

UNIVERSITY FACULTY SENATE

MINUTES  
SUMMARY OF ACTIONS TAKEN

on

March 5, 12, 19, 1984

- o Remarks by President Trabant on the importance of undergraduate education and the involvement of the University community in research.
- o Announcements
  - New procedure for distributing agendas
  - Combined General Faculty/Faculty Senate meeting
  - Chair rules on the admission of the press to Senate debate
- o Provisional status of Ph.D. in Applied Science/Climatology extended for two years
- o D.U.S.C. Instructional Evaluation resolution approved provisionally for three years with a number of changes
- o Chair's position on excluding the press from instructional evaluation debate not supported by the Senate
- o Ph.D. in Family Studies given provisional approval
- o Discussion of Universal National Service idea postponed until future Senate meeting



REGULAR MEETING OF THE UNIVERSITY FACULTY SENATE

March 5, 12, 19, 1984

MINUTES

The regular meeting of the University Faculty Senate was called to order on Monday, March 5, 1984 at 4:00 p.m. with President Smith presiding. Senators not in attendance were:

Margaret Birney  
L. Leon Campbell

Donald Crossan  
Frank Murray

Cheryl Perkins

Senators excused were:

Edith Anderson  
Louis Cusella

Anne McCourt-Lewis    Robert Wilson  
Billy Ross

I. ADOPTION OF THE AGENDA.

In the absence of objections, the Agenda was adopted as published.

II. APPROVAL OF THE MINUTES.

The Minutes of the February 6th meeting were not yet available.

III. REMARKS BY PRESIDENT TRABANT.

I'm going to be talking about a couple of things. They are issues that I believe should be of preeminent interest and concern to all of us on this campus, and will and should be for the next few years.

I'm going to be talking about undergraduate education, and I want you to think of it as I talk in terms of the total picture of the undergraduate environment at our University. Think in terms of the strength and stability--everything that goes on at our University as a foundation--the undergraduate program, everything that happens to our undergraduate--as a foundation for everything we do.

Before I do that and tell you what I'm going to do, I want to summarize some observations, some thoughts, about where we were and where we are in part. Or, in short, how far we have traveled since the direction was set for our University some 13 years ago by the Community Design Commission.

I hope that everyone here, even though you may have been here a year, two, three, four, five, are aware of the important work done by the University of Delaware Community Design Commission 13 years ago. A few of these things: the decision to increase the faculty. We decided to increase the faculty of our University by one-third during the 1970's. Now this increase provided a great stimulus for program development. And this program development has enhanced our reputation several times over during

the years. Graduate education, research, and public service activities of the faculty have received great emphasis during these 13 years. In recent years we have been concerned primarily with the development and improvement of graduate education, research, and service activities. Now, in my opinion, this is the way it should have been over the past 13 years. The emphasis upon scholarly activity has paid great dividends. For example, when the recent assessment of research doctorate programs was reported by the Conference Board of Associated Research Councils just last year, 11 of our departments received recognition for the quality of faculty and graduate programs. There were only two of our departments receiving such recognition in the previous similar survey performed in 1969 by the American Council on Education. In 1969 Federal Obligations for Academic Science, our University, we, placed just below the top 100. And several of our departments ranked well into the top 100 of the United States. Now that's remarkable progress in the number of years--that number of years.

The key to preserving and enhancing the reputation of a university, in my mind, is to always try to make selective changes. Several of our departments have established records of nationally recognized excellence in graduate education and research, and these programs, as we all know, are distributed throughout all the colleges. The immediate task at hand calls for a transition to a balanced emphasis on undergraduate instruction and scholarly work. I believe this topic requires careful treatment and our full attention--the entire University community.

Please note that I am not suggesting a retreat from the endeavors of the past 13 years. By any measure one cares to use, the education and services we provide today are richer by far than they were a decade ago. Our emphasis upon quality and the diligent efforts of you, the faculty, have strengthened our programs and our reputation. What I am proposing is that we preserve these gains while simultaneously increasing the emphasis upon the total undergraduate learning environment at our University. Speaking very simply then, the answer to the question, "Why place emphasis upon undergraduate education?" is as follows:

I believe it is time for our University to reaffirm as a primary function the nurturing of the intellectual growth of our undergraduate. Our graduates must be prepared to find and effectively use information. They must live and study in an environment which will extend their capacity to function well and wisely in all the activities they pursue. We've accomplished a great deal. In popular phraseology, we haven't been standing still.

For example--the list is incomplete and it could be much longer--honors programs, general education requirements, increasing number of double majors, undergraduate research opportunities, variety of organized cultural opportunities. However, I believe we need to do more. I went back and reviewed the University of Delaware Academic Community Design, and a great deal of what was planned and stated in that document has come to pass. But most of what has yet to be done has to do with undergraduate education. In my mind, we need to examine the things which must be done in



order to strengthen the total learning environment of our undergraduates. In other words, we must examine the whole of the undergraduate experience. We must propose and put into place changes that will enhance the likelihood of graduation from the students we enroll. And better prepare them to function effectively as leaders in an international, multi-cultural world of the 21st century. We must propose and put into place changes, so that the interactions of the faculty and students may revitalize the total undergraduate learning environment.

Therefore, I am today inviting the President of the Faculty Senate to meet with me to form a Commission on Undergraduate Education. The Commission will have as its principle charge the development of recommendations to strengthen the undergraduate education environment at our University. Now this is not a study of individual academic units or programs, although the Commission may wish to examine individual programs as a source of information. On the contrary, it is my intention that this Commission must be encouraged, and will be encouraged, to examine all aspects of undergraduate education. In short, the scope of inquiry of the Commission will be unlimited.

The work of the Commission will help us to understand better the total undergraduate educational experience so we can build upon our already firm foundation.

With the creation of the Commission, I am asking Dr. Frank Murray, Dean of the College of Education, H. Rodney Sharp Professor of Educational Studies, to be Chair of the Commission on Undergraduate Education. Dr. Murray will advise me directly on the activities of the Commission.

I expect that the Commission will be underway very shortly, and that it will be able to report significant recommendations no later than the May Senate meeting, 1985.

The wording of the following paragraph was changed as of this morning. Until this morning the paragraph said the following: "The President of the Faculty Senate and I will sit down together and name the Commission." But your President of the Faculty Senate prefers not to do that. We had a discussion on the chairmanship of the Commission; he felt I should not have spoken to someone about the chairmanship before I conferred with him, although he had conferred with someone else about the chairmanship without conferring with me. But nevertheless, I still extend the invitation to sit down with me and to name the Commission.

The second point, the second issue. I think we all are aware that we have worked rather hard, and have some accomplishments in integrating research into our undergraduate program. And, indeed, the future of our University depends heavily upon our ability to broaden and deepen our involvement in research. There is an obvious need to find new funds for research. This has become a matter of discussion on our campus; indeed, if you look at the leaders in business and politics in our State you'll find this is an item of discussion with them also.

When I appeared before the Joint Finance Committee of the Delaware General Assembly on February 28, I reiterated a plan which I set forth last year, under which the State would provide additional research funding to the University. And then the University would take on the obligation to go out and get new funds for new research, matching the State money. This would increase the amount of sponsored research at our University. The spin-off benefits of this activity were recently demonstrated when we did a survey of our U.D.R.F., University of Delaware Research Foundation grant recipients. We studied the recipients for the years 1976 through 1981. We looked at 20 of the people receiving grants from U.D.R.F. and they had received an amount of support of \$213,000 from U.D.R.F.

Subsequently, as their research developed, these investigators received an additional \$2.4 million, \$213,000 as seed money, multiplying into \$2.4 million from outside sources to continue their work. Some eleven-fold increase in funding. The beneficial effects of this activity have not been lost on the members of the General Assembly of our State, particularly the sponsors and supporters of House Joint Resolution Number 12, which was introduced last year in the General Assembly. And so funding may be provided by the General Assembly which then will provide supplementary support to our University to advance this additional research activity. I mention this because I want you to know of the efforts under way to provide increased funding for research at our University. As we expand our activity, it becomes more apparent that we must better understand how our research effort relates to each component of the total educational program. I believe we must carefully examine the allocation of University funds to research, so as to obtain the maximum possible educational advantage from these funds.

In addition to the research function on our campus, I hope you are aware that the University is presently developing two--two--research parks, one in Lewes, Delaware, and one adjacent to the new site of the Wilmington Medical Center, at Stanton, here in New Castle County. The development of these research parks is believed to be important to the University for the future of our overall research program, as a part of our University-industry interaction efforts, and as a source of potential revenue to the University in the future.

I am sufficiently concerned about the future development of our total research undertaking, that by the May meeting of the Senate--May meeting of the Senate--I will be reporting further on this topic. In the meantime, I encourage anyone, everyone, who might wish to work closely with me on this, to contact me directly. As I continue to develop a University-wide examination of this issue and program for implementation, I will seek the advice of the Faculty Senate Committee on Research and other Faculty Senate Committees to which Dr. Smith and the Executive Committee of the Senate may wish to refer the subject.

In short, I expect to take specific action before the end of the current academic year, and I will appreciate hearing from any of you--all of you--who have views or questions on the research efforts at our University.



So those are the two topics: the one, the first one, the appointing of the Commission on Undergraduate Education at our University. As you'll recall, I spoke to you at the beginning of this academic year, that I felt undergraduate education should be an item of great importance, and I've been thinking about it and conferring, and it culminated in the concept of the Commission. Now I'm thinking about our research, its integration with the undergraduate and the total academic community, and will welcome your advice, your counsel, your suggestions, any and all who would like to meet with me to talk about it individually or in groups, I'd welcome that very, very much, but I will be making a definite statement on it at the May meeting of the Senate. Thank you very much.

#### IV. ANNOUNCEMENTS.

1. Meetings were being taped recorded. President Smith reminded the Senate that the meeting was being tape recorded and that Senators should be careful to speak in turn and identify themselves before presenting their comments.

2. New procedure for distributing Agendas. President Smith announced that a new procedure had been established by the Executive Committee for distributing the agenda. At least a week before Senate meetings an ad would appear in the Review with an abbreviated copy of the Agenda. Also, three copies of the agenda would be sent to each Senator. He noted that this procedure was in line with the Faculty Handbook and it would save the Senate a considerable amount of money. The procedure would also allow the Agenda to be prepared closer to Senate meeting dates because the printing and distribution jobs would take less time. If additional copies of the Agenda were needed, they could be obtained by calling the Senate office.

3. Combined General Faculty meeting and Senate meeting. President Smith reminded the Senate that the April Senate meeting would be combined with the semi-annual General Faculty meeting. The General Faculty meeting would begin on April 16th at 3:00 p.m. in 130 Smith Hall. At 4:00 p.m. the April Faculty Senate meeting would be held in the same room.

4. Chair ruled press not permitted to attend discussion of evaluation issue. President Smith announced that the News-Journal had requested permission to send a reporter to the meeting as part of their coverage of the evaluation issue. President Smith had refused the request. He noted that the Faculty Handbook says, "Meetings of the Senate shall be open to all members of the faculty as observers. Others may be invited to observe or to be heard in accordance with rules to be established by the Senate." A narrow reading of this provision would forbid the attendance of anyone other than faculty without specific invitation. However, the practice of the Senate over the past several years was to allow members of the entire University community to attend Senate meetings. President Smith said that he wished there to be a minimum of nonacademic influence on the discussions and deliberations of the Senate, and that he and the rest of the Executive Committee, therefore, made the decision to exclude the press. He noted that

a reporter from the Review was present and that he thought this proper.

President Trabant said that he supported President Smith's right to rule as he did. However, he thought it was a good idea to have the press at Senate meetings to directly report what happened rather than having the press depend on secondary sources that they would not be able to properly evaluate.

V. OLD BUSINESS.

ITEM A. A resolution from the Committee on Graduate Studies to extend the provisional status of the Ph.D. program in Applied Science/Climatology for two years:

WHEREAS, on December 3, 1979, the Senate approved initiation of the graduate major of Applied Sciences/Climatology, leading to the Ph.D. degree, and

WHEREAS, this approval was on a provisional basis for four years beginning September, 1980, with review for permanent status to occur Spring, 1984, and

WHEREAS, on December 3, 1979, the Senate approved initiation of the graduate major of Applied Sciences/Climatology leading to the Ph.D. degree, and

WHEREAS this approval was on a provisional basis for four years beginning September, 1980, with review for permanent status to occur Spring, 1984, and

WHEREAS this (April 4) resolution specifically charged the Coordinating Committee to examine financial issues and issues related to research funding and capability, and

WHEREAS on May 9, 1983, the Coordinating Committee reported to the Senate that it would be unable to fulfill its charge without a revised and expanded proposal from the Department of Individual and Family Studies, and

WHEREAS the Department of Individual and Family Studies has provided such an expanded/revised proposal, and

WHEREAS the Coordinating Committee judges that questions regarding the research and financial aspects of the program (as well as its academic content and quality) are dealt with satisfactorily in the expanded proposal,

BE IT RESOLVED that the Faculty Senate approve the establishment of a Doctor of Philosophy Degree and program in Family Studies, on a five-year provisional basis, effective September, 1984, with a review to be conducted in the academic year 1988-89.



Senator Sussman, Chair of the Committee on Graduate Studies, had no further comments on the resolution. Senator Gallagher asked how many students were enrolled in the program. Dr. Mather, Chair of the Department of Geography, said two were now in the program and that they (the Department) had accepted five new students for next Fall. He noted that it took longer than expected to bring their master's students along to enter into the Ph.D. program. He said that with seven students they were where they really wanted to be.

Senator Angell asked if the Committee had considered when a good time to evaluate the program might be. He noted that in two years still only one or two students would have finished the program. Senator Sussman said the Committee felt that two additional years was enough time to properly evaluate the program.

Senator Hoeffcker asked Professor Mather if, in his opinion, the critical mass of students necessary to sustain the program was so small. He stated that the Department never expected to admit more than one student a year. He said it was a small field but that Ph.D.'s in the field were in high demand. He felt that five students in the program at any one time was more than enough to have a quality program.

President Smith asked for a voice vote. The resolution carried.

ITEM B. President Smith said he'd like to participate in the debate on the second item of business so he turned the meeting over to the Senate Vice President.

President Kuhlman read the following resolution from the Committee on Student Life...

WHEREAS students experience continuing problems in making wise choices regarding the University's academic resources; and

WHEREAS their decision-making would be aided by reliable information concerning instructional variables relevant to academic planning; and

WHEREAS wider student involvement in providing and using this information would contribute to the seriousness with which they approach instructional evaluation; and

WHEREAS a more serious student approach to instructional evaluation could only assist faculty further to improve their skills and courses,

BE IT RESOLVED that the Faculty Senate approve the "D.U.S.C. Instructional Evaluation Proposal" as reprinted in Attachment 2.

FURTHER BE IT RESOLVED that the Faculty Senate direct the administrator of each academic unit (other than those exempted by

the Program to insure that the proposal questions are administered and the data sent to D.U.S.C., beginning with the 1984-85 Fall term (85A).

Professor Marler, Chair of the Committee on Student Life, led the discussion with a prepared statement. He noted that it was time for Senate action. The proposal was properly limited in its intent and its elements where appropriate. The data from the student instructional evaluations are designed for use by students in academic planning. They are not designed for administrative use in determining teaching effectiveness, nor are they designed in the direct sense for the instructor to improve his/her instructional skills. To protect their proper use, the Committee has resisted the evaluation information being broadcast indiscriminately.

Professor Marler said that the proposal was approved unanimously by the Subcommittee on Instructional Evaluation and the Committee on Student Life--a rare occurrence. He asked the Senate to approve, amend, or reject the proposal--but not to send it back to Committee.

Chris Christie, a student, Chairperson of the Subcommittee on Instructional Evaluation, and President of the Delaware Undergraduate Student Congress, spoke on the merits of the proposal. He said that this was an opportunity to move forward in an area where many universities have already gone. He said that careful thought and long consideration had gone into the proposal. Mr. Christie said that the material would be for student use only. Those involved in writing the proposal did not want it used by faculty members other than the ones being evaluated. The purpose of the proposal was to give students information so they could carefully and selectively choose their courses.

Mr. Christie noted that there are a number of factors that go into evaluating teaching effectiveness. The purpose of this proposal was to help students in doing their academic planning. Much of the information students now get is through the upper-class grapevine and is frequently biased.

Mr. Christie felt the questions on the instrument were fair and balanced. He also felt the proposal was timely, in light of President Trabant's opening comments on the importance of undergraduates at the University. He said that negative points on the proposal would probably be brought out in the debate that followed but that the Senate should think also of the positive effects--this proposal was a method for rewarding good teaching.

Senator Schweitzer said that, as the first Chairman of the Council on Program Evaluation, he complained mightily many times about the fact that many departments did not have faculty evaluation instruments. He doubted that anyone who knew him would say that he was against evaluation. However, this particular proposal floored him, particularly because Mr. Christie wrote a memorandum saying that faculty must show leadership.

Senator Schweitzer said that if he was the head of a student association and he wanted an evaluation of the faculty, he'd send an evaluation instrument to every student and have it returned to the association. It really didn't matter whether the Faculty Senate supported the resolution or not. If the students want to evaluate the faculty, they should go ahead and do it. Moreover, in most departments student evaluations were already being conducted. With these thoughts in mind, Senator Schweitzer moved to table the motion.

Vice President Kuhlman said that a motion to table was a motion to set aside the item for a brief time while they considered the next agenda item. It would be necessary to bring the item back for Senate consideration later in the same meeting or in the next meeting.

Senator Ackerman seconded the motion. Professor Slater noted that a motion to table required a simple majority vote. Vice President Kuhlman said the motion was non-debatable and called for an immediate calling of the question.

Senator Palmer asked if it was really true that the students didn't need Senate approval before conducting course evaluations? Senator Schweitzer said that, unless asked by the administration, he wouldn't give up his limited class time for a student-run evaluation. But, he felt students could run the evaluation outside of class time without a problem. In answer to Senator Palmer's question, they did not need Senate approval.

Senator Schweitzer asked if a motion was needed to take the item off the table. Vice President Kuhlman said a simple majority vote was needed to bring the item back to the Senate floor.

Senator Schweitzer requested a written ballot. The Senate Parliamentarian said there was no procedure for doing a written ballot but a showing of Senate "cards" could be used.

The motion to table was defeated.

President Smith spoke in favor of the concept of uniform and widely disseminated student evaluations. He said that he began his teaching career as an instructor at UCLA. Course evaluations have now been used at UCLA for 15 years. When they were first begun they were met with suspicion, fear, and hostility. However, the system now has the respect of faculty and students. He offered an amendment to alter the proposal to grant provisional approval to the resolution and to establish a review committee. Provisional approval would give the evaluation proposal a chance to demonstrate its usefulness. His amendment would read as follows...

BE IT FURTHER RESOLVED that approval be granted provisionally for a period of three years, and that the Senate make a permanent recommendation on the evaluation system at its March 1987 meeting,



AND BE IT FURTHER RESOLVED that there be established a review committee which will oversee all aspects of the conduct of the evaluations and which will report annually to the Senate, such committee to be composed of six members: three faculty to be appointed by the President of the University Faculty Senate and three students to be appointed by the President of the Delaware Undergraduate Student Congress.

Senator Brown seconded the motion.

Senator Mosberg said we didn't need another committee. He thought the Committee on Student Life should serve as overseer of the proposal. Senator Palmer asked how a committee could evaluate the proposal? President Smith said he didn't think the Senate should try to write out the details of the charge to the committee. His amendment contained the essential points, the matter of implementation should be left to the committee. Senators Gaither and Reichard spoke in support of the proposed amendment.

Senator Ames asked which committee of the Senate retained responsibility for the proposal? He said that if the Smith amendment were voted down, the Committee on Student Life would continue to retain responsibility for the ongoing evaluation of the proposal. Professor Marler said his Committee already had its hands full and he felt a new committee, as proposed by President Smith, was a good idea.

The question was called and the amendment was approved.

Senator Brown said that he felt Ell0 sections should be included in the proposal. He didn't feel that just because the course was required of everyone that it should be excluded. He, therefore, moved that Item 1.b be deleted from the proposal. Senator Greenfield seconded the motion. Senator Schweitzer moved to amend Senator Brown's motion to include the Colleges of Business and Economics, Agriculture and Human Resources. He saw no good reason why any unit or course should be excluded from the proposal. Senator Frey seconded the motion.

Senator Metzner said that some units already did evaluations and that they had special requirements. Senator Dalrymple spoke against the amendment. He noted that course evaluations had been conducted in the College of Engineering since 1968 and that the results of the evaluations were available to students and faculty. He felt that the DUSC proposal would mean the College would need to do two evaluations and that would take too much time.

Senator Bonner said he felt the amendment should be changed to include classes of ten or fewer students. Why should small classes be excluded? He also felt that individual colleges should design and publish their own evaluations and he felt the whole proposal should be dropped.

Senator Brucker spoke in favor of the second amendment. He noted that the College of Business and Economics had been conducting evaluations for

ten years. He didn't feel that his College should be excluded. However, he said that he felt the Business and Economics faculty would not want to be so limited in the format in which the evaluations would be published.

A motion to close debate was made, seconded and approved. Vice President Kuhlman read the amendment. Article 1.a (The Colleges of Business and Economics, Agriculture, and Human Resources will not be included because each already provides similar instructional evaluation data to students.) would be deleted from page 1 of the attachment. The amendment was approved.

Senator Brown's amendment to delete article 1.b (English 110 classes will be excluded from the evaluation because it is not an optional course for students.) as amended by Senator Schweitzer was then voted on and approved.

Senator Bonner moved that article 1.c (Data will only be reported from courses in which ten or more students are registered.) be stricken, and the whole article now read: "All courses offered on the Newark campus of the University of Delaware will be evaluated." Senator Schweitzer seconded the motion.

Senator Mosberg said there was good reason to eliminate small courses. Often the data was meaningless. Senator Hill noted that in his Department that would mean few courses would be evaluated.

Senator Reichard asked what provisions had been made to exclude graduate courses from such evaluations? Senator Frey moved that the word "undergraduate" be inserted after the word "All" in the Bonner amendment. Senator Frey's motion was seconded.

Senator Culley asked why just the Newark campus? Did the proposal include Summer and Winter Session courses? Did the proposal include special projects and independent study courses? Professor Marler said Summer and Winter were included. He said the Committee felt that only the Newark campus should be included because of the great mix of faculty teaching off campus and the fact that a better job could be done on the Newark campus.

Senator Thompson asked if only undergraduates in dual-listed courses would be included? Mr. Christie said that they would only collect data from the undergraduates in dual-listed courses. Senator Schweitzer said he didn't see why graduate students should be excluded. Professor Marler said until graduate students were represented on the Committee on Student Life, he felt it was unfair to impose too many regulations on graduate students.

President Trabant asked why the University Parallel Program was excluded? Mr. Christie said it was a question of logistics. Once the program was running smoothly perhaps it could be expanded to other campuses.

Senator Ulrich pointed out that if classes of ten or fewer students

were included, it would mean alot more work for those involved and the results could be very unreliable.

Senator Schweitzer questioned the relevance of Senator Ulrich's comment. Vice President Kuhlman noted that the amendment was to insert the word "undergraduate" in the proposal. Discussion, to be in order, should deal with the implications of this change. He felt that Senator Ulrich's comments were in order.

A motion was made, seconded, and approved to close debate. A hand vote was taken and Senator Frey's amendment was approved.

→ Senator Bonner asked Professor Marler if his Committee intended to prohibit the use of the evaluation information by the Promotions and Tenure Committee. If the answer was that the information could be used for promotion and tenure purposes, then it would support the idea of including all courses in the proposal.

Professor Marler noted that the questions outlined in the proposal were for student use only. Other questions could be added by faculty, if they wished. Professor Bonner said he was bothered that questions not designed by the faculty might be used for evaluation purposes.

Senator Ames spoke against the Bonner amendment. He said that most student evaluation expenses show that responses of less than ten are not predictable, they are not terribly useful, and they do not benefit faculty or students. Also, if fewer than ten students were surveyed, the item should be brought before the Committee on Human Subjects.

Senator Greenfield said that the number of students filling out the evaluation should be reported along with information about the individual course and faculty member.

Someone asked if the 6-10 rule didn't prohibit courses with fewer than 10 undergraduates from running. Another Senator pointed out that even if more than 10 students took the course, if only 9 students completed the evaluation, you'd have the same problem.

A motion was made and seconded to close debate on the Bonner amendment. The amendment did not carry.

Senator Reichard moved to amend statement 1 to insert the word "undergraduate" after the word "all." The motion was seconded, voted on and carried.

The meeting was adjourned until monday, March 12 at 4:00 p.m.



CONTINUATION OF MARCH FACULTY SENATE MEETING

(Monday, March 12, 1984 at 4:00 p.m.)

Vice President Kuhlman called the meeting to order and noted that a quorum was present.

Senators not in attendance were:

Selcuk Guceri	Lucia Palmer
Helen Gouldner	Billy Ross

Senators excused were:

Edith Anderson	Bert Levin	David Nelson
Louis Cusella	Anne Mooney	
John Gallagher	Anne McCourt-Lewis	

President Smith asked to discuss the issue of allowing the press to attend the meeting. He asked the Senate to express an opinion on whether the press should be allowed or not. The motion to approve the DUSC evaluation proposal was tabled and a motion to suspend the rules to allow discussion of the item was made, seconded and approved.

Senator Brown said that since the Chair had ruled to exclude the press, couldn't the Chair now change his ruling? President Smith said that he didn't want to change his original ruling. He brought the issue up because some Senators had asked him to.

Senator Bonner moved to reaffirm the decision of the Chair. The Bonner motion was seconded. Senator Ellis asked if a vote against the Bonner motion was a vote in favor of admitting the press? President Smith said he felt that voting down the Bonner amendment would merely show that the Senate was not pleased with the Chair's ruling. It wouldn't change the ruling. Senator Ellis then asked if passing the motion would preclude the presence of the press. President Smith said it would. Senator Ellis said he was against the Bonner motion since he was impressed with the way that President Smith had organized debates to insure fairness, calmness, and impartiality.

President Smith noted that the rules were suspended to discuss whether the press should be allowed at the discussion of the evaluation proposal only.

Senator Bonner said he did not intend to make an ambiguous motion. He felt that the President ruled in good faith and he wanted to reaffirm the President's position.

Senator Ackerman said he felt having the press present trivialized the business of the University. If the press was really interested they should regularly attend the meetings--not just when the issue being discussed was

in the headlines.

Senator Eisenberger commented that the issue was not whether the press does a good or bad job but whether the press has a right to report what goes on. He felt it was to the University's benefit to have the press present.

Senator Morgan spoke against the Bonner motion saying that, when one is having a debate on an emotion-charged issue, there's always the possibility of having a remark quoted out of context and used to mean the opposite of what the statement originally meant.

Senator Mosberg noted that the press would report what went on at the meeting whether they were present or not. He felt there was a better chance of accuracy if the press were present.

Hearing no further discussion, President Smith asked for a vote. The Senate voted not to support the Bonner resolution. President Smith invited the News Journal reporter to come in. (NOTE: This vote showed non-support for the President's ruling on whether the press should be invited to attend the discussion of this one agenda item. The Executive Committee feels that a separate "sense of the Senate" vote should be taken someday to see if the Senate wishes the press to attend or not attend all Senate deliberations.)

The D.U.S.C. evaluation proposal was brought back off the table. Senator Kraft asked to amend the resolution by deleting the second paragraph (FURTHER BE IT RESOLVED that the Faculty Senate direct the administrator...) and replace it with the following statement:

FURTHER BE IT RESOLVED that the Faculty of all academic units will cooperate in the endeavor by allowing 15 minutes of classroom time to a D.U.S.C. certified student representative to carry out the D.U.S.C. evaluation.

The Kraft amendment was seconded. Senator Kraft noted that the Senate seemed to be hung up on the evaluation discussion. He had no objections to the questions being asked or the procedure proposed. He didn't think they would do any good. Senator Kraft saw no harm in amending the resolution as he suggested and putting the word "will" in as a forceful word, to ensure that the faculty will cooperate.

Senator Schweitzer said that he'd support the Kraft amendment. Professor Marler noted that the Kraft amendment called for students to duplicate work already going on and that his Committee tried to build a procedure where units would not need to do two evaluations. He was, therefore, opposed to the amendment. Senator Dalrymple spoke in support of the amendment. As amended, the burden of effort is shifted from the administration to the students. Senator Ulrich spoke in support of the amendment. He noted that, if there was to be any pretense of validity or accuracy, there should be standardization in procedures for gathering the information. Senator Beasley said that he also supported the amendment.

He said that in the English Department they enrolled over 10,000 students a year. If they were to do their own evaluation plus have the students do an evaluation, the students would probably not get their job done. He also noted that this was a student evaluation and, he felt, students should conduct it.

Senator Hedtke asked if it was practical for students to duplicate the efforts of most units, when a question or two could be added to the normal evaluation instrument to give D.U.S.C. what they needed. Senator Morgan noted that students in many courses, especially small ones, were asked to fill out personalized, written evaluations. He wanted to know if the D.U.S.C. evaluation instrument would have space for essay comments. He felt written comments were critical if the evaluations were to be of use to faculty. Senator Frey said the D.U.S.C. evaluation instrument did not presently include space for written comments but that all the students wanted was the objective data. If the departments wanted written comments, such comments could be added and the forms could go back to the Departments.

Senator Ackerman asked if the amendment being discussed was passed, would the students be bound to use the questions in the proposal? Vice President Kuhlman said that, once the Kraft amendment was voted on, the Senate would go on to discuss the specific items in the proposal. He also pointed out that, at the previous week's meeting, the Senate had voted to establish a review committee. He thought that the committee would probably look at the specific items being asked.

Senator Hoeffcker said that there seemed to be a genuine difference in opinion regarding the Kraft proposal. People aren't sure if it's going to cause more trouble to have two separate evaluations or to combine them. She felt that the review committee ought to look at that issue as a part of its work.

Senator Angell asked if the Kraft amendment spoke to the question of administration and not the question of content. Senator Kraft said that was correct but his reasons were not as they were being perceived. He was trying to get the proposal through in a way that was acceptable to the students and satisfactory to the departments. Senator Angell said his department had a questionnaire that they intended to use whether there was a D.U.S.C. proposal or not.

The motion was called and seconded. The amendment was reread and the following words were added to the end of the amendment "...beginning with the 1984-85 Fall term (85A)." Over two-thirds of the Senators present voted to close debate. Senator Kraft's amendment was voted on and accepted.

Professor Marler asked if the students saw any problems with the approved amendment that would keep the evaluation from being carried out. Mr. Christie said that, in his opinion, it would be totally impossible for the students to make their way to over 1,200 classes at the end of the term.



Senator Ciulla asked to make a statement. She said her unit was against the resolution. She asked if it wouldn't be better to get specific course information about every course to every student. Why not list course objectives: library readings, hourly exams, number of papers required, requirements for mid-terms and/or finals? She felt this would be more useful for academic planning purposes.

Senator Ames said that Mr. Christie shouldn't throw in the towel--all the Senate had done was broaden the basis for faculty cooperation. President Smith said that the key to the Kraft amendment was the phrase "D.U.S.C.-certified representative." It didn't mean that a member of the student government had to conduct the evaluation. Any person regularly enrolled in the class could be used.

Dean Crossan noted that his College had been doing evaluations for years. The professor asks a student to administer the evaluation and return it to a central office. Senator Kraft said he didn't see a problem either. Any student could be certified to do the evaluation.

Senator Ellis said he didn't think everything should be "dumped" on the students. The effort needed to be a cooperative one. Senator Beasley said his primary objection to the proposal had to do with the administration of the evaluation. Now that the Kraft amendment was approved, the evaluation would be administered uniformly and with faculty cooperation.

The question was called and seconded but less than two-thirds of the Senate voted to close debate on the resolution.

Senator Reichard offered the following statement as an amendment to be inserted in Item 7: Conducted the class in such a way as not to demean any individual or group." The amendment was seconded. Senator Reichard said that a University with a strong commitment to affirmative action, to showing sensitivity, and to providing equal opportunities and treatment to all individuals needed such a statement in the proposal. Senator Beasley said that we should all be vigilant to prevent the kind of offense addressed by the item, but he objected to the politicizing of the resolution.

Senator McNeill spoke in favor of the Reichard amendment. She felt it was important to support the concept of human fairness, something which was missing from the present proposal. She noted that all University publications included an affirmative action statement. The faculty should be committed to the principle for it to happen.

Senator Ellis said he felt Senator McNeill's remarks were unacceptable. He agreed with Professor Beasley, the Reichard amendment politicized the document. Furthermore, items 4, 5 and 6 in the resolution provided appropriate avenues for students to make their feelings known.

Senator Reichard said the intent of his amendment was not to

politicize the document.

Senator Schneider said that if a student answered yes to the item, you wouldn't know what it means.

Senator Ulrich said he felt the item was ambiguous. It wasn't clear if the item applied to the class, groups in the class, or individuals outside the class. If you express an opinion about a labor union or political figure, conceivably, you would be liable to demeaning some individual. He thought academic freedom was the issue.

The question was called and seconded, and Senator Reichard's amendment was defeated.

Senator Morgan offered the following amendment. He asked that a ninth item be added to the instrument which would say, "The results of the surveys will be printed as a matrix which tabulates the responses to questions as a function of the student's expected grade." He moved that a new question 1 be added to the instrument which would read, "What grade do you expect to receive in this course?" Senator Morgan noted that when he was at Princeton he learned that there was a strong correlation between how well a student was doing in a course and what they thought of the professor.

Professor Marler said that he felt the Morgan proposal was reasonable, although he felt the statistical correlation between grades and attitudes was falling. Senator Kraft spoke in favor of the resolution. Senator Richards asked if the reported data would also include the number of students responding to that particular item and if the expected grade point information would be broken down by item? Senator Morgan said it could be done.

Senator Ames said that D.U.S.C. could ask the students to put down A's. Then you weren't correlating with real grades. President Smith said that at U.C.L.A. the expected grade question was one of the significant factors in getting the faculty to take the evaluation seriously.

Senator Bonner said the hour was late. The Senate was acting as a group of 90 to perform a committee task. If the students were to do the evaluation, why not let them write their own questions?

The question was called and seconded to close debate on the Morgan amendment. The motion was approved. A vote was taken on the amendment itself; Senator Morgan's amendment carried.

Senator Hoeffcker moved that Item 5 be reworded to read, "Evaluation information is for student use and their academic planning. Any other use is contrary to the proposal's purpose." Her amendment was seconded.

Senator Levine spoke in favor of the Hoeffcker amendment. Item 5 as it was written caused a great deal of concern in the library. To restrict

materials housed in the library to a certain class of users was against precedent. Anyone with a borrower's card has access to the entire collection. Also, the prohibition of photo-duplication of the evaluation instrument was contrary to copyright laws. Under the law, the library was not liable for copyright infringement on unassisted coin-operated machines. If the evaluation materials were placed in the reserve room, people could copy them on unmonitored, coin-operated machines.

Secretary Culley noted that the students faced a a very time consuming and costly task in doing the course evaluations. If 13,000 students took an average of 4 courses each and filled out evaluation forms in each course, the stack of evaluation forms would be over 20 feet high. Moreover, the book of results would be thicker than a telephone book. Was it reasonable to expect that very many of the 13,000 students would bother to wade through the three available copies of the results each semester? He proposed that the resolution be sent back to committee to make the procedure work.

→ Vice President Kuhlman pointed out that the Senate was discussing the Hoffecker amendment. A motion was made and seconded to close debate on the amendment. Senator Hoeffecker's amendment was approved.

A motion was made and seconded to close debate on the entire motion. The motion was approved. Vice President Kuhlman asked if Professor Marler had any final comments on the issue. Professor Marler said that the proposal spoke to the well-being of the entire University community. The proposal was not designed to involve students in determining teaching effectiveness. That determination was the right and responsibility of the faculty and the administration. Finally, Professor Marler thanked D.U.S.C. and specifically Chris Christie, Amy Frey, Jennifer Anderson, and Rob Smith for all the effort they put into the proposal. He noted that, although D.U.S.C. originated the proposal, the proposal was unanimously supported by the Committee on Student Life.

Senator Frey asked for a roll call vote but her motion did not receive majority support.

The D.U.S.C. evaluation proposal passed with forty-three Senators voting in favor of the resolution and eight opposing it.



CONTINUATION OF MARCH FACULTY SENATE MEETING

(Monday, March 19, 1984 at 4:00 p.m.)

President Smith called the meeting to order.

Senators not in attendance were:

Thomas Angell  
Leon Campbell  
Donald Crossan  
Amy Frey

John Gallagher  
Selcuk Guceri  
Cheryl Hedtke  
Peter Hill

David Lamb  
Frank Murray  
James Wiggins

Senators excused were:

Edith Anderson  
Robert Brown  
Daniel Callahan  
Louis Cusella  
Robert Dalrymple

Robert Eisenberger  
David Kuhlman  
Allen Morehart  
James Richards  
Billy Ross

Stuart Sharkey  
Danial Slater  
Roger Ulrich  
Robert Wilson

Item C: President Smith read the resolution from the Coordinating Committee on Education calling for provisional approval of a Doctor of Philosophy Degree in the Department of Individual and Family Studies in the College of Human Resources. The resolution read:

WHEREAS, on April 4, 1983, the Faculty Senate passed a resolution charging the Coordinating Committee on Education to re-examine a proposal to establish a Ph.D. degree in Family Studies, and report the results of its re-examination back to the Senate, and

WHEREAS, this April 4 resolution specifically charged the Coordinating Committee to examine financial issues and issues related to research funding and capability, and

WHEREAS, on May 9, 1983, the Coordinating Committee reported to the Senate that it would be unable to fulfill its chare without a revised and expanded proposal from the Department of Individual and Family Studies, and

WHEREAS, the Department of Individual and Family Studies has provided such an expanded/revised proposal, and

WHEREAS, the Coordinating Committee judges that questions regarding the research and financial aspects of the program, as well as its academic content and quality are dealt with satisfactorily in the expanded proposal,

BE IT RESOLVED, that the Faculty Senate approve the establishment of a Doctor of Philosophy degree and a program in Family Studies on a five-year provisional basis, effective September 1984, with a review to be conducted in the academic year of 1988-89.

Professor Toensmeyer, Chair of the Coordinating Committee, said that his Committee had passed the proposal unanimously with one abstention, Professor Sussman. The program had been initiated in 1979. It was heavily interdisciplinary with an emphasis on research, communication, and education. Although the Senate Budget Review committee was trying to come up with a set of tools for evaluating new programs, no recommendations had yet been made. Given the information his Committee had, the Committee felt the program deserved a five-year opportunity to prove itself.

Professor Toensmeyer noted that the initial enrollment was scheduled to be 6 full-time students and, within 5 years, possibly 15 to 20 students. He said that the overall availability of students was excellent. If anything, they would have to turn students away from the program. Professor Toensmeyer said that the College of Human Resources had not had great enrollment pressures, especially in Individual and Family Studies. Over the years they have been able to adjust teaching courses so that some were taught on alternate semesters, some were taught in alternate years. Their basic teaching load was around 6 credits while colleges like Business and Economics were running around 8.4 or 8.5. Some faculty might be wondering, with the tight budget situation, where funds for a new program might come from. In the College of Human Resources and the Department of Individual and Family Studies there had been excess resources. These resources would now be used to offer the new program. Table 6 of the proposal shows in greater detail where the resources would come from.

Professor Toensmeyer referred the Senate to the publications of the graduate faculty in the Department. He thought there was a strong research interest in the Department. He also noted that the Department had been able to achieve a number of grants in the past few years--grants related to the subject matter being taught in the Department. He referred the members of the Senate to the section of the proposal on grant proposals. The "Training Parents as Sexuality Educators" proposal was not approved. No decision had been made on the "Chronically Ill Children" proposal. The Unidel proposal was not likely to be funded. The "Evaluation Job Training" and "Vocational Teacher Education" proposals had been funded.

Professor Toensmeyer closed by noting that the research capabilities of the faculty were strong. The College had reorganized its resources to support the program. And, the College was not under the pressure of other colleges with high teaching loads.

Senator Schweitzer said he asked the Department what type of degrees the faculty in the Department had. He didn't think there was one member of the present faculty with a Ph.D. in Family Studies. He felt that a new degree in Family Studies would only add to the proliferation of degrees problem. He thought someone wishing a degree in the field should study Sociology, Psychology or Education. He asked how many Ph.D. degree in Family Studies programs existed in this country.

Professor Murphy, Chairperson of the Department, said the latest data she saw said there were 55 programs in existence. She noted the importance

and history of interdisciplinary programs at Delaware. She said it was only in recent years that this country had begun to realize the importance of the family and the need to take a holistic approach to the study of the family. She said the program worked very well at Cornell, Penn State, Georgia, and the University of Connecticut.

Professor Toensmeyer noted that the faculty publications listed in the proposal verified that Family Studies was a research area and that the faculty of the Department were active in the area.

Senator Schweitzer said that since the faculty were able to do research in the area with degrees in Psychology, Anthropology, Sociology, and Education, he still didn't see the need for a new program.

Senator Palmer asked if students going through the program would become teachers or professionals? Dean Doberenz said students could become straight researchers, teachers, or become involved in community education programs.

Secretary Culley asked what made the program interdisciplinary. Had arrangements been made for students to take courses in Sociology, Psychology, and Education? Professor Murphy said she had talked to all three departments and that a number of 600 and 800-level courses were on the books for students in the program to take. She noted that students in the program would need at least 30 hours beyond the masters to earn the degree. Within the College they were offering 5 required courses. The rest of the courses could be taken in the College or in other Colleges.

Senator Mossberg said that 77% of the courses listed in the proposal as possible electives were at the 600 or masters level. Professor Murphy said that the required courses were at the 800 level. In addition the Department would be working to develop new courses at the 800 level.

Dean Gouldner raised a question about the cost of the program. He noted that Professor Toensmeyer said teaching loads were down so they had the resources to develop a new program. Yet in other colleges, such as Business and Economics, teaching loads were very heavy. He said that 5,000 students were going through Mathematics in large courses because the University couldn't afford smaller classes. He said we were borrowing sabbatical monies to teach French 101 and Spanish 101. In lower level English courses enrollments were getting higher and higher. It didn't make sense that if the teaching loads in one College were down they should be allowed to develop a new program, while other parts on the University were suffering.

Professor Toensmeyer noted the enrollments in Human Resources were lower than in other colleges but they weren't necessarily going down. He said the Ag College and his own Department were a good example of programs with resource flexibility. He said he had used Business and Economics as an example because he was familiar with that College.



Dean Gouldner asked if we should build a new Ph.D. program with severe resource pressures elsewhere in the University? Professor Toensmeyer said it wasn't up to his Committee to decide how money was reallocated in the University.

Senator Bonner noted that a high percentage of the professional, upper-level courses in Human Resources were, in fact, in Business Administration. One of his problems was meeting with the hordes of students that couldn't get into courses in Business Administration. Human Resource students are told they are required to take courses in other colleges and the other colleges have no seats for the students. Perhaps a solution is to transfer excess resources from colleges with low student loads, to those with high teaching loads. His comment wasn't meant to be a comment against the program.

Dean Doberenz said the other two departments in his College were primarily the ones causing the problem. He also noted that his College was just slightly below the teaching load average for the University. Also, they had deliberately adjusted their undergraduate program to insure having time to apply towards the Ph.D. program.

Senator Beasley questioned the content of the proposal. He wasn't convinced that some of the research cited in the proposal as examples of student work was appropriate for Ph.D. research. He cited two master's level theses entitled, Clothing Preferences and Related Factors of a Selected Group of Alumnae of the University of Delaware, Class of 1918 to 1950 and Selected Factors that Influenced the Change of Major by Students in the Classes of 1982 and 1983.... He also questioned the allocation of resources issue. He noted that the proposal showed up to 9 authorized or expected assistantships or fellowships. In five years the program hoped to enroll 15 or 20 students. Where would funding for these students come from? He assumed funding would have to come from other departments with established Ph.D. programs.

In response to Senator Beasley's first point, Senator Ellis questioned the wisdom of judging a discipline by its dissertation titles. In response to Senator Schweitzer's comments, he pointed out that if approved programs were always in a field that someone was trained in you'd never have any new programs. Senator Ellis also pointed out that many of the questions being raised were answered in the proposal. He noted that the program was a casualty last year, probably due to economic factors. Now the program was pared down to the bone and only used the resources the Department and College had. He noted that the program should be judged in terms of its social worth. The M.A. graduates of the Department are social workers, counselors, etc. The needs were there and he supported the program.

Senator Beasley said he didn't question the subject matter of the theses he brought up, only whether they were appropriate subject matter for research and investigation for a Doctor of Philosophy degree.

Senator Murphy pointed out that the theses titles were for master's

theses. Also, the external review team evaluating their program had noted that their master's theses were too research oriented.

Senator Mosberg said that there was a considerable amount of overlap between the kinds of subjects students in this program would study and the subject matter of other departments in the University.

Professor Toensmeyer said that he was responsible for including the master's theses titles in the proposal. He noted that the theses have gone through the appropriate channels. Are we questioning whether our faculty colleagues have done a good job? He commented again on the reallocation of resources issue. If resources were to be reallocated, then the Ag College was in trouble.

Dean Ames spoke in favor of the proposal. He noted that the University had imposed major resource limits on the Human Resources College. He also noted that the University gave the College the help to do a major transformation in their programs. It used to be a College of Home Economics, now it was a College of Human Resources. He thought that the University faculty owed them the opportunity to continue to develop. The proposed doctoral program would give them the opportunity to (1) participate in this national transformation and (2) recruit and retain good students and good faculty. He also pointed out that they would have a probationary period. He was very willing to vote the program down in five years if it didn't reach expectations.

Senator Pfeiffer said she was a student in the College of Human Resources and that she supported the program because it offered things that were different from other Ph.D. programs on campus.

Dean Brucker asked what the "added" faculty members on page 6 of the proposal meant in light of the comments that the program would be staffed "out of hide." Dean Doberenz said that those were vacant positions or joint appointments with existing personnel. Professor Murphy noted that the "minority" position was added three years ago.

Dean Brucker then questioned the financial data in the proposal. It would be a shame to put a program in place that didn't have a chance to succeed because of its financial resources. He noted that there were two columns on page 10, External, with funding of about \$400,000 over 5 years; and Internal, which had \$5,800 in it. There was a footnote on the \$45,800 saying "does not include over \$350,000 in UNIDEL and other University funds for research and professional support as well as the possibility of new funds for a preschool microcomputer lab." Was it reasonable to say that the Internal Fund column was also, at least, \$400,000? So, annually the program was averaging \$80,000 Internal funding and \$80,000 External funding. Could someone comment on where the \$160,000 in annual support for the program was going to come from?

Professor Toensmeyer said the financial data was for 5 years. He didn't think the program could generate all the money needed from outside



sources. They had about \$45,000 in External funding for next year and they were hoping for the best. He was sure that once the program was underway additional External funds would be generated.

Senator Sussman noted that funding is an on-going process. Since the proposal was written he had submitted proposals for \$130,000 and he was writing two more proposals for \$200,000. The College had the drive and ambition to go ahead.

Senator Levin commented that, once again, the costs of the program were not clearly identified. He noted that Professor Toensmeyer's Committee had not considered the reallocation of resource issue yet it was in the power of the Senate to do so. The faculty are faced with the problem on contracting resources, and we should be looking at the issue of whether there were other alternatives that would make better use of these resources. If other alternatives weren't considered, the Senate was encouraging the irresponsible use of resources.

Professor Toensmeyer said that if the Senate started to really look at the reallocation of resources issue, it would be a whole new ballgame. He noted that the program being discussed would have to compete for assistantships and fellowships and for academic records.

Senator Thompson spoke in support of the proposal. She didn't see that the areas of research and practice were mutually exclusive. Perhaps this program was more practitioner oriented, but there was a need for Ph.D.s in the field. Also, just because a topic has been studied or is being studied in another department, it doesn't mean it has been studied in the same way. Finally, she understood that the University didn't play the numbers game. The Senate should be concerned with the value of the program, not administrative issues.

Senator Metzner spoke in favor of the program. He noted that there was no better way to bring the activities of several areas together than with a new program. Moreover, the question of resources was a moot one. The resources were already in place for the next few years.

Senator Beasley pointed out that the job of the Senate was partly to be concerned with programs and educational ideals but the Senator's job was also to consider the allocation of resources. He still hadn't heard an answer to where the needed fellowships and assistantships would come from. He thought the Department would need about \$70,000 a year.

Professor Murphy said they had over 50 people interested in the program. She had personally interviewed 30. Their surveys showed that 15 or 20 would be willing to come without any graduate assistantship. Many of the students in the program would be older, some would be part-time. She also noted that her Department had gotten out and hustled. They received a minority position and a Unidel professorship. It bothered her that with full fledged, quality undergraduate and graduate programs they were being penalized for being efficient.



Dean Greenfield spoke against the program. He saw no need for a new program in the area and he questioned whether there was a need for the program's graduates. Wouldn't graduates of the Sociology Department be interested in the same jobs? Senator Ermann said the Sociology Department did not claim expertise in the Family Studies area.

Dean Ames noted that the guidelines for graduate programs were being revised to adjust for part-time study, etc. The new guidelines would fit the program well. He also felt that the financial issue was their responsibility and that it was manageable.

Professor Murphy felt there were opportunities in the field, particularly for women.

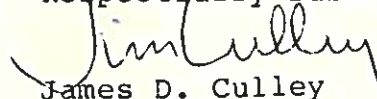
Senator Kraft said he thought the proposal dealt with all major issues very well. He saw no reason why they shouldn't experiment with new programs--particularly cross-disciplinary ones.

Senator Kraft called the question and received a second. The resolution was approved 31 to 11.

Item D. Since President Trabant was not at the meeting, the discussion of Universal National Service was postponed until a future Senate meeting.

Following a motion from the floor for adjournment, President Smith declared the meeting adjourned at 5:30 p.m.

Respectfully submitted,



James D. Culley  
Secretary  
University Faculty Senate

