

STUDENT AFFAIRS POLICY COMMITTEE

Proposal for the Recognition of
Student/Faculty Interaction as an Integral Component of Effective Teaching.¹

The Student Affairs Policy Committee of the Faculty Senate proposes that the University of Arizona expand its definition of effective teaching so that student/faculty interaction is considered an integral component of effective teaching. Student/faculty interaction is defined as activities involving direct student/faculty contact beyond the normal channels of classroom teaching or research supervision. Further, the committee proposes that the reward system recognize this expanded definition.

The 1986 study by the Carnegie Foundation points out that effective teaching, like good research, ought to be rewarded with dollars and cents. In anticipation of the Carnegie Foundation's call, the University of Arizona has directed measurable resources to improving student services and enhancing the quality of teaching. A Wildcat story ("UA Plan Targets Improved Teaching", 11/12/86, p. 4) documented a series of important initiatives: establishing a computerized Student Information System; improving basic math and English courses; testing and training teaching assistants; establishing the Provost's Teaching Improvement Awards Program; and increasing financial support of the Honors Program. The Student Affairs Policy Committee enthusiastically supports these initiatives and suggests they be expanded.

The Committee emphasizes that effective teaching incorporates student/

faculty interaction. The University of Arizona must recognize and reward those interactions as part of the faculty's contribution to the educational process. A 1984 Carnegie Foundation survey of students defined student/faculty relationships as the most important component of a successful undergraduate experience. Astin (1984) in his study of more than 200,000 students found that student/faculty interaction significantly affected student satisfaction and persistence in college.

Frequent interaction with faculty is more strongly related to satisfaction with college than any type of involvement, or, indeed, any other student or institutional characteristics. Students who interact frequently with faculty members are more likely than other students to express satisfaction with all aspects of their institutional experience, including student friendships, variety of courses, intellectual environment, and even the administration of the institution. Thus, finding ways to encourage greater student involvement with faculty (and visa versa) could be a highly productive activity on most college campuses. (Astin, 1984) Astin, A. W. (1984).²

The 1986 Carnegie report makes the same point. The Arizona Students Association underlined the proposition in its March 1986 report to the Board of Regents in calling for programs promoting student/faculty interaction and defining it as an essential dimension of quality undergraduate education.

The entire University community needs to support the highest quality classroom teaching, extending to co-curricular teacher/student interaction.

Therefore:

The Student Affairs Policy Committee of the faculty Senate of the University of Arizona proposes that the University recognize the significance of the faculty's teaching obligation by making an institutional commitment to designate a certain percent of merit funds exclusively for teaching criteria.³

The committee further proposes that a specified percent of the faculty member's teaching evaluation consist of faculty/student interaction beyond the classroom.³

Student/faculty interaction refers to activities involving direct student/faculty contact outside of the classroom. Activities of this type include diverse programs in the University that are not united under a central focus. The Student Affairs Policy Committee offers the following list of activities/programs as a sample of the range of choices for meeting the student/faculty interaction criterion for merit:

Participating in student recruitment activities.

Participating in advising programs within each college.

Participating in the Residence Life Program.

Participating in a faculty/student mentor program.

Sponsoring or interacting with student organizations, clubs, or groups.

Organizing social activities to facilitate and increase interaction such as through the Student/Faculty Interaction Fund.

Participating in Faculty Fellows Program.

Participating in the University Honors Program.

Addressing student success through help in receiving awards, assistantships, publishing, and graduate college admissions.

Assisting students in gaining employment after graduation.

Providing tutoring and help sessions.

Providing time for availability beyond regularly scheduled office hours to meet with students.

¹Faculty engage in teaching, research, and service. This proposal is offered in further definition of the teaching component of the faculty role.

²Student involvement: A developmental theory for higher education. Journal of College Student Personnel, 25(4), 297-308.

³The committee in its discussions has used 40% as a working figure for teaching with half of that 40% earmarked for student/faculty interaction.

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BUDGET POLICY COMMITTEE
UNIVERSITY OF ARIZONA FACULTY SENATE

ANNUAL REPORT: 1986-87

COMMITTEE MEMBERSHIP

Stanley Alcorn, Plant Pathology	Nils Hasselmo, Provost (Ex Officio)
Erich K. Bleck, Finance & Real Estate	Erin McBryde, ASUA President
Lyle Bootman, Pharmacy Practice	Robert E. McConnell, Architecture (Chair)
Ruth Dickstein, University Library	Shirley O'Brien, Family & Consumer
Leslie Flemming, Oriental Studies	Resources

THE COMMITTEE'S CHARGE AND ITS RESPONSE

The Committee's charge is comprehensive: "The Budget Policy Committee deals with such matters as Decision Packages, fiscal and budgetary considerations pertaining to long-range academic plans and goals, allocation of University resources, resource allocations for salaries and benefits, new programs, reduction or elimination of existing programs, summer session and Continuing Education."

The Committee came to the conclusion that it would be impossible to deal with all of those issues. For this year it chose to focus its attention and energy on the related issues of budgetary considerations pertaining to long-range academic plans, and the allocation of University resources in instructional programs.

MEETINGS AND PARTICIPANTS

During the summer of 1986 the Committee met three times in connection with the final review process for Decision Packages. Two of those meetings were with Provost Nils Hasselmo.

Last fall the Committee met eight times, and it is probable that by the end of the spring semester, the Committee will have held nine additional meetings. At various times Provost Hasselmo, Faculty Chair Thomas Rehm and Special Assistant to the Provost Roger Caldwell have participated in the Committee's deliberations. Committee members attended a fall meeting of the Regent's Finance Subcommittee, and the Committee Chair and other Committee members have met at other times with the Provost and his associates and with the Faculty Chair, to review the Committee's activities and concerns.

COMMITTEE ACTIVITIES

With more than twenty formal sessions during the year, and with considerable "spare time" effort by Committee members, the Budget Policy Committee still found it difficult to assemble, organize and analyze all of the information it needed to develop accurate and objective conclusions and recommendations about budget policies, procedures, priorities and allocations for instructional programs. The Committee appreciated the cooperation of the Provost's office and its contributions to many of the Committee's activities.

Some highlights of the Committee's work are reported for the Faculty Senate's information:

1. In its final review of the most recently completed cycle of Decision Packages - in the summer of 1986 - the Committee urged that higher priorities be given to Library Automation and to Instructional Computing. The Committee also made suggestions concerning the improvement of the Decision Package process.
2. The Committee had access to many budget and planning documents, such as the Mission and Goals Statements, the Strategic Plan, Program Statements, Budget Requests, Data Sheets, and Decision Package Requests, as well as miscellaneous graphs and other statistical data. These were essential to the Committee's efforts to consider budget processes - past, present and planned.
3. The Committee has been attempting to correlate University of Arizona statistics for a significant period of years, comparing the relationships between instructional factors, such as student enrollments, teaching faculty, and resource allocations. Faculty Chair Rehm and Provost Hasselmo have been kept informed and involved in that process.
4. The Committee would like to obtain comparable statistics from institutions that also are members of the Association of American Universities, but finds that the information is difficult to secure at this time.
5. The Committee suggested the possibility of more communication and coordination with the other Faculty Senate Standing Committees, all of which deal with issues with budget ramifications.
6. During the spring the Committee advised Provost Hasselmo of its concern about the current and potential budget reductions, requested more information about the priorities guiding that process, and offered to share its views and provide its assistance.

SOME OBSERVATIONS AND RECOMMENDATIONS

As the academic year progressed, the issues emerging from the state's revenue shortfall and its effect on the University budget became increasingly complex and sensitive. As an instrument of the Faculty Senate, the Budget Policy Committee felt a keen responsibility to support the Faculty and the University, and to conduct its activities in a constructive manner in view of the current economic and political environment. In its deliberations, the Committee often has felt the need for a clearer plan for the allocation of resources, which then could have been used by the Committee to monitor present and future allocation processes and results.

The Budget Policy Committee does have these recommendations for the Faculty Senate:

1. We recommend that representatives of the Faculty be involved more directly in the budget decision processes, from the initial establishment of priorities on to the major decision milestones of the annual budget cycle, including those dealing with any changes in allocations that may be precipitated by budget restraints.

UNIVERSITY OF ARIZONA
Academic Personnel Policy Committee of the Faculty Senate
1986-87 Annual Report

Committee Members:

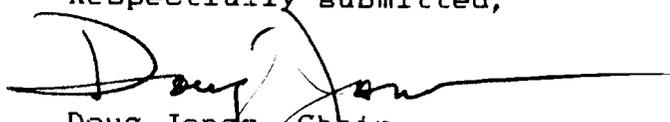
D. Jones (Chair)	J. Goetinck	F. Rollins
N. Aquilano	R. Kosinski	W. Woods (8/86-10/86)
H. Ewbank	E. Roemer	

Summary of Activities:

- Final work on the Constitution and Bylaws which led to its approval by the General Faculty. Special thanks to H. Ewbank and E. Roemer with assistance of T. Rehm.
- Review of Chapters 3 and 4 of the University Handbook for Appointed Personnel. The committee held 15 formal meetings to discuss various issues and wording of these two important chapters. Recommendations and proposed alternative wording were forwarded to the Faculty Senate for full discussion, frequently followed by additional rewriting in consultation with appropriate individuals. The Faculty Senate approved revised versions of Chapters 3 and 4 in May 1987.
- Discussions with and recommendations to the Provost regarding the new faculty categories of Distinguished and Regents Professor.
- Discussions with and recommendations to the Provost regarding the new Lecturer category with possible multi-year appointments.
- Discussions with and recommendations to the Provost regarding the new "tenure buy-out" proposal.
- Review of and suggested changes to the administrative, faculty and academic professional sections of the Arizona Board of Regents Policy Manual (Chapter 6) in conjunction with the review done by the University committee.

The committee met twenty times during the year and had the following guests at one or more of its meetings: Provost Hasselmo, T. Rehm (Chair of the Faculty), D. Newcomb (Engineering and Mines), R. Henderson (Law), G. Davis (Vice-Provost) and R. Dickstein (Library).

Respectfully submitted,



Doug Jones, Chair
Academic Personnel Policy Committee 1986/1987

2. We recommend that the University continue to develop and refine its Mission Statement and Strategic Plan, and establish the guidelines and priorities that would govern the allocation of resources. Such a plan will benefit both the understanding of the University's resource requirements by the Board of Regents and the Legislature, and an internal review system for monitoring the effectiveness of the Strategic Plan.
3. We recommend that appointments to the Budget Policy Committee parallel the Budget Process Calendar. It is our understanding that the "Annual Planning Cycle" presently begins on August 15, suggesting that Budget Policy Committee Appointments should begin and end early in the fall.
4. We recommend that Committee members be appointed for three-year staggered terms, to formalize and insure the continuity and experience that are so vital to understanding and responding to the University's budget process.

Finally, for the Faculty Senate's information, we have attached a copy of a recent University of Arizona Budget Process Calendar - in this case for Spring 1986 - which shows the budget process that spans from January into July, with some details of its phases.



Robert E. McConnell, Chair
For The Budget Policy Committee

April 17, 1987

UNIVERSITY OF ARIZONA
Committee of Eleven
Annual Report
1986-87

This report summarizes the principal activities of the Committee of Eleven during the 1986-87 academic year.

Graduate College Review

The Committee of Eleven played a significant role in the review of the Graduate College. As a result of our investigation, a series of recommendations were forwarded to the Provost. Among these, a proposal to create a Dean for the Graduate College distinct from the Vice President for Research, a proposal to increase the role of the Graduate College in establishing standards of excellence and a substantial increase in funding of the Graduate College operation, and a variety of other proposals. To date, it appears that many of our recommendations have been accepted, and the Vice President for Research has submitted detailed proposals to Dr. Koffler for implementation. We are optimistic that substantial changes and improvements will occur in the next academic year.

Communication

A principal focus of the Committee of Eleven for the last year has been to develop improved lines of communication between the faculty and the administration and between the faculty and the faculty governance process. It is our intent to develop sufficient credibility with the administration and faculty that the faculty will have a significant role in dealing with important problems and so that more faculty will become involved in the development of the University. To this end, the Committee of Eleven has met with Drs. Koffler, Hasselmo, and Wilkening and Sarah Blake from the Vice President for Finance and Administration Office. In particular, the Committee has had an ongoing dialogue with the Provost concerning budget adjustments, Distinguished and Regent Professors, and Deans and Department Head searches (see below) as well as a variety of administrative matters.

Most importantly, the Committee of Eleven has initiated a program of meeting with academic departments. To date the Committee has met with: Geology, Aerospace and Mechanical Engineering, Hydrology and Water Resources, Family and Consumer Resources, Management and Policy, Nutrition and Food Science, Anthropology, and French and Italian. These meetings have been lively, allowing the Committee of Eleven to quantify the issues foremost in faculty concern and to more fully inform the various departments as to ongoing efforts to deal with different problems. On the basis of these discussions, a variety of issues have been identified and in most cases addressed, including decision packages and the role of Physical Resources (see below). Meeting with Departments has been a very useful procedure, and it is our intent to continue this effort in the future.

Parking

The Committee of Eleven has maintained an ongoing dialogue with the Parking and Transportation Committee. We have submitted a variety of

suggestions to deal with the parking problem in an effort to represent the faculty position on this matter. To date we have had little, if any, impact. However, these efforts will be continued.

Presidential Searches

In an effort to assure more significant faculty participation in a Presidential search process, the Committee of Eleven has worked together with the AAUP to develop a relevant procedure. This document has been completed and forwarded to the Regents for their consideration.

Selection of Deans and Department Heads

The Committee of Eleven has been working with the Provost in an effort to develop a mechanism whereby equitable faculty participation in Deans and Department Head searches can be assured. Although a final, mutually acceptable procedure has not resulted to date, very real progress has been made. The Committee of Eleven is confident that a reasonable formal procedure can be developed in the near future. This effort is ongoing. In this general area, the Committee of Eleven has interacted extensively with the Committee of Nine from the College of Medicine. Based on our discussion, we have recommended to the Tri-College Deans that formal procedures for Head searches in the Tri-College Departments be developed.

Martin Luther King Day

The Committee of Eleven prepared and presented to the Faculty Senate a resolution making January 21 Martin Luther King Day. This resolution was adopted.

Media and Instructional Services

Based on information available to the Committee of Eleven, a variety of activities are underway in Media and Instructional Services which could have substantial impact on teaching at this institution. The Committee of Eleven met with Boyd Rooney, Director of Media and Instructional Services. Based on our investigation, a number of potential problems were identified and our concerns presented to Dr. Celestino Fernandez, who is heading a task force to investigate classroom utilization and related activities. We have been assured that no substantive changes in Media and Instructional Services will occur until the faculty has been offered the opportunity to provide input into the process.

Physical Resources

The Committee of Eleven has met with Philip Rector, Director of Physical Resources, to discuss the University community's general perception of Physical Resources and the specific problems identified in our meetings with individual departments. Mr. Rector discussed the situation in detail, indicating that he was aware of many of the problems, and he attempted to assure the Committee of Eleven that actions will be taken to resolve the situation. Mr. Rector agreed that the appointment of a Faculty Committee to advise Physical Resources on the faculty problems and perceptions would begin to develop a more calm atmosphere. The Committee of Eleven anticipates that such an advisory committee will be appointed in the near future.

Undergraduate Teaching

The Committee of Eleven has discussed in depth many of the real and perceived problems in undergraduate teaching. In addition, Drs. Aleamoni, Fernandez, and Guy have met with the Committee in an effort to identify specific problems and possible solutions. Much of the available information concerning the quality of undergraduate education is anecdotal, making the development of specific proposals difficult. The Committee of Eleven intends to continue efforts in this area with a particular focus on quantitating the problems in undergraduate education.

Decision Packages

Based on discussion with a number of academic departments, the Committee of Eleven has proposed several changes in the decision package process (peer review, long-range planning, philosophical basis). These proposals and areas of concern have been forwarded to the Chairman of the Faculty for consideration by the appropriate Faculty Senate standing committee.

Guests

During the year, the Committee of Eleven has met with the following individuals: B. Rooney, Director of Media and Instructional Services; Drs. J. Underwood and R. Curlee, Associate Deans, Graduate College; Dr. L. Wilkening, Vice President for Research; Dr. H. Koffler, President; Dr. N. Hasselmo, Provost; Dr. D. Ford, Affirmative Action Officer; P. Rector, Director of Physical Resources; Dr. L. Aleamoni, Director of Instructional Research and Development; Dr. C. Fernandez, Associate Vice President for Academic Affairs; Dr. D. Guy, Chair, Committee on General Education; Dr. D. Canfield, Chair, University Promotion and Tenure Committee; Dr. D. Nott, Chair, Parking and Transportation Committee; B. J. Varney, Associate Vice President for Administration; and S. Blake, Associate Vice President for Finance.

Membership, Committee of Eleven, 1986-87

Michael A. Cusanovich, Chair	Fred S. Matter
William V. Boynton	Erin McBryde
Robert B. Chiasson	Thomas R. Rehm
Michael J. Drake	Franklin D. Rollins
Martin F. Fogel	Gordon Tollin
J. D. Garcia	Marlys H. Witte
Greg Garrett	

Attachment: Graduate College Report



THE UNIVERSITY OF ARIZONA

TUCSON, ARIZONA 85721

UNIVERSITY DEPARTMENT OF BIOCHEMISTRY
BIOLOGICAL SCIENCES WEST

(602) 621- 7533

November 13, 1986

MEMORANDUM TO: Dr. Nils Hasselmo, Provost

FROM: Committee of Eleven

The Committee of Eleven has looked in some detail at the operation of the Graduate College and would like to offer some constructive comments. We are aware that the Graduate College has recently been reviewed and trust that our comments are complementary. However, it is important to note that the recent outside review was notable for its lack of input from faculty with active graduate training programs. Thus, our comments may touch on points not previously raised.

*The Committee of Eleven is unanimous in its belief that the functions, Dean of the Graduate College and Vice President for Research, should be separate individuals. It is clear that the responsibilities of both positions are substantial and that no single individual has available sufficient time to fully manage both operations.

*The Graduate College is understaffed and overextended. A substantial budget increase is required. In our view, a two to three fold increase would be appropriate. Moreover, some reorganization could be carried out which should reduce the workload. Specifically, involve the departments more extensively and at a much earlier stage in the proceedings. A large number of applicants could be rejected by the departments at an early stage greatly reducing the Graduate College workload. In the context of reducing the workload, we strongly support the recent institution of an application fee.

*It is our impression and the impression of a large faction of the faculty that the Graduate Council is not representative of the faculty involved in training graduate students. To this end, some type of election to the Graduate Council would be appropriate. For example, each department by faculty vote could nominate an individual and the Dean of the relevant college could choose from a list constructed in this manner.

*To make it less complex in appointing members of student supervisory committees, nonfaculty members (research faculty, visiting faculty) should have to qualify only once. Such an approval would remain in effect until cancelled by the department head.

*The waiver of tuition and fees for TAs/RAs should be implemented. Departments are actively recruiting students and their success depends in part on the RA and TA salary offered. To take 1-1.2 K off the top of what is already a small amount of money substantially erodes our ability to compete with other institutions (particularly in view of the new tax law).

*TA slots should become line item budget allocations for the colleges. Recruiting is extremely difficult if the number of slots available is uncertain.

*A more central and visible location for the Graduate College should be found. This would facilitate interaction between the Graduate College and the faculty and students.

*The Graduate College should take a leadership role in raising the quality of our graduate programs. For example, the standards should be raised in the following areas: prelim. exams, final oral exams, thesis and dissertations, examination committees, the Graduate Council (see above) and graduate programs (including eliminating the weak ones). Addressing these questions is critical to our national standing and ultimately will have a major impact on our ability to recruit the very best students.

The Committee of Eleven will be glad to discuss any or all of the items presented at your pleasure. We feel strongly that a major upgrading of the Graduate College is necessary and that it should be implemented as soon as possible.

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FACULTY CENTER
Annual Report, 1986-87

The Faculty Center, located at 1528 Administration Annex (immediately south of the Stadium on 6th Street), consists of two offices, one designated for the Chair of the Faculty, the other for the Executive Manager; a small conference room, capable of seating eight comfortably; and a room for the photocopier. It is staffed by the Executive Manager (a full-time Classified Staff member on fiscal-year appointment). All funding (Operations, Capital, and Salary) has been provided by the Provost's Office. The Faculty Center was put into operation in August 1984, and since that time the following major items have been purchased for it:

IBM-PC, 256K, w/MS-DOS, Wordstar, and PC-File	
C-ITOH F-10 Parallel Printer with Tractor	
Sony Tape Recorder	AT&T Answering Machine
Filing Cabinets (2)	Bookcases (2)
IBM Selectric II	Canon 250 Photocopier
Steelcase Conference Table and 12 Chairs	

The Operations budget totals approximately \$3,000 per year for paper, envelopes and other office and computer supplies and approximately \$13,000 per year for printing costs at Printing/Reproductions primarily for distribution of Faculty Senate Minutes to the General Faculty.

SERVICES PROVIDED BY FACULTY CENTER
FOR FACULTY GOVERNANCE

Faculty Senate: Attend and record all meetings; transcribe, edit, and submit for printing Faculty Senate Minutes; distribution of Minutes to Senators, Board of Regents, and AUFC; preparation, copying, and distribution of Faculty Senate meeting calls; maintain membership records for the Senate and its standing committees; schedule and reserve meeting room; maintain and up-date Senate nameplates and roster; index Faculty Senate Minutes.

Chairman of the Faculty: Type and distribute correspondence; maintain membership records of General Faculty committees; make appointments, call meetings, handle telephone inquiries, refer calls.

Presiding Officer of the Faculty Senate: Type and distribute correspondence; make appointments, call meetings, handle telephone inquiries, refer calls.

Secretary of the Faculty: Type General Faculty Meeting minutes.

Faculty Senate Executive Committee: Type and distribute meeting calls; draft Senate agendas; attend meetings and take notes; maintain status list of items scheduled to come before the Senate.

Faculty Senate Standing Committees:

- (1) Academic Personnel Policy Committee;
- (2) Budget Policy Committee;
- (3) Instruction & Curriculum Policy Committee;
- (4) Research Policy Committee;
- (5) Student Affairs Policy Committee.

At the beginning of each semester, telephone committee members in order to pro-

vide Chairs with a common meeting time; locate and reserve a meeting room; prepare and distribute meeting calls, agendas, and minutes (if maintained); prepare and distribute any material required by the Chair or Chairs of subcommittees; prepare and distribute any committee reports to the Senate and/or the General Faculty; provide assistance with any special committee assignments (i.e., hearings, special requests for information).

General Faculty Standing Committees:

- (1) Committee of Eleven: take minutes at bi-weekly meetings; prepare and distribute meeting calls, agendas; photocopy or draft other material as requested.
- (2) Committee on Elections: prepare and distribute meeting calls; attend meetings and take notes; prepare all correspondence and paperwork in connection with General Faculty elections; transmit information regarding special elections necessitated due to resignations, etc.; draft yearly work schedule; and other tasks as requested.
- (3) Committee on Committees: at the beginning of each semester, provide Chair with a common meeting time; prepare and distribute meeting calls; attend meetings and take notes; prepare and distribute for the committee summary reports on current committee memberships to assist them in their deliberations; prepare and transmit all correspondence; provide yearly work schedule; draft and transmit yearly mailing to General Faculty to determine interest in serving on committees; other work as directed.
- (4) Committee on Conciliation: provide Chair with common meeting time at beginning of semester and, as requested, provide this information for panels; preparation of meeting calls or other work as directed.
- (5) Committee on Academic Freedom and Tenure: provide Chair with common meeting time at beginning of Fall semester, or as requested; provide Committee with "dead file" space for completed CAFT cases; other work as requested.
- (6) Committee on Faculty Membership: provide Chair of Faculty with common meeting time, as directed; prepare meeting calls and other material required by the committee as directed.

Other: Respond to individual requests from members of the University community for information on or copies of Senate-approved policies or guidelines or the Constitution and Bylaws or the Faculty Manual and/or Board of Regents Policy Manual and/or faculty grievance procedures. Maintain all Faculty Senate Minutes, 1947-present, as well as Index. Maintain correspondence files for all committees served by the Faculty Center.

COMMITTEE ON INSTRUCTION AND CURRICULUM POLICY

1986-87

Annual Report

The Committee met ten times during the academic year and undertook several projects related to instructional support, undergraduate education, and teaching improvement. Some of these projects were initiated during the current year while others were continued from previous years. Among the activities to which the Committee devoted its efforts were the following:

1. DIRECTORY OF TEACHING AWARDS AT THE UNIVERSITY OF ARIZONA

This directory of 24 teaching awards available for 1986-87 was compiled by the Committee, with the assistance of Emily Krauz at the Faculty Center. A summary of these awards was distributed to all members of the Faculty Senate and was published in LoQuePasa in November. The more detailed description of the awards was sent to all deans, directors, and department heads with the request that they nominate qualified outstanding teachers within their units.

2. SUMMARY OF LARGE CLASS ENROLLMENTS

Last year the Committee conducted a study of "Course Summary Reports" provided by the Registrar's Office to determine the number of large undergraduate classes (100 students or more) offered during the Fall Semester, 1985. This study was extended during the current year to include identification of the number of large classes taught during Spring, 1986 and Fall, 1986. A summary of this enrollment report was presented at the Faculty Senate meeting on April 6, 1987. Several trends were observed in the data over the three semesters studied:

- a. The total enrollment in large classes has increased from a little more than 15,000 in Fall 1985 to more than 22,000 this past Fall.
- b. The number of sections with an enrollment of 100 students or greater has increased from 88 a year ago last Fall to 132 this past Fall.
- c. There were more class sections last Fall with enrollments of 400-500 students than in the previous two semesters.
- d. The enrollments in self-study (or multiple instructor) class sections decreased in recent semesters compared to the Fall of 1985. (This reflects a reduction in the number of elementary math courses taught by the self-study approach.)
- e. The majority of the large class sections are taught in the College of Arts and Sciences (particularly within three of the four faculties of this College), as well as in the BPA College.

The trend of an increasing number of large class sections affecting more undergraduate students prompted the Committee to offer a second "Symposium on Teaching" this Spring, and to focus the symposium discussion topics on large class instruction.

3. SYMPOSIUM ON TEACHING

The growth in large undergraduate classes and the positive faculty response last April to a Symposium on Teaching Large Classes were two factors that encouraged the Committee to conduct a second symposium this year. Once again the symposium was co-sponsored by the Committee and Provost Hasselmo,

and focused on the topic "Ideal Teaching Conditions for Large Classes". All teachers of large classes were invited to attend the Symposium and approximately 50 people participated. A questionnaire was sent to all faculty members who taught large classes during the past three semesters to solicit their comments on departmental support and recognition for teaching large classes. Analysis of the responses to this questionnaire will take place during the summer.

4. REPRESENTATION ON OTHER COMMITTEES

Members of the Instruction and Curriculum Policy Committee were appointed to serve on several other university committees which dealt with concerns related to teaching. Among these committees were: the Undergraduate Council, the Committee on Teaching Facilities, the Task Force on Assessment of the Quality and Outcomes of Undergraduate Education, the Year of the Undergraduate Committee, the Task Force on Graduate Assistant Training, and the Task Force on Academic Advising. Several of our Committee's meetings during the semester included discussions of topics addressed by these various committees and task forces. By sharing information on the progress of these groups, our Committee members obtained a rather complete picture of the university's current efforts to improve many aspects of instruction, and were able to inform these groups of the progress made by other committees.

Submitted by:

Anne E. Atwater, Chair
John C. Bjelland
William C. Conway
Margaret B. Fleming
Kenney F. Hegland
Pamela G. Reed
Jay D. Stein, ASUA Representative
Carl T. Tomizuka
Larry M. Aleamoni, Ex Officio from IRAD

UNIVERSITY OF ARIZONA
Faculty Senate
Student Affairs Policy Committee
Annual Report 1986-87

Committee Membership:

Merle Mishel, Nursing, Chair
Rosalind Andreas, Dean of Students,
Ex Officio member
Willis Horak, Education
Philip Keller, Chemistry
Richard Lopez, Education

Ken Marsh, Student Health Service
Hiroshi Muramoto, Plant Science
Carolyn Murphy, Student Member
Marina Sampanes, Student Member
Edward Williams, Political Science

Throughout the academic year, the committee concentrated its efforts on developing a proposal for enhancing student/faculty interaction. The Student Affairs Policy Committee met bi-weekly to address this selected focus. During the first two meetings in September, the committee reviewed the materials from the Spring 1986 semester, allocated topics to committee members for further development before inclusion in the proposal, and identified key persons to meet with to discuss the topic of student/faculty interaction.

During September the committee began to formulate the basic ideas of the proposal, e.g. expanding the definition of teaching to include student/faculty interaction activities outside of the classroom, and tying these activities to the financial reward system of the university. The committee met with Dr. Clifford Lytle, Director of the Honors Program. He identified several student/faculty interaction activities existing on campus and assisted the committee in enlarging the list of student/faculty interaction opportunities. Dr. Lytle also offered his ideas for improving the developing proposal.

The October meetings involved defining some essential characteristics of the proposal and sharing our ideas with Dr. Celestino Fernandez who offered a number of suggestions for building student/faculty interaction into the teaching activities of faculty. For the remainder of the Fall semester, the committee elaborated the basic proposal. A list of student/faculty interaction activities was generated. Reports from within the university, along with national studies, were compiled for use in documenting the proposal.

During the Spring semester, a draft of the proposal was prepared and circulated to selected faculty, university groups, and to Drs. Hasselmo, Fernandez, and Woodard for their review and suggestions. Feedback from these resources led to modification of the original proposal. The committee met with Provost Hasselmo in February and received support for the enlarged view of teaching and his recommendations for allowing flexibility in the implementation of the proposal. Revision of the proposal was the major activity for the remainder of February and March.

The Proposal for the Recognition of Student/Faculty Interaction as an Integral Component of Effective Teaching appeared on the Faculty Senate agenda in April, 1987, but, due to a full agenda, was not presented until the special meeting called on April 20, 1987. The Faculty Senate acting as a Committee of the Whole discussed the proposal and continued the discussion at the May 4, 1987 meeting. At this meeting the Senate voted to table the proposal until the Fall of 1987, at which time the committee will present a revised document.

MINUTES OF EXECUTIVE SESSION OF THE FACULTY SENATE OF THE UNIVERSITY OF ARIZONA
Monday, May 4, 1987 Room 146, College of Law

The Faculty Senate convened in Executive Session at 4:25 p.m. on Monday, May 11, 1987, in Room 146 of the College of Law. Presiding Officer of the Senate Thomas Rehm presided. In compliance with the revised Honorary Degree policy, information on individuals being nominated for honorary degrees must be made available to the Faculty Senate members at the Faculty Center a week prior to the appropriate Faculty Senate meeting, and Dr. Rehm reported that Senators had been notified of the availability of the biographical material. In addition, copies of biographical material were placed on Senators' desks (copy attached).

Professor Stanley M. Alcorn, Department of Plant Pathology, on behalf of the College of Agriculture, proposed the name of Stan Turley for the honorary degree Doctor of Laws because of the magnitude of his contributions to the state. Mr. Turley's nomination had been approved by the College Faculty on May 1, 1987. Professor Alcorn said that this is the Centennial Anniversary of the Hatch Act, which enabled the establishment of the Agricultural Experiment Stations, as well as the year in which the University's Agricultural Experiment Station will dedicate its largest and newest research branch at Maricopa Farm. These occasions would be fitting to honor Mr. Turley, he said, who for over twenty years has exerted legislative influences on matters germane to the University, to Agriculture, to water, the environment, and a host of other subjects. Mr. Turley is the current President of the Senate of the Arizona Legislature. Professor Alcorn highlighted the biographical material presented to the Senate, and noted that if there are questions, President Koffler, Dr. Upchurch from the College of Agriculture, and Dr. Brooks Taylor, Chairman of the External Awards Committee of the College of Agriculture were available to address those questions.

Professor Alcorn then moved (motion 87/88-8) that the Senate approve Mr. Turley's nomination for the honorary degree Doctor of Laws. The motion was seconded. Senator Steelink asked why the nomination was submitted to the Senate so late in the year. Professor Alcorn responded that the dedication date for the Maricopa Farm was October 14, and the nomination also required Board of Regents approval. A voice vote indicated unanimous approval.

Dr. Rehm requested the return of the biographical information sheets. The meeting then adjourned at 4:30 p.m.

George W. Ridge, Jr., Secretary

NOTICE TO FACULTY SENATORS:

The following is confidential material, provided for your use at this meeting only; please return before you leave the meeting today. Thank you.

FACULTY SENATE, EXECUTIVE SESSION

May 4, 1987

MR. STAN TURLEY

Mr. Turley is a native of Arizona, a rancher-farmer in the Queen Creek area for over 18 years, a livestock and agriculture specialist associated with the First Interstate Bank since 1968, and a long-term member of the State Legislature. He was elected Representative in 1965 and became Speaker in 1967. In 1973 he moved to the Senate where he served until 1986. His capacity for leadership contributed to effective decisions and he repeatedly demonstrated an unparalleled grasp of the issues confronting Arizona.

Mr. Turley's legislative concerns centered in particular on Natural Resources and Environment, Agriculture, and Social Issues. As a Representative, he was a member of committees in Fish and Game (Vice Chairman), Livestock and Public Lands, County Affairs, Rules (Vice Chairman), Joint Legislative Budget, Indian Affairs, Planning and Building, Legislative Council (Vice Chairman), Agriculture and Livestock (Vice Chairman), Commerce and Industry, Natural Resources (Chairman), and Environmental Future. As a Senator, he was a member of committees such as Natural Resources and Environment (Vice Chairman), Joint Legislative Tax (Chairman), and Co-Chair of the Groundwater Management Study Commission. His work repeatedly impinged on the University of Arizona, particularly the College of Agriculture.

The passage of the Groundwater Management Code of 1980 was undergirded by Mr. Turley's understanding and determination to achieve a fair and equitable piece of legislation. He developed many modern agricultural, social, and natural resource policies for the State of Arizona. His guiding expertise was evident in legislation for the Central Arizona Project, drug abuse control, bilingual instruction programs, air pollution control, Veterinary Medicine National Board of Examination, establishment of Beef Council, Indian Lands County Treaty, land planning programs, establishment of Department of Natural Resources, Livestock Sanitary Board, Federal Lands Control, irrigation districts, water conservation districts and several bills dealing with alcohol, smoking and drug problems.

Following his retirement from the State Senate, Mr. Turley was appointed to the Arizona Board of Regents by former Governor Babbitt. His service in this capacity was terminated, however, when the appointment was not supported by Governor Mecham.

Nomination: College of Agriculture
Faculty Approval: Obtained May 1, 1987
Degree: Doctor of Laws (honoris causa)