By Dennis Durband

A recommendation by Arizona university presidents to increase in-state tuition by $300 or 12.4 percent for the 2002-03 school year was unanimously approved April 25, by the Arizona Board of Regents.

The board settled on a $96, or 4 percent, in-state tuition increase, which brings annual in-state tuition to $2,908. In 13 months, universities unanimously passed a non-resident tuition increase of $750 per year, as recommended by ASU President Lattie Coor and Northern Arizona University President John Haeger. Out of state students will pay 73 percent more, bringing annual non-resident tuition to $11,028.

University of Arizona President Peter Likins had recommended a 97 percent, or $1,000, non-resident tuition increase. The debate over raising resident tuition divided the board during its April meeting, traditionally reserved for setting tuition, fees and resident hall rates for the upcoming school year. Regents say recent state budget cuts have damaged Arizona universities, but they worry raising tuition too high will limit access for low-income residents.

ASU President Lattie Coor said the larger than usual tuition increase he recommended to the board was necessary to ensure quality would be maintained in the wake of steep state budget cuts.

“Arizona universities have been hit hard by a $19.5 billion reduction to our state-appropriated base budget — the largest single budget reduction in our 117-year history,” he said.

Student Regent Myra Robinson called the presidents’ recommendation “shockwave” and moved to increase resident tuition rates by $96 — or 4 percent, with Regent Jack Jefford seconding the motion. A new measure passed with Gov. Jane Hull casting the deciding vote.

Hull weighed in on the issue by telephone from Salt Lake City, where she was attending a Western Governors’ Conference on environmental matters. She excused herself from the meeting shortly after the vote.

Regent Robert Bula voted against setting tuition rates lower than the presidents’ recommendation because he said such a move failed to consider the long-term strategic impact of Arizona’s economic history.

“I see a university system that is about to crack. Anyone who’s spent is only in great as its faculty. If we fail to endorses the presidents’ recommendations. I am very concerned that our revenue stream will not be there to fund these universities,” he said.

Although he voted in favor of the 4 percent increase, Regent Don Ulrich blasted the tuition setting process as being ineffective.

“The process stinks,” he said. “It does not work for the students and it does not work for the universities.”

Ulrich, who retired from the board in 2004, said he would dedicate his final year to re-examining the tuition setting process.

The board set 2002-03 ASU residence hall rates to increase $95, or 3 percent, to help fund deferred maintenance currently assessed in excess of $35 million. The board also increased the special financial aid fee all students pay by $25, or 1 percent — the highest amount acceptable by law.

Sullivan wins outstanding doctoral mentor award

By Dennis Durband

With a mentoring tradition impacting more than 100 Ph.D. graduates nation-ally, ASU professor Howard Sullivan has been named the 2002 Outstanding Doctoral Mentor at ASU.

The award and its $5,000 prize recognize ASU faculty members who demonstrate success and commitment to doctoral student training. The Graduate College and the ASU Foundation have been making outstanding doctoral mentor awards since 1987 in order to recognize excellence in effective mentoring.

An educational technology professor in the Division of Psychology in Educa-tion, Sullivan was selected from a field of award finalists including Keith Kimigh in the Anthropology Department and Stuart Fisher in the Biology Department.

The Outstanding Doctoral Mentor award honors faculty who best exemplify the qualities of fine mentoring while setting the pace for mentoring excellence. The awards are meant to recognize the quality of doctoral education and the ASU’s community of scholars to maintain dis-cipline on what constitutes excellence in graduate mentorship.

Outstanding Doctoral Mentors must be tenured faculty members who are active in doctoral educa-tion. They have demonstrated record of graduate teaching excellence, a successful record of chairing doctoral committees with timely degree completion rates, an ability to attract doctoral candidates, and a demonstrated success in student career advising and placement.

“The Outstanding Doctoral Mentor award pro-gram provides a great opportunity for the ASU community to recognize the quality of doctoral edu-ca-tion and mentoring that takes place on this campus,” said Maria T. Allison, acting dean in the Graduate College.

“This year we had an outstanding group of nominees, a distinguished group of finalists, and Dr. Sullivan’s recognition represents doctoral mentoring at its best.”

Sullivan and his students have greatly impacted their field by extending his mentorship across the nation. Since Sullivan’s arrival at ASU in 1971, his mentorship has led to the training of three generations of doctoral students. Sullivan has served as dissertation chair for 46 Ph.D. recipients at ASU. These Ph.D.s in turn have mentored 51 doctoral graduates of their own, and those graduates have mentored an additional 34 doctoral graduates. In all, 131 Ph.D. graduates have part of which has become known as “The Sullivan Network.

Former students cite Sullivan’s expertise in the field of graduate education, as- sociate professor at the College of William and Mary, said, “Dr. Sullivan em-bodies what is right about education and teaching.”

Doctorally advised associate professor at the University of Memphis, said it is within the specialized Sullivan mentoring environment that students learn how to become scholars and teachers. Rob Melnick, director of ASU’s Morrison In-dustry Institute, said that Sullivan’s success stems from his ability to inspire Ph.D. stu-dents is “legendary.”

Zina Olina, who just finished her Ph.D. program at ASU, said, “Professor Sullivan’s success as a doctoral mentor is based not only on his skill in sculpting future scholars, but also in his genuine interest in his students as people and in his genuine interest in his students as people.”