

ADMINISTRATION





Dr. Trabant, do you think that the students have a right to play an active part in the general decision making of the administration?

I don't approach things from that concept. Let me think aloud on the concept of right. I believe strongly that the students, the faculty, and the administrators have so much in common that no one group really has rights or indeed anything without the existence of the other two. Therefore, I always hesitated to say that there is a student right, a faculty right, or an administration right. We must work together closely and recognize that we have mutual rights. The rights of each group exist only because of the other groups. So, from that interpretation of rights then, yes, I'd say that students have a right to play a part in arriving at decisions.

What type of administrative decisions do you think the students should have a major say in?

I don't believe that students have an inalienable right to make final decisions in any particular area at the University. I do believe our students should participate in the academic decision-making area. However, on issues pertaining to a student's life, such as dormitory and social life, a definition is needed as to those social areas in which students should be delegated the authority to make decisions.

What role should students play in deciding academic affairs?

By character and tradition, decisions on academic matters rest with the faculty. It's really not possible for students to make the final decisions on academic

matters because this is the province of the faculty. We'd be talking in a vacuum if we discuss final decision making by students on academic matters.

I think students should be a part of curriculum committees. I believe they should play a positive and active role in faculty evaluation and an even greater role in course evaluation. In addition, students should be involved in looking into the academic crystal ball. Many times students are able to see what will prove relevant in the future before the faculty or administration. Students have a way of projecting what will be needed and what will be wanted; therefore, their reactions to degree and course requirements and subject matter are most important.

Do you think that the students today are generally well informed about academic and social matters? And do you think that they have an adequate voice now?

I don't think that they're as well informed as they might be. You see, one of the things frustrating us on campus is that we all have a great urge to be done with defining and wish someone had done this for us so that we could start working from definitions. Through the concept of the new University of Delaware Community Design we are creating basic definitions, but this takes an extreme amount of self-discipline and patience. Once we have the design, the definition, we will be ready for action. By informing ourselves through the design, we will be able to decide the areas in which students should have delegated authority.

I would say that under the present operating design of the University the system has allocated a satisfactory voice to the various segments of the community. But as we change and as we evolve our new design the ways in which these voices will express themselves, the things that they'll be talking about, and

the way decisions will be made will be different. As the design is implemented there will be different roles for the faculty, the administration, and the students in the decision making processes. At the University of Delaware we have the opportunity to be the leader in higher education. That's why we're trying to bring forth and will bring forth the new University of Delaware Community Design.

What do you think of boycotting classes as a means for students to voice their opinions on academic and social issues?

It reminds me sometimes of cutting off your own nose to spite someone else's face. The only person that's really being hurt is the student. I must believe that class attendance is important or classes wouldn't be scheduled and the faculty wouldn't have course requirements for degrees. I must assume that classes are important to the students or they wouldn't be here at the University.

Do you think there's a more effective way for the students to be heard?

Yes, by hard work. There is a great demand within us all to experience what I call instant self-gratification. By doing something like class boycotts, frustrations and sometimes guilt consciences are relieved. By boycotting a class, by carrying a placard, and by joining in a parade, an individual may feel good because he has done something and indeed he has done something. But probably nothing has been accomplished in analyzing the problem to find out why a predicament exists. Many times nothing or very little has been attempted by students in advising those who have the responsibility for finding solutions to problems.

What are the channels that the average student can take to affect administrative decisions and work with the curriculum and things of this sort?

When you're really working on problems, one discovers very few issues where a yes or no decision or a confrontation is really required. Because by working towards mutually accepted goals and objectives, issues really don't arise in terms of yes or no situations.

There are things that students can do and places to go for consultation to affect change. If there is an issue of extreme importance to the student, he can go to a member of either the President's undergraduate or the President's graduate cabinet and in this manner, or by letter, get direct communication with the chief administrative officer of the University. The simplest way, of course, is to try to see the President personally; but sometimes that is not physically possible. These are a few of the "out of channel" ways which may be used to affect change at the University.

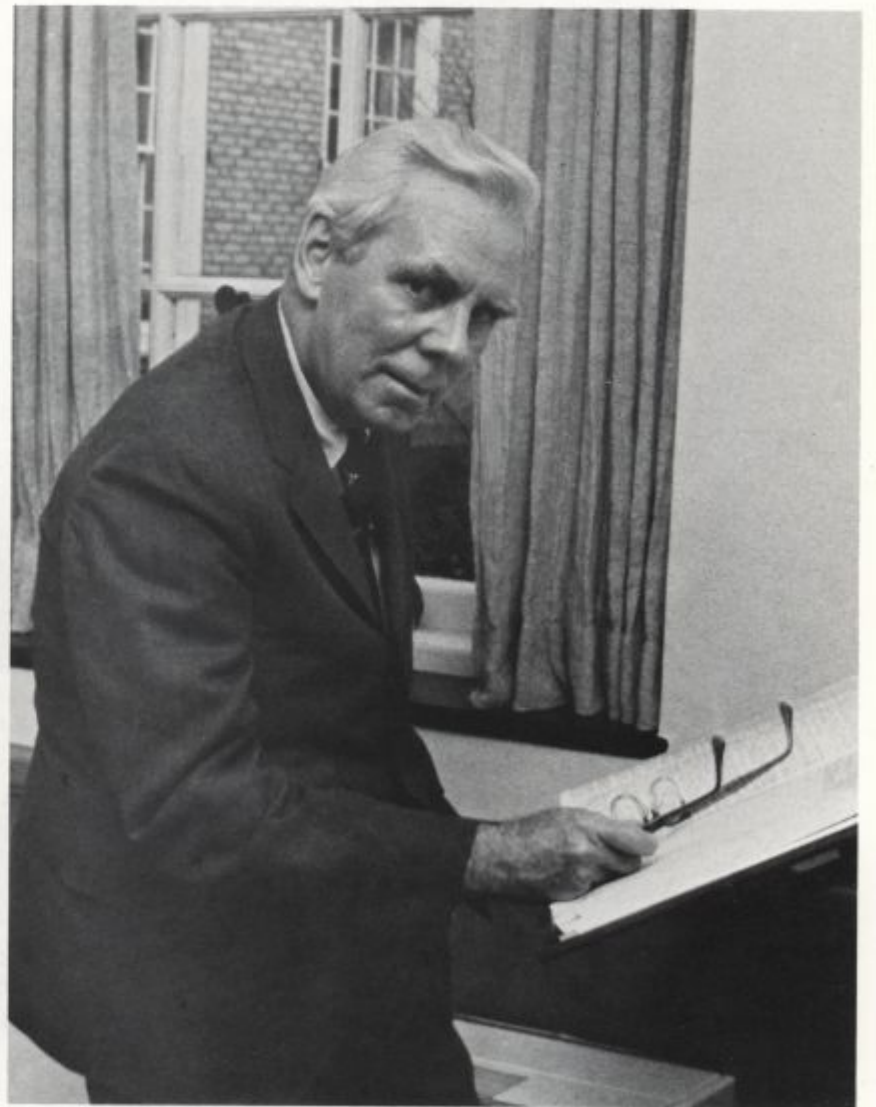
President Trabant, do you have any comments that you would like to make in conclusion regarding the student body at the University of Delaware today?

I do think that on the whole the individual student is becoming more involved in the university than in the recent past. At the same time he is recognizing his connections and his responsibilities to his fellow student and to the institution. He is an individual more involved in the institution and better able to discover himself and develop himself as an individual.

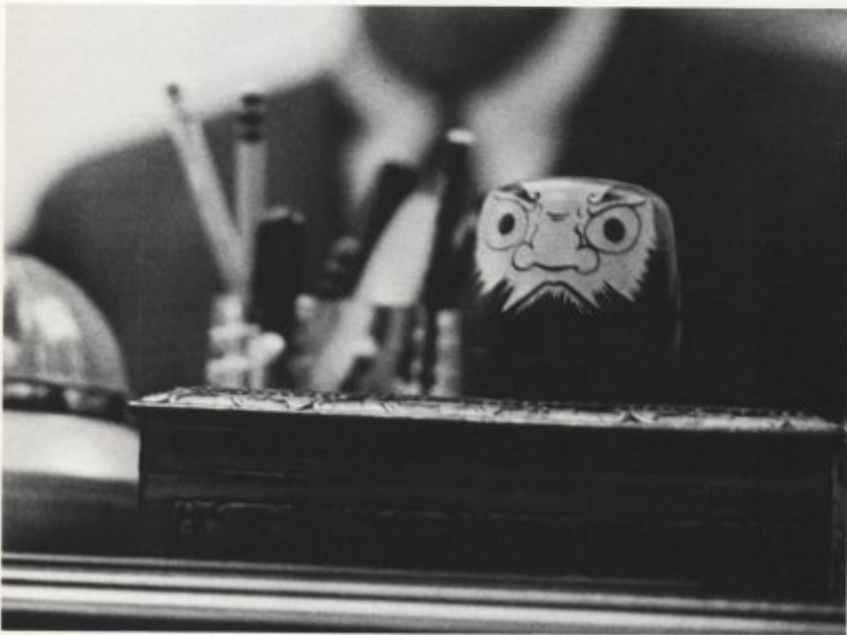




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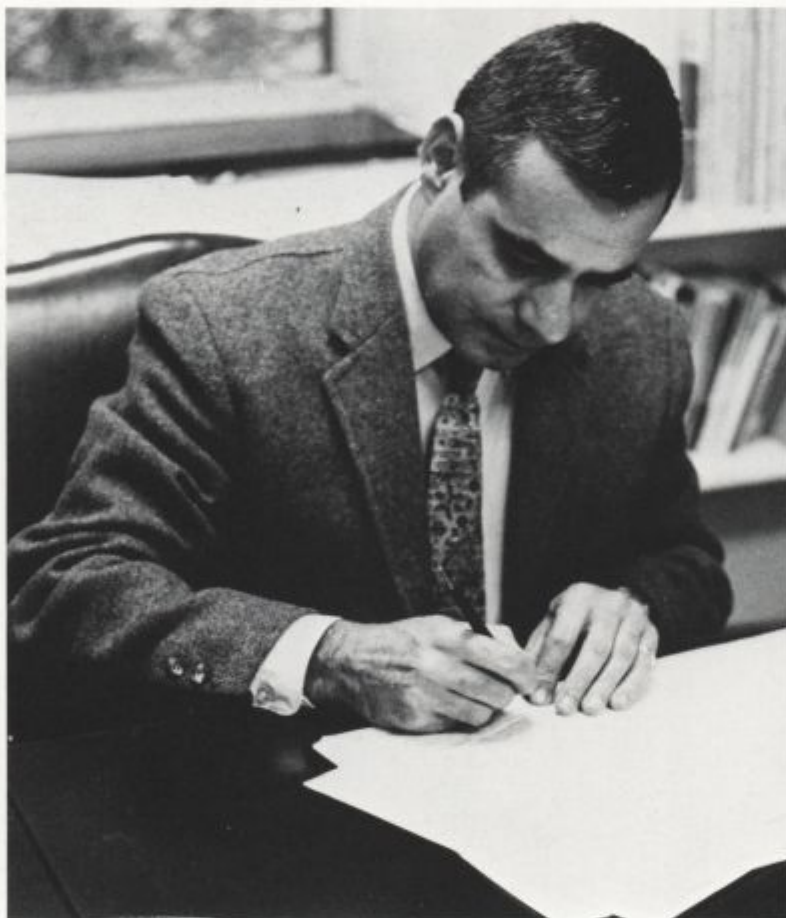
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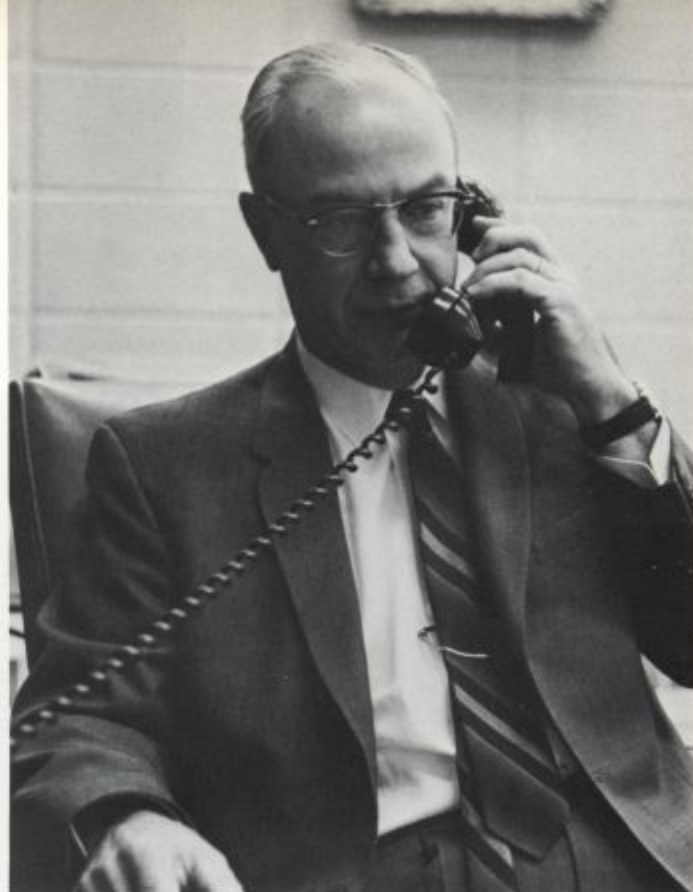
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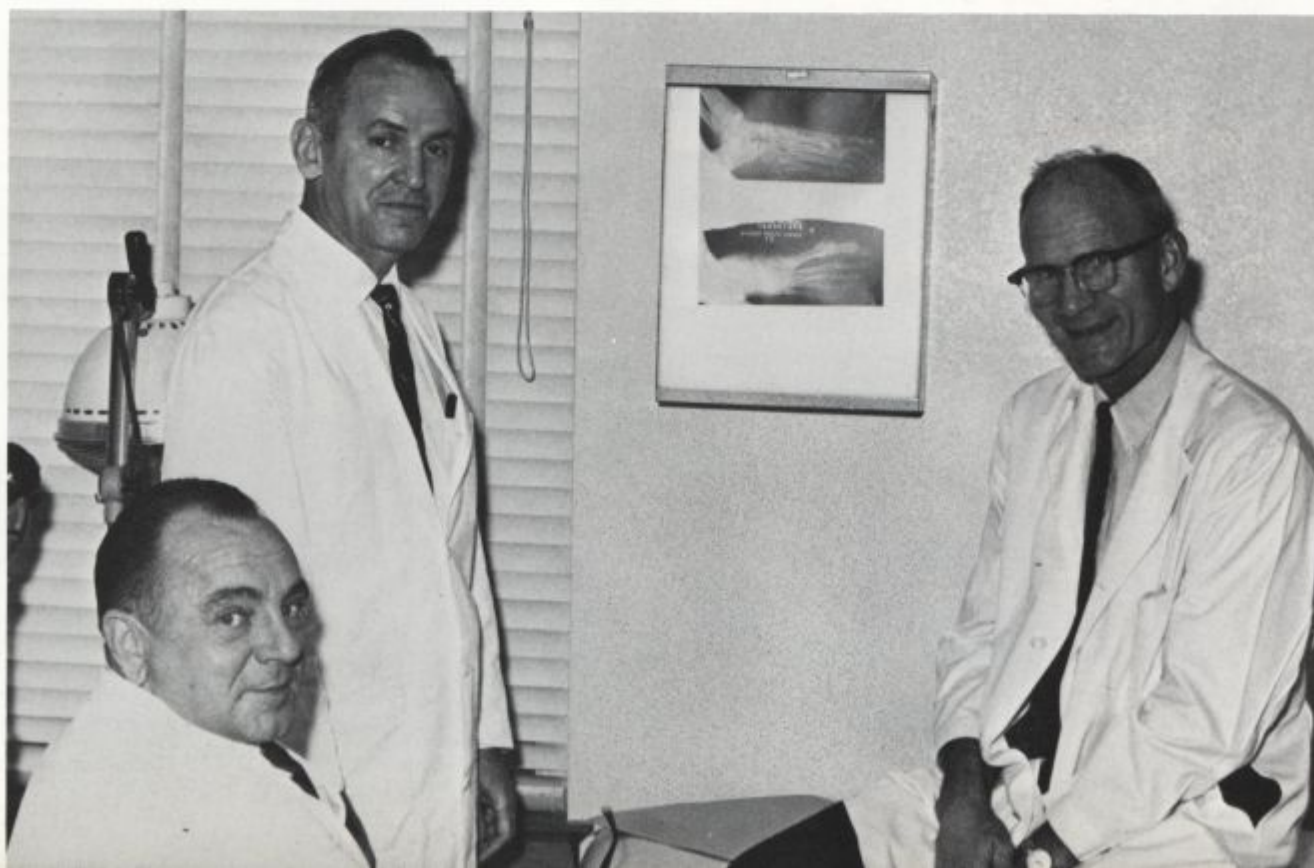
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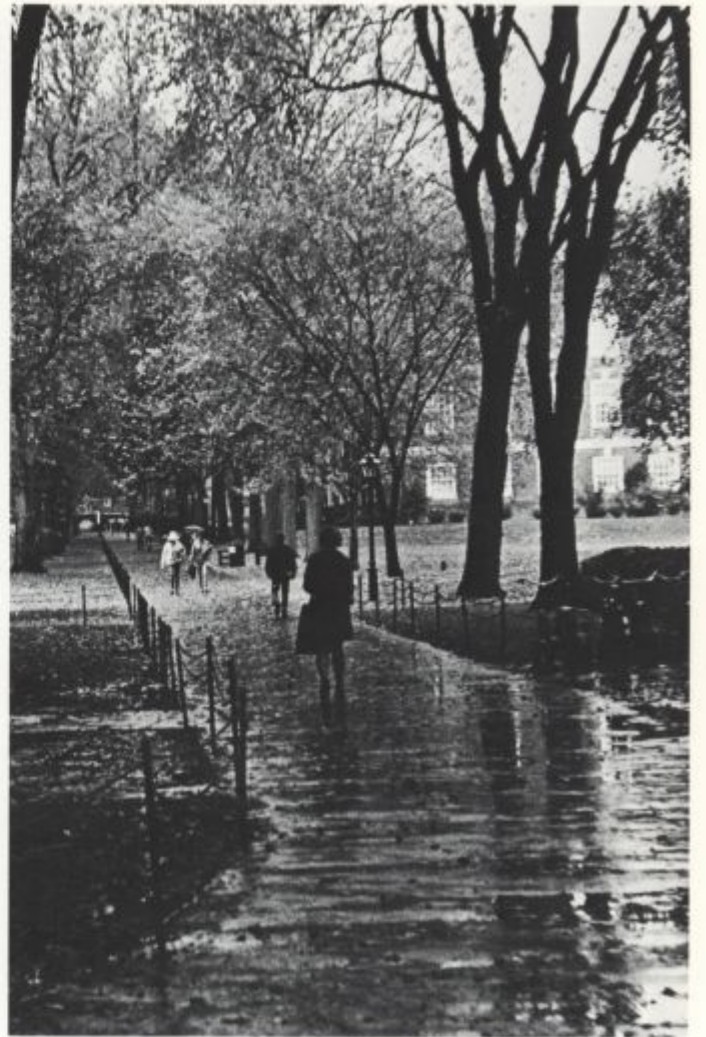
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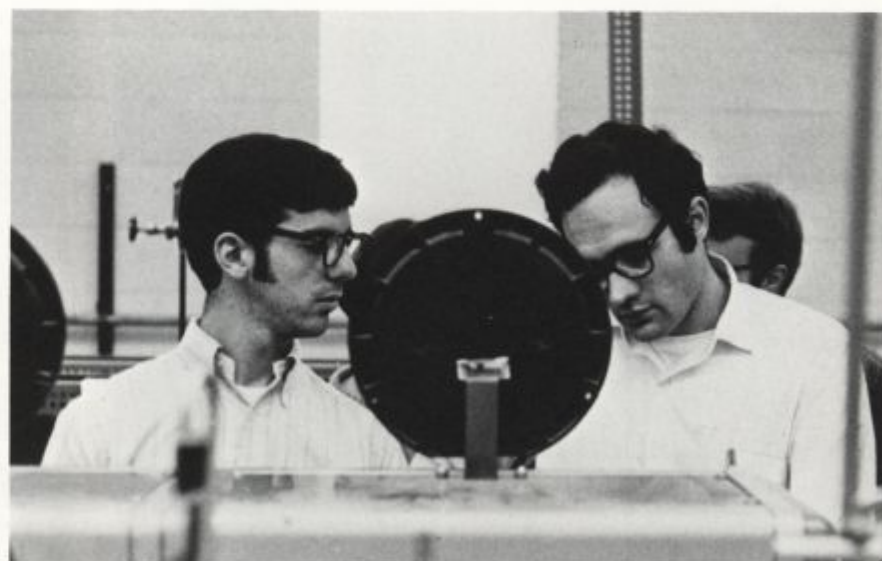


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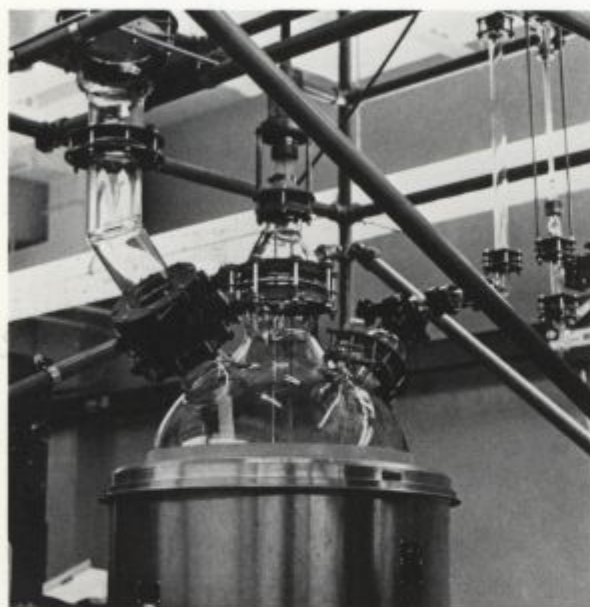




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