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The Hunt Institute for Botanical Documentation, a research division of Carnegie Mellon University, specializes in the history of botany and all aspects of plant science and serves the international scientific community through research and documentation. To this end, the Institute acquires and maintains authoritative collections of books, plant images, manuscripts, portraits and data files, and provides publications and other modes of information service. The Institute meets the reference needs of botanists, biologists, historians, conservationists, librarians, bibliographers and the public at large, especially those concerned with any aspect of the North American flora.

Hunt Institute was dedicated in 1961 as the Rachel McMasters Miller Hunt Botanical Library, an international center for bibliographical research and service in the interests of botany and horticulture, as well as a center for the study of all aspects of the history of the plant sciences. By 1971 the Library's activities had so diversified that the name was changed to Hunt Institute for Botanical Documentation. Growth in collections and research projects led to the establishment of four programmatic departments: Archives, Art, Bibliography and the Library.

GOALS FOR EPO BIOLOGY

J. Bock, Oct. 28

To serve the State of Colorado by means of:

- 1) Carrying out the highest quality teaching in the most effective learning environment that we are able to produce given our faculty, staff, students and physical potential.
- 2) Carrying out directly and indirectly applied research for the benefit of humans and their environment given our intellectual talents and physical setting.
- 3) Serving our University, State, and Biosphere in ways other than those described above as dictated by our talents and inclinations.

Mary Jo Kishel
x 6294
Regent 3B

David Potter
Facilities Planning Office
x 7985 Stadium

Sam Fisher
x 7348
Regent 3B

→ Constitution of Bldg. Committee - to Gary Anderson -
Goals + objectives for Department.

- 1 Member of Devel. Committ - Rogers
- 1 Engineer - (Linstead C.E.).
- 1 College of Environmental Design - David Paulson.
- Carl Bock -
- Windell -
- D. Norris
- Segal.

Report to faculty 12/4/74

Junctions of Dece Comm -

1. Disc. w/ Andrews

his team of assistants

now seems that we will not be sidetracked

Schedule - Program Plan by April.

Request for planning ~~now~~ \$ dollars
next Dec.

2. Building Committee - appointed soon

3. Departmental Policy -

4. Curriculum

5. Faculty positions -

Nov. 22, 1974

TO: All faculty

FROM: David Rogers, William Segal, Jay Windel, Paul Winston, Chairman

The sub-committee on Synthesis of the Curriculum has come up with some good ideas gleaned from what you have all given for course offerings, to make up an "ideal" Curriculum. We have begun to work up a curriculum, but we now find that we must get down to the nitty-gritty of space and facilities. It would be to your best interests not to have us try to make decisions on such things without really knowing what you people actually need and want. This Curriculum and the list of needed facilities will form the basis of the Departments talks and negotiations with the administration. This is of real importance to all of us, so please do this as fast as possible.

We are asking the Chairpeople of the 7 disciplinary committees to take responsibility for putting these together, but this note will go to everyone. Give your ideas to the appropriate chairperson.

To provide a guide for what we need, give us as specific an idea as possible on the following:

1. The number of teaching laboratories and student capacity.
 - A. Introductory Laboratories
 - B. Advanced Labs
 - C. Special purpose labs or rooms (e.g. isotope lab).
 - D. Ancillary space and fixed equipment (e.g. Cold room, special stockroom)
 - E. New Faculty needed for such a set up. This is over and above present numbers.
 - F. Field facilities

Primarily this will give us the necessary material to present to the Administration so that they can work out the needs for the building. Don't be too skimpy with your requests (but be reasonable), let them say "NO".

Don't worry about the academic plan. It will fit well with what you have all proposed and we'll have four long years to thresh it out into something we can all take to our bosoms.

To remind you of the committee chairpeople.

Ecology - John Marr
Populations Biology - Carl Bock
Morphology - Sam Shushan
Systematics - Jane Bock
Physiology - Dick Jones
Behavior - Marc Bekoff
Quantitative Biology - David Rogers

It will be up to the Faculty to push these people and give them their ideas. Actually, Dick Jones gave us all that is needed and the Physiology group need not respond. For the rest of you, please hurry up.

Thanks!!!!

NOV 25 1974

Dev. Comm. 10/17/74

Organiz. Committee -

Review of ~~some~~ activities by Chmn. Louis.

Placement Service - Parish -

Alumni office

Undergraduate group

Graduate Student Assembly, Gr. Council -

Planning Office - Physical -

Dr. David Rogers
Hale 114

TO: Faculty - EPOB

FROM: Charles Norris

SUBJECT: Report of the Development Committee regarding academic planning.

I fully endorse the attached proposal coming from our Development Committee, with Professor David Rogers as Chairman, and members Professors Jane Bock, Richard Jones, Charles Norris and William Segal, plus Ron Duke (grad) and Michele Pelanne (undergrad). I was not able to attend the meeting myself because of a commitment to be in Fort Collins for a "Governor's Forum" but this appears to be an important move in the right direction. I am asking that the individuals named at the end of the report to serve as chairpersons of the suggested subcommittees do such service, forming their own subcommittees and reporting to the Development Committee through David Rogers by Friday, Nov. 8. In this way, we can then go to work on an overall academic plan and its sequelae in form of faculty, staff, and physical facilities requests.

Appointment of subcommittees of the Development Committee for Curriculum planning.

Introduction

Because we have an opportunity to rationally plan for a new building with some hopes that this time we will indeed get a new building, we are starting the arduous task of building an academic plan for EPO Biology. The academic plan will form the basis upon which a new building can be designed to meet biologist's needs for teaching, research and service to the community.

Building of the academic plan is being accomplished in phases:

- (1) Overall policy for the department
- (2) Basic curriculum at all levels, from 100 through 699.
- (3) Design of the academic plan from the first two phases.

We now ask you to join in these tasks, with phases one and two as the necessary first elements. We ask you to consider the disciplines independently, each discipline named to consider the ideal curriculum for that discipline, without regard for any other biological discipline during this phase. From the separate disciplinary proposals, we will then move to the third phase, the structuring of an overall academic plan.

Each committee chairman named must appoint his own committee members. Each committee should have at least one graduate student* and one undergraduate student*, in addition to a small set of selected colleagues (faculty) in that discipline. You may ask advice from faculty outside the department, but the committee should be composed of recognized EPO Biology Department individuals.

We ask you to move rapidly on this charge. We must have the results of your deliberations no later than Friday, November 8. This is necessary

This is necessary because of the continuing work to prepare the next phase.

Specific charge to subcommittees:

- (1) Produce an optimum curriculum for your designated discipline, for courses 100 through 699.
- (2) Identify present courses in and outside the department that fit the needs of (1).
- (3) Identify new courses needed.
- (4) Identify new FTE's needed (in and outside the Department)
- (5) Identify service courses as a part of your curriculum.
- (6) Identify courses of an applied nature in your discipline. If you do not now have courses which indicate the value of your discipline to society's needs, then propose at least one.

If you have already participated in such a design, please use that as the input to this new endeavor. However, I suspect that whatever has been done can be augmented in light of this new charge.

Any questions should be directed to Dave Rogers, ext. 8598.

*Graduate student representative on the Development Committee is Ron Duke - contact in Hale - Rm. 306E, leave message with Hale secretary, ext. 6547.

*Undergraduate student representative on the Development Committee is Michele Pelanne. Contact through ext. 7002 and leave message, or through Dave Rogers.

Suggested Disciplines, and Chairmen:

Ecology - John Mairr

Genetics - Wilson Crumacker

Population biology - Carl Bock

Systematic Biology - Jane Bock

Physiology - Dick Jones

Structural Biology - Sam Shushan

Behavioral Biology - Marc Bekoff

Quantitative Biology - Dave Rogers

Biology teaching and philosophy - Olwen Williams

Date:

10/31/74

To:

D.M.

From:

GNH

For:

your information

your action

your signature

reply required

File instructions:

5, 10, 8

orig.

Develop. Committee

copy 1

other copies:

19 March 1974

To: John Bushnell

From: Gil Hersh

RE: Questionnaire for the Biology Department students

As I understand the basic purpose of the questionnaire is to answer the following questions in such a manner that the results can be used to demonstrate to various administrators the current demand for offerings of the department, and that this level of demand is expected to continue.

The primary line of questions concerns why the student decided to take a specific course or to become a major in the department, and what are the perceptions he/she has concerning the tendency of peers to study in the department.

A secondary line can be followed concerned with determining the specific interests of sets of students and how well they feel the department is meeting these needs and what the department might do to better prepare to meet these needs in the future.

It is my opinion that the second lone of questions (which should be asked in a separate questionnaire) should be posed after the analysis of the primary set of questions. The second set should be given to a smaller and more select group- there is no real need to survey the entire set of students. Further it is possible that certain information that will come out of the analysis may not be related to the criticism of the administration and the budget available to the department, but may be critical of the department itself. Although this information should be sought and should be useful it should be secondary.

Two parts of the questionnaire are needed- one a covering letter which introduces the purpose of the questionnaire and the second is a set of questions and instructions on answering each. We can supply the latter, could you prepare the former.

It is possible that we can use a mark sensing system which will make input preparation very easy. EXIR will be able to handle the processing with little difficulty.

Please examine the attached carefully and suggest any additional lines of questions that might be useful.

1. Identification symbol- either a name or a numeric set of characters chosen by the student to which the department does or does not have a cipher. This is to group those who may answer the questionnaire more than one time.
2. what is your age in years?
3. what is your status at the university? (1=freshman, 2=sophomore, etc.) are you a Colorado resident? If no what state or country are you a resident?
4. Have you selected a major area of study? (1=yes, 2=no), if no go to question 6.
5. If yes, what is it? Please go to section 2, if it is EPO biology. →
6. In which course are you filing out this questionnaire? →
7. How did you hear about this course? →
- from the catalogs of the University
 - through peers who had taken the course
 - from a member of the faculty (but not the instructor)
 - from a graduate student
 - specifically from the instructor of the course.
8. Is the course a requirement in your degree plan? (yes, no).
9. Is there a primary reason for your having taken this course?
- can't determine a primary reason
 - from an interest in the subject developed before coming to CU
 - suggestions from fellow students
 - suggestions from my faculty advisor
 - interests developed since coming to CU
 - previous courses taken which suggested this as a follow-up
 - desire to see what the field is like before deciding on a major
- ~~Is there a second reason for having taken this course?~~
10. Is there a second reason from the above list for having taken this course?
11. Is there a reason that is not contained above or in question 8?
12. To what degree have your interests in current area or national or international problems influenced you in taking this course? (for example- the national energy crisis, the world food and population crisis, problems concerning the environment, etc).
- very much of an influence
 - considerable influence

Student
Status
for Prof
Personal
Plans

12.

- some influence
- little influence
- no influence

13. If these problems had any influence at all in shaping your interests: can you rank the following lists of problems areas in order of your interest?

- a. matters concerning the environment
 - air pollution problems
 - water pollution problems
 - misuse of land resources
 - preservation of natural areas
- b. the energy crisis
 - sources of new energy
 - trade offs between the problems of sufficient energy and the environment
 - the disposal of energy generation waste products (radioactive material, etc)
- c. the population problems of the area- the world
 - the density of population and the possible control of populations
 - the effect of population density on human activity
- d. the world food problems- hunger and nutrition
 - what is the state of the world wide nutrition= how do others eat and how adequate is their diet
 - what are the ways in which mal-nutrition can be overcome
- e. the understanding and preservation of the natural environment
- f. understanding how the human organism works and can adapt to the environment
 - understanding how other organisms work and how they adapt to the environment
- g. problems related to health and the well being of the society.

14. Has this course met your expectations?
15. on the basis of this course will you take other courses in the department?
16. On the basis of this course will you major in the department?
17. On the reverse can you suggest how this course might have better met your expectations?

Part 2 for majors

18. Can you select a primary reason for having majored in this department?
see question 9 and

-interest in the field and the prospects of good future employment

-a requirement for further professional studies

-interest in the field solely due to personal interest in problems related to the well being of the society.

19. please review the interest list on page 3, question 13. Please rank these in order of interest and influence in your having selected this major.

20. Do you advise to others a major in this field?
21. Do you believe that there is increasing interest among students that you know in this field?
22. Would you be willing to answer further questions after this initial survey has been analysed?
23. If yes can we have your name, address and telephone number?

-
- (1) Student think about himself rather than course
 - (2)

Oct. 22, 1974

TO: Faculty
FROM: Executive Committee
RE: Minutes of meeting

Rogers

Meeting came to order at 1:20 p.m.

Present: J. Marr, D. O. Norris, D. Buckner, R. Bernstein, Y. Linhart and D. W. Crumpacker.

Dr. David O. Norris presiding for Dr. C. H. Norris who was attending an out of town meeting.

Dr. D. O. Norris opened the meeting telling the members that there were two items on the agenda.

1. Work on Charter

2. M.A. II degree being misused:

1. Graduate Program Committee wants Executive Committee to consider a motion not allowing further M.A. II degrees, and (2) Appoint a special committee to review the M.A. II program(s), (3) bring their findings to the 1st meeting of the Faculty in the spring.

Much discussion ensued.

Dr. Marr moved they take no action on deleting M.A. II degree at this time. First have a committee study and report on requirements of a M.A. II and report to the faculty 1st meeting next semester. Seconded by Crumpacker. Vote - unanimous. Dr. Charles H. Norris is to appoint the committee.

Dr. Crumpacker asked that he be allowed to speak on the requests for new faculty and staff needs for the coming years before the work on the charter was considered. He feels this should be to the dean before Thanksgiving. Much discussion ensued and the committee was able to come up with 12 positions that needed filled plus several staff secretaries, lab technicians, programmer & data processor etc.

Dr. Crumpacker agreed to summarize their findings.

*and forward to
the Development Committee*

There will be another Executive meeting next Tuesday as they were unable to consider the Charter. All were asked to read their rough copy and make notes for their next meeting. Tuesday - Oct. 29 - 1 p.m. - Ramaley 211.

Meeting adjourned at 3:00 p.m.

Respectfully submitted:

Elizabeth Owen

Oct. 17. Report of Development Committee meeting

1. Ron Duke, representative of Graduate Student Assembly, and Michele Pelanne, representative of the Undergraduate Group, were welcomed to the committee.

2. Chairman Norris reviewed activities to date with respect to opportunities for developing a plan for new buildings, indicating the present favorable attitude of Vice Chancellor Gary Andrew towards assisting in project. Andrew approves of the idea of development of an overall academic plan as a guide to building plans, as proposed by Chmn. Norris. We will ask for a session between Development Committee and Andrew's group to begin procedures for cooperative endeavor.

3. Towards development of the academic plan, we decided to draw up a set of general policy statements which will be the overall guide to development of the plans. Only with a specified policy can the department anticipate controlled growth and development. A set of ~~policy~~ suggested policy statements was requested from each member of the committee, to be submitted to the Chmn. of the committee by next Monday, Oct. 21.

4. The ~~minutes of the meeting of the~~ committee/go through the ^{reports and ~~minutes~~} recommendations Executive Committee to the Department.

5. Next meeting of the committee to be Thursday, Oct. 24, 2 P.M.

Dr. David Rogers
Hale 114

UNIVERSITY OF COLORADO
OFFICE OF THE CHANCELLOR
BOULDER, COLORADO 80502

October 8, 1974

OCT 8 1974

Professor Charles Norris
Chairman, EPO Biology
Campus

Dear Professor Norris:

Thank you for your letter of September 30, regarding future facilities planning for the Department of EPO Biology. Your arguments for changing the Centennial Redevelopment Plan in the remodeling of Rasmaley and additional space for Biology make very good sense. As a result of your letter, discussions with Dean Briggs and Dean Savin, and our telephone conversation, I propose the following:

- 1) Distribute your letter as you indicated, plus Dr. David Potter - our campus planner. (I have made such distribution.)
- 2) Discuss your suggestions with the Boulder Campus Planning Commission.
- 3) Hold a meeting with you, your chairman for the committee on development, Bob Smith (Budget Analyst for the Regents, and formerly Budget Analyst for the Joint Budget Committee), Dr. David Potter and me, to discuss the way to proceed in developing a plan that will be both beneficial to you and the University at large.
- 4) Spend the next three months developing an academic and facilities program plan for EPO Biology.
- 5) Have the plan debugged and approved by the Regents and sent to the Commission on Higher Education by May of 1975.
- 6) Request funding in the fall of '75, for the '76-77 Request Budget.

Professor Charles Nixie
Page 2
October 8, 1974

I look forward to meeting with you on Wednesday.

Sincerely,

Gary M. Andrew
Vice Chancellor
Administration and Planning

GMA:aw

cc: Chancellor Crowe
Dean Briggs
Dean Sawin
Professor Farriett
Dr. Potter

UNIVERSITY OF COLORADO
OFFICE OF THE CHANCELLOR
BOULDER, COLORADO 80302

October 8, 1974

Professor Charles Norris
Chairman, EPO Biology
Campus

Dear Professor Norris:

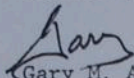
Thank you for your letter of September 30, regarding future facilities planning for the Department of EPO Biology. Your arguments for changing the Centennial Redevelopment Plan in the remodeling of Ramaley and additional space for Biology make very good sense. As a result of your letter, discussions with Dean Briggs and Dean Sawin, and our telephone conversation, I propose the following:

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Professor Charles Norris
Page 2
October 8, 1974

I look forward to meeting with you on Wednesday.

Sincerely,



Gary M. Andrew
Vice Chancellor
Administration and Planning

GMA/aw

cc: Chancellor Crowe
Dean Briggs
Dean Sawin
Professor Bartlett
Dr. Potter

Department of Environmental,
Population and Organismic Biology

September 30, 1974

Vice-Chancellor Gary Andrew
Regent Hall
Campus

Dear Vice Chancellor Andrew:

The accompanying program for the remodelling of the Ramaley Bldg. designated exclusively for teaching activities (classroom and teaching labs) is submitted, with the Faculty of the Department unanimous in its protest against having it forced on us. It does show that it is possible to provide the teaching laboratory space for all courses in the Department with the exception of General Biology (EPOB 101-102) and courses in Microbiology (EPOB 301, 436, etc.), but the consequences would result in serious dislocations of departmental activities, making it essentially impossible to accomplish the obligations of the Department effectively for a minimum of four years between July 1, 1975 and some date in 1979 or 1980. The following are the reasons for the unacceptability of the plan:

1. The research programs of the Department would be so disrupted as to be almost disastrous.
 - a. Assuming there would be space provided in buildings on the East Campus (and we have received no positive assurance of adequate space), the time required to pack up, move, reorganize, carry on research for four years or more, and then pack up, move, reorganize and get started again, would be very wasteful.
 - b. Faculty would have to move back and forth too often in order to accomplish their required duties to teaching and research. This would be time-consuming and irritating.
 - c. Much of the equipment used in teaching and research serves both functions. Either the research requirements would have to suffer or the teaching, by having to say which area would get which pieces of equipment.
 - d. The stimulation of both the faculty and students resulting from the possibilities of being able to have students easily involved in research projects through independent study would be greatly hampered.
 - e. The stockroom of the Department would have to stay somewhere in main campus, or go east - in either case, there would be severe constraints. Most likely the stockroom would have to stay on the main campus and this would further disrupt research.

2. The already fragile relationships between teachers and students would be further weakened.
 - a. When the faculty must be at distant research facilities a good bit of the time, the students are far less likely to try to see them about their problems.
 - b. the faculty will be less likely to be available at odd times - aside from specified office hours - for advising or helping students over difficulties in course work.
3. While we admit that space in the Hale building has not been used efficiently, it would be impossible to crowd all of EPOB, faculty and classes, into that building, during a 1 1/2 or 2 yr. period while remodelling of Ramaley is going on.
 - a. No doubt EPOB 322, 423, 219 and 409 would have to meet for laboratories on the East Campus. This would necessitate busing students and faculty back and forth.
4. All of the moving out, and moving back in repeatedly would be terribly wasteful of time, energy, and money.

For the reasons above, plus others more subtle - having to do especially with the morale of the Faculty - especially the younger, eager, bright and dedicated individuals who must get effective research programs moving and keep them going - we urge that the present remodelling be abandoned and an alternative be used.

The alternative which has been proposed to the Faculty of EPO Biology and which has been unanimously accepted is that an addition to the Ramaley building be constructed to the north, with at least two floors being underground, and extending quite far to the north, (e.g., to the sidewalk leading to the Men's Gym) and with three floors above ground extending an appreciably shorter distance to the north. The area not occupied by those three floors, but over the underground part, would in part be occupied by an exhibit and teaching greenhouse, with appropriate landscaping. We are sure that almost all of the teaching laboratories, including those in Denison and Hale as well as Ramaley could be provided for. We consider that this addition would have no offices except those directly involved with General Biology. It would be exclusively for teaching labs and the essential support facilities (preparation, storage, etc.) for those labs.

There would be distinct financial advantages in the long run, as follows:

1. Moving costs would be minimal inasmuch as most moving could be shorter distance, and only one move would be involved.
2. After completion of such an addition, much less expensive remodelling of Ramaley, primarily for research, graduate teaching, etc., could be carried out, a small part at a time, and thus with less disruption.
3. The expense of remodelling Ekeley East for EPOB 101-102 and after a few years, remodelling it again for chemistry, would be eliminated. Chemistry could use the space immediately.
4. The time span involved in bringing all of biology into one area would be diminished by at least two years and thus save time and thus money, by allowing Denison to be demolished (if desired) and Hale converted to use by some other department.

September 30, 1974

5. By using the north end of the Ramaley building, and carefully attaching the addition, stone removed could be used in the addition.

As well as financial considerations, there are others. During a two year span, we could use our present facilities with practically no disruptions such as were indicated above. Faculty-student relations would be maintained; morale of the faculty would not be diminished and conceivably would be enhanced if they saw progress of the new construction.

All in all, we in EPO Biology urge the adoption of the alternative suggested and assure that there will be diligent cooperation. If this alternative is accepted we will quickly have a program to you - the Faculty is unanimous in its agreement to cooperate in such development in every possible way.

Sincerely,

Charles H. Norris
Chairman

CHN:ww

cc: Chancellor Lawson Crowe
Dean W. E. Briggs
Assoc. Dean Sawin
Mr. William Taber

Michelle Pelame

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat & Sun open
8						
9		Ecology		Ecology		
10	Micro		Micro		Micro	
11	BioChem		BioChem		BioChem	
12						
1	Physics	Physics		Physics	Physico	
2		Bible Study				
3	Micro		Micro			
4				Meetings	can be changed	
5						
6						
7			Student EPOS meeting.			

Development Committee

Rogers, Chmn.

Jones

Seegal

Bock

C. Norris, ex. off.

Date

David Rogers

is trying to arrange a meeting for

Development Committee

Name of Committee

involving the following persons:

Please cross out the times and days of the week when you could not attend (this) (these) meeting(s), and return to the person named above.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	 	 	 	 	
9:00	 	 	 	 	
10:00	 	 	 	 	
11:00	 	 	 	 	
12:00	 	 	 	 	
1:10					
2:10					
3:10					
4:10					

Thank you,

Charles Davis

9/30/74

Date

Dr. David Rogers

is trying to arrange a meeting for

Development Committee

Name of Committee

involving the following persons:

J. Beck, R. Jones, C. Norris,
W. Legal

Please cross out the times and days of the week when you could not attend (this) (these) meeting(s), and return to the person named above.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	X	X	X	X	X
9:00	X	X	X	X	X
10:00	X	X	X	X	X
11:00	X	X	X	X	X
12:00	X	available at 12:20	X	available at 12:20	X
1:10	X	X	X	X	X
2:10	X	X	X	X	X
3:10	X	X	X	X	X
4:10	X	X	X	X	X

~~Thank you~~

W. Legal

9/30/74

Date

Dr. David Rogers

is trying to arrange a meeting for

Development Committee

Name of Committee

involving the following persons:

J. Bock, R. Jones, C. Morris,
W. SegalPlease cross out the times and days of the week when you could not attend (this) (these) meeting(s), and return to the person named above.

Monday	Tuesday	Wednesday	Thursday	Friday
8:00				
9:00				
10:00		X 251	Coming to check & planning	X 251
11:00				
12:00				
1:10				X Visit
2:10	X Sem.			
3:10	X Dept from a check		X R & S Budget Comm.	
4:10				

Thank you,

Jone Bock

STANDING COMMITTEES OF E.P.O. BIOLOGY
UNIVERSITY OF COLORADO

COMMITTEES ON DEPARTMENTAL POLICY

1. Development Committee. This Committee shall consist of four faculty members appointed by the Chairperson, with the advice and consent of the Executive Committee, plus one member of the Executive Committee, plus one graduate student and one undergraduate student. It is anticipated that the Committee shall appoint such subcommittees as appear desirable.

The Committee shall engage in activities designed to promote the present and future well-being of the Department in several related areas, as follows:

A. It shall seek to ascertain from sources within and outside the University (e.g., industry, various government agencies at all levels) what kinds of knowledge and skills are desirable attributes of persons they may hire, so as to have the basis on which the Department may develop curricular programs. Such curricular programs would be expected to provide the kinds of educational background as would provide greater assurance for our undergraduate and graduate students in obtaining employment in the highly competitive market for such employment. It is anticipated that such curricular programs would include not only course work in this Department, but would provide advice on courses in other Departments and Colleges which are desirable in the search for employment following the award of a degree.

B. It shall seek to ascertain what kinds of biologists are necessary to fill out the several needs of the Department, as suggested in A above, keeping in mind both the undergraduate programs and the development of appropriate areas in graduate teaching and research. It is expected that this will provide guidance in the recruiting of additional faculty.

C. On the basis of the findings indicated above, in A and B, it shall seek to establish a firm basis for decisions concerning the needs for space, both by remodelling of present spaces and by new construction. It is to be understood, of course, that such space and facilities proposals must incorporate provision for the kinds of facilities which will enable the Department to attract new faculty and retain present faculty, of the kinds required in the programs we develop. In this duty, there must be close collaboration with University Planning officers.

D. The Committee shall endeavor to ascertain the needs of the Faculty for effective pursuit of teaching, investigative, and scholarly activities, and shall diligently seek to encourage the Faculty in such pursuits, by all possible means.

E. The Committee shall endeavor to promote an effective image of the Department and its contributions in the eyes of the University Administration and the community at large, through all possible means.

2. Undergraduate Advising and Transfer Accreditation Committee. This Committee shall consist of four members of the Faculty, appointed by the Chairperson with the advice and consent of the Executive Committee, plus the secretary in the Office of the Department most knowledgeable about such activities.

The Committee is expected to be thoroughly cognizant of the College and Major requirements for the award of the B.A. degree, and shall brief other members of the Faculty on these. All members of the Faculty of the Department are expected to participate in advising of undergraduate majors, and the members of the Committee are expected to assign advisees on the basis of interest of the students, insofar as this is possible.

The Committee shall insure that records of adviser assignments are maintained in the Office of the Department. The Committee shall attempt to devise a system for maintenance of records of all students in Department courses, so that when inquiries are made, information will be available.

3. Graduate Program Committee. This Committee shall consist of the Associate Chairperson of the Department, plus three members of the Faculty appointed by the Chairperson with the advice and consent of the Executive Committee, plus one graduate student (non-voting).

This Committee is empowered to establish standards for admission of students to the Graduate Program of the Department; to receive and act on admission applications; to receive and act on applications for appointments (assistantships, fellowships, and scholarships); to receive and act on applications for reappointments, basing actions on screening of past performance; to maintain policies in the Graduate Program, and to reassess such policies for determination of needed revision; to assign students to advisers, and approve the advisory committees of graduate students; to act as advisers to unassigned graduate students; to foster the integration of graduate students and Faculty, with the view toward maintenance of morale and communication.

4. Tenure Committee. This committee shall consist of all tenured members of the Faculty, and each year shall select a Chairperson from its membership

This Committee is charged with careful examination of all pertinent information concerning non-tenured members of the Faculty, whose consideration for continuous tenure is anticipated within a span of two years. The findings of the Committee shall be made known to the Chairperson of the Department for transmission to the Administration.

5. Learning and Teaching Committee. This committee shall consist of three members of the Faculty, appointed by the Chairperson with the advice and consent of the Executive Committee, plus a faculty member from the Executive Committee, plus one graduate student and one undergraduate student.

The Committee is charged with encouragement of the improvement of teaching, based on carefully prepared student-evaluation of individual members of the Faculty. The Committee shall recognize that different criteria must be used for different kinds of teaching (lecture, recitation, laboratory, field studies) and for differences that exist in class sizes, etc. It shall counsel with and encourage members of the Faculty in their development of techniques for evaluation, and receive reports of such evaluations. It shall seek to provide means for recognition of superior teaching by members of the Faculty. Reports of evaluations are to be made available in the Department office for consultation by students, especially during registration periods.

6. Courses and Scheduling Committee. This committee shall consist of the Associate Chairperson of the Department, plus two faculty members appointed by the Chairperson, with the advice and consent of the Executive Committee, plus two graduate and two undergraduate students.

The Committee shall regularly review the content of courses offered by the Department, and when it appears necessary, shall suggest modifications which appear appropriate. This procedure is especially important when the course is being offered by a member of the Faculty new to that course. Moreover, the Committee shall solicit outlines of courses offered by other Departments, when such are being considered as fulfilling requirements for EPOB majors. This procedure is especially important when such courses are offered in Colleges and Schools other than Arts and sciences where the Committee on Courses of the College has no authority.

In addition, the Committee shall be responsible for arranging the schedule of courses in the Department, making all possible efforts to avoid conflicts, and doing its utmost to insure maximally efficient utilization of space.

COMMITTEES ON SPECIAL ACTIVITIES

The following committees shall be appointed by the Chairperson, with the advice and consent of the Executive Committee. The duties of these committees are involved with more restricted aspects of the Department than those on Department Policy.

1. Committee on Ancillary Facilities and Services. This Committee shall consist of five faculty members and one graduate student, as representative as possible of the various needs of the Department for such facilities and services.

The Committee shall be responsible for ascertaining the needs of the Faculty and their graduate students for such facilities and services, and for supervision of those facilities and services, including the screening of applicants for staff positions involved, supervision of such staff, and evaluation of performances.

The facilities and services included are the following, and such others as may arise in the future:

Greenhouses and outdoor garden facilities, stockroom, shop, animal care, photographic darkrooms, audio-visual equipment, facilities for production of illustrative materials, calculators, missile site facilities.

In addition, the Committee is expected to provide liaison with appropriate administrative agencies for utilization of East Campus and Mountain stations.

2. Colloquium Committee. This Committee shall be composed of four members of the Faculty and one graduate student.

The Committee shall solicit from the Faculty and students in the Department suggestions for departmental colloquia, shall arrange schedules for such, and shall seek financial support for such programs from the University Committee on Special Events, through its Subcommittee on Convolcations, as well as from other possible sources of funds. When financial support is received from any such sources, appropriate acknowledgement must be made by the Committee, both in publicity and in the introductions of speakers.

3. Library Committee. This Committee shall consist of three members of the Faculty.

The Committee shall solicit from the Faculty and graduate students suggestions for library acquisitions, and shall seek to assure that the Boulder Campus University Library acquires those books and periodicals which are of basic importance to the teaching and research functions of the Department.

4. General Biology Committee. This Committee shall consist of all Faculty engaged in teaching of that course, plus the coordinator for that course (acting as Chairperson), plus the preparator for that course, and two experienced teaching assistants who are assigned to that course.

This Committee is charged with the maintenance of excellence in the General Biology course of the Department, with continuing evaluation of techniques, course plans, goals and relations to other courses in the Department. It shall report once per semester to the Faculty on the activities in that course, and shall seek the counsel of the Faculty of the Department as a whole on possible ways to increase the effectiveness of that course.

5. Honors Committee. This Committee shall consist of four members of the Faculty, representative of several areas of specialization in the Department.

The Committee shall publicize to all undergraduate majors in the Department the existence, purpose, scope, limitations, and regulations, concerning the Honors Program of the Department. It shall communicate to the students the eagerness of the Department for extensive utilization of the Program, while being watchful to prevent abuse or over-extension. It shall insure that the Faculty of the Department is cognizant of the Program, and shall seek active participation by the Faculty.

At least one member of the Committee shall serve on the University Honors Council.

6. Graduate Student Council. The Graduate Student Assembly of the Department shall elect a Chairperson and four other members. The Associate Chairperson of the Department shall serve as Faculty Representative to the Council, without vote.

The Council shall select representatives for Faculty and Executive Committee meetings, and shall select graduate students to serve on designated Committees of the Department. It shall be responsible for establishment of Committees within the Assembly, and shall hold elections for replacement of Council members.

7. Committee for Liaison with Institutes and Councils. This Committee shall consist of four members of the Faculty.

The Committee shall attempt to promote cooperative and effective relationships with such University Institutes and Councils as INSTAAR, IBG, the University Museum, etc., seeking to achieve mutually beneficial relations between those agencies and the Department.

SPECIAL INDIVIDUAL POSTS

Building Proctors - Hale, Denison, Ramaley

Computer Class Need Coordination

Awards - Lichty, Gardner-O'Dell, and Ramaley

Course No. _____ Credit Hrs. _____ Course Name _____

No. Students/ sect. _____ No. Sect's./week _____ No. Hrs./sect. _____

Semesters offered _____ Every year or alternate yrs.? _____

CCHE guide - sq. ft./student station _____ Calculated required area _____ sq. ft.

CCHE allowable support space _____ % of station area = _____

Total space required for this course _____ sq. ft.

What other course(s) could use this facility? _____ ?

Description of student stations:

Standup or sitting? _____ Tables with or without drawers etc? _____

Services essential at each station:

117 v. AC _____; no. such outlets; gas hosecocks no. _____;

compressed air hosecocks no. _____; water: hot & cold mixing _____;

cold water hosecocks no. _____; vacuum _____.

General service area for room:

Describe storage space needed: _____

Describe preparation, demonstration etc. areas needed: _____

Describe special needs, such as 208 v. 3-phase AC (used for such items as refrigerated centrifuges, 230 v. single phase for some ovens, etc.)

Describe space required for such items as refrigerators, floor model centrifuges, etc.

Appointment of subcommittees of the Development Committee for Curriculum planning.

Introduction

Because we have an opportunity to rationally plan for a new building with some hopes that this time we will indeed get a new building, we are starting the arduous task/~~to~~ ^{of} building an academic plan for EPO Biology. The academic plan will form the basis upon which a new building can be designed to meet biologist's needs ~~best~~ for teaching, research and service to the community.

Building of the academic plan is being accomplished in phases:

- (1) Overall policy for the department
- (2) Basic curriculum at all levels, from 100 to 700.
- (3) Design of the academic plan from the first two phases.

We now ask you to join in these tasks, with phases one and two as the necessary first elements. We ask you to consider the disciplines independently, each discipline named to consider the ideal curriculum for that discipline, without regard for any other biological discipline during this phase. From the separate disciplinary proposals, we will then move to the ^{third} phase, the structuring of an overall academic plan.

Each committee chairman named must appoint his own committee members. Each committee should have at least one graduate student and one undergraduate student^(faculty) in addition to a small set of selected colleagues/in that discipline. You may ask advice from faculty outside the department, but the committee should be composed of recognized EPO Biology Department individuals.

We ask you to move rapidly on this charge. We must have the results of your deliberations no later than Friday, November 1. This is necessary because of the continuing work to prepare the ~~next~~ next phase.

Specific charge to subcommittees:

(1). Produce an optimum curriculum for your designated discipline, for courses 100 through 700.

(2). Identify present courses in and outside the department that fit the needs of (1).

(3) Identify new courses needed.

(4) Identify new FTEs needed (in and outside the Dept.)

(5) Identify service courses as a part of your curriculum.

(6) Identify courses of an applied nature in your discipline. If you do not now have courses which indicate the value of your discipline to ~~our~~ society's needs, then propose at least one.

If you have already participated in such a design, please use that as the input to this new endeavor. However, I suspect that whatever has been done can be augmented in light of this new charge.

Any questions should be directed to Dave Rogers, ext. 8598.

*Graduate student representative on the Development Committee is

Ron Duke--contact in Hale--Rm. 306E, leave message with Hale Secretary, ext. 6547.

* Undergraduate student representative on the Development Committee is

Michele Pelanne. Contact through ext. 7002 and leave message, or through Dave Rogers.

Suggested Disciplines, and Chairmen.

Ecology--John Marr

Genetics--Wilson Crumpacker

Population biology--Carl Bock

Systematic Biology--Jane Bock

Physiology--Dick Jones

Structural Biology--Sam Shushan

Behavioral Biology--Marc Bekoff

Quantitative Biology--Dave Rogers

Biology teaching and philosophy--Olwen Williams