

UNIVERSITY OF DELAWARE  
NEWARK, DELAWARE  
19711

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

November 27, 1978

MEMORANDUM

TO: All Faculty Members

FROM: Reed Geiger, Vice President *Reed B. Geiger*  
University Faculty Senate

SUBJECT: Regular Faculty Meeting, December 4, 1978

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, December 4, 1978 at 4:00 p.m. in room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the Minutes of the regular Senate meeting of November 6, 1978.
- III. Remarks by Provost Campbell: The 1979-80 Budget Request for State Appropriations
- IV. Announcements - Senate President Kleinman  
Approval of a minor in Black American Studies (Attachment 1)
- V. Old Business - none
- VI. New Business
  - A. Recommendation from the Executive Committee (R. Kleinman, President) to dismiss the ad hoc Committee on Early Retirement.  
RESOLVED, that the Faculty Senate dismisses, with thanks,  
the ad hoc Committee on Early Retirement.
  - B. Recommendation from the Committee on Committees (B. Settles, chair) for confirmation of the following committee appointments:

Adjunct Academic Affairs	P. Weil, member (to replace L. Allen)
International Studies	G.A. Loessner, member (to replace D. Pong)
Undergraduate Studies	A. Thompson, chair
  - C. Recommendation from the Committee on Committees (B. Settles, chair) to change the membership of the Committee on Undergraduate Studies.  
RESOLVED, that the Faculty Senate Bylaws, I-17, Committee on Undergraduate Studies, be changed by deleting the final paragraph and replacing it with the following:

This committee shall consist of an appointee of the Vice President for Academic Affairs; three faculty members from the College of Arts and Science and one faculty member from each other undergraduate college, of whom one shall be chairman; one representative of the Committee on Graduate Studies; three undergraduate students; the Associate Vice President for Facilities, Management and Services, or his Designee; the Director of Student Counseling; and the University Scheduling Officer.

Note: the paragraph to be replaced presently reads:

This committee shall consist of an appointee of the Vice President for Academic Affairs; one faculty member from each undergraduate college, of whom one shall be chairman; one representative of the Committee on Graduate Studies; three undergraduate students; the Assistant Vice President for Student Services, or his Designee; and the Director of Student Counseling.

- D. Recommendation from the ad hoc Committee on Academic Freedom (S. Finner, chair) to change the Faculty Handbook statement on Academic Freedom.

RESOLVED, that the Faculty Senate approves the following statement on Academic Freedom, to replace the italicized paragraphs of III-B-1 of the Faculty Handbook:

The teacher is entitled to full freedom in research and in the publication of results, but research for pecuniary return should be based upon an understanding with the authorities of the University.

The teacher is entitled to freedom in the classroom in discussing his/her subject but should be careful not to introduce into his/her teaching matter which has little or no relation to the subject.

The teacher is an individual, a member of a learned profession, as well as a member of an educational institution. When speaking as an individual, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and as an educator, the teacher should remember that the public may judge his/her profession and institution by his/her utterances. Hence the teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

- E. Recommendation from the Coordinating Committee on Education (C. Toensmeyer, chair) for final approval of the Master of Fine Arts degree. (Attachment 2)

RESOLVED, that the Faculty Senate approves the Master of Fine Arts Degree as a permanent degree of the University of Delaware, effective in the Spring Semester, 1979 and subject to approval by the Board of Trustees.

- F. Recommendation from the Coordinating Committee on Education (C. Toensmeyer, chair) for provisional approval of an MBA/MA degree. (Attachment 3)

RESOLVED, that the Faculty Senate approves the combined degree program MBA/MA in Economics on a provisional four-year basis, effective September, 1979.

- G. Recommendation from the Coordinating Committee on Education (C. Toensmeyer, chair) for approval of a resolution submitted by the College of Education for restructuring the College of Education. (Attachment 3; the full document, "A Proposal for Restructuring the College of Education at the University of Delaware" is on reserve in the Morris Library: RES 000.)

RESOLVED, that the Faculty Senate approves the following:

That the Departments of Curriculum and Instruction, Educational Foundations, Occupational Education and Professional Services be disestablished and that the Departments of Educational Development and Educational Studies be established in the College of Education to reflect the College's new mission as stated in its self-study, "A Proposal for Restructuring the College of Education at the University of Delaware."

- H. Recommendation from the Coordinating Committee on Education (C. Toensmeyer, chair) pertaining to the Freshman Honors Program. (Attachment 5: "Evaluation of the Freshman Honors Program"; appendices to the Evaluation are on reserve in the Morris Library: RES 000.)

RESOLVED, that the Faculty Senate approves the goals and philosophy of the Freshman Honors Program and recommends that the program be changed to follow the guidelines provided by the "Evaluation of the Freshman Honors Program" as prepared by the Committee on Adjunct Academic Affairs during the spring and summer of 1978;

1. BE IT FURTHER RESOLVED, beginning with September, 1979, honors courses should be made widely available to freshmen;
  2. BE IT FURTHER RESOLVED, starting in September, 1979, the Senate recommends the elimination of extra charges for freshmen participating in an honors program;
  3. BE IT FURTHER RESOLVED, selection of honors courses for freshmen should not be all-or-none;
  4. BE IT FURTHER RESOLVED, the Faculty Senate recommends the Freshman Honors Program be moved from Dover to the Newark campus effective September 1979;
  5. BE IT FURTHER RESOLVED, early admissions students should be provided with special types of counseling and advisement;
  6. BE IT FURTHER RESOLVED, the Freshman Honors Program should become an integral part of the University Honors Program.
- I. 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.)

Committee Activities

The following committee activities have been reported to the Senate Office during the month of November.

Committee on Committees

- Review of committee structure in order to streamline or eliminate committees
- Consideration of proposal to eliminate Coordinating Committee on Academic Services

Faculty Welfare and Privileges

- Study of proposed guidelines for faculty involvement related to substantial reductions in academic units
- University suspension policy
- Proposal for handling of employee delinquent accounts

International Studies

- Organization of University support for international education
- Evaluation of proposal by a foreign nation to establish an exchange program in science and technology
- Review of propriety of requiring GREs for international students

Undergraduate Records and Certification

- Regular consideration of student appeals and petitions

Undergraduate Studies

- Review of proposal for honors degrees within the University Honors Program



MINOR IN BLACK AMERICAN STUDIES

1. Students applying for the minor must have completed at least one semester of full time study at the University, and must have attained a minimum grade-point average of 2.10. Admission to the minor will be by approval of an advisor in the Black American Studies program and by the Program Director.
2. The minor program shall comprise 18 credit hours of work: BAS 110, BAS 206, (BAS 210 or BAS 310), BAS 304, BAS 306, and one three-credit BAS or BAS-related course at or above the 300-level.
3. In consultation with program advisors, alternative course selections may be arranged, provided that:
  - a. At least 15 of the 18 credits towards the minor carry BAS designations;
  - b. No more than six (6) credits of the 18 differ from the basic program in Item 2;
  - c. At least nine of the 18 credits are at, or above, the 300-level.

Department of ArtSection 1

The Department of Art offers the Master of Arts degree (approved permanently in 1961) and the Master of Fine Arts degree (approved provisionally for three years on November 5, 1975). The chairperson is primarily responsible for the administration of these programs.

Section 2

Thirty graduate credit hours are required for the M.A. degree including 6 credit hours of Thesis. The specific courses are arranged through agreement between the student and the major advisor depending upon the area of concentration. Sixty credit hours are required for the M.F.A. degree as arranged between the student and major advisor in accord with the format below.

M.F.A. Curriculum

	<u>Minimum Credit Hours</u>
Major Departmental Discipline .....	18
History, Theory and/or Criticism of the Arts .....	9
Cognate (related studio or academic courses) .....	9
Thesis, Final Document or Internship .....	6
Free Electives (may be used to increase credits in categories listed above or for other studio or academic courses) .....	18
Total Required Credits .....	60

Note 1: Specific courses will be determined through consultation with major advisor.

Note 2: "Thesis" is interpreted to mean a final exhibition of work in the student's major discipline along with a supporting paper.

The following courses have been approved for both degrees: ART 621: Design; ART 631: Drawing; ART 634: Painting; ART 641: Printmaking; ART 644: Photography; ART 651: Sculpture; ART 654: Ceramics; ART 661: Jewelry and Metalwork; ART 662: Enameling; ART 666: Special Problem; ART 667: Seminar; ART 670: Fibers; ARE 601: Seminar; ARE 602: Development of Creative Potential; ARE 628: Art in the Elementary School; ARE 666: Special Problem.

We have requested approval of the following courses: ART 620: Design Studio; ART 630: Drawing Studio; ART 635: Painting Studio; ART 640: Printmaking Studio; ART 645: Photography Studio; ART 650: Sculpture Studio; ART 655: Ceramics Studio; ART 660: Jewelry Studio and Metalwork; ART 671: Fibers Studio.

Graduate courses taken in other departments of the University are accepted as cognate credit. Nine credit hours may be transferred from other institutions for the M.A. degree and we have requested approval transfer of eighteen credit hours for the M.F.A. degree.

### Section 3

All art faculty have M.A., M.F.A. or higher degrees and are considered capable of teaching in the graduate program. Visiting faculty who teach graduate students must have the equivalent as evidenced by reputation as an artist. Assignment to teach graduate courses in general is based on guidelines (limits for the various art areas on how many students they may accept) established in the five-year plan.

### Section 4

The art department follows established University policies for the M.A. degree. For the M.F.A. degree there is no G.R.E. requirement. Admission recommendations are based primarily on the potential the candidate demonstrates as an artist through his undergraduate and/or recent work if he/she has been out of school for some time.

Admission procedure is as follows: The appropriate Area Coordinator shall complete Graduate Studies Committee (GSC) Form #1, "Application for Admission" for each applicant he/she wishes to endorse. Because the Coordinator has jurisdictional expertise, he/she supports an applicant's candidacy from an advocacy posture.

The Graduate Studies Committee shall review each application and forward its findings to the Department Chair. The Chairperson will make final recommendations to the University Coordinator for Graduate Studies.

Applications for Admission should be processed through the Graduate Studies Committee by May 20th or by November 30th for the following Fall and Spring semesters, respectively.

Admission into the M.F.A. program is conditional. A student is not considered to be fully matriculated until the successful completion of 30 semester hours credit.

We expect to have between 25 to 30 graduate students at any point in time during the next four years (assuming the M.F.A. receives permanent approval).

### Section 5

With the advice of the Area Coordinator, an incoming student shall select a Major and Second Advisor. As an integral part of the advisement procedure, the Major Advisor shall maintain GSC Form #2, "Program Record - Part One", and "Program Record - Part 2." These forms provide for a continuous term-by-term accounting of courses and credits and for the placement of credits in the appropriate academic category.

Upon completion of 30 semester hours credit, the M.F.A. student shall be considered for full acceptance by means of an Intermediate Review.

The Intermediate Review Committee shall be composed of three members: the Major and the Second Advisor and a third member to be mutually selected by the student and the Major Advisor. Upon completion of the review, the Major Advisor shall complete GSC Form #3, "Intermediate Review." This form should be kept on record in the student's departmental file and in the Departmental Graduate Studies Committee file.



The M.F.A. student should be advised well in advance of the review and given ample instructions as to requirements by the Major Advisor. If the student fails the review and there is insufficient evidence to forecast successful completion of the M.F.A. Program, the student should then be dismissed from the Program. If this is the case, the Major Advisor must insure that a clear and complete record of previous guidance and consultation with the student is documented.

Graduate student cumulative grade averages are required at the levels established by University policy. Based on past experience, approximately 70% of those who enter the graduate program as full time students will graduate.

#### Section 6

The thesis requirement is to produce a professional quality one person exhibition and to write a substantive supporting paper. Both works are to be presented at the conclusion of the student's final semester of study.

The exhibition is to be displayed at a location mutually agreeable to both the student and Major Advisor. The exhibition, to the fullest extent possible, should reflect the student's full measure of creative involvement during the course of his/her study.

The supporting paper is not envisioned as an exhaustive thesis document. It is an adjunct to the student's creative body of work. It should be directed toward the creative concerns and technical processes evidenced by that body of work. The supporting paper is not to be taken lightly; it should be "whole" and able to stand alone.

In terms of format and style, students should consult the "College of Graduate Studies, Regulations Governing Theses and Dissertations, 77/78. As the supporting paper is not a traditional thesis, M.F.A. students must only adhere to Sections I, II, IV A, B, C, D, E, G, J, V, B 1. Any questions not covered by the above sections should be directed to the departmental Graduate Studies Committee.

The student's Major Advisor shall take measures to insure the timely submission of the supporting paper. The paper shall be submitted to the Department Chair no later than April 28th for Spring graduation and by November 30th for Winter graduation.

The supporting paper shall also include visual documentation of the student's artworks.

The supporting paper shall be distributed to the Sponsoring Area, the Art Department and the Office of Graduate Studies.

Both the exhibition and the supporting paper shall be passed upon by a Final Review Committee.

The best guess as to numbers graduating each year for the next four years is 10 (average).



Section 7

The best candidates as evidenced by undergraduate records will be nominated for financial support. At this writing we have two G.T.A.'s assigned to the art department. We hope to get more graduate support funding.

# Memorandum

November 21, 1978  
Attachment 3

TO : Professor Harold Kwart, Chairman  
Committee on Graduate Studies  
Department of Chemistry

DATE: January 18, 1978

FROM : Professor Lawrence P. Donnelley, Chairman  
Department of Economics *Lawrence P. Donnelley*

SUBJECT: Professor Michael F. Pohlen, Chairman, Business Administration  
Proposed Combined Degree Program: MBA/MA in Economics

We have enclosed a description of the proposed Combined Degree Program: MBA-MA in Economics. This program has been approved by the Faculty in each of the two departments involved and unanimously by the Faculty of the College of Business and Economics as a whole at its December meeting. This memo is to initiate procedures leading to formal recognition of this program by the University. Please let us know if there is additional material you and your committee will need in your deliberations. Either or both of us would welcome the opportunity to talk to your committee if you think it advisable.

## I. General Format

### (a). Requirements

1. The GMAT test is required to be considered for admission into the joint program. The GRE exam is also required, but may be taken after admission. Admission and/or continuation is not conditional on the GRE scores.
2. Each student must meet the entrance requirements of the MBA program. The economics department will accept the entrance requirements of the MBA program.
3. Program operations will be coordinated between the two departments.

### (b). Prerequisites

1. Calculus is required. This can be satisfied by M 555 (proposed).
2. Statistics is required. This can be satisfied by Statistic for Business and Economics, ST 555.
3. Economics--intermediate microeconomic theory or its equivalent is required. A student without an economics background must take EC 551 (501) as a prerequisite to graduate economics courses - EC 801 and EC 802. The economics department is responsible for determining the adequacy of the economics background. Credit will not be given for EC 551 following EC 801 or EC 552 following EC 802.
4. The prerequisites are not counted as fulfilling any portion of the degree program.

## II. Administration

Each department will administer and advise its own students. To simplify responsibility of administration the following would be the general procedure:

1. The department which enrolls a student would assume administration responsibility for record keeping. Both departments would be responsible for general academic advisement, depending upon the interests and goals of the student.
2. Coordination of the joint program would be effected between the Director of the MBA program and the Director of the MA program. Such coordination would cover offerings, time schedules, and other matters requiring coordination.
3. If departmental certification is required (i.e., as a result of graduate studies decentralization to departments), a coordination procedure would be developed.

## III. The Proposed Program

The proposed MA/MBA program is based on the new "two track" MBA program which is to be instituted Fall 1978.

### Track 1 - For students without Undergraduate Business Courses

(a) Students are required to take the following MA-MBA courses:

1. Business Functions and Operations BU 850 - 870 -- 851 - 871 - 880 - 881 Total 18 hrs.
2. Economics - EC 801 and 802 (the regular MBA candidate takes EC 551 (501) and 552 (502). This is a logical substitution in the combined program. EC 551 (501) is a prerequisite for students who have not taken much Economics. Total 6 hrs.
3. Social-Legal Environment - ACC 841 Total 3 hrs.



January 18, 1978

4. Quantitative Methods and Information Systems.

ACC 551 - ACC 552 - BU 830

Prerequisites for the quantitative area which do not carry graduate credit in the MBA program are ST 555 and a new calculus offering, M 555.

Total 9 hrs

5. Organization Theory and Interpersonal Behavior - BU 820

Total 3 hrs

6. Administration Processes and Policy - BU 890

Total 3 hrs

7. Electives

Normally the MBA would have 6 electives to have a total of electives plus the foregoing courses of 48 hours.

In the joint program the student would take the following:

(a). EC 822 - Econometric Theory - and EC 868 - Economics Research, both of which are required courses in the MA program.

Total 6 hrs.

(b) In addition (9) hours of economics electives or other courses approved by the Department of Economics are required.

Total 9 hrs.

8. The total required hours in the combined program would amount to 57 credit hours without counting any prerequisites.

GRAND TOTAL 57 hrs.

Track 2 - For Undergraduate Business Majors

Because of the typical business major's background "track 2" is somewhat different from Track 1 in that 6 hours of functional courses are exempted and the quantity of electives are increased thereby.

1. Business Functions and Operation BU 851 - 871 - 881 and a Graduate Seminar

Total 12 hrs.

2. Economics - EC 801 and 802 (the regular MBA candidate takes EC 551 (501) and EC 552 (502)). EC 551 is a prerequisite for students who have not taken much economics.

Total 6 hrs.



3. Social-Legal Environment - ACC 841 Total 3 hrs
4. Quantitative Methods and Information Systems - ACC 552 and BU 830 plus a quantitative analysis elective outside the Business department Total 9 hrs
5. Organization Theory and Behavior - BU 820 Total 3 hrs
6. Administration Processes and Policy - BU 890 Total 3 hrs
7. Electives  

The undergraduate business major normally would take 6 hours of supporting courses in the area of professional emphasis plus 6 hours of free electives--a total of 12 hours.

In the joint MA/MBA program the student would take the following:

  - (a) Supporting courses in the area of professional emphasis (MBA) Total 6 hrs
  - (b) EC 822 - Econometric Theory - and EC 868 - Economic Research Total 6 hrs
  - (c) Nine (9) additional economics electives or other courses approved by the Department of Economics Total 9 hrs
8. The total required hours, not counting any prerequisites is 57 credit hours. GRAND TOTAL 57 hrs

#### V. Conclusions

It is the opinion of the Faculty of the College of Business and Economics that the joint program is realistic in terms of requirements and rigor, and it would not lower the quality of either the MA or MBA degrees.

## RESTRUCTURING THE COLLEGE FOR ITS NEW COMMITMENT

The environment most conducive to leadership in the field of education will vary. Environments depend upon the range of educational commitments which each institution assumes and upon the desire of faculty members to share in the full range of program planning and implementation. Given its position as the only university in the state and the numerous distinguished faculty it has attracted during the decade past, the College of Education at the University of Delaware has a rare opportunity to contribute both to the scholarly and to the operational aspects of education. The College recognizes its commitment to realize this potential--concurrently (a) to contribute to meeting state and regional needs and (b) to contribute with scholarly distinction to the study of education. Realizing this commitment, however, demands that structural decisions be made which bring educational research and educational development into a mutually reinforcing partnership.

Education--probably more than many other divisions of the American university--involves extremely varied processes and attitudes. As leadership in the discipline has passed from the normal school to the teacher college to the university, these differences have often become exacerbated. All too often, educational programming has gravitated to the polar extremes of the "immediately useful" and the "theoretical," producing few bridges indeed for the field practitioner. All too often, educational research has strayed from the needs of schooling, becoming indistinguishable from that produced in the arts and sciences. All too often, educational practice has ignored its cultural and empirical foundations, essentially producing a type of folklore.

If professional educators at the University of Delaware are to meet their commitments with distinction, it is essential that progress continue to be made in overcoming the schism noted above. What is required? The Committee concludes that there must be a single, cohesive organization that brings together divergent approaches to education in formal programs and informal interaction. This organization must have the autonomy necessary to provide leadership in coordinating efforts not all of which are under its direct jurisdiction. It must have the visibility that can result from (a) a clear delegation of responsibility to attend to the University's commitments to the schools, and (b) the field's realization that it does in fact serve as a link between their work and the full resources of this institution. The Committee concludes that at the University of Delaware, departments, schools, divisions, and other possible structures fall short of providing these requirements. In summary, it concludes that a restructured College of Education provides the most likely path to excellence.

The remainder of this proposal sets forth the structural and programmatic details of this restructured College of Education--a College which will be more responsive to social change, more sensitive to deriving research programs

from field problems, and more responsible in translating field and laboratory efforts into recognized knowledge of educational processes. The following principles and structural diagram are designed to serve as a guide and an overview. In turn, most points are more fully developed in later sections of the report.

#### A. Basic Organizational Principles

1. The Dean of the College of Education shall have overall responsibility for teacher education programs throughout the University.
2. The Dean shall be assisted by an associate dean and other administrative staff sufficient to provide basic services to the College, the University, and the teaching profession within the State. (Absolutely essential services of the Education Resource Center, the Office of Clinical Studies, and the Office of Student Services shall be retained. An effort to extend and coordinate our contributions to the inservice education of Delaware teachers shall be developed.)
3. There shall be two departments with the working titles of the "Department of Educational Development and Practice" and the "Department of Educational Studies."<sup>1</sup> Each department shall be headed by a chairperson.
4. Each department shall have administrative<sup>2</sup> responsibility for specific undergraduate programs. (Administrative responsibility for the Bachelor of Science in Education degree program shall rest with the Department of Educational Development and Practice; for the Bachelor of Arts in Educational Studies degree program, with the Department of Educational Studies.) Curricular<sup>2</sup> responsibility for all undergraduate programs shall be shared through equal representation of both departments on the Committee on Undergraduate Studies in Education (CUSE).
5. Each department shall have administrative responsibility for specific masters programs. (Administrative responsibility for the Master of Counseling, Master of Instruction, and Master of Science degree programs shall rest with the Department of Educational Development and Practice; for the Master of Arts in Education degree programs, with the Department of Educational Studies.) Curricular responsibility for all masters programs shall be shared through equal representation of both departments on the Committee on Graduate Studies in Education (CGSE).

---

<sup>1</sup>Membership within each department shall be established (insofar as possible) by mutual consent and shall be confirmed by the Dean.

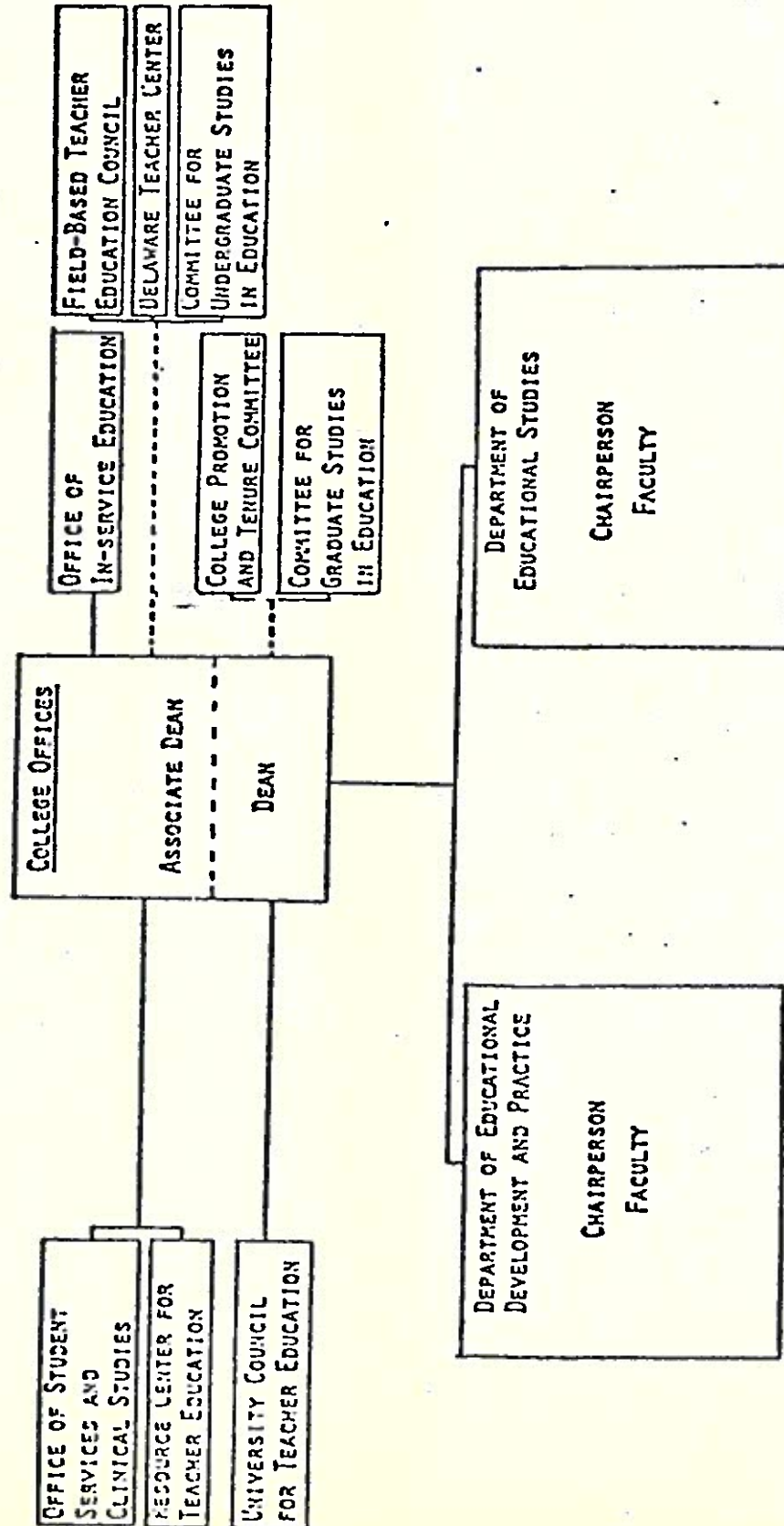
<sup>2</sup>Additional notes on the distinction between "administrative" and "curricular" responsibility will be found in Section VIII.B.



6. Each department shall have administrative responsibility for specific programs leading to the Doctor of Philosophy degree. Curricular responsibility for all doctoral programs shall be shared through equal representation of both departments on the doctoral subcommittee of the Committee on Graduate Studies in Education.
7. Each department shall have equal representation on the College Committee on Promotions and Tenure.
8. Teacher Centers shall be organized in cooperation with the Department of Public Instruction and the school systems for the purposes of teacher preparation, demonstration and dissemination, and research. Administrative control shall rest with a "Field-Based Council for Teacher Education." The Department of Public Instruction, local education agencies, and the College of Education shall be represented on this council.
9. Specialized on-campus centers may be established by either department. Examples of centers presently in operation include the Community Education Center, the Curriculum Materials Development Center, the Center for Educational Leadership, and the Reading Center.
10. The development of a research and development center funded by outside sources shall be explored by the Dean. Rather than competing with the departments, its goal would be to encourage multi-disciplinary projects, e.g., a curriculum project in ecological studies, new learning environments for elementary education, the study of reading and dyslexia.



## B. A Structural Overview



EVALUATION OF THE FRESHMAN HONORS PROGRAM

Revised, October, 1978

Prepared for the  
University of Delaware Faculty Senate  
by the  
Committee on Adjunct Academic Affairs

Richard Sharf, Chairperson  
John Anderson  
Samuel Borton  
Jeff Cuskey  
Richard Daugherty  
Nancianne Doyle  
Esther Smith  
Suzanne Steinmetz

W

R

22. 11. 1914

/

## Evaluation of the Freshman Honors Program

In the fall of 1976, the Committee on Adjunct Academic Affairs was directed by the Coordinating Committee on Education to Evaluate the Freshman Honors Program. The evaluation, to be completed in the spring of 1978, was specified when the Faculty Senate approved the Freshman Honors Program. :

The evaluation report is divided into two sections. The first section of this report is a summary of findings based on interviews and information supplied in appendices which are available from the Faculty Senate office. The second part is recommendations for the Freshman Honors Program.

### PART 1

#### SUMMARY OF THE EVALUATION OF THE FRESHMAN HONORS PROGRAM

##### METHODOLOGY

Several characteristics of the Freshman Honors Program differentiate it from other University of Delaware programs, e.g., it is self-supporting; it has its own faculty, staff, and residence hall counselors; it is housed in Dover at Wesley College; and it has its own admissions officer and recruiting materials. In short, evaluating the Freshman Honors Program is like evaluating a very small liberal arts college for freshmen.

The Committee started its process by reviewing materials prepared by Dr. Donald Harward, Director of the Freshman Honors Program. The Committee then decided upon the parts of the Freshman Honors Program that required evaluation. Preliminary evaluation took place in the winter of 1978 when all members of the Committee talked with students currently in the Freshman Honors Program and those who had completed it a year ago. At this time, we also talked with core faculty and Newark campus faculty. This gave us information which was used in preparing a survey for Freshman Honors students. Also, the Committee designed a questionnaire soliciting opinions from faculty who have taught in the Freshman Honors Program. To obtain other information, the Committee requested information from the Office of Institutional Research and Financial Planning about characteristics of Delaware freshman, and Freshman Honors Program students. The Committee also requested that a study comparing the grade point average of continuing Freshman Honors students with current sophomores with similar academic backgrounds be done. Results of these studies are found in the appendices of this document. The Chair of the Committee then followed up on questions and comments rising from the evaluations that were returned to us by interviewing eighteen students, two faculty, two administrators, and three residence hall counselors. These interviews helped to provide some continuity for all of the surveys. The Committee then met several times to evaluate the information and to make recommendations.

##### MAJOR FINDINGS

The following topics are discussed in this section: teaching and faculty issues, academic advisement and course availability, emotional and social aspects, administration, the location at Wesley College, and admissions and recruiting.



Teaching and Faculty Issues

Without doubt the most overwhelmingly positive aspect of the program is the teaching that occurs in the Freshman Honors Program. Students were very positive about the competence of their teachers, the quality of classroom interaction, the ability of faculty to challenge the intellectual and creative capacities of students, and the way the classes were conducted (Appendix B). Students also tended to be very satisfied with the availability of teachers for help with course work, their availability outside of the classroom, and their general competence as teachers. When citing the best features of the FHP, students most often mentioned the qualities of the teaching that they received and of the learning experience. Faculty also were very positive about their experience in the FHP. They enjoyed the small classes (few classes had over fifteen students). Further, some of the faculty found teaching a small group of bright students to be one of the most intellectually stimulating aspects of their academic life. Although a few mentioned the lack of academic discipline (Appendix E), most found the students to be interested in the courses. In many ways, the academic atmosphere of the FHP represents an ideal situation for learning. It is difficult to imagine an environment which is more intellectually stimulating to teacher and student alike. Even though the students are very young, about 90% coming directly from their junior year in high school, most (but not all) are able to make the necessary academic adjustment.

The excellent learning experience appears to be the result of competent and interested faculty, both from the University of Delaware and faculty employed especially for the FHP, teaching small classes with bright and enthusiastic students.

If one is to assume that the learning experience at the Freshman Honors Program is excellent, the next question is how does it prepare students for further education. The Committee looked at this question in two ways: by asking students about their experience and by looking at their academic performance.

We asked students who had completed the Freshman Honors Program and were enrolled in either the University of Delaware or another school about the transition from the Freshman Honors Program to their sophomore year. A detailed description of student reaction to the transition to their second year of college is found in Appendix B on pages 9 and 10. Student reaction is perhaps best summed up by one student who said: "The FHP prepared me incredibly well in classes that require thinking--critical and creative--in writing . . . the program prepared me very poorly for memorization, regurgitation of facts and the atmosphere of large lectures." The most frequent criticism about the Freshman Honors Program was that it did not prepare students for memorization or multiple choice tests which are characteristic of most lower level courses.

The Committee compared former FHP students with sophomores at the University with similar SAT scores. With one exception, little difference was found between the performance of the two groups (Appendix A). In general, the non-FHP students tended to have slightly lower SAT scores, but a slightly higher grade point average. One notable exception was the area of science; former FHP students majoring in sciences did more poorly (a GPA of 2.14) than non-FHP sophomores in the natural and physical sciences (2.75). Students reported science classes in the FHP to stress independent study rather than memorization of specific material. Thus it is possible that not only are the students unprepared for large lectures and multiple choice tests, but they also may be lacking the traditional survey-level background provided by freshman courses and built on in successive courses.

Faculty teaching in the FHP were responsive to the complaints of their students who reported the difficulty with large classes and multiple choice tests. It is too early to know how the second class (1977-78) will fare in terms of grades compared to the earlier class. While the FHP is evaluated as an excellent experience by students and faculty, an index such as grade point does not indicate that former FHP students are superior to non-FHP students in their academic achievement during the first semester of their sophomore year.

#### Academic Advisement and Course Availability

At the University of Delaware, as well as other Universities, academic advisement is that area of the academic experience which receives the most criticism from students. The reaction of students in the FHP is no exception. Many are critical of the advisement that they received in selecting the academic courses as well as in thinking through educational and vocational plans. Faculty, when asked about the quality of academic advisement, do not share the view of the students. When members of the Committee talked to students about their academic advisement, a few students complained of being pushed into certain courses, others found that their best advice came from faculty that were not their assigned advisors, and others felt that the advice that they received was excellent. The students did not seem to have an appreciation of the difficulty in advising them. In some ways, the FHP can be viewed as a one-year junior college for academically talented students. If viewed that way, academic advisement is extremely difficult, because it must take into consideration the students' future plans at either the University of Delaware or unknown universities. It is very difficult for a teacher who is teaching at a campus removed from the University of Delaware to be aware of all of the academic advisement intricacies that are required for successful advisement at the University of Delaware. It is almost impossible, then, for an academic advisor to help a student adequately plan the next four years, when it is unknown at what university the student will be spending his or her next three years. These advisement problems make the role of the academic advisor much more difficult at the Wesley campus than at the University of Delaware.

Students were somewhat critical of the availability of courses offered in the FHP, and particularly of courses in their major. Although the majority were satisfied, many implied that the courses offered were too few in number. However, from an administrator's point of view the number of courses offered to the 130 students in the FHP is actually quite large. But from a student's point of view, the wider the selection the better. Given the number of students, the courses provided for them seem more than adequate.

#### Emotional and Social Issues

As well as being concerned about the intellectual development of FHP students, the Committee is concerned about their emotional and social development. Since 85% or more are coming to the FHP directly out of their junior year of high school, we felt that it was important to understand how these students differ from freshmen entering the University of Delaware. These differences are fully documented in Appendix C of this report. However, we will highlight some of the more important ways in which the '77-'78 Freshman Honors Program students are different from other '77-'78 Delaware freshmen. In terms of their families, their parents tend to be more highly educated than parents of other freshmen. In comparing the students themselves, they are more likely to be going to college for intellectual and academic reasons, rather than financial and pragmatic reasons. However, they are also more likely to view



college as a reason for getting away from home than are other students. Also, more of these students are likely to be going to college because they have nothing better to do than are other Delaware freshmen. Although the fact that their parents are highly educated and that the students have a desire for learning are good indicators of adjustment in a special program, the two negative motivations in coming to college are not. With this type of attitude, one would suspect that some FHP students are apt to have great difficulty in adjusting to the rigors of the FHP.

In terms of vocational and career goals, a slightly larger percentage of FHP students are undecided than are Delaware freshmen. This would indicate that vocational and personal counseling may be necessary for these students. For some students, concentration on studies may be difficult because of their confusion about their vocational and educational plans. Because FHP students tend to have high career aspirations (doctor, lawyer, research scientist, etc.), students are apt to be under more self-generated stress than will many other Delaware freshmen.

FHP students tend to view themselves as being bright and competent; this certainly is supported by entering SAT scores. However, as some students commented on the open-ended portions of the questionnaire that we sent them, some did not anticipate the great change between high school and the FHP. About 30% of the students had some difficulty in keeping up with their assignments (Appendix B, Table 2, Item 4).

Another factor which might predict some difficulty in adjustment to the Wesley College campus is that the FHP students tend to be quite liberal in terms of academic, social, and political opinions. The difficulty comes about because Wesley College is structured in a much more conservative and traditional way than is the University of Delaware. Examples of this are limited visitation and more rigid regulations in the dormitories than is found at Delaware. With liberal students coming into a conservative college, one might expect friction. As the section discussing Wesley College shows, much friction was found.

The above data suggests that some students would have difficulty in adjusting to the FHP. Our surveys of faculty (Appendix E) and of students (Appendix B) show that emotional adjustment of students was a concern which occurred in more than isolated cases. Both students and faculty mentioned that a problem with the FHP was the immaturity of students. Considering their age and some of the factors listed above, it is not surprising. Faculty tended to see themselves in a rather traditional teaching role. Residence hall counselors often saw their role as that of helping students with their personal problems. As the three counselors stated to the Chair of this Committee, they were quite busy and some of the problems were quite difficult. There was little professional (psychiatric or psychological) support for these three graduate students, who were relatively untrained in their function. Although students were appreciative of their residence hall counselors, several thought much more was needed. In interviews with students, several mentioned the need for professional psychological help for students who were having a great deal of difficulty in adjusting to the demands of the FHP. The emphasis of the FHP, from both Dr. Harvard and the core faculty, seemed to be on development of intellectual skills. Although Dr. Douglas Heath, an expert on maturation of college age students, was brought in to talk to faculty members working with the FHP, not enough was done to follow up on these sessions. If students are going to be brought into a difficult situation, namely moving to a highly accelerated program from their junior year in high school, and with these students showing some characteristics that predict difficulty in adjustment, it would be important for faculty and staff to be prepared to deal with emotional and social development.

Students complained about the lack of social activities available for them at the Wesley campus. In interviews with the students, many said they either left the campus or stayed in their rooms on the weekends. They complained about the lack of social programming for them. The staff stated that although social programming was offered, few came. Although it may be difficult to involve students in social activities, especially students who have not been particularly social before, it would appear to be an important factor for success of students' development and of student attitude toward the FHP.

### Administration

As our data from surveys of faculty and students show (Appendices B and E), there is great satisfaction with the administration. Students are complimentary of Mr. McNabb and Mr. Marshall. They feel that they have been helpful in affecting changes to improve their satisfaction with the program. Although a few students and staff complained about the fact that the chief administrative officer (Dr. Harward) is not accessible due to the fact that his office and his chief activities are on the Newark campus, this is not a major complaint. Many of the faculty feel that Dr. Harward has been very supportive to them in requests for travel, requests for new courses, etc. Furthermore, most core faculty have praised Dr. Harward's leadership skills.

The concern of the Committee about the administration of the FHP lies not with administrative efficiency, but with budget planning and management. As the brief report on the budget (Appendix F) shows, the FHP budget for 1977-78 was \$900,000. This is a large budget for a program for 130 students, and good management of it is essential. As is pointed out in that report, the budget, which was based on 180 students, was overspent. Although there were only 130 students in the program, the amount overspent was considerable--\$250,000. Part of this difficulty is due to problems in anticipating needs in a program that is only two years old. However, the Committee feels that better budget planning is necessary for this program.

### Wesley College

Although the decision to move the program from Wesley College to the University of Delaware in September, 1979 was almost made by the time we undertook the investigation, the Committee felt it very important to look at this issue. As outlined in Appendix E, core faculty and Newark campus faculty see improved equipment and facilities as one reason for moving the program. Another reason some core faculty want the program to be in Newark is to have the opportunity to teach upperclassmen as well as to have the opportunity to be with faculty in their own fields. An advantage, particularly for Newark faculty, is the decreased travel time. Time to Dover is about two hours round trip. A problem that faculty see in moving the program to the Newark campus is that it would be difficult to maintain the identity and atmosphere of community that the FHP now enjoys. Over-all, the faculty would seem to endorse the idea of moving the program to Newark.

From the point of view of the FHP administrators, the relationship with Wesley has been rocky. Many of the FHP administrators have found the Dean of Students at Wesley College difficult to work with. The goals of Wesley College seem to be different than the goals that the FHP administrators have for their students.

When students were asked what the worst features of the FHP program were, the location at Wesley College was by far the most popular response. Students also



mentioned the hostility between Wesley College and FHP students, poor dormitory conditions, visitation restrictions, and Wesley College administration as disadvantages of the FHP. However, a number of students felt that one of the best features of the FHP was its small-college atmosphere (Appendix B, Tables 6 and 7). The distinction between Wesley College and the FHP students is very clear. As some students observed, they tend to stereotype each other, making matters worse. The problems seem to be worse for FHP males, some of whom feel physically intimidated. However, some of the FHP students acknowledge that the problem with Wesley students is a two-way process. They are critical of some of their fellow students for not having made enough effort to improve relationships with Wesley students. As the information in Appendix B (pages 7 and 8) shows, the reasons to move the program to Newark far outweigh the reasons for keeping the program at Wesley.

Students are critical of the facilities at Wesley College, particularly study areas, dormitory arrangements, Wesley library facilities, computer facilities, and medical care. Also, they are critical of their access to activities and facilities at the University of Delaware and somewhat less critical of the means of getting to the Newark campus (the shuttle bus service). Any comparison between the facilities of the University of Delaware (enrollment about 15,000) and Wesley Junior College (enrollment about 600) is going to put Wesley in a bad light. Naturally, a relatively large university like the University of Delaware is apt to have far superior facilities to those of Wesley College. However, these facilities are important to students, and it is reasonable to consider them when evaluating Wesley College as a site for the FHP.

#### Admissions and Recruiting

The FHP has one admissions officer, Barbara McGhan. It is her responsibility to recruit and admit students, particularly high school juniors, into the FHP. Faculty, staff, and students all assist in this process. The FHP has expensive and attractive brochures which it sends to over 23,000 students and to many high school guidance counselors to inform them about the program. Recruiting for the FHP is very difficult because there are so few students who are sufficiently advanced in their academic work to qualify for the program. Therefore recruiting must be done thoroughly and on a national basis.

In our interviews with students, some complained that the recruiting material was inappropriate. They felt that they had the impression that the Wesley campus was much closer to Newark than it actually is. Some felt that the material portrays the FHP in a too attractive or in a deceptive manner. If the program moves to the Newark campus as is predicted, some of these problems should disappear. For example, some students complained that they knew nothing of the poor relationship between Wesley and FHP students.

#### Decisions to Stay at Delaware or to Transfer to Another University

The FHP clearly does an extremely good job of recruiting academically talented FHP students to the University of Delaware--about 60% of the students who have completed the FHP have gone to the University. As Appendix B, Table 1, Items 8 and 9 illustrates, more students plan to return to the University of Delaware at the end of the program than did when they first entered the program. Many students are strongly influenced by the quality of the University of Delaware's academic program, the quality of faculty and staff, and the Honors Program at Newark. These factors and

others such as geographic location of the University, availability of special programs, and the campus atmosphere, were reasons cited by students for deciding to attend the University of Delaware. Reasons for deciding to attend another school were the geographic location of the University of Delaware, the lack of programs in the student's field, the campus atmosphere, and preference for a small liberal arts school.

## PART 2

### RECOMMENDATIONS

#### PHILOSOPHY

The Committee on Adjunct Academic Affairs is very supportive of the philosophy of the Freshman Honors Program. The Committee feels that there is a need for a Freshman Honors Program that will offer an exciting and challenging program to bright entering students. Furthermore, the Committee is aware that there are some students who finish most of their high school courses and course work by the end of the junior year. Some of the brightest and most competent students may fall in this category. Therefore, a program such as the FHP which offers an opportunity for these students to develop intellectually, and secondarily, in social and personal ways, is important for the University of Delaware. Such a program is likely to increase the enthusiasm of faculty for their teaching, and help them develop teaching techniques which will extend to other students as well. Further, such a program is likely to have indirect effects on the University through increasing the prestige associated with the University of Delaware.

The recommendations that follow are consistent with the above philosophy. Although a number of suggestions and recommendations are substantially different from procedures now in effect, the Committee feels that its recommendations, like the present FHP, are consistent with the above goals.

#### RECOMMENDATIONS FOR THE FUTURE OF THE FRESHMAN HONORS PROGRAM

1. Honors courses should be made more widely available to Freshman, beginning with September, 1979 .

The Committee feels honors courses should be available to as many freshmen as possible. As Appendix D illustrates, there are presently 379 freshmen at the University of Delaware with SAT verbal scores over 600 and 732 freshmen with SAT math scores over 600. Certainly many of these students could take advantage of honors courses. There are currently six sections of E110 English for non-FHP students. Other honors courses have just a few freshmen in them. The emphasis on honors for freshmen has been until now almost entirely devoted to the FHP in Dover. The Committee is well aware of the quality of Honors Program courses and would like to see them extended to the 400 or 500 freshmen who could participate in them, rather than limit the honors courses to the 130-150 FHP students.

2. Starting in September of 1979, eliminate extra charges for freshmen participating in an honors program.

Because honors courses are so important to the growth and development of this University, the Committee does not feel that honors students should have to pay an extra amount (currently over \$1,000) for the privilege of taking honors courses. We



feel that it is important for the University to support honors courses at the University of Delaware and not to make brighter students pay a higher fee. We recommend that the University charge students in a FHP the same tuition and fees as that of other students.

3. Selection of honors courses for freshmen should not be all-or-none.

Honors courses for freshmen at the University are an all-or-none situation. That is, either one is in the FHP and takes all honors courses, or one is a matriculated freshman at the University of Delaware and takes one or no honors courses. The Committee is well aware that students' preparation and individual differences may dictate that some would take one, two, three, four, or five honors courses. There is no reason that a student should have to be in an all-or-none position with regard to honors. Although taking all honors courses may be appropriate for some students, the Committee does not feel that it is appropriate for all bright students.

4. The FHP should be moved from Dover to the Newark campus, effective September, 1979.

The financial cost of the FHP and a free selection as to honors courses raises the issue of whether or not the program should stay at Wesley College. The Committee is adamant in its recommendation that the program be moved from Wesley College to the University of Delaware as soon as possible. This time would most likely be September of 1979. Although there are advantages, as students have pointed out to us, in the small college atmosphere at Wesley, there are many more disadvantages: The divergent philosophies of the administration of the FHP and of Wesley College prevent a good working relationship. The needs of the two groups of students (FHP and Wesley students) seem to be so different as to make for friction rather than compatibility among students. The University of Delaware in Newark offers many facilities such as libraries, labs, student activities, physical education facilities, which a small college such as Wesley cannot provide. Students complain about the difficulty of access to these facilities. If the program were moved to Newark, this problem would not exist. Further, faculty from the Newark campus complained of the distance from the main campus. Several faculty stopped teaching, and others have not taught, in the FHP for this reason. In addition, core faculty complain of the lack of colleagues in their own disciplines, causing them to feel professionally isolated. Moving to Newark will allow for a better transition to a four-year college than will the present Wesley arrangement. It will also allow some students to take one or more non-honors courses. The data from Appendix A suggest that students taking science courses may particularly want to take some non-FHP science courses. Although the plan to use the Wesley College campus for the FHP was an innovative educational idea, some of the practical problems as listed above have prevented it from being as effective a location as it could have been. The Committee cannot recommend alternative locations such as Brandywine College, Wilmington College, Delaware Technical College, or out-of-state locations. These would seem to present more problems than the current location at Wesley. Therefore, we propose that the FHP continue at the Newark campus at the University of Delaware.

5. Early admission students should be provided with special types of counseling and advisement.

Some of the areas where the Honors Program can assist students outside of academic competencies are listed in this paragraph. Particularly, early admission students need assistance with developing long-range goals, such as life style, career

goals, and academic plans. Further, these students need assistance in developing abilities to cope with undue stress. There is no question that moving into a college atmosphere, such as the University of Delaware, from the junior year of high school is apt to induce stress among a number of students. Also, students need to learn how to be helpful to each other and to develop a sense of interpersonal responsibility. Competent residence life staff can assist students in learning to work with others as well as to work on their own.

Another important feature of the above recommendations is the need to ease the transition of the student to the University of Delaware. As Appendices A and B show, there is a need to help students with the transition to a four-year university. Advisors, faculty, and residence life staff who are working in this setting will be in a good position to assist students with the adjustment from the junior year in high school to the demands of college life. The Committee feels that it will be easier to do this at the University of Delaware than at Wesley College. When some faculty and staff are away from the University's activities it is often difficult for them to provide the same level of academic advisement and vocational planning services.

6. The FHP should become an integral part of the University Honors Program.

The Committee feels that the FHP should be an integral part of the Honors Program at Delaware. The strength of the FHP comes from University of Delaware faculty and staff participation. We strongly recommend that the Honors Program make use of University faculty and professional staff whenever possible. The Committee feels that the FHP should not have a particular set of faculty identified as teaching only in the FHP, once the current contractual arrangements are completed. The issues are complex, and this may have repercussions regarding interdisciplinary courses. When the program is moved to campus it will be possible to make use of the current department structure to provide teaching for the FHP. There are a number of advantages to this over the present system which creates a small college complete with faculty and staff for 130 students. First, it integrates the experience of the students into a program which would be a part of the University of Delaware rather than aloof from it. Second, students would gain from being exposed to faculty who are an integral part of a department rather than removed from it. Third, the integration of Freshman Honors courses into a regular department will assure more acceptance of the philosophy of honors and the honors courses from some faculty. Fourth, over the last two years the program has suffered over a



\$500,000 deficit, most of which is due to lack of enrollment. If regular teaching faculty are used for honors courses, the costs should be less. Thus, the University of Delaware will not suffer great losses if only 100 students enroll for a FHP. Fifth, as discussed in Appendix E, one of the few concerns that core faculty expressed was that of their "lecturer" status. They felt that being a lecturer prevented them from achieving academic respectability because they were on a track other than the assistant-associate-full professor route. Also, they felt that presenting themselves as a lecturer for other employment was a handicap. Further, some of the core faculty expressed a difficulty in being separated from colleagues within their own disciplines. Being housed in a department where they would teach students other than freshmen, and courses other than honors, may be a professional advantage for them.

There are many talented core faculty at the University of Delaware's FHP. All of them were selected in consultation with departments, and many are qualified to take places in University departments. The Committee feels that if its suggestion is carried through, many of the FHP core faculty might be excellent candidates for positions on the regular University of Delaware faculty.

As the Committee recommends that the faculty positions be integrated into departments at the University, it also recommends that the FHP make full use of professional staff at the University of Delaware and not attempt to have its own student affairs staff. Although we recognize that it is important to have someone to coordinate certain activities of the FHP, we feel a full student affairs staff for the program of 120 to 200 students is absurd. Specifically, we do not feel that the FHP should have its own admissions officer, physician, counseling psychologists, residence life staff, student center, judicial officers, registration officers, financial aid officers, or similar staff. It is impossible for one or two people to carry out all of the above functions well. One of our criticisms is that the FHP in Dover has had to rely on one person to perform many of these functions (with the exceptions of physician and admissions officer). Our impression is that social programming at the FHP has not been successful. Part of this, we feel, is due to the fact that Mr. Marshall's activities are spread so thin that he cannot spend the needed time in this very difficult area. When the program moves to Newark it would be very possible to make use of the Student Center staff and Residence Life programming staff to assist in social programming.

Likewise, there are residence life staff and counseling psychologists at the University of Delaware who are trained to deal with emotional crises and who have had considerable experience in handling them. Such support has not been available for the dedicated residence life staff at Wesley. Such support is available through the residence life staff and the Center for Counseling at the University of Delaware. It is not necessary for these people to be paid from the FHP budget; that would be uneconomical and inefficient. The Committee is fully aware that asking existing sources such as the Center for Counseling, Residence Life Office, Dean of Students Office, and Financial Aid Office, to extend services to FHP students may place a burden upon them. It may be necessary to allocate financial resources to these units as well as to faculty departments so that they can provide the services necessary.

#### A suggested plan for organizing the FHP

The Committee suggests that the FHP offerings be organized in the following way: When the student is accepted for admission by the University of Delaware, it should be determined whether he or she is eligible for a general honors curriculum or a specific honors course. It may be possible that some students may be strong only in one area; for example, they may have had Advanced Placement in math and have done particularly well in math but not in other subjects. Such students should be eligible

for appropriate math honors courses. It may not be appropriate to invite them to take an entire range of honors courses. If students are selected to take an entire range of honors courses, they should be invited to the New Student Program to receive academic advisement directly from advisors who are very familiar with honors students and with the Honors Program. In many cases, staff of the Honors Program may instruct the advisors. During the freshman year, these advisors would maintain contact with the student. Because advisement of honors students may be very difficult due to the special nature of the courses and the demanding needs of bright students, it is essential to have highly trained advisors with small advisement loads. At the time of the initial advisement session in the summer, it may be appropriate for students admitted into this special honors program to take from one to five honors courses. Most students will probably elect to take four or five honors courses. At the time of the initial advisement, the honors advisor will be able to explain some of the other benefits of the Honors Program at Delaware. At this time it may also be appropriate to schedule an advisement meeting for some time in September, so that continuing contact with the student can be maintained.

With regard to living situations, the Committee recommends that students participating in this restructured Freshman Honors Program be assigned to a general area, such as the Gilberts or the Rodneys. This would allow contact with students who are in the same program. However, the Committee feels it essential that these students be in a residence situation which also includes upper-class honors students as well as non-honors students. Another reason for assigning these students to a particular residence life complex is so they can be assigned to residence staff who have been trained to understand and meet the needs of young students. Rather than having its own residence life staff, the Committee feels that the Office of Residence Life of the University of Delaware should be responsible for training a small group of dormitory directors and resident assistants to deal with sixteen-year-old students. This may require teaching this staff about cognitive, emotional, social and moral development of adolescent students. It may be very appropriate for these staff members to work with one or two counseling psychologists as well as the University psychiatrist in getting assistance for management of difficult problems. Members of the Residence Life staff should work with a coordinator of student activities for the Freshman Honors Program. In doing so, they would be able to provide programming such as trips to museums, plays, concerts, etc., which would be appropriate for these students and be consistent with the academic courses they are taking.

A coordinator of FHP academic and student affairs activities should be paid from the FHP budget. Likewise, staff and assistants that this person may need should come from the FHP budget. However, residence life, admissions officers, financial aid officers, physicians, counseling psychologists, etc., should not be paid from the FHP budget. The Committee estimates that for every 150 students in the FHP, it would be necessary to have one professional staff member, one secretary, and two student assistants (graduate or undergraduate). We feel this would be ample to provide coordination and programming activities for the students. Likewise, we feel that it is important for the FHP to have its own office and meeting rooms so that students in the FHP will have a place to go where they may meet with each other, informally and occasionally for group meetings, and for formal seminars or lectures.

Critics of these suggestions may feel that by recommending decentralization of the FHP we are removing the identity that students have with the program and are removing the possibility of group spirit. The Committee has observed through its interviews with students and its study of the students (appendices B and C) that there



are negative as well as positive identification aspects of the FHP. For example, students often call themselves "Fips." As far as we can ascertain, the image of the "Fip" seems to be that of someone who is bright, antisocial, weird, and possibly spoiled. The Committee feels that in some ways a total identification with the FHP fosters negative identity as well as positive. Although the Committee recognizes that some of these images come about as a result of confrontations with Wesley students, the Committee feels that it is important to broaden one's identity outside the FHP. Having contact with students in extracurricular activities, non-FHP social activities, and other honors students can be very helpful to the development of the self-concept of some of these young students. The Committee is very concerned about keeping the academic integrity of the FHP while at the same time broadening the developmental aspects of the program so that students can grow emotionally and socially.

For the Freshman Honors Program to be successful at the University of Delaware, it must continue to have creative and innovative leadership. Of all the programs at the University of Delaware, the Freshman Honors Program, in particular, must have leadership which fosters creative and superior teaching. Without aggressive and intellectually stimulating leadership, the FHP is apt to fail. Unlike other academic disciplines, its success depends very much on its attractiveness to students and faculty through its innovative course offerings and interdisciplinary courses. Part of the success of the FHP has been due to its association with the Honors Program. For the FHP to be a success it must have the kind of leadership that Dr. Harward has provided for the intellectual development of freshmen. Further, by sharing the responsibility for the social and emotional development of its students with professional student affairs services already available on campus, the FHP should be able to increase the level of social and emotional development amongst its students. There is no reason that the FHP should have to bear this burden itself.

#### RECOMMENDATIONS FOR THE 1978-79 ACADEMIC YEAR AT WESLEY COLLEGE

There is a danger that with faculty and students being aware of the coming move to the Newark campus the program at Wesley could suffer. However, the Committee is also aware of the enthusiasm of both the core and visiting faculty in the FHP. We have no reason to suspect that this will not continue. However, the Committee wants those who read this report to know how much it values the teaching competence of those faculty in the Program. Therefore, although one would predict that the Program in its last year at a given location could suffer from apathy and lack of concern, our knowledge of the faculty and administrators involved in the FHP makes us feel that this will not occur.

Likewise, if the recommendations of this Committee are carried through, the Committee has some concern that core faculty will interpret the recommendations as not supportive of its work. This is not the case. Our suggested changes are to reassign some core faculty to departments rather than to disband the program. Our Committee is very impressed with the impact that the faculty have made on the intellectual development of students in the FHP.

As pointed out earlier in this report, one area that needs strengthening is that of academic advisement. By being a very small, one-year college, isolated from the Newark campus, the FHP has more difficult advisement problems than any other university that we are aware of. Because 30 to 40% of the FHP students may transfer to other colleges, the problems of advisement are very complex. As shown in Appendix C, the nature of the entering FHP students and their needs are in some ways more difficult

to respond to than are those of University of Delaware freshmen because of their needs for vocational and educational programming and their uncertainty about their future plans. Therefore we recommend that the faculty along with the administration make a concerted effort to devote more time and energy to academic advisement. Some suggested methods for doing this are the following: development of an academic advisement manual that shows the relationship of the FHP to majors at the University of Delaware; seeking assistance from graduates of the FHP attending the University of Delaware in giving academic advisement; the assignment of some faculty to be responsible for knowing the academic programs of certain universities that students may be likely to consider upon completion of their programs; creation of a more formalized method of academic advisement (planned meetings once a month during the first semester) which would press students to take more responsibility in seeking academic assistance, and would provide for more representatives from the University of Delaware and other colleges to explain majors and programs to students. By making these suggestions, we wish to stress the importance of academic advisement rather than to impose these ideas on the FHP.

Faculty in the FHP are already attempting to ease the transition from the FHP to the University of Delaware and other colleges. We applaud this emphasis and suggest that it continue. Particularly, there appears to be a problem in the transition that science majors make from the FHP to the University of Delaware. This requires more study than this Committee is able to provide. We suggest that science faculty in the FHP examine this issue further.

Social programming at the FHP and Wesley has not been very successful. Although social programming has been attempted, it has been very difficult to get cooperation from students. This does not mean that efforts should stop. We recommend that efforts be made to make the FHP advisory council a more viable group. Faculty, residence staff, students, as well as Mr. Marshall, should be involved in the social programming for students. Because some of the students have not had a chance to experience many social activities with students of the opposite sex, such activities need to be provided. Assistance from the student services staff at the University of Delaware as well as private prep school administrators might help in the development of special programming for sixteen-year-old students. Because these students are bright, it is easy to forget that their social and emotional development may not be progressing as well as their intellectual development. Another possibility would be to provide increased financial support for faculty to invite students to their homes for supper and/or evening activities. Yet another possibility may be to provide more group projects in academic classes. Many of these students, because they have been much brighter than their colleagues in high school, have not really had the opportunity to work well with other students. The Committee would like the FHP administrators to consider some of these suggestions and to expand upon them. Again, it is the direction of the suggestions which is important, rather than the specific suggestions themselves.

In a program such as the FHP, which attracts bright students to an academically challenging program, it is necessary to provide emotional support. In some cases the emotional support provided by the residence life staff has not been sufficient. The residence life staff is kept very busy by the emotional demands of the students. Some of these demands appear to be difficulties in getting along with other students, loneliness, and some drug-related problems. More professional support by a qualified psychologist or psychiatrist is necessary. There are a number of ways by which some support could be provided for the residence hall counselors, so that they may either refer difficult problems or consult with qualified professionals. The Committee recommends that the FHP allot some of its current budget for this purpose. With



regard to relations with Wesley, students need to be encouraged to resist stereotyping the Wesley students. Although it is extremely difficult to do, any joint programming that has any possibility of success between Wesley and FHP programs should be sponsored. Hostilities that exist between the administrators in both groups are detrimental to the development of students both in the FHP and at Wesley. Administrators in Wesley and in the FHP should assess the effect of their difficulties in working together on the hostilities that exist between some of the students in each group. Some of these differences are described in Appendix B of this report.

#### SUMMARY

The Committee endorses the intellectual philosophy of the FHP. There is no question that the University of Delaware needs to have an honors program for the development of its students and its faculty, as well as for the development of its reputation as an institution which offers excellent learning opportunities and intellectual stimulation. The FHP is meeting many of the goals of this philosophy.

The recommendations that appear in this report are basically supportive of the FHP. The Committee wishes to expand the availability of the FHP to students through reduction of costs and flexibility of offerings. Also, the Committee wishes to provide support for the FHP in areas of social and emotional development. Recommendations made in this report follow these guidelines.

/b  
11/10/78