

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

UNIVERSITY FACULTY SENATE
303 HULLIHEN HALL
PHONE: 302-738-2829

October 22, 1973

MEMORANDUM

TO: All Faculty Members

FROM: John C. Wriston, Jr., Vice President *JCW*
University Faculty Senate

SUBJECT: Regular Senate Meeting, November 5, 1973

In accordance with Section IV, paragraph 6 of the Constitution, the November regular meeting of the University Faculty Senate will be held on Monday, November 5, 1973, at 4 PM in Room 110, Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the Minutes of the Regular Meeting of October 1, 1973.
- III. Announcements.
- IV. Old Business
 - A. Reconsideration of Part 2 of the recommendation from the Library Committee, in view of additional evidence (see minutes of the September 10, 1973, meeting).
 - B. Resolution from Coordinating Committee on Education concerning the adoption of Accelerated Undergraduate/Graduate Degree Programs in the College of Home Economics (see Attachment 1)

"Resolved, that the University Faculty Senate approves the Accelerated Undergraduate/Graduate Degree Programs in Food and Nutrition, and in Textiles and Clothing in the College of Home Economics."
- V. New Business
 - A. Proposal to Expand the Charge and Membership of the Cultural Activities and Public Events Committee, and Disband the Committee on Fine Arts and Exhibits (from the Committee on Committees); see Attachment 2.

V. New Business (Continued)

- B. Proposal to Create a Committee on International Studies (from the Committee on Committees) -

"The Committee on International Studies shall coordinate, facilitate, stimulate, and encourage international study. It shall make recommendations and advise the University on appropriate policies and procedures to further international educational activities.

"This committee shall consist of five faculty members, one of whom shall be designated the chairperson, the International Student Advisor, one appointment by the Provost, one undergraduate student, and one graduate student."

- C. Resolution Disbanding with Thanks the Ad Hoc Committee on Excellence in Teaching (from the Committee on Committees)
- D. Report from the Committee on Undergraduate Admissions and Standing (see Attachment 3)
- E. Resolution from the Committee on Academic Freedom (see Attachment 4)
- F. Resolution from Dr. Gordon Bonner (Business Administration) Concerning Contract Renewal Practices (see Attachment 5)
- G. Resolution Concerning the Establishment of an Institute for Mathematical Sciences (from the Coordinating Committee on Education) (See Attachment 6)
- H. Proposal from the Committee on Committees to Expand the Membership of the Committee on Graduate Studies by four faculty persons. If adopted, the committee would consist of eleven members of the graduate faculty, one to be chairman; Dean, College of Graduate Studies; Director of Libraries; and three graduate students.
- I. Recommendations from the Committee on Educational Innovation and Planning Concerning Calendar Change:

"Resolved: That the Faculty Senate opposes a change in the present calendar pending information on departmental views; and urges the Committee on Educational Innovation and Planning to solicit from each department information as to the expected impact of academic calendar changes on its program."

V. New Business (Continued)

- J. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

Attachments are in the hands of your Senators. Distribution also includes one copy for each ten faculty members of each department.

JCW/dpe

Attachments (6)

October 17, 1973

FROM THE DOCKETS OF THE STANDING COMMITTEES OF THE SENATE

The Senate Office has been informed that the following committees are currently deliberating the matters summarized. Senators and other faculty wishing to be included in these deliberations should approach the appropriate committee's chairman.

ACADEMIC FREEDOM - Resolution ready for Faculty Senate defining academic freedom in greater detail and reaffirming freedom of communications inside the University.

CAMPUS LIFE -

CULTURAL ACTIVITIES AND PUBLIC EVENTS - Sponsoring art exhibits, film series, working in conjunction with Integrated Learning Semester, planning 74-75 performing art series.

PHYSICAL PLANNING AND UTILIZATION - Orchard Road Parking Lot.

EDUCATION - National Student Exchange Proposal.

ACADEMIC SERVICES

COMPUTER - Committee is part of University Committee. As a whole they are searching for a director of Computing Center.

LIBRARY - Acting on Senate's decision of Professional Library Staff. Discussions of: annual report from Library; ordering and use of microfilm; practice and misuse of books being borrowed by graduate students for faculty members; Tattle Tapes for Library security; and Library automation.

ADJUNCT ACADEMIC AFFAIRS - Representation on the committee of other organizations on campus. Continuing Education Programs.

EDUCATIONAL INNOVATION AND PLANNING - Interdisciplinary structure. Results of questionnaire on innovations in teaching. Proposed calendar change. Proposal to change curriculum so student would only be taking four courses. Programs of faculty and student exchanges in other Delaware institutions. National Student Exchange Program.

GRADUATE STUDIES - Ph.D. in Political Science. Review of: interpretation of 600-level courses, of 66 courses; credit by examination for graduate level courses; and rewording of Academic Substandard Status Policy.

UNDERGRADUATE ADMISSIONS AND STANDING - Transfer credits from Delaware institutions. Policies on pre and post admission advanced standing. Enrollment limits.

UNDERGRADUATE STUDIES - Review recommendations for reading, writing, and speech services for students. Need to adjust deadlines for courses that are scheduled for less than a regular semester.

FACULTY WELFARE AND PRIVILEGES - Preparing Committee's stand on grievance procedure. Reviewing faculty evaluation document, maternity policy, and alcoholism policy.

GOVERNANCE (AD HOC) - Preparing report describing suggestions in improvement of governance in University.

JUDICIAL POLICY BOARD - Discussing recommendations on academic dishonesty. Setting up a service program for students in obtaining assistance in judicial system.

PROMOTIONS AND TENURE - Committee is meeting with representatives of college promotion and tenure committees.

RULES - Working on the revision of the composition and membership of the Nominating Committee.

STUDENT AND FACULTY HONORS - Considering some revisions in the procedures for the Excellence in Teaching Awards.

STUDENT LIFE - Reviewing judicial system.

University Faculty Senate
303 HH

University of Delaware
College of Home Economics

Accelerated Undergraduate-Graduate Degree
Programs in Food and Nutrition and Textiles
and Clothing

The Graduate Committee of the College of Home Economics proposes the initiation of accelerated undergraduate-graduate degree programs in food and nutrition (FN) and textiles and clothing (TC). These curricula would be available to a select group of students who are very capable and motivated and who already possess clearly defined professional goals.

Rationale

Since the development of the College of Home Economics Options in 1966, the food and nutrition area and the textiles and clothing area have presented undergraduate students with the opportunity of selecting a research-oriented program. Because of the rigor inherent in these options, only the more competent students attempt to follow these curricula. In many instances, the students qualify for the Dean's Scholar Program which allows them more flexibility in pursuing specific interests; many of the Dean's Scholars also elect to undertake a Degree with Distinction project. This project affords them the opportunity to plan and conduct a research study and to report their findings in a senior thesis. The final step in this process is an oral examination which may be a comprehensive evaluation of the knowledge of the major field as well as a defense of the thesis. This total experience parallels closely that of a graduate student entering the existing Master of Science degree program. The alterations required to accelerate the combined research-oriented undergraduate option and Degree with Distinction program, in order to merit the granting of a Master of Science degree at the end of the normal four-year undergraduate period, are not extensive. These new accelerated options would offer the highly motivated, research-oriented students a very unique opportunity to hasten their specialized preparation and if so desired, continue to work toward the Ph.D.

In The Decade Ahead, the desire to expand the graduate programs in the College of Home Economics was given high priority. The initiation of the proposed programs would enhance the likelihood of quality research and the graduation of quality students since this program would be drawing on a very strong undergraduate base.

Admission Requirements

In addition to the admission requirements stated in the Undergraduate Catalog 1972-74, students must also have:

- (a) a minimum total score on College Board Examinations of 1300
- (b) a grade-predicted index (GPI) of 2.8-3.4
- (c) qualified for the General Chemistry section specified for the chosen curriculum

It is also anticipated the students qualified to enter one of the accelerated options would have received credit by examination for several of the introductory courses, although exemption is not a requirement.

Because these programs are accelerated, there are some inherent differences from the four-year undergraduate curricula. An interview will be scheduled with each prospective student to explain these differences and to assess their willingness to accept them. One of the major differences is the very specific nature of the curricula. They do not provide for many elective courses because of the more professionalized orientation of a graduate degree in a special field. A comparison of the undergraduate research options with the accelerated options is found in Table I.

TABLE I

Course Blocks	Food & Nutr. Sci. Option III	Food & Nutr. Accel. Prog.	Textiles in Ind. Option III	Textiles & Cloth. Accel. Sci. Opt.	Textiles & Cloth. Accel. Soc. Sci. Option
Home Economics	10	12	15	12	21
Food & Nutrition	32	34	--	--	--
Textiles & Clothing	--	--	32	37	34
Natur. Sci.	40	49-50	25	34	23
Social Sc.	16	16	13	15	27
Humanities	12	12	21	19	19
Other	9-11	11-13	3	16	16
Electives	12	7	20	9	3
Total Credit Hours	131-133	141-144	129	142	143

Comparison of Research-Oriented Undergraduate
Options with Accelerated Undergraduate-Graduate Options

The students will also be expected to devote at least one semester involved in a research project, and therefore, will be unable to obtain a summer job. It is hoped that the individual interviews will reveal motivation and interest which cannot solely be assessed by GPA.

Academic Standards

A student must maintain a cumulative index of 3.25 in undergraduate courses. If the student falls below the grade point, he may be placed on probation without credit hour restriction for one semester. The College of Home Economics Graduate Committee would assume the responsibility of monitoring the student's progress. If at the end of the probationary period the student were unable to raise the cumulative to the required level, he may drop back into the regular undergraduate option without penalty. This alternative remains open to the student throughout the entire degree program in the event that the student no longer wishes to accelerate his program.

The academic standards for graduate course work parallel those found in the Graduate Catalog 1971-73, pp 43-44. The student must maintain a B average in graduate course work to be graduated. If the student has a cumulative average of 2.0 or under in graduate level courses, the student will be dropped from the accelerated program. A student who has a cumulative average of 2.5 or less will be placed on one semester probation. If at the end of the period, the cumulative has not been raised to the required level, the student will be dropped from the accelerated program. A grade below C in any graduate level course will prohibit that course from being counted toward credit for graduation.

At the end of the junior year, the graduate guidance committee will administer an oral qualifying examination. Upon successful completion of this examination, the student will become actively involved in the research aspect of the program. The graduate guidance committee will involve the following individuals:

- a) Thesis advisor, Chairman
- b) Academic advisor
- c) Two additional graduate faculty - one of which must be from a supporting area of study
- d) External examiner (optional)
- e) Dean of College of Home Economics, Ex officio

The graduate guidance committee will act in an advisory capacity as the student progresses through the research project, and will come together at the end of the senior year to conduct a second oral examination which will represent primarily a defense of the thesis.

Curricula

1. Food and Nutrition

Freshman

<u>Fall</u>	<u>Credits</u>	<u>Spring</u>	<u>Credits</u>
Gen. Chem. C 103	4	Gen. Chem. C 103	4
Intro. to Calc. I C221 or Anal. Geo. & Calc. I C241	3-4	Intro. to Calc. II C222 or Anal. Geo. & Calc. II C242	3-4
Food Management FN 201	3	Human Elective	3
Soc. Sc. Elective	3	Child Development CD 121	3
Sociology Elective	3	Food, Culture, & Dietary Adequacy FN 200	3
	<u>16-17</u>		<u>16-17</u>

Sophomore

Org. Chem. C 321	3	Org. Chem. C 322	3
Org. Chem. Lab C 325	1	Org. Chem. Lab. C 326	1
Concepts in Biology B 201	4	Vertebrate Phys. B 406	5
Quant. Analysis C 220	3	Intro. to Biochem. C 527	3
History and Gov't. Del. H203	1	Biochem. Lab Sp. Prob. C666	1
Food Science FN 300	3	Humanities Elective	3
Soc. Sc. Elective	3		
	<u>18</u>		<u>16</u>

Junior

Principles of Nutr. FN309	3	Adv. Food Sc. FN 609	4
Microb. Assoc. B 371	4	Hum. Elective	3
Endocrinology B 610	3	Home Management HM 435	3
Res. Methods AEC 608	3	Phys. Chem. Lab C 517	1
Phys. Chem. for Teachers of Sc. C 518	3	Phys. Chem. for Teachers Sci.	3
Computer Sc. CS 100	2	Research FN 868	2
	<u>18</u>		<u>16</u>

Summer

Research Methods HE650	3
Research FN 868	<u>3</u>
	6

Senior

Family Life CD 421	3	Nutr. in Disease FN 517	3
Soc. Sc. Elective	3	Soc. Sc. Elective	3
Adv. Nutr. FN 611	4	Hum. Elective	3
Grad. Level Biol. elective	3-4	Electives	7
Thesis	4	Thesis	2
	<u>17-18</u>		<u>18</u>

Note: This curriculum draws heavily on the physical sciences and will prepare students for laboratory research positions. This emphasis was selected since the food and nutrition faculty are experienced in directing graduate students in this area. In the future, the faculty plan to develop a curriculum drawing on social sciences for support courses. However, as of yet, the faculty are not familiar enough with courses in the social sciences to adequately assess the rigor.

2. Textiles and Clothing
 a. Social Science Option

Freshman

<u>Fall</u>	<u>Credits</u>	<u>Spring</u>	<u>Credits</u>
Gen. Chem. C 101 or 103	4	Gen. Chem. C 102 or 104	4
English E 110	3	Child Dev. CD 121	3
Elem. Design Art 101	3	Food, Cult. & Diet Ad FD200	3
Soc. Elective	3	Intro. to Econ. E. 102	3
Orientation NE 100	1	College Math or M 121	3
Cloth. Sel. and Textiles TC 113	3	Intro. to Calc. M 221	3
		Gen'l Psych. PSY 201	3
	<u>17</u>		<u>19</u>

Sophomore

Org. Chem. C 213	4	Textile Analysis TC 315	3
Hist. of Costume TC 215	3	Intro. to Fashion TC 217	3
Cloth. Basic Const. TC 211/216	3	Textile Design Art 102	3
Intro. to Marketing BU 301	3	Element. Stat. ST 205	3
College Math or M 122	3	Speech COM 255	3
Intro. to Calc. M 222	3	Gov't in Bus. TC 300	3
	<u>16</u>		<u>18</u>

Junior

Org. Pers. Behvr. BU 330	3	Home & Interior HM 531	3
Hist. of Del. A 203	1	Design by Hist. Pat. TC 413	3
Research Methods AEC 608	3	Cloth. Sel. Soc. Sci. TC319	3
Home Management HM 435	3	Intro. Comput. Prog. CS 100	2
English Elective	3	Seminar TC 467	1
Soc. Sci. Elec./TC Elec. (500+)*	3	Special Problem TC 666	3
Textile Perform. TC 615	3	Soc. Sci./TC Elec. (500+)*	3
	<u>19</u>		<u>18</u>

Summer School

Research Methods	HE 650	3
Research	HE 868	3
		6

<u>Fall</u>	<u>Credits</u>	<u>Spring</u>	<u>Credits</u>
<u>Senior</u>			
History Elective	3	Soc. Sci/TC Elec. (500+)*	3
Family Life CD 421	3	Home Furnishings HM 532	3
Econ. Aspects of Text. & Cloth, TC 655	3	Cloth. rel. Soc. Sci. TC 653	3
Family Economics HM 540	3	Elective	3
Thesis HE 869	3	Thesis HE 869	3
	15		15

Total Credits: 143, 45 - 500 or above including thesis.

* To be selected from 500 or above level in T&C, business, psychology or sociology, e.g., BU 602/603

b. Textile Science Option

<u>Fall</u>	<u>Credits</u>	<u>Spring</u>	<u>Credits</u>
<u>Freshman</u>			
Gen'l. Chem. C 103	4	Gen'l. Chem. C 104	4
English E 110	3	Child Dev. CD 121	3
Elem. Design Art 101	3	Food, Cult. & Diet Ad.	
Cloth. Sel. & Textiles		FN 200	3
TC 113	3	Intro. to Econ. EC 101	3
Orientation HE 100	1	College Math, or M 121	
Soc. Elective	3	Intro. to Calc. M 221	3
		Intro. Comput. Prog. CS100	2
	<u>17</u>		<u>18</u>
<u>Sophomore</u>			
Org. Chem. C 321 & 325	4	Org. Chem. C 322 & 326	4
Gen'l. Psych. PSY 201	3	Textile Analysis TC 315	3
Hist. of Costume TC 215	3	Intro. to Fashion TC 217	3
Cloth. Basic Const.		Textile Design Art 102	3
TC 211/216	3	Quant. Anal. C 223	4
Intro. to Marketg. BU301	3		
College Math or M 122			
Intro. to Calc. M 222	3		
	<u>19</u>		<u>17</u>
<u>Junior</u>			
Physical Chem. for Teachers		Physical Chem. for Teachers	
of Sci. C 518	3	of Sci. C 519	3
English Elective	3	Speech COM 255	3
Tech. Text. Mtis. TC 415	3	Design by Flat Patt. TC 413	3
Research Methods AEC 608	3	Cloth. Rel. Soc. Sci.	
Home Management HM 435	3	TC 319	3
Textile Perform TC 615	3	Delaware History H 203	1
		Seminar TC 437	1
		Special Problem TC 666	3
	<u>18</u>		<u>17</u>

Summer School

Research Methods	HE 650	3
Research	HE 868	3
		<u>6</u>

<u>Fall</u>	<u>Credits</u>	<u>Spring</u>	<u>Credits</u>
<u>Senior</u>			
History Elective	3	Cloth. Rel. Soc. Sci.	
Econ. Aspects of Text.		TC 653	3
& Cloth. TC 655	3	Elective	3
Org. Pers. Behvr. BU 339	3	Thesis HE 859	3
Thesis HE 869	3	Electives*	6
Home & Interior HM 531	3		
	<u>15</u>		<u>15</u>

Total Credits: 142, 42 - 500 or above including thesis.

* 6 credits in electives must be 500 or above level; e.g., APS 610, HM 532, etc.

The curricula have been developed to meet current College of Home Economics requirements. Some revisions in the undergraduate programs have already been made; however, there is currently a study of the home economics COEE program, and further revisions are anticipated. In a revision of curricular options, the faculty will be responding to the suggestion of the Community Design Commission to include more opportunities to elect courses of their choice. The changes will be incorporated into the curricula of the accelerated programs.

Program Evaluation

The evaluation of the accelerated programs is critical to their success. The students enrolled in the programs will constitute a very important evaluative group. Periodic verbal and written evaluations will be obtained from the students. At the same time, faculty involved in advising these students will be asked to evaluate the program. Educational technologists from Instructional Resources Center will be consulted in the development of the evaluation instruments.

External evaluation will be obtained from graduate schools offering the doctorate in the specific fields. The curricula will be forwarded to the administrators of several prestigious institutions granting the Ph.D. in food and nutrition and/or textiles and clothing for their reaction. The accelerated programs are not viewed as terminal degree programs; and therefore, the students must be prepared to move into a doctoral program if they wish.

The final evaluation of the programs will come from the employers of the graduates. This evaluation will be long term, but will provide a very significant measure of the adequacy of the accelerated degree. This evaluation must come after there are sufficient numbers of graduates to provide valid information.

Program Funding

The graduate committee of the College of Home Economics requests that students matriculated in one of the accelerated options be permitted to pay the undergraduate tuition for the four year period. In this way a student would not be financially penalized if forced to move back into the baccalaureate degree program. Granted this privilege, the committee does not recommend stipend support. The research portion of the program must be underwritten, since the College of Home Economics supplies and expense budget will be insufficient to support the research activity. A special budgetary request of \$500.00 per student per year is proposed to cover cost of laboratory animals, supplies, equipment, and research-related student travel. In addition, an increased budget for Computer Center services will need to be formulated.

From the Committee on Undergraduate Admissions and Standing

Report and Recommended Policy on Student Progress Toward Degrees

University policy is not precise on the need for undergraduate students to make satisfactory progress toward degrees. The current Undergraduate Catalog states only:

1. A normal schedule consists of five major courses (page 78).
2. Passing all courses carried and maintaining a scholastic index of 2.00 for each semester represents minimum average progress toward the degree (page 76).
3. A student registered for less than 12 credit hours during a regular semester is considered to be a part-time student (page 79).
4. A student may be dropped from the roll for academic reasons if the committee of the faculty responsible for academic status determines that the student is not profiting from his attendance (page 44).

There has long been an assumption, however, that full-time undergraduate students should complete at least 12 credit hours a semester to maintain their degree-seeking status at the University.

In spite of this assumption, hundreds of full-time students each semester voluntarily reduce their course load to below 12 credit hours. In the fall of 1972, for example, 799 undergraduates registered for a full-time load dropped enough credit hours to be classified part-time students at the end of the semester. At this time when the University is unable to provide places for all of those qualified for admission and when seats in classes and University facilities are in short supply, it is incumbent on the full-time students, except those who must reduce their course load for medical and other substantial reasons, to make satisfactory progress toward degree objectives.

Accordingly, the Committee on Undergraduate Admissions and Standing has unanimously approved the following policy statement and recommends it to the University Faculty Senate for adoption:

It is expected that full-time undergraduate students will register for and complete a minimum of 12 credit hours each semester. Students who enroll for 12 or more credit hours in any two consecutive semesters and do not complete (including F and excluding L and W) 24 credit hours may be dropped from the University of Delaware for failure to make adequate progress toward a degree.

To become eligible for readmission, students dropped under these conditions must enroll for a minimum of 6 credit hours (two courses) in a summer session or for a minimum of 6 credit hours (two courses) in a regular semester through the Division of Continuing Education. (Students will not be permitted to register in the Division of Continuing Education for regular daytime courses). Students will be required to complete all courses for which registered. Grades of W or L will not be acceptable in meeting this requirement.

10/16/73

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

UNIVERSITY FACULTY SENATE
303 HULLIHEN HALL
PHONE: 302-738-2829

October 15, 1973

MEMORANDUM

TO: Dr. John C. Wriston, Vice President
University Faculty Senate

FROM: Committee on Academic Freedom
John J. Beer, Chairman *John Beer*

SUBJECT: A Resolution for Consideration by the Senate

The University Senate adopts the following statement on academic freedom and tenure. It urges similar adoption by the President's Cabinet and the inclusion of the statement in the Faculty Handbook currently being revised.

"The maintenance of freedom of speech, publication, religion, and assembly (each of which is a component of intellectual freedom) is the breath of life of a democratic society. The need is greatest in fields of higher learning, where the use of reason and the cultivation of the highest forms of human expression are the basic methods. To an increasing extent, society has come to rely upon colleges and universities as a principal means of acquiring new knowledge and new techniques, of conveying the fruits of past and present learning to the community, and of transmitting these results to generations to come. Without freedom to explore, to criticize existing institutions, to exchange ideas, and to advocate solutions to human problems, faculty members and students cannot perform their work, cannot maintain their self-respect. Society suffers correspondingly. The liberty that is needed requires a freedom of thought and expression within colleges and universities, (and) a freedom to carry the results of honest inquiry to the outside...."¹

Academic freedom is incompatible with censorship or surveillance of communications both on and off the campus. The monitoring or interference

¹"AAUP Policy Documents and Reports," 1973 Edition

with communications emanating from a member or group of the University community cannot be condoned. Practices such as telephone tapping, University mail surveillance and stoppage, censorship at the Duplicating Center of materials emanating from within the University community, or censorship on bulletin boards designated for general use, is contrary to University policy. We reaffirm support for the statement on the "Distribution of Free Published Materials on Campus" appearing in the 1973-74 Student Guide to Policies.

Distribution of Free Published Materials on Campus

Freedom of expression is absolutely essential to the life of the University. In order to guarantee that freedom to every member of the University community, and in order to provide an atmosphere in which free and open debate will prosper, the following policies have been established governing the distribution of free published materials on the campus:

1. Members of the University community -- all classifications of students, faculty, staff, and recognized campus organizations, may distribute free published materials on the campus with the understanding that they accept responsibility for the materials; the materials are labeled to indicate sponsorship and are distributed in accordance with this policy statement.

2. Any member of the University community may distribute free published materials at any point on campus except in the University bookstore; the library, excluding the outer lobby; and dining halls, excluding lobbies and checking tables.

3. Persons not members of the University community may distribute free published materials on the campus if they have obtained the sponsorship of a member of the University Community, who has determined that the manner of distribution is in accord with this policy statement.

4. When, in the opinion of a University official authorized to make the determination, the manner and/or place of distribution of free published materials constitutes a violation of this policy or a disruption of normal University activity, the official should inform the distributors of his opinion, and request that distribution be discontinued. If the distributors refuse, the official should advise them that they may face disciplinary action if they persist.

5. The University shall not limit the distribution of free published materials solely on the basis of what is contained in such materials.

The policy outlined above was developed by the former Committee on Student Publications. It was approved by this Committee and by Student Government Association and Graduate Student Association consultants and by the faculty in May, 1969.

Questions regarding the policy should be directed to the Office of the Dean of Students.

RESOLUTION - CONTRACT RENEWAL PRACTICES

Comment

It is clear that the faculty of this University is greatly concerned with the change in University policy regarding renewal terms for faculty without tenure. The Faculty Senate proposal concerning faculty appointments, reappointments and tenure, which was not favorably received by the Board of Trustees, anticipated that a faculty member with seven years of service would either receive academic tenure at that time or be terminated. Tenure and the resulting academic freedom were thus separated from the issue of rank and promotion.

Though the Faculty Senate no doubt expected that as a growing institution we could expect that the larger portion of new faculty members reaching their seventh year here would be asked to stay, there has been an apparent reluctance by the Trustees to commit the University in the direction of a higher percentage of the faculty with academic tenure which is probably based upon a multitude of uncertainties in the status of higher education nationally and in this State. It is interesting that one reason given for the Trustee rejection of the Faculty Senate proposal was that they felt such a rule would cause an undue hardship on the faculty without tenure given their reluctance to materially increase the proportion of faculty with academic tenure.

The need for new faculty and the composition of the existing group must inevitably be subject to review and modification. In a changed environment it is unrealistic to expect that opportunities to strengthen the quality and composition of the faculty for academic and economic reasons will not be undertaken.

The new one-year contract procedure for non-tenured faculty who have seven years service is a step in the direction of faculty development which though perhaps desirable in intent, is in fact an unnecessary, counter productive harassment that is not conducive to academic improvement of the individual, or for that matter the maintenance of morale and productivity of the faculty as a whole. This move is all the more distressing when it is realized that the past practice of the three-year contract renewals in no way prevented the turnover of faculty without tenure who could better serve another institution.

Resolved

1) Given the changing nature of the University and the action by the Board of Trustees concerning Faculty Senate recommendations on contract renewal procedures at this University (Senate Bill 57, December 13, 1971), we hereby recall these proposals for further study and modification.

2) That in consultation with the Provost, the Promotion and Tenure Committee undertake a review of promotion, tenure, and contract renewal practices, and that this committee report its findings and recommendations together with supporting documents directly to the Faculty Senate for its consideration.

3) That in the interest of a mutual desire to resolve these important issues without creating unnecessary discord and disruption to the activities of the University, we ask, during the review period, that in issuing faculty contracts with term, there be a return to past practice as stated in the faculty handbook Paragraph 4-11 which reads as follows:

"...Assistant professors are appointed for an initial term of from one to three years; reappointments at this rank are normally for three year terms. (underlining supplied) Appointments and reappointments for instructors are on an annual basis...."

October 22, 1973

PROPOSAL FOR THE ESTABLISHMENT OF AN
INSTITUTE FOR MATHEMATICAL SCIENCES
WITHIN THE UNIVERSITY

1. Proposal. The Department of Mathematics proposes an Institute for Mathematical Sciences be established within the University as a low-keyed administrative organization with the purpose of providing a "rallying point" for fostering, coordinating, and attracting of support of interdisciplinary research, which research is dependent upon the collaboration of researchers in the mathematical sciences. Furthermore, additional purposes of the Institute are to enhance the academic and service roles of our University.

2. The Institute and Research Objectives of the University. We believe that this Institute is in keeping with, and supportive of, the following recommendations of "The Decade Ahead:"

"i) Interdisciplinary research programs should be given special encouragement.

ii) The University should actively promote more and closer cooperation with research organizations in the state and region

iii) All efforts should be made to assist younger faculty to find fruitful areas for research and to coordinate research efforts that are mutually supportive, even through they may be conducted in different departments and colleges. University research seminars should be held, bridging departmental or college efforts,

(iv) ... recruitment, development, and retention of outstanding research faculty, who also have a strong commitment to undergraduate and graduate teaching, must remain a principle objective.

v) Basic research frequently has implications for other areas of human knowledge. Participation in such research by two or more investigators in separate fields may lead to collaborative efforts and the enhancement of each individual's research potential. Such collaborative efforts must be emphasized in order to bring isolated skills to bear on solutions of societal problems."

3. Background. The mathematical sciences, and mathematics in particular, have passed in the last 30 years through an intensive period of expansion; this together with the development of the electronic computer and its subsequent use in such areas as business administration, economics, biology, etc. has caused leaders in education, science, government, and industry to ask for still deeper and wider applications of mathematical methods and techniques to solve difficult problems of society such as those in transportation, public health, distribution of goods and resources, etc. On the one hand, mathematical modeling is at the heart of much of the "hard science." On the other hand, the "soft sciences" are becoming more mathematical with the hope for the same success as has been the case in the natural sciences.

4. Purpose of the Institute. Public and private funding agencies have in recent years favored the support of interdisciplinary research. The purpose of the proposed institute is to provide a visible unit within the structure of the University to attract funding for interdisciplinary research involving the mathematical sciences.

The organization of a university along lines of traditional academic disciplines has not generally fostered and encouraged interdisciplinary activity. The training of research scholars and their subsequent experiences and functions in academic departments may retard or inhibit strong and natural bonds between some disciplines. It is the belief of the members of the Department that the proposed Institute can serve as a viable means for generating collaboration between members of various departments and colleges by bringing them together along avenues of common experience, i.e., their research.

A further purpose is the attraction to the University of visiting research-scholars (associated with projects of the Institute) who would offer both informal and formal seminars for faculty and students in cooperation with various departments of the University. The use of "soft monies" associated with the Institute would allow for the attraction to the campus of numerous distinguished visitors who would not only enhance the University's stature but who would, by their interaction, contribute to the scholar-teacher goals of the permanent faculty.

5. Organization of the Institute. It is proposed that the director of the Institute be a full-time faculty member.

The Director would conduct the affairs of the Institute and guide its programs with the advice of the members of the Institute - these would be the full-time members of the faculty of the University designated as principal investigators of funded research projects granted to the Institute. Visiting scholars and consultants would, when necessary and appropriate, be invited to the campus by the Institute on a temporary basis. Consequently, there would be no permanent professional staff assigned to the Institute.

The Director would be responsible directly to the Associate Provost for Research and would work in cooperation with the Office of Research in seeking out research activities suited to the scope of the Institute.

6. Benefits to the University Community. Some benefits expected to accrue to this University are these:

i) The Institute would serve as an alternative way to encourage true interdisciplinary activity in the mathematical and allied sciences.

ii) The Institute would be an effective agent for marshalling the research efforts of University scholars in various disciplines towards the resolution of technical, social, and scientific problems.

iii) The Institute would make the University's concentration of expertise and skills in areas related to mathematics visible to agencies of government and industry.

iv) The Institute would stimulate research activity among the faculty of those departments that participate in its programs; "soft monies" of the Institute could provide for visits by scholars to the University for colloquia, consultation, seminars, etc.

v) The sponsorship of symposia could serve the wide community in the area of "continuing education" as that education relates to the mathematical sciences.

7. Feasibility. Informal discussions with representatives of NSF and AFOSR have indicated that these agencies will channel support of research to the University through a unit such as the proposed Institute.

(Exploratory discussions with representatives of other departments in the University indicate that support for the formation of the unit would extend beyond the Department of Mathematics.

8. University Commitment. The Institute, as proposed, is a self-sustaining unit which would subsist on the overhead income of grants and contracts awarded to its members. It is estimated that the Director of the Institute would require a three-year period to organize and establish it as a self-sustaining unit in the University. An investment of "seed money" of \$11,000 a year, along with some provision for office space, would be recommended to initiate the proposal. These monies would be budgeted as follows: i) \$6,500 for a secretary, ii) \$2,500 for supplies and promotional expenses, iii) \$2,000 for visitors/colloquia.

After this initial period, we would recommend a division of the overhead monies between the Institute and the departments of the principal investigators. For example, the overhead monies on an individual project which are traditionally returned to departments might be divided 1/4 to the Institute and 1/12 to the departments of the principal investigators. We would stress that the only projects sponsored by the Institute would be interdisciplinary and the only overhead monies accruing to the Institute would be for Institute-sponsored projects, not research grants originating in one department, or outside of the Institute.

The free-form structure of the Institute would permit its phase-out with no further significant commitment to the University in line with the objective "... research programs may develop at an optimal rate without undue danger of collapse from sudden withdrawal of funds" (The Decade Ahead) if in the future it were not self-sustaining.

9. Academic Status of the Institute. The Institute would not be under any conditions as proposed a degree granting unit of the University; the educational activities of its members would be conducted through their departments. No employee brought to the University by the Institute would be granted tenure in the Institute.

10. Graduate Assistants. We would anticipate that some projects of the Institute would have graduate assistants associated with the research. The recipients of such support would be required to carry out their academic program within the existing graduate programs of the University.

11. The Director. We envision the Director as a research-scholar who would be involved actively in research projects of the Institute. This is in keeping with our belief that funding is tied very closely with the ability of the Director to attract and talk with representatives of funding agencies; by training and experience, he should be able to appreciate and anticipate the direction of funding. Furthermore, we believe that the Director working in cooperation with the Office of Research will attract additional funding to this University. It is important that the Director remain a research-scholar and not become an administrator.

To make certain that the Institute is not an extension of the academic department of the Director, we recommend that after the initial three-year period an agreement be reached on the proportion of time the Director devotes to administrative activity and that the apportioned salary monies associated with this time be transferred from Institute to departmental budgets.

12. Possible Areas of University Cooperation. We have indicated that the aim of the Institute would be to attract funding for interdisciplinary activities which would rely heavily on mathematical expertise.

Among the investigators contributing to the activities of the Institute, we would expect to find members of the faculties of Engineering, Mathematics, Physics, and Statistics and Computer Science whose research is concerned in an essential way with mathematical problems (stochastic as well as deterministic) arising in the physical sciences such as in the areas of Control and Optimization of Systems, Continuum Mechanics (elasticity, fluid dynamics, thermodynamics, etc.), Electromagnetic Theory, and Quantum Physics. An overwhelming majority of these problems can be reduced to the investigation of differential and integral equations and their ramifications. Successful completion of such work hinges upon the development of constructive methods of solution with emphasis on approximation techniques including numerical procedures and perturbation methods. By cooperative effort, more significant results will be achieved in this interdisciplinary venture.

As indicated earlier in Background, the "soft sciences" are becoming more mathematically oriented. Consequently, we hope to encourage Institute projects which bring together workers in the mathematical sciences with those in biology, economics, and agriculture, to name a few disciplines. Mathematical modeling is also a research tool of proven value in the health sciences. Therefore, we expect fruitful contact between workers in these areas and those in the area traditionally more oriented toward the mathematical sciences.

This represents a sample of the base of investigators in the University for whom the Institute would provide a common "rallying point" in interdisciplinary research essential to solution of current problems.

RESOLVED, that the Senate recommends to the Board of Trustees the petition of the professional members of the University Library for academic status, including eligibility for electing the option of either the T.I.A.A.-C.R.E.F. or the state retirement program and eligibility for sabbatical leaves.

Cost of T.I.A.A.-C.R.E.F. for Library Professionals

Total Library Professionals		21
Less		
*Now eligible for TIAA-CREF	7	
Under age 30	4	
Remain under state plan	<u>1</u>	
		<u>12</u>
Desire TIAA and would become eligible		9
Aggregate salaries, 1973-74		\$112,932.00
		<u> x .075</u>
Cost to University, 1973-74		\$ 8,469.90

*Certain members of the professional staff are "Group I professionals" and are now eligible for T.I.A.A.-C.R.E.F.