

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

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

April 28, 1975

MEMORANDUM

TO: All Faculty Members

FROM: E. Paul Catts, Vice President
University Faculty Senate

SUBJECT: Regular Senate Meeting, May 5, 1975



In accordance with Section IV, paragraph 6 of the Constitution, the first regular meeting of the newly-elected (1975-76) University Faculty Senate will be held on Monday, May 5, 1975, at 4 PM in Room 110, Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of Minutes of April 7, 1975.
- III. Announcements
- IV. New Business
 - A. Recommendation from the Coordinating Committee on Education (with input from four other committees) concerning final examinations and the use of the final examination period (Attachment 1).
 - B. Recommendation from the Coordinating Committee on Education for approval of an Undergraduate Program in Dietetics (Attachment 2).
 - C. Report and resolutions from the Coordinating Committee on Education concerning Winter Session (Attachment 3).
 - D. Recommendation from the Committee on Research to approve a University Policy on Inventions (Attachment 4).
 - E. Resolution from the Trustee-Faculty Committee on Honorary Degrees concerning award of the honorary degree of Doctor of Laws.
 - F. Election of officers (Attachment 5).
 - G. Election of Chairpersons for the Committee on Committees, and the Coordinating Committee on Education, together with election of members for the Committee on Committees, Rules Committee, and the Nominating Committee, as required by Senate Bylaws. (See Attachment 5 for nominees, all of whom have agreed to serve if elected; senators are reminded that additional nominations may be made from the floor but that the persons making such nominations are responsible for determining that the nominee will serve if elected.)

April 28, 1975

H. 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.

EPC/dpe

Attachments

UNIVERSITY FACULTY SENATORS FOR 1975-76 TERM

BUSINESS AND ECONOMICS

J. Douglas Campbell
Kenneth Lewis
Harry Hutchinson

HOME ECONOMICS

Dene G. Klinzing
Deborah S. Kliman

NURSING

Sheila McMahon
Marjorie Recke

MARINE STUDIES

Joseph T. Bockrath
Vytautas Klemas

EDUCATION

John Bishop
Asa B. Pieratt
Ludwig Mosberg
Carol Vukelich
Val E. Arnsdorf

ENGINEERING

Stanley I. Sandler
Robert M. McDonough
Anthony Dalrymple

PHYSICAL EDUCATION

David A. Barlow
James Kent

AGRICULTURAL SCIENCES

E. Paul Catts
George F. W. Haenlein
Leroy Svec

ARTS AND SCIENCE

Svend Holsoe	Anthropology
Larry W. Holmes	Art
Barbara Stafford	Art History
Robert C. Hodson	Biological Sciences
Roger Murray	Chemistry
Andrew Hepburn	Theatre
Frank Newman	English
Roger S. Ulrich	Geography
Billy P. Glass	Geology
Donald H. Meyer	History
Ivo Dominguez	Languages & Literature
Raymond F. Goodrich	Mathematics
Richard W. Tarpley	Military Science
Judith A. Runkle	Speech Communications
Robert Hogenson	Music
Lucia Palmer	Philosophy
Robert N. Hill	Physics
Henry T. Reynolds	Political Science
George Cicala	Psychology
Stephen L. Finner	Sociology
Robert Stark	Stat. & Comp. Science
Jack Ellis	History
Theodore Braun	Languages & Literature
Mark Sharnoff	Physics
James Soles	Political Science

Non-elected Senators:

L. L. Campbell
Mary K. Carl
William S. Gaither
Helen Gouldner
Irwin G. Greenfield
Arnold L. Lippert
William E. McDaniel
Helen F. McHugh
Daniel C. Neale
Richard Norman
Edward A. Trabant
John E. Worthen

Elected Faculty Senators	47
Undergraduate Senators	2*
Graduate Senators	0
Non-elected Senators	12
Total Senators	61

*Elections in process

RECOMMENDATIONS CONCERNING USE OF
FINAL EXAMINATION PERIOD

1. A final examination period similar to that currently in existence should be retained at the University of Delaware.
2. If a final examination is to be given for a course, it must be given during the final examination period.
3. The faculty member responsible for a course shall determine whether or not a final examination is an appropriate activity for that course.
4. Students are to be informed by the faculty member responsible for the course at the beginning of the semester as to whether or not a final examination will be given.

4/28/75

A PROPOSAL FOR A COORDINATED UNDERGRADUATE PROGRAM IN DIETETICS

Historical Background

The faculty in food and nutrition has been committed to the development of a coordinated program since 1969 as described in the Community Design. Proposals for funding the development and partial implementation of the program were submitted to outside agencies. Although funding was not received until 1974, persons in related health and educational fields were involved in the development of the philosophy and feasibility of the program. The administration's reaction has been sought periodically through this process. One evidence of the response higher administration is expressed in a letter of commitment that accompanied funding requests. Support of the requests for this funding was received from the Health Planning Council, Incorporated.

INTRODUCTION

The Profession of Dietetics

Dietetics is defined as "the science and art dealing with the application of principles of nutrition to the feeding of individuals and groups."¹ Implicit in this definition is the management and use of resources. Practitioners of dietetics are known as dietitians. The dietitian translates the science of nutrition into the effective delivery of nutritional care to individuals and groups.²

Traditionally, preparation of the professional dietitian has involved a dietetic internship following the baccalaureate degree. In recent years, there has been an increasing number of academic programs that have integrated the post-graduate dietetic internship experiences within the 4 years of study toward the baccalaureate degree. The integration of these experiences expedites achievement of entry-level competencies for the practice of dietetics within the four years. Such curricula are categorically known as coordinated undergraduate programs.

The educational philosophy on which the coordinated curricular design is based is that integration of clinical experiences with the didactics provides for the development of professionally proficient individuals upon graduation. The coordination of professional courses with carefully selected clinical experiences facilitates and reinforces the learning process. This approach to the education of the dietitian has several advantages. The student

can, by being involved in the professional experiences, see the application of the principles learned in the classroom in the context of the practice of dietetics. This early association will hopefully foster better working relationships with other dietitians and other professionals allied with dietetics.

The opportunity for the student to assess his own career development and professional maturation early in his education as he becomes involved in the professional world is inherent in the design of the coordinated program.

Manpower Needs

Delaware, the adjacent states (Pennsylvania, New Jersey and Maryland) and the District of Columbia have a combined population exceeding 24 million. The number of employed dietitians in the region on a population basis is lower than that in the nation as a whole (based on a 1970 ADA survey).³ A compilation of data from the most recent health manpower studies by the Hospital Associations in the four states of the region indicated 90 budgeted vacancies for dietitians in hospitals. The current report on occupational manpower and training needs lists dietitians as being in demand.⁴ These data do not include the wide variety of vacancies in extended care facilities, school lunch programs, public-supported day care centers, and industrial food service operations. The shortage of professional dietitians appears to be both a national and regional problem.

The Health Planning Council, appointed by the governor, has assessed total health care needs for Delaware. The projection report identifies the need for dietitians in the state by 1980, but this projection refers mainly to dietitians for hospitals and health care facilities.⁵ It should be noted that the broadening scope of dietetics encompasses preventive health care. With current trends toward health maintenance organizations, extended care facilities, and community health centers, the need for additional dietitians is obvious.

While dietetic internships have consistently been the major route to professional preparation, it has been projected that the number of internships will decline.⁶

At present, there are only seven free-standing internships in the region.⁷ While the need for dietitians increases, there have not been adequate avenues for their professional training. This past year, there were over twice as many applicants as there were dietetic internship positions.*

*At the present time, eligibility for membership in the American Dietetic Association (ADA) maybe met through one of several

Graduates of the University of Delaware who have been unable to leave the immediate area have been at a disadvantage in job selection because they did not have the required internship. Other more mobile students have completed internships elsewhere and, through this wider exposure to opportunities for employment, have tended to take positions outside of Delaware. It seems reasonable to assume that as educational programs are provided within the state, there would be a greater supply of dietitians available to meet the needs within the state and region.

Statement of Problem

The need for viable alternate routes for professional preparation of the dietitian is apparent. It is largely to meet the need for quality dietetic education and manpower needs that the Food and Nutrition area proposes a coordinated undergraduate program in dietetics (CUPD) for implementation in the Fall of 1975. In view of this, the CUPD proposal will be submitted to American Dietetic Association for approval and accreditation in March 1975. routes following fulfillment of minimum academic requirements:

- (1) satisfactory completion of an approved dietetic internship;
- (2) obtaining a master's degree in food and/or nutrition plus at least six months of full time work experience;
- (3) satisfactory completion of at least one year of an approved dietetic traineeship;
- (4) obtaining a doctoral degree in food or nutrition or a closely allied field plus endorsement by members.

PROPOSED CURRICULUM

Goals of Program

In addition to the goals of the University of Delaware and the goals of the College of Home Economics, the specific goals of the CUPD are to prepare a graduate who will:

1. exhibit professional competencies
2. assume responsibility and function as a dietitian in an entry-level position
3. be eligible for membership in the ADA
4. be eligible to take the examination for professional registration.

Curriculum

The four-year coordinated curriculum leading to a B.S.H.E. with a major in Dietetics and eligibility for professional membership will consist of the following phases:

1. Two years of basic preprofessional and general education courses taken at the University of Delaware or other accredited colleges or universities. This portion shares the same base as the existing Food and Nutrition options. Students enrolled in Home Economics as well as transfer students from other colleges or programs who meet the prerequisites may apply for admission into the program.
2. Two years of concentrated professional academic and clinical study. Although clinical facilities are used, the academic faculty retains responsibility for instruction and evaluation of students.

The curriculum will include:

1. courses to meet all general requirements of the University of Delaware.
2. courses to meet general requirements of the College of Home Economics
3. studies in the arts, behavioral sciences, and humanities as a basis of understanding of the nature and behavior of man.
4. studies in the physical and biological sciences which are basic to knowledge of dietetics
5. clinical and didactic studies through which students develop competencies required for the practice of dietetics
6. opportunity for electives to pursue own areas of interest.

Selection of Facilities for Clinical Experiences

The selection of facilities for clinical experience in the coordinated phase of the program is of critical importance. The following are some of the criteria used in the selection process:

1. Willingness and cooperation of the administration

2. Educational orientation of professional staff and their willingness to work with dietetics students
3. Qualified professional, supportive, and supervisory personnel who would be good role models.
4. Educational orientation of supportive and supervisory personnel and their willingness to work with dietetics students
5. Evidence of good management policies and procedures.
6. Diversity of types of nutritional care
7. Adequate library facilities
8. Location in relationship to the University.

The following types of facilities will be used to provide clinical experiences. A number of particular agencies have been approached and have expressed willingness to cooperate.

1. School and University food service
2. Medical Center; hospital
3. Day Care Centers
4. Nutrition programs for the elderly
5. Various community health and social service

Students

Admission requirements to the CUPD will require a minimum grade point average by the spring semester of the sophomore year. Application for admission to the CUPD must be made early in the sophomore spring semester. Because the CUPD is an accelerated program appropriate criteria for selection of students will be developed. Basic evaluation tools such as letters of recommendation, and interviews to facilitate evaluation of the applicant's preparation intellectually as well as emotionally for the coordinated phase of the program will be included.

The present sophomores will be eligible to apply for admission to the CUPD. This would mean evaluation and selection of students in the Spring of 1975. It is anticipated that any adjustments in fulfilling course requirements for admission to the CUPD may be made in the summer prior to enrollment in the program.

OPTION IV - COORDINATED UNDERGRADUATE PROGRAM IN DIETETICS

General Chemistry	C 101	4
Food Management for the Consumer	FN 201	2
Food Management Laboratory	FN 211	1
Introduction to Economics	EC 101	3
Sociology Elective		3
Social Science Elective		3
Freshman Seminar	HE 167	<u>1</u>
		17

Elementary Organic Chemistry	C 213	4
Concepts in Biology	E 201	3
Concepts in Biology Lab	B 211	1
Management of Resources	HM 435	3
Accounting	BU 207	3
Principles of Learning elective		<u>3</u>
		17

Quantity Food Production and Service	FN 321	3
Coordinated Dietetics I	FN 331	6
General Microbiology	B 371	3
General Microbiology Lab	B 381	1
Principles of Nutrition	FN 309	<u>3</u>
		16

Nutrition and Disease	FN 440	3
Coordinated Dietetics III	FN 450	6
Family Life	CD 421	3
Humanities Elective		<u>3</u>
		15

General Chemistry	C 102	4
Crit. Reading & Writing	E 110	3
Child Development	CD 121	3
Psychology Elective		3
Food, Culture & Dietary Adequacy	FN 200	3
		<u>16</u>

Elementary Biochemistry	C 214	4
Mammalian Physiology	B 406	3
Mammalian Physiology Lab	B 416	1
Food Science	FN 300	3
English Elective		3
Statistics Elective		<u>3</u>
		17

Food Systems Management	FN 322	4
Coor. Dietetics II	FN 332	6
Advanced Nutrition	FN 411	3
Org. Personnel Behav.	BU 339	3
		<u>16</u>

Community Nutrition	FN 460	3
Coor. Dietetics IV	FN 470	6
FN Elective		3
Humanities Elective		<u>3</u>
		15

12 credits of electives to be taken to bring total credits to 141. These credits may be taken winter or summer session.

12 credits of humanities
 15 credits of social sciences
 52 credits of FN

Staffing and Budget Needs

Faculty	2.5 FTE	\$39,000	
Transportation		4,000	
Supplies and Expenses		500	
Secretary		6,000	
		<u>\$54,000</u>	1 year +

The cost of the non-clinical portion of the CUPD will be supported by the existing courses and faculty.

Based on a maximum of a 1:10 ratio a recommendation of the Dietetic Internship Council, the approval body of the American Dietetic Association, it is projected that an additional 2.5 FTE faculty members will be needed. These 2.5 FTE will be responsible for teaching the coordinated courses and administration of the program.

Because clinical instructors will be off campus a majority of the week a responsible secretary will be needed.

TIME-TABLE

Twelve of the present sophomores will be accepted into the program in the Fall of 1975.

In the first year of program implementation, there will be 12 students. Each year thereafter, there will be 12 juniors and 12 seniors, with a total of 24 in the coordinated program.

APPENDIX

Professional Recognition as Dietitian

While there is no legal definition of "dietitian", professional recognition as a dietitian requires membership in the American Dietetic Association (ADA). In addition, recognition of professional competence is granted through the title "Regis-

tered Dietitian" to those members who pass an initial registration examination and maintain continuing education requirements. The ADA is the professional organization vested with the responsibility to approve academic programs in dietetics. Programs must be in a college or university that is accredited. On a voluntary basis, various colleges and universities offer dietetics curricula which meet the minimum academic requirements stipulated by the ADA. This insures adequate academic preparation of students who may wish to pursue further professional training, and eventually, membership and registration in the ADA.

REFERENCES

1. Webster's New Collegiate Dictionary
2. The Profession of Dietetics. The Report of the Study Commission on Dietetics. The American Dietetic Association, Chicago, Ill. 1972.
3. American Dietetic Association Annual Data Base Survey, Employment and Responsibility by State - all members. American Dietetic Association, Chicago, Illinois. November 25, 1970 (unpublished)
4. Occupational Manpower and Training Needs 1974, Bulletin 1824 U.S. Department of Labor, Bureau of Labor Statistics 1974.
5. Personal communication with Dean Mary Carl, Chairman Health Planning Council Committee.
6. Prediction made at DIC-CUF meeting. American Dietetic Association. October 3, 1971, Phila., Pa.
7. Dietetic Internships Approved by the American Dietetic Association. (pamphlet) American Dietetic Association. Chicago, Illinois. September, 1974.

REPORT OF EVALUATION OF WINTER SESSION 1975

I. DATA AND BACKGROUND INFORMATION

The following information was provided by the Director of Winter and Summer Sessions, Dr. George Gibson. Copies of his full report are on file in the Faculty Senate Office.

Enrollment

Undergraduates - 6,603
Graduate Students - 270
Continuing Education Students - 496

Registration

Average credit hour load per student - 4.4.
Total credit hours for Winter Session - 31,838.
Over 94% took at least three credits. About 40% registered for three credits, 12% for four credits, and 31% for six credits. 189 students (approximately 2.5%) registered for eight or more credits.

Students ordinarily were expected to take one or two "courses" (meaning regular courses, experimental courses, projects, and independent study), and 57% registered for one course, 42% registered for two courses, and 6% registered for three or more.

Faculty Participation

Total number of faculty participants - 521. (This represents approximately three-quarters of the faculty.)

Teaching and laboratory assistants plus visiting faculty - 52.

Offerings

Originally students were able to choose from:

265 regular courses
110 experimental courses
77 projects

After initial registration the above was revised. Actual offerings during Winter Session were:

288 regular courses (8,357 students registered for these)
85 experimental courses (1,145 students registered for these)
67 projects (932 students registered for these)

In addition, 801 students registered for independent study projects.

Tuition

The prepayment schedule was:

Delaware residents - \$100 for a maximum of 7 credits.

Non-Delaware residents - \$240 for a maximum of 7 credits.

At registration:

Delaware residents - \$30 per credit hour.

Non-Delaware residents - \$75 per credit hour.

Financial Support

The Winter Session in cooperation with the Research Office provided \$5,600 to undergraduates engaged in independent study.

Travel

Ten Delaware students studied at other colleges and universities through arrangements by the Center of Off-Campus Learning.

Six groups of students studied and traveled in various parts of United States with faculty members. Students participating equaled 732.

Five groups made foreign trips. Students participating equaled 50.

Projects and Events of Particular Interest

Dr. Gibson reports briefly on ten projects under this heading.

General Conclusion

The largest number of students and faculty ever to participate in a January term did so in 1975. Regular courses were the most popular in terms of student registration; however, Winterim-style projects and experimental courses were encouraged and continue to provide innovative and unusual learning experiences for students and faculty alike.

II. CONCLUSION FROM THE EVALUATION OF WINTER SESSION 1975

It was felt that the evaluation of Winter Session should be part of the continuous process of evaluations conducted by departments and other units of the University. Therefore, the Coordinating Committee on Education sent requests to all department chairpersons and heads of units requesting that they submit to the Committee on Educational Innovation and Planning their reactions to the Winter Session.

Thirty-three of the units in the University responded to the Coordinating Committee's request for their thoughts on the 1975 Winter Session. It was concluded in general that the Winter Session had been a positive experience. In a University as complex as ours it is difficult to make definite statements, since we have as many opinions as we have departments. We have attempted to draw common reactions from each of the reports without making this report too long or unwieldy.

A number of questions were asked with regard to the Winter Session. The answers to these are shown below.

1. Is the Winter Session academically sound?

In general, the answer is yes; very few departments responded negatively to this question. However, reservations regarding specific courses were common.

1.1 Are courses offered during the Winter Session in keeping with academic standards applied to courses during the regular semesters?

This has been answered with a general yes.

1.2 Is the education provided the student during the Winter Session equivalent to that provided during the regular semesters?

The answer is again, generally yes. However, some course experiences did not fare well and will not be repeated.

1.3 Is the five-week Winter Session sufficiently long in duration?

Again the answer has generally been yes, but there were a few suggestions that the five-week session should be lengthened to six weeks.

2. What is the effect of the Winter Session upon the two regular semesters and upon the Summer Sessions?

It was difficult for many departments to answer this question since it really is an attempt to predict the future. There were a number of comments that it might reduce enrollment in the Summer Session courses. Some departments made the point that it would help spread the course load and that the regular semester courses wouldn't be as crowded. Only one department reported a noticeable effect on spring course enrollments.

3. What is the effect of the introduction of Winter Session on the Winterim-type offerings?

Almost all departments felt that the Winter Session had an adverse effect on the Winterim-type offerings. One of the most frequent comments was that most students preferred courses that could be applied toward their degree. A student demand for more courses in the regular program has been noted by many departments.

4. Will students be able to finish the requirements for a degree in less time than ordinarily required?

In general this was answered yes, but there are some specific problems in the sciences and engineering which have well-defined sequential course structures. In almost all cases this question was answered with respect to undergraduate students.

5. What is the effect of the Winter Session on graduate programs in your department? Do most of the graduate students take advantage of this period for extra research and scholarship?

Those departments which have active graduate programs report that graduate students make good use of the period of time for reading, research and completion of course work. Few graduate students took course work, however, probably because of the present fee structure.

6. What is the effect of the Winter Session on the research activities of both the graduate students and faculty?

Reactions to this question were rather evenly and strongly divided. Some faculty obviously used the period for significant research work. Almost half the reports that commented on this question, however, indicated that research suffered. Faculty who taught courses apparently had little time to devote to research.

Student response appears to be somewhat mixed. Some students reported great enthusiasm for the Winter Session; others reported stress because of the pace.

The following are some general comments that don't quite fit under any of the categories; they have been extracted from the various department responses.

The Winter Session is very comparable to the Summer Session and can be evaluated the same way.

There is too short a time between the Winter Session and the Spring Semester.

The educational value of Winter Session courses depends a great deal on the course.

Faculty should evaluate and decide which courses can be offered during the shorter session.

Some departments felt that students should be allowed to register for no more than seven credit hours.

There was an indication that some students may be taking more courses than required for graduation because of interest in the courses offered during the Winter Session.

The point was made that there has to be a rotation of load with regard to the Winter Session. It is a very difficult and time-consuming task to teach during the Winter Session.

The opportunities for the units to plan and offer upper level graduate courses was limited since most graduate students preferred to do research during this period of time and because tuition support for graduate students was not provided.

COORDINATING COMMITTEE ON EDUCATION RESOLUTIONS

WHEREAS the Winter Session as offered in academic year 1974-75 has been positively evaluated for its academic value in most departments, be it hereby

RESOLVED that the Faculty Senate recommend it be retained in essentially the same form for the next two years.

WHEREAS there were numerous complaints regarding the lack of time between the completion of Winter Session and the commencement of the Spring Term, be it hereby

RESOLVED that the Faculty Senate recommend that the Office of the President study the calendar and explore alternative possibilities.

WHEREAS not all courses appear appropriate for offering during a five-week Winter Session, be it hereby

RESOLVED that the Faculty Senate recommend that all department chairpersons meet with appropriate curriculum committees or concerned faculty members to determine those courses that may be offered during the Winter Session.

WHEREAS not all faculty members reported that the Winter Session is an appropriate time for them to offer courses in their disciplines, be it hereby

RESOLVED that the Faculty Senate recommend that faculty participation in Winter Session remain voluntary. Departments should engage in long-range planning to insure adequate academically sound offerings for students.

WHEREAS some departments report that students will not be able to effectively shorten the amount of time spend in obtaining a degree, be it hereby

RESOLVED that the Faculty Senate recommend that general University descriptions of Winter Session exercise caution in citing reduced time for completion of degree requirements as an advantage of Winter Session.

In addition to the above, the Coordinating Committee on Education plans to:

1. Ask the Faculty Senate Committee on Educational Innovation and Planning to consider ways to maintain and encourage innovative and "Winterim-type" activities during the Winter Session.

2. Ask the Faculty Senate Committee on Graduate Studies to consider ways to insure that the Winter Session will be of maximum benefit to graduate students.
3. Ask the Faculty Senate Committee on Educational Innovation and Planning to conduct a study of the Winter Session in academic year 1975-76 and report the results of that study to the Faculty Senate.

JJP/dpe

4/14/75

STATEMENT OF POLICY GOVERNING THE DISPOSITION, OWNERSHIP
AND EXPLOITATION OF INVENTIONS

I. INTRODUCTION

The University of Delaware, hereinafter referred to as the University, is a state assisted institution devoted to teaching, research, and other scholarly activities in the public interest.

The University faculty, staff, and students; hereinafter referred to as the University Personnel; as part of their normal scholarly activities carry on research which may be supported in part, or in whole, by the University from its own resources or by grants or contracts with outside sponsors. It is the purpose of this document to define and establish the respective rights and obligations of the University and its personnel with respect to any inventions resulting from research conducted by any member of the University Personnel.

II. DEFINITIONS

- A. Invention as used in this policy means invention, discovery, or new plant variety.
- B. Inventor as used in this policy means sole or joint inventors, discoverers, or plant breeders.
- C. Patent as used in this policy means patent or certificate of Protection.

III. OBJECTIVES

Among the principal objectives of the policies set forth herein are:

- 1. to provide greater incentive to creative intellectual effort by the University Personnel;
- 2. to establish principles for determining the rights of the University, inventor, and sponsor;
- 3. to provide procedures by which the significance of inventions may be determined and brought to the point of commercial exploitation;
- 4. to assist the inventor in realizing tangible benefits from his invention; and
- 5. to provide the mechanism for placing in the public realm the fruits of research, while safeguarding the interests of the University, inventor, and sponsor.

IV. ADMINISTRATIVE RESPONSIBILITY

The administration of the principles and policies set forth in succeeding sections of this document is the responsibility of the Provost of the University. The Provost, however, has delegated everyday administration to the Associate

Provost for Research, with the understanding that no departures from the stated principles of this policy will be made without his prior concurrence.

V. GENERAL PRINCIPLES

A member of the University Personnel who discovers or invents a device, product, plant variety, or method while associated with the University shall cooperate with the University in defining the rights to such inventions. This obligation extends to any invention, whether or not made on University time or with utilization of University facilities. The inventor shall promptly provide the Associate Provost for Research, or his designee, with a statement describing the circumstances under which the invention was conceived and reduced to practice, with particular attention to:

1. naming the sponsor, if any, of the project or program,
2. stating whether the invention is within the inventor's normal activities and responsibilities at the University, and
3. indicating the extent to which special equipment or physical facilities provided by the University were employed in the work which led to the invention.

If it is determined that the University has rights in an invention, the inventor agrees to assign all right, title and interest in and to said invention to the University in consideration for the compensation provided by this policy on inventions.

VI. RIGHTS AND OBLIGATIONS OF UNIVERSITY PERSONNEL WITH REGARD TO INVENTIONS

A. Research Conducted Independently by University Personnel

Inventions resulting from research conducted wholly at the expense of the individual, without use of the University laboratory facilities, equipment, or materials, and outside the individual's normal field of activities and employment responsibilities, are the property of the individual and the University undertakes no responsibility with respect to such inventions. In all such cases the Associate Provost for Research will agree in writing that the invention belongs to the inventor to dispose of as the inventor sees fit.

At the option of the inventor, such inventions may be conveyed by assignment to the University, in order to permit the University to proceed in accordance with the section VI-B.

B. Research Financed with Funds Administered by the University or Which has Involved the Use of University Facilities, Equipment, or Materials, and in Which the University and the Inventor are the Sole Parties in Interest

Such inventions shall be promptly evaluated by the Associate Provost for Research for novelty and patentability, and then:

1. released to the inventor if found not to be of interest to the University, or,
2. if of interest,
 - a. referred to University counsel for filing, or
 - b. referred to development agencies with whom the University has contracts to assess for commercial potential.
 - 1) if judged by the development agency to have sufficient commercial potential for development by them it will be assigned to them for protection and exploitation.
 - 2) if judged by the agency not to have sufficient commercial potential for development by them it will be
 - a) referred to the University counsel for patenting or exploitation by the University or
 - b) released to the inventor.

C. Research Financed Wholly or in Part by Government Funds

The University is obligated to report to the appropriate government agency all inventions which have derived from research which has had any financial support from the Government of the United States, for definition of the Government's right and interests. This definition may result in:

1. the Government determining that the public interest requires that the invention be disclosed in the open literature. In this case no patent action can be taken, or
2. the Government acquiring and reserving to itself principal and exclusive rights, in which event any exploitation of the invention rests wholly with the Government, or
3. the Government releasing of the invention to the University. In this event, the University will follow the procedures of paragraph VI-B.

Irrespective of which of these alternatives is used, the Government retains rights to a royalty-free nonexclusive, irrevocable license throughout the world under any patent or certificate which may be issued on the invention, or to use the invention for Government purposes; and any rights to this invention granted by the University are subject to this reservation. If the University releases the invention to the inventor, the inventor agrees to convey to the University such rights as the University may need in order to fulfill its obligation to the Government.

D. Research Financed Wholly or Partially by Industrial, Philanthropic or Other Organizations, or by Individuals, Under Contracts or Written Agreements

Rights with respect to inventions in this category are governed by the terms of such contracts or agreements, and the principal investigator is responsible for informing his co-workers of their rights and obligations under such contracts or agreements before initiation of the research. Inventions which are not required to be assigned by contractual terms shall be processed or disposed of by the University under the procedures of paragraph VI-B.

VII. ARBITRATION OF DISPUTES

In the event the University and the inventor cannot agree with respect to any of their respective rights, or obligations hereunder, such dispute shall be submitted for determination to an arbitration panel of three members, chosen from the University community, consisting of a member named by the inventor, a member named for the University by the Provost, and a Chairman selected by mutual agreement of these two nominees. The decision of a majority of such panel shall be final and binding upon the inventor and the University.

VIII. DIVISION OF INCOME

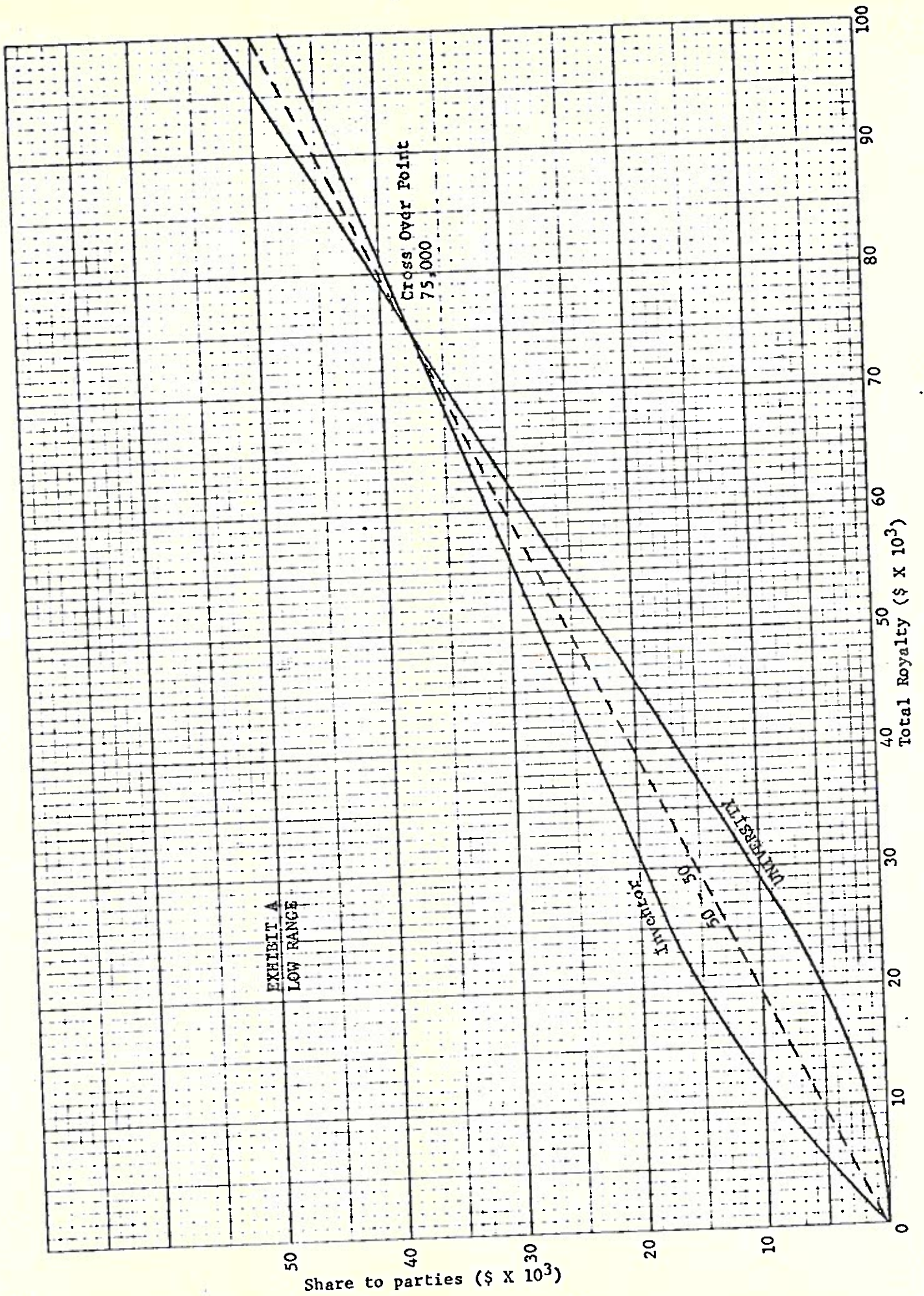
- A. All income received by the University as royalty payments on inventions submitted under this agreement will be shared with the inventor on a 50/50 basis after all costs have been met. If there should be a plurality of inventors, the 50% portion accruing to the inventors will be distributed on a share and share alike basis unless otherwise requested by the inventors.
- B. When inventions are made under contract with an outside agency as given in section VI-C and VI-D, the division of income will follow the terms of the agreement.
- C. As an option the inventor, at or before the time of filing of the patent application, may elect in writing to receive the part of income accruing as royalty payments after all costs have been met, in accord with the scale shown in Exhibit A. Once this election is made it will be binding upon all parties for as long as royalties are received.
- D. In the event that royalties accrue under an agreement granting licenses for two or more patents, the division of royalties among the patents will be determined by the University Patent Committee. This Committee, which is composed of the Associate Provost for Research, the Research Coordinator, and the appropriate Dean, will utilize legal and scientific consultants as it deems necessary in making its decisions.
- E. The income received by the University will be used for the support of research in the University.

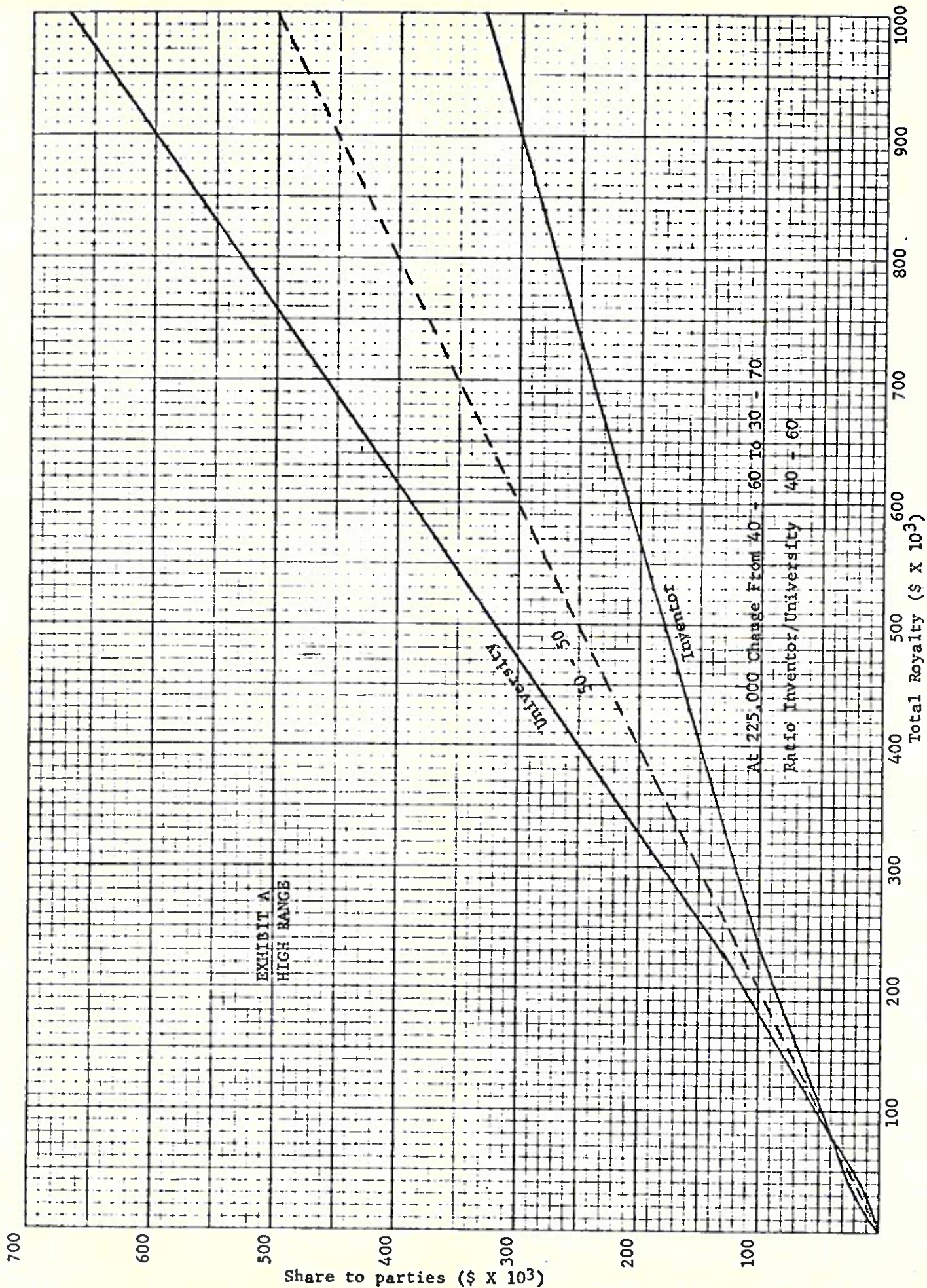
Should the University enter into an agreement with an agency of the United States Government relating to any invention arising from research which has derived financial support from said agency, it is to be understood that the distribution of any income derived from licensing of any patent based on such supported research must be governed by the terms of said agreement.

IX. ADDITIONAL PROVISIONS

- A. Whenever the University determines to release an invention to the inventor pursuant to section VI-B-1 or VI-B-2-b-2)-b), the University may claim a share in any royalty income received, as a condition of such release, subject, however, to the provisions of section VII in the event of dispute.

- B. Whenever the University determines that it has no proprietary interest in an invention, or whenever the University releases an invention to an inventor, the inventor agrees not to use the University, or the University's name, in the exploitation of such invention without prior written approval by the University.
- C. The inventor agrees to execute all documents including assignment of the invention to the University or its designee in order to perfect the disposition of rights relative to such invention or discovery.





UNIVERSITY FACULTY SENATE

SENATE OFFICERS

President:

☐

Theodore Braun

☐

George Cicala

☐

Vice President:

☐

E. Paul Catts

☐

Raymond F. Goodrich

☐

Secretary:

☐

Donald H. Meyer

☐

Marjorie Recke

☐

RULES COMMITTEE

(Vote for 2)

☐

Ludwig Mosberg

☐

F. Loren Smith

☐

Madelynn F. Oglesby

☐

Henry B. Tingey

☐

CHAIRPERSON, COORDINATING COMMITTEE ON EDUCATION

☐

Donald W. Harward

☐

John J. Pikulski

☐

COMMITTEE ON COMMITTEES

Chairperson:

☐

Frank R. Scarpitti

☐

Byron P. Shurtleff

☐

Members: (Vote for 2)

☐

Stephen L. Finner

☐

John P. McLaughlin

☐

David Y. Lou

☐

Francis X. Tannian

☐

NOMINATING COMMITTEE
(Vote for 5)

☐ Val E. Arnsdorf

☐ Billy P. Glass

☐ Robert N. Hill

☐ Robert C. Hodson

☐ Harry Hutchinson

☐ _____

☐ James Kent

☐ Deborah S. Kliman

☐ Lucia Palmer

☐ Judith A. Runkle

☐ Leroy Svec

☐ _____

NOMINATIONS FOR SENATE OFFICERS, CERTAIN COMMITTEE CHAIRPERSONS,
AND MEMBERS TO CERTAIN COMMITTEES

Senate Bylaws require that the Nominating Committee present two nominees for each position.

SENATE OFFICERS

President	Theodore Braun Professor Languages & Literature	George Cicala Professor Psychology
Vice President	E. Paul Catts Professor Entomology	Raymond F. Goodrich Professor Mathematics
Secretary	Marjorie Recke Assistant Professor Nursing	Donald H. Meyer Associate Professor History

RULES COMMITTEE

Ludwig Mosberg Associate Professor Education	Madelynn F. Oglesby Associate Professor Nursing
F. Loren Smith Professor Psychology	Henry B. Tingey Associate Professor Statistics & Computer Science

CHAIRPERSON, COORDINATING COMMITTEE ON EDUCATION

John J. Pikulski Associate Professor Education	Donald W. Harward Associate Professor Philosophy
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COMMITTEE ON COMMITTEES

Chairperson	Frank R. Scarpitti Professor Sociology	Byron P. Shurtleff Associate Professor Art
Members	Francis X. Tannian Professor Urban Affairs	John P. McLaughlin Associate Professor Psychology
	Stephen L. Finner Associate Professor Sociology	David Y. Lou Associate Professor Mech & Aero Engg

NOMINATING COMMITTEE

Leroy Svec
Assistant Professor
Agricultural Sciences

Robert C. Hodson
Assistant Professor
Biological Sciences

Val E. Arnsdorf
Professor
Education

Harry Hutchinson
Professor
Economics

Billy P. Glass
Associate Professor
Geology

Deborah S. Kliman
Assistant Professor
Home Economics

Lucia Palmer
Associate Professor
Philosophy

James Kent
Assistant Professor
Physical Education

Robert N. Hill
Professor
Physics

Judith A. Runkle
Assistant Professor
Speech Communications