

SPECIAL MEETING OF THE UNIVERSITY FACULTY SENATE

May 15, 1972

MINUTES

The special meeting of the University Faculty Senate was called to order at 4:10 PM. Senators not in attendance were:

James Albrecht*	Charles D. Marker	Jon H. Olson
Irma Ayers	Thomas F. Merrill	James O'Mara
A. Leroy Bennett	Kevin Mitchell	Edward H. Rosenberry
P. Timothy Brown	Dorothy Moser	John W. Shirley
John L. Burmeister	Daniel C. Neale	Robert W. Stegner
Raymond N. Carr	Robert L. Nicholls	Jonathan E. Taylor
William S. Gaither	Robert M. Nielsen	Edward A. Trabant
Robert Hogenson	George Nocito	Laszlo Zsoldos
William E. McDaniel	Richard A. Nystrom	

*Interim Senator for Richard T. Field.

It has been necessary to reproduce some reports three times: one copy with agenda; the second copy when and if report is held over to another meeting; and the third copy after report is amended or accepted by the Senate. This situation led to an overload on duplicating facilities and costs. Therefore, the President stated the second step is going to be eliminated (on a trial basis) and that it is the responsibility of each senator to keep his original copy.

The American Association of University Professors has become the collective bargaining unit for the faculty and have appointed a committee to meet with the Executive Committee of the Faculty Senate to determine most effective means for establishing a liaison with the Senate.

S. Res. 60 - Resolution from the Executive Committee in regards to the Recent Incident of Arson in the Office of President Trabant

Mr. Krum made the motion to strike "that, mindful of the many avenues available for legitimate expression of protest at this University, this body can conceive of no rational motivation for this act" and "that this body therefore...." The motion was seconded and the amendment carried. The amended resolution passed. Mr. Osborne, representative of the Student Government of College Councils, wished it to be recorded that he opposed the resolution. The amended resolution reads as follows:

RESOLVED: that this body most strongly condemns the incident of arson committed to the Office of President E. A. Trabant in the early hours of April 28, 1972, and most urgently requests all members of the University community to join together in guarding against such violent and irrational acts of destruction at our University.

Report from the Committee on Committees Regarding Remaining Committee Vacancies

Mr. Schweizer was unanimously elected Chairman, Coordinating Committee on Education and Mr. Skopik was unanimously elected Chairman, Coordinating Committee on Campus Life. Messrs. Keeseey, Crawford and Anapol were unanimously elected for appointments to the Rules Committee.

S.B. 83 - Proposal from the Committee on Faculty Welfare and Privileges for a Revised Sabbatical Leave Policy

Mr. Catts withdrew his motion amending Item 2, on page 2, that was made in the Senate meeting on May 1.

Mr. Krum made a motion to change May 1 to September 1 on page 3, paragraph 3-b. Motion carried.

Mr. Williams made a motion to delete the last sentence from 4-a on page 4. Motion was seconded and the amendment carried. A motion was made to delete last sentence of 4-b, page 4. Motion was seconded, and amendment carried.

Mr. Williams made a motion to change on page 5, 4-d, sixth line, "must" to "would be expected to." Motion was seconded, but was rejected.

The motion to accept and endorse the amended report on Sabbatical Leave Policy was passed, and the amended report is attached.

S. Res. 58 - Report from the Computer Committee concerning Savings in Computer Use

Mr. Schweizer moved to endorse and forward the report, including memorandum from Mr. Remy. Motion was seconded.

Mr. Robinson, Computer Committee, made the following editorial change: "...saving in the Center's expenditure and even such drastic measures as the elimination of weekend service results in an annual savings of only about \$6,000."

The Senate passed the motion to endorse and forward the Computer Committee Report, including the memorandum from Mr. Remy. (Amended report attached.)

S. Res. 59 - Report from the Committee on Research

Mr. Bonner made a motion that the Senate endorse the report submitted by the Committee on Research and direct the Secretary of the Senate to forward this report to the various offices of the University. The motion carried and report is attached.

The meeting adjourned at 5:45 PM.

Respectfully submitted,


John S. Crawford

PROPOSALS FOR A REVISED SABBATICAL LEAVE POLICY

"The program of faculty development must be improved... (One objective) must be more frequent and flexible sabbatical leaves for both faculty and administrators. It is especially necessary to institute a sabbatical policy that contains the option of some time off more frequently than the present arrangement of a semester or a year off every seventh year...Requests for sabbatical leave should be reviewed on the basis of concrete proposals for research or improvement of instruction, but special attention should be given to proposals that combine both objectives."

From THE DECADE AHEAD: The Report of the Community Design Planning Commission, Vol. I, p. 44.

1. Purpose of Sabbatical Leaves

Sabbatical leaves are granted by the University to assistant, associate, and full professors, and to administrators holding academic rank, with either or both of the following aims: (1) to provide time for research or other professional or creative activity; (2) to provide time for improvement of instructional materials and techniques or their administration.

Justification of sabbatical leave is determined primarily on the basis of a written proposal outlining the nature of the program to be undertaken and the benefits to the individual and to the University that may reasonably be expected. The department chairman (or other appropriate administrative officer), meeting with a departmental committee to examine the proposals, shall determine their academic merits.

Ultimately, of course, the aim of all sabbatical leaves must be the value to the University in the upgrading of instructional and research programs or their administration.

2. Qualifications for Sabbatical Leave

Apart from the merits of the written proposals, qualifications for obtaining sabbatical leave are as follows: the applicant shall have been a full-time member of the faculty (or a full-time administrator holding academic rank) for six full years, in the application for a full-year sabbatical; or for three years, in the application for a half-year sabbatical. He shall hold the rank currently of assistant, associate, or full professor. Leaves of absence without pay exceeding ninety days shall not be counted toward the minimum number of years for eligibility; neither shall they be counted adversely as in any way disqualifying a candidate's application for sabbatical leave, or seriously affecting the recommendation for such leave. Research and Extension Division personnel paid wholly from other than University funds are not eligible to apply for sabbatical leaves.

The award of Fulbright-Hays, Guggenheim, NSF, ACLS, or other extramural grants from appropriately accredited agencies shall not be construed as disqualifying a candidate for sabbatical leave, but on the contrary may be taken, in part, as endorsing his application. Teaching appointments, especially abroad, shall also be regarded as a positive recommendation, but except in the case of Fulbright-Hays lectureships, faculty members may not agree to teach more than half-time while on sabbatical leave.

Occasionally, it may be necessary for the University to postpone the award of an acceptable sabbatical leave request for reasons that have nothing to do with the specific merits of the application itself. In the event of postponement or deferment of sabbatical leave by the University administration, the intervening period shall be counted toward the accrued time required for the next sabbatical leave application. On the other hand, if a faculty member delays his application until after the normal period has elapsed which would qualify him for leave, he may not claim the intervening time toward another sabbatical leave request.

3. Application Procedure

- a. Applications for sabbaticals are made through department chairmen. Applications must include an outline of activities to be engaged in while on leave, and a statement indicating how the leave will promote the faculty member's professional development and benefit the University of Delaware. Each case is considered individually, but in general approval is limited to those applications that present a well thought through plan of study, research, travel, and/or other activity clearly related to the faculty member's professional field and duties at the University of Delaware.
- b. Applications for full-year sabbatical leave should reach the department chairman by September 1, twelve months before the leave period; notification of the action on the grant shall be made not later than December 1 following. Applications for half-year sabbaticals should reach department chairman by either September 1 or February 1, depending upon the period for which the leave is requested, but in either case twelve months before the leave period; notification of the action shall be made not later than December 1 or March 1 following. The importance of early application and early notification for the University and for the individual faculty member cannot be overemphasized. Applications received with less than the lead time indicated may be accepted, but the disadvantages of risking later notification or lower priority rating should be recognized.
- c. The department chairman, in consultation with an appropriate committee, will evaluate the proposal and will indicate to his dean the rating of the project and the manner in which he proposes to absorb or fill the vacancy thus created, if approved. The dean, if approving in turn, will establish priorities and where required make budgetary recommendations to the Provost. The Provost will study all aspects of the

recommendations and make his recommendations to the President for final review and action.

4. Compensation

- a. For full-year sabbatical leaves, awards carry compensation equal to one-half the year's annual salary. Alternatively, if the applicant is eligible for a full year's leave, but wishes to teach during half of that period full-time at the University, he may receive full salary for the entire year.
- b. For half-year sabbatical leaves, awards carry compensation equal to one-half salary for the sabbatical leave.
- c. Inasmuch as the faculty member on leave is still considered to be a full-time employee, all University of Delaware regulations and benefits shall apply to the recipient while he is on leave. The University and the recipient shall both continue to carry on respective financial responsibilities for group life insurance, retirement annuity, hospitalization and major medical insurance, and other benefits. However, if a recipient participating in the TIAA-CREF annuity plan wishes, he may elect to reduce his premium in the same proportion and for the same period as his total compensation is reduced while on leave. In all instances, however, the University's premium payments will remain at their usual level. (This option is not available to participants in the New England Mutual annuity plan since such contracts do not permit temporary reductions in premium.)
- d. The recipient of a sabbatical leave is required to return to this University for at least one full year's service at the conclusion of a sabbatical earned after six years' service, or one-half year at the conclusion of a sabbatical awarded after three years' service. If a faculty member resigns during or at the completion of a sabbatical leave, he must return to the University the amount that he received while on that particular leave.

5. Accountability

Recipients of sabbatical leaves shall report back to their departmental chairmen, deans, and the Provost (or appropriate administrative officer) a summary of their activities during the leave and the accomplishments made. Subsequent awards, it is only fair to say, may in part be evaluated on the basis of the achievements of previous grants. Therefore, any concrete indications of the value of the grant (books or articles published, renewed requests for services, etc.) should be submitted as and when they become available for inclusion or notation in the faculty member's personnel file in the chairman's office.

Committee on Faculty Welfare and Privileges: Jay L. Halio, Chairman
Edward E. Schweizer
Barbara H. Settles
Conrad Trumbore
Peter M. Weil

Adopted by the Senate May 15, 1972

SAVINGS IN COMPUTER USE

by

Faculty Computer Committee¹

This report is in response to that portion of President Trabant's letter dated August 19, 1971, and addressed to the Chairman of the Coordinating Committee on Academic Services, which requested "your committee should inquire into savings which could be effected in departments with heavy use of computing facilities."

In response to this request, the Computer Committee has determined which colleges and departments are heavy users of the Computing Center facilities, encouraged certain heavy users to critically evaluate their computer use, and developed and distributed a Computing Center Questionnaire.

Billing data for Computing Center use for the period July 1, 1970 through June 30, 1971 were used to identify heavy computer users. Departments and offices making the greatest use of the Computing Center were: the Records Office, the Department of Statistics and Computer Science, the Accounting Office, the Department of Chemical Engineering, the Payroll Office, the Department of Electrical Engineering and the Division of Urban Affairs (Table 1).

The Computing Center billing data were classified by account charged. The Administrative, Undergraduate Education and Graduate Education accounts were largest (Table 2).

These data identify the heavy Computing Center users but they do not indicate anything about the quality of work done or the amount of duplication

¹Dr. Kevin Jones, Mr. Brent Marsh, Dr. Victor Martuza, Dr. David Robinson, Dr. Raymond Smith and Miss Carol Yendziak.

of effort that may occur. Most of the heavy departmental users have made a critical evaluation of their computer use in order to assure that only worthwhile uses are made of the Computing Center service and to assure duplication of work does not occur.

The Computer Committee developed a Computing Center Questionnaire which has been sent to all faculty. The questionnaire will also go to a sample of undergraduate and graduate students. The questionnaire is designed to obtain information about user satisfaction with Computing Center equipment and services. The response to this questionnaire should be helpful in future evaluation of changes in Computing Center equipment and or services.

Mr. Remy, the Assistant Director of the Computing Center has indicated a relatively high percentage of the Center's cost is fixed. He indicates a 10% reduction in the academic computing load would result in only about a \$3,500 saving in the Center's expenditures, and even such drastic measures as the elimination of weekend service results in an annual savings of only about \$6,000. (See attached memorandum from Mr. Remy.)

Conversely, an increase in computer use will result in a very small increase in total costs of operating the Center. Increased use of the Center will result in substantial reductions in the cost per hour of computer use. If the budget permits, worthwhile and productive use of the computer (including weekend use) should be encouraged, thereby reducing the hourly cost of the computer use.

Attachment

Endorsed by the Senate May 15, 1972.

Computer Committee:	K. Jones	D. M. Robinson
	B. Marsh	R. C. Smith - Chairman
	V. R. Martuza	C. M. Yandziak

Table 1. Computer Use by Departments

<u>Department</u>	<u>Computer Use</u>
Academic Services	\$ 1,123.20
Accounting Office	30,847.02
Agricultural Sciences, College of	13,076.46
Administrative Systems and Programs	6,544.05
Arts and Sciences, College of	
Chemistry	\$ 1,930.65
Dramatic Arts	169.40
Geography	613.40
Physics	3,127.90
Political Science	2,571.61
Psychology	2,638.90
Sociology	7,717.56
Statistics and Computer Science	45,727.61
Winterthur program	<u>165.46</u>
Total -	64,662.49
Business and Economics, College of	1,933.40
Cashiers Office	6,676.11
Computing Center	5,150.16
Education, College of	6,197.35
Engineering, College of	
Chemical	26,125.20
Civil	1,372.65
Electrical	15,025.50
Mechanical and Aerospace	<u>8,601.00</u>
Total -	51,124.35
Food Service	719.01
Graduate Studies, College of	242.16
Home Economics, College of	383.20
Industrial	164.40
Marine Studies, College of	1,373.22
Nursing College	366.30
Office of Director of Investments	518.44
Office of Material	7,128.67
Office of Planning	2,759.91
Office of Provost	23.63
Payroll Office	20,925.06
Physical Education	799.92
Records Office	50,377.55
Residence Halls	2,741.16
Student Counseling Service	6,064.21
Urban Affairs	15,392.85
Total -	<u>\$297,314.28</u>

Table 2. Computer Use by Account Charged

<u>Account</u>	<u>Charges</u>
Administrative	
Accounting Office	\$ 30,847.02
Agriculture	143.43
Agricultural Economics	7.50
Cashier's Office	6,676.11
Food Service	719.01
Graduate Studies	242.16
Office of Dir. of Investments	518.44
Office of Material	7,128.67
Office of Provost	23.63
Payroll Office	20,925.06
Records Office	50,377.55
Residence Halls	2,741.16
Statistics and Computer Science	879.00
Student Counseling Service	4,551.30
Urban Affairs	1,342.75
Total -	127,122.79
Computing Center	
Academic Service	1,123.20
Admin. Systems and Programs	6,544.05
Computing Center	5,150.16
Statistics and Computer Science	12,374.48
Total -	25,191.89
Graduate Education	
Animal Science - Biochem.	3,131.58
Chemical Engineering	16,671.65
Chemistry	461.25
Economics	399.00
Education	1,128.70
Electrical Engineering	7,722.00
Mechanical and Aerospace Engineering	6,365.00
Physics	1,023.75
Political Science	274.85
Psychology	1,347.10
Statistics and Computer Science	5,634.00
Urban Affairs	285.00
Total -	44,443.88
Undergraduate Education	
Business Administration	315.00
Business and Economics	727.50
Chemical Engineering	3,047.55
Chemistry	747.60
College of Nursing	366.30

<u>Account</u>	<u>Charges</u>
Undergraduate Education (cont'd.)	
Dramatic Arts	169.40
Economics	184.40
Education	850.25
Electrical Engineering	5,941.50
Home Economics	383.20
Physical Education	799.92
Physics	977.15
Plant Science	27.90
Political Science	2,296.76
Psychology	822.60
Sociology	1,037.50
Statistics and Computer Science	26,201.13
Total -	44,895.66
Sponsored Research	
Agricultural Economics	7,167.00
Chemical Engineering	5,336.50
Chemistry	214.80
Civil Engineering	626.50
Education	537.10
Marine Biology	1,373.22
Mech. and Aerospace Engineering	1,151.50
Office of Planning	2,759.91
Physics	206.00
Student Counseling Service	1,512.91
Urban Affairs	13,765.10
Winterthur Program	165.46
Total -	34,816.00
Un-sponsored Research	
Agricultural Economics	2,599.05
Business Administration	55.50
Chemical Engineering	1,069.50
Chemistry	507.00
Civil Engineering	746.15
Economics	252.00
Education	3,673.80
Electrical Engineering	1,362.00
Geography	613.40
Mech. and Aerospace Engineering	1,084.50
Physics	921.00
Psychology	469.20
Sociology	6,680.06
Statistics - Computer Science	639.00
Total -	20,672.16

<u>Account</u>	<u>Charges</u>
Outside - Non-Commercial	
Education	\$ 7.50
Industrial	164.40
Total -	171.90

Administrative	\$127,122.79
Computing Center	25,191.89
Graduate Education	44,443.88
Undergraduate Education	44,895.66
Sponsored Research	34,816.00
Un-sponsored Research	20,672.16
Outside - Non-Commercial	171.90
Total -	\$297,314.28

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

COMPUTING CENTER
PHONE: 302-738-2432

January 5, 1972

M E M O R A N D U M

TO: Professor Raymond Smith
Chairman, Faculty Computer Committee

FROM: Joseph A. Remy *J.A.R.*
Assistant Director

SUBJECT: Effects of Reduction in Academic Computer Load

Possible economics to be realized by a reduction in the Computing Center's academic work load are quite low. This is because a relatively high percentage of the Center's cost is fixed. Equipment rentals, salaries, overhead, etc. continue at the current level even though the amount of computing might be reduced. The only savings from decreased computing would be in supplies. But that would be small. For instance a 10% reduction in the academic computing load would result in only about a \$3,500 annual saving in the Center's expenditures.

Economies might be obtained in another way, by reducing service. For example, eliminating weekend service would provide a savings of \$6,000 annually.

JAR:lmr

April 11, 1972.

Dr. Gordon R. Bonner, President,
University Faculty Senate,
313 Hulliher Hall.

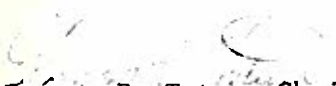
Dear Dr. Bonner:

From time to time during the past academic year the Senate Committee on Research has discussed in some detail the report of the Community Design Planning Commission.

Attached is a summary of the Committee's reaction to those portions of the Report dealing specifically with research. While necessarily prepared by two of its members (Professors Bilinsky and Katzer), the statement was reviewed by all those on the Committee and summarizes, fairly accurately I think, their opinions.

I am taking the liberty of sending copies of the Committee's statement to the Dean of the Graduate College and to Dr. Arthur Metzner in his capacity as Chairman of the President's ad hoc Committee on Future Research Policy at the University of Delaware.

Sincerely yours,


George B. Tatum, Chairman,
Committee on Research.

GBT:cr
cc: Dean of the Graduate College
Dr. Arthur B. Metzner
Members of Research Committee

March 16, 1972.

UNIVERSITY OF DELAWARE

COMMITTEE ON RESEARCH *

A Statement on Research at the University

1. The Committee on Research welcomes the statement on research of the Community Design Planning Commission.** The Committee regards the statement as a valuable declaration of principle and looks forward to the implementation of the recommendations by the University. The Committee welcomes any effort to improve research at the University.
2. In drafting this statement the Committee has been guided by the following premises:
 - (a) The University has a multi-faceted role in our society, a role which includes both the expansion of knowledge and the dissemination of this knowledge through teaching and service. Teaching transmits portions of existing knowledge and imparts to students the skills necessary for the acquisition of new knowledge. Research expands the fund of knowledge. If we do not continue adding to knowledge by research, we condemn ourselves, our students, and our descendants to living on borrowed capital and on borrowed time. The faculty must keep abreast of the development of new knowledge wherever generated and must effectively communicate this knowledge to its students, to the profession, and to the public through teaching, scholarship, and civic activity. The most efficient means of remaining abreast of the expansion of knowledge is to be actively engaged in its development.
 - (b) Students provide an important stimulus to research; and without the first-hand acquaintance with the subject that research brings, teaching is likely to become dry and sterile. While not always easy of realization, the ideal of the teacher-scholar is by no means impossible to achieve and ought, in fact, to be the goal of this and any university.
 - (c) In the United States certain fields of research are actively pursued in many institutions, both public and private. Even so, research in these fields is usually undertaken (or certainly should be) in a different manner and with different goals in the university than it is in other types of institutions. Indeed, research in certain fields, such as the humanities and the social sciences, has traditionally been carried out in the university

*Olaf P. Bergelin, Yaroslav Bilinsky, George F. W. Haenlein, J. Katzer, Robert E. Sheridan, and George B. Tatum, Chairman.

**Community Design Planning Commission, "The Decade Ahead," Volume 1, p. 57 (1971).

almost exclusively, and there is no indication that in the foreseeable future other institutions will accept responsibility for research in these areas.

It thus follows that the knowledge generated within the university in all fields is generally unique in that it is of a kind not produced elsewhere, and in many fields the university is virtually the only place in society where research is being carried on. If the university does not continue to foster research in certain areas these fields of knowledge will be fallow or will shrink in the face of currently more "popular" pursuits. The university must always strive for excellence in teaching, but the University - and the College of Graduate Studies in particular - cannot in the pursuit of this and other goals abandon its function as sponsor of a balanced increase in the fund of knowledge.

- (d) The pressing problems relating to society are large and important, and the most creative talents within the University should be applied to their solution. These problems are not, however, the only problems which we now face or will face in the future. Furthermore, the number of such problems is not so large that we can afford to commit a disproportionate fraction of the talent within the University to their solution. Such a course might bring immediate results, to be sure, but probably at disproportionately high cost over the long term.
- (e) Of necessity we must agree that all "trivial" research should be suppressed, but at the same time we freely confess our inability to discover what is trivial and what is not. Not a few of the major discoveries of the past resulted from inauspicious and seemingly trivial beginnings. We suspect, in fact, that it is not so much research that is trivial as the researcher who is unable to perceive the wider implications of his subject.

3. On the basis of these premises the following conclusions have been reached by the Committee:

- (a) The University should encourage a reasonable balance between fundamental research and applied research, irrespective of federal, state, and industry funding. This balance should be maintained as much as possible at all levels within the university, from individual faculty members to entire colleges.
- (b) While research merely for the sake of publication or for personal whim should be eliminated by appropriate faculty selection and promotion, honest research should not be penalized because its "practical" implications cannot be immediately perceived by the uninvolved observer. Such research may provide an indispensable step in the expansion of knowledge. On critical decisions concerning issues of this nature the University should seek expert outside opinion to supplement normal internal evaluation.
- (c) Research is not completed unless it is published. The University should support publication of completed research as a matter of high priority and should subsidize necessary page charges, typing, etc. where these costs are not covered by other means. The establishment of an active university press should continue to receive a high priority.

- (d) University funds which are designated for research should continue to be administered by a faculty committee representative of the different sections of the University.
- (e) There is already considerable research of the "currently relevant" type underway within the University. Both the Faculty and the Administration should seek ways to bring the results of this type of research to the attention of the general public in order that it may be made aware of the role of the University in this respect.
- (f) Above all, the committee wishes to emphasize that good teaching and good research are complementary rather than competitive or, even worse, mutually exclusive. It is expected that research would generally involve students, usually but not always, at the graduate level, and thus involves teaching in the sense that the faculty member is assisting the student in mastering the area of the research problem and in teaching him how to conduct research. Even when students are not directly involved there is much value of research to teaching in the classroom. This comes from the firmer understanding by the teacher of the area being studied and the greater insights gained thereby, which can thus be transmitted to the student.

The Assembly on University Goals and Governance*+ chaired by President Meyerson of the University of Pennsylvania has proceeded from a premise somewhat different from ours, namely, that the central mission of universities is learning. In spite of its emphasis on teaching, the Assembly made the following comments about research:

Thesis No. 23

"The most stimulating university teaching occurs where the individual is actively engaged in significant scholarly research or in other creative exploration. The college or university has an interest in encouraging individuals in these efforts and in rewarding them . . ."

Thesis No. 45

"Some of the current adverse criticisms about university policies with respect to research and service assume a far greater institutional involvement than is in fact the case. The amount of industry-sponsored research at colleges and universities is relatively small. Large-scale federal sponsorship of research projects is important at perhaps 50 universities and only for a minority of their professors.

Most research by college and university professors has no outside support, and might be best described as individual, publication-oriented inquiry without elaborate or expensive trappings. Such research can be immensely significant for the quality of teaching within a college or university and for the intellectual growth of the teachers. For these reasons, the institution ought to foster it from its own resources. Where these are insufficient, as they will generally be, strong efforts should be made to secure additional funds, and not only from the federal government."

From considerations such as these, the committee believes that the University must resolutely uphold academic freedom in both fundamental and applied research as well as in teaching.

*"The Chronicle of Higher Education", pp. 4-8, (January 18, 1971).
 + Community Design Planning Commission, "The Decade Ahead", Volume 2 Part I, Page 11 (1971).