, Vice-Chair
Dr. Michael Cusanovich
Dr. Nat de Gennaro

Dr. Richard Cosgrove
Dr. David Hetrick
Dr. John W. Clayton, Jr.
Rivers Brown

THE UNIVERSITY OF ARIZONA
Faculty Senate

Student Affairs Policy Committee
Annual Report, 1987-1988

Committee Membership:

Merle Mishel, Chair (Nursing)
Rosalind Andreas, Ex Officio (Dean of Students)
Willis Horak (Education)
James Johnson (Journalism)
Philip Krutzsch (Anatomy)
Kenneth Marsh (Student Health)
Edward Williams (Political Science)
Donna Swaim (Humanities)
David Figler (Student Member)
Cory Watson (Student Member)

Throughout the academic year, the committee concentrated its efforts on revising the proposal that had been submitted to the Faculty Senate in May, 1987 designating a certain percent of merit funds exclusively for teaching criteria. The Student Affairs Policy Committee met bi-weekly to address the selected focus. During the early meetings in September and October, the committee reviewed the materials from the Spring, 1987 semester and began to modify the original proposal. During these early months, the committee decided to survey the faculty, and began to generate items to comprise a faculty survey addressing the distribution of merit funds between teaching, research and service.

In November, 1987 the Student Affairs Policy Committee decided to work collaboratively with the Curriculum Policy Committee to prepare the survey. A subcommittee, consisting of Ed Williams, Jim Johnson and Merle Mishel, was formed to meet with the subcommittee of the Curriculum Policy Committee to develop the questionnaire. During the month of December, the questionnaire was prepared and was distributed to the faculty for their response.

Also during the Fall semester, the committee began to focus on a second area, which was to prepare a handbook of student/faculty interaction activities. Each member of the Student Affairs Policy Committee was assigned to selected departments or colleges to identify the existing student/faculty interaction activities. These materials were returned to Ken Marsh for compilation.

During the Spring semester, the faculty survey data was collected and analyzed. The results were then presented to the committee, and the committee decided to discuss these results with student representatives on the Faculty Senate and with selected members of the faculty prior to presenting the proposal to the Faculty Senate. During the

Student Affairs Policy Committee
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March and April meetings of the Student Affairs Policy Committee, student representatives of the Faculty Senate and a group of Senate members were invited to discuss the proposal that was to be presented to the Senate at its last meeting of the year. Following these meetings, the proposal was revised.

At the May meeting of the Faculty Senate, the Student Affairs Policy Committee proposal on the Designation of Merit Funds Exclusively For Teaching was presented. The Faculty Senate approved the proposal submitted by the Student Affairs Policy Committee. This concluded the committee's activities for the year.