

#1

UNIVERSITY OF DELAWARE  
FACULTY APPRAISAL FORM B

Period Covered from 90B to 91W

Name Jan Blits Rank Associate Prof. Years at UD 15  
Department Educational Studies Full-time X Part-time (%FTE) \_\_\_\_\_

**INSTRUCTIONS:**

In the space provided, please write a narrative appraisal of the faculty member's activities during the period covered. Then indicate your overall rating of those activities. Check whether you are using a 3-point or 9-point scale.

\_\_\_\_\_ 3-point scale X 9-point scale \_\_\_\_\_ # faculty in unit

Chairpersons (deans or directors) should CIRCLE their ratings. If the faculty member does not agree with the rating, place a SQUARE around the rating the faculty member considers appropriate. Place a TRIANGLE around the mid-rating for the department (college or division) on each item.

**APPRAISAL**

A. TEACHING: 50% % effort assigned to these activities.

Effectiveness in teaching undergraduates and/or graduates; in other instructional activities; e.g., independent study (excluding dissertations and theses), non-credit teaching, instructional development, student advisement and/or counseling; etc.

I taught four Honors Colloquia: The Psychology of Freedom; Knowledge and Power; Ambition and Honor; and Mathematics: Ancient and Modern. The first two I had taught before at UD. The third I had taught before at the Naval Academy but not at UD. The fourth I had team-taught a year ago; this was the first time I had taught it on my own. The ratings in all were high.

	Instructor	Course
Mathematics: Ancient & Modern	1.00	2.00
Knowledge & Power	1.00	2.00
Psy. of Freedom	1.75	1.88
Ambition and Honor	2.11	2.11

I also continued to be Advisor to two Dean's Scholars, one of whom became a National Rhodes Scholar Finalist, was Advisor to 10 undergraduate students, and supervised three independent studies.

**CHAIR'S COMMENTS:**

The ratings data suggest that Dr. Blits continued to maintain the high quality of his Honors Colloquia offerings during the period reviewed. Taken along with his advisement and independent study supervision activities, it is my judgement that he performed above criteria.

**OVERALL EFFECTIVENESS IN TEACHING**

RATING: N/R | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/A  
Below Criteria | At Criteria | Above Criteria

Name Jan Blits

B. RESEARCH/SCHOLARLY/CREATIVE ACTIVITIES: 25% % effort assigned.

Quality and quantity of activities; effectiveness in directing research projects, dissertations, and/or theses; grant proposals and/or awards; special shows and/or performances; etc.

See attached.

OVERALL EFFECTIVENESS IN RESEARCH/SCHOLARLY/CREATIVE ACTIVITIES.

RATING: N/R | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/A  
Below Criteria | At Criteria | Above Criteria

C. SERVICE: 25% % effort assigned to these activities.

Effectiveness in service within the University, e.g., departmental, college, and University committees; in service outside of the University, e.g., assigned professional service consultation, professional service to professional or community organizations; in administrative assignments (if any).

See attached.

OVERALL EFFECTIVENESS IN SERVICE ACTIVITIES:

RATING: N/R | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | N/A  
Below Criteria | At Criteria | Above Criteria

THIS APPRAISAL HAS BEEN DISCUSSED BY THE UNDERSIGNED

[Signature]  
Department Chairperson, Dean, Director

5/14/91  
DATE

[Signature]  
Faculty Member\*

5/16/91  
DATE

\*This signature does not indicate agreement or disagreement but simply that the appraisal has been discussed.

B. Research (25%)

I published three articles: "Hobbesian Dualism: Hobbes' Theory of Motion" in The Southern Journal of Philosophy, "Equality of Opportunity and the Problem of Nature" in Educational Theory, and "Equality or Lasting Inequality?" (with Linda Gottfredson) in Transaction/Society. The last was also the focus of an important public policy symposium on race-norming.

In addition, I wrote two other articles, one now in press and the other under review. I also continued to supervise a Ph.D. student, Michael Bend, who is currently completing his dissertation on Nietzsche.

CHAIR'S COMMENTS:

In my judgement, the "Equality or Lasting Inequality?" article which appeared in Transaction/Society is more appropriately classified as a service contribution and, for the purposes of this review, is so considered. The remaining two publications taken along with the work currently in the pipeline and the dissertation supervision activity provide a solid basis for an "above criterion" rating for this time period.

C. Service (25%)

I was an active member of numerous University Committees, including the Committee on Committees and Nominations, the Provost's Reading List Committee, and the UD Humanities Council, the Honors Scholarship Committee, and the DuPont Scholarship Committee. I also represented the Department in the Faculty Senate, was Alternate Observer on the UD Board of Trustees' Committee on Education and Training, and served on the Dean's Research Advisory Council. In addition, I participated in the New Students Orientation Program and the Task Force on Honors Colloquia.

I served on the Review Board of Educational Theory, the Editorial Board of "Masters of Discovery" Series, Rutgers University Press; and the Advisory Board of the American Association for the Advancement of Core Curricula. I was also Consultant Scholar for the National Endowment for the Humanities (NEH) Summer Institute at Southeastern Louisiana University and Panelist for the NEH's Challenge Grant for Endowing Distinguished Teaching Professorships in the Humanities. In addition, I continued to serve as a member of the Delaware Humanities Council.

I chaired a roundtable on Thomas L. Pangle's The Spirit of Modern Republicanism at the Midwest Political Science Association, and participated in a Liberty Fund Colloquium on William Faulkner's Go Down, Moses.

I wrote a proposal to the Pioneer Fund to study politics and the suppression of the study of race for a summer grant; however, the University refused to process my application. (\$5,683)

CHAIR'S COMMENTS:

The volume and range of Dr. Blits' service activities both within and outside the University place him near the top of Department faculty ranks in this category. In my judgement, he clearly performed above criteria during year reviewed. (Note: The article "Equality or Lasting Inequality?" published in Transaction/SOCIETY is considered part of his service record during this period. Additionally, the grant proposal mentioned is judged not relevant since his submission of the Pioneer Fund grant was done with the knowledge that it violated University Policy.)

#2

UNIVERSITY OF DELAWARE  
FACULTY APPRAISAL FORM B

1990

Name Linda Gottfredson Rank Assoc. Prof. Period Covered from 90B to 91W  
Full Prof - 91A - 90B Years at UD 4-1/2 years  
Department Educational Studies Full-time x Part-time (%FTE) \_\_\_\_\_

**INSTRUCTIONS:**

In the space provided, please write a narrative appraisal of the faculty member's activities during the period covered. Then indicate your overall rating of those activities. Check whether you are using a 3-point or 9-point scale.

\_\_\_\_\_ 3-point scale x 9-point scale \_\_\_\_\_ # faculty in unit

Chairpersons (deans or directors) should CIRCLE their ratings. If the faculty member does not agree with the rating, place a SQUARE around the rating the faculty member considers appropriate. Place a TRIANGLE around the mid-rating for the department (college or division) on each item.

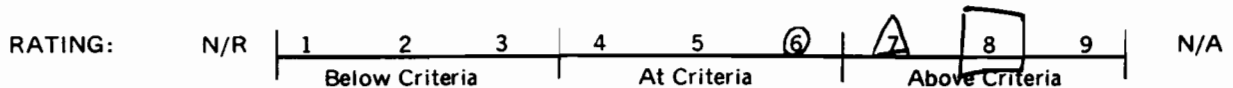
**APPRAISAL**

A. TEACHING: 50% % effort assigned to these activities.

Effectiveness in teaching undergraduates and/or graduates; in other instructional activities; e.g., independent study (excluding dissertations and theses), non-credit teaching, instructional development, student advisement and/or counseling; etc.

See attached.

**OVERALL EFFECTIVENESS IN TEACHING**



Name Linda Gottfredson

B. RESEARCH/SCHOLARLY/CREATIVE ACTIVITIES: 25% % effort assigned.

Quality and quantity of activities; effectiveness in directing research projects, dissertations, and/or theses; grant proposals and/or awards; special shows and/or performances; etc.

See attached.

OVERALL EFFECTIVENESS IN RESEARCH/SCHOLARLY/CREATIVE ACTIVITIES.

RATING:	N/R	1	2	3	4	5	6	7	8	9	N/A
		Below Criteria			At Criteria		Above Criteria				

C. SERVICE: 25% % effort assigned to these activities.

Effectiveness in service within the University, e.g., departmental, college, and University committees; in service outside of the University, e.g., assigned professional service consultation, professional service to professional or community organizations; in administrative assignments (if any).

See attached.

OVERALL EFFECTIVENESS IN SERVICE ACTIVITIES:

RATING:	N/R	1	2	3	4	5	6	7	8	9	N/A
		Below Criteria			At Criteria		Above Criteria				

THIS APPRAISAL HAS BEEN DISCUSSED BY THE UNDERSIGNED

[Signature]  
 Department Chair/Person, Dean, Director

5/14/91  
 DATE

[Signature]  
 Faculty Member\*

5/16/91  
 DATE

\*This signature does not indicate agreement or disagreement but simply that the appraisal has been discussed.

LINDA GOTTFREDSON

A. Teaching (50%)

I taught three regular sections and one Honors section of EDST 258 (Sociological Foundations of Education) last year. During Spring 1990 I advised the 16 first-year Counseling students and helped to redesign the Counseling Program. During the fall I became advisor for an AHD doctoral student. In addition, I supervised the development of an undergraduate research proposal (which was commended for its excellence by Robert Bigelow of the Christina School District).

I continued to consult with CTE and systematically experiment with different components of my courses in order to continue improving them. Using the College's evaluation form, instructor and course ratings for the regular sections of EDST 258 rose about half a grade between Spring and Fall (1=excellent; 5=unsatis). Likewise, all the 21 specific ratings rose, especially for "clarity of presentation" (from 2.8 to 1.8), the one aspect of the course which I had singled out for improvement in the fall semester. Ratings for the Honors section were uniformly high.

	<u>Class Size</u>		<u>Instructor</u>		<u>Course</u>
	mean	median	mean	median	
Spring					
Honors	1.1	1.0	1.5	1.0	( 7)
Section 10	2.5	3.0	2.6	3.0	(46)
Fall					
Section 10	2.0	2.0	2.4	2.0	(40)
Section 11	1.8	2.0	2.1	2.0	(46)

Ratings (for the regular sections) also rose according to the CTE's IDEA System, which compares courses to others of similar size and motivation level nationwide. The key overall rating ("progress on relevant objectives") was at the 75th percentile in the Spring and at the 91st and 99th in the fall.

CHAIR'S COMMENTS:

The ratings data suggest that Dr. Gottfredson's course improvement efforts are paying off although the overall course and instructor evaluations in regular (non-honors) sections are still in the "average" to "good" range. Given her reduced activity with respect to the School Counseling Program during the period reviewed, it is my judgement that her teaching record in its entirety was "at criteria".

B. Research (25%)

I had one co-authored journal article (in TRANSACTION/Society) and one commentary (in Issues in Science and Technology) published in the last year. The former was the object of a symposium which included four commentaries.

I also presented three invited papers at professional meetings, two at the annual meeting of the American Psychological Association and one at the meeting of the Society for Industrial and Organizational Psychology. Two of the invitations followed from my research on the policy implications of group differences in ability; the third followed from my analysis, commissioned by a committee of the National Academy of Sciences, of alternative measures of job performance. I gave a fourth invited talk at the Manhattan Conference in September.

My research continued to receive considerable attention in the professional literature, and my race-norming work in particular (including an essay in the Wall Street Journal), gained favorable attention in the national media and public policy circles last year. This work has also become influential outside academe. For example, it had a material effect on EEOC policy and on the contents of two civil rights bills now before Congress.

A grant proposal totalling about \$100,000, which was intended to fund a follow-up conference to my colloquium series, was submitted for processing by the University. However, the University refused to process it, citing a newly-instituted ban against accepting further monies from my long-standing source of funding. As a result of the difficulties created by that ban and associated controversy, I found it necessary to cancel the conference and abandon work on the edited volume based on the colloquium series and conference.

I have continued to respond to speaking invitations and to write short analyses of testing policy. However, I have been unable to proceed with the core of my research program due to the University's ban on its essential funding.

CHAIR'S COMMENTS:

Professor Gottfredson's co-authored article and commentary piece referred to in paragraph one above as well as the essay in the Wall Street Journal referred to in paragraph three are, in my judgement, more appropriately classified as service and are treated as such in this review. Her justification for cancelling the follow-up conference to the colloquium series is somewhat puzzling given the fact that funding for that series had already been provided under a previous grant and an offer to provide additional funds was made by Dean Murray. Equally puzzling is the claim that she "has been unable to proceed with the core of her research program due to the University's ban on its essential



funding" since I have no evidence that funding was ever sought from more than one source or that funds previously obtained actually supported research rather than service. Despite a level of productivity below what is normally expected of full professors, I am willing to accept Dr. Gottfredson's participation in national professional meetings as evidence that her research program is still alive and, therefore, rate her "at criterion" for the period reviewed.

C. Service (25%)

I was the chair of two department committees in the Spring (Counseling Search, Faculty Development) and one college committee in the fall (the College's Committee on Undergraduate Studies in Education). I was also coordinator of the department's Counseling Program in the spring.

I was a member of three other committees in the spring, one each at the university level (Undergraduate Committee), college level (Committee on Undergraduate Studies in Education), and a member of four others in the fall, two at the university level (Undergraduate Committee, Faculty and Student Honors) and two at the department level (Faculty Development, Counseling Search).

Additionally, I served on the editorial board of the Journal of Vocational Behavior. I have also responded to numerous requests for interview for radio, newspapers, and magazines and to request for information by laypeople as well as professionals concerned with testing and civil rights.

I remain co-director of the joint Delaware-Johns Hopkins Project for the Study of Intelligence and Society. However, the difficulties and uncertainties created by the University's investigation and ban of my funding source have brought my Project activities to a halt.

CHAIR'S COMMENTS:

Dr. Gottfredson made a number of notable service contributions both within and outside the University, though her effort in the former context declined noticeably after the emergence of the Pioneer Fund controversy. This was especially true of work in coordinating the Counseling program and on the Counseling position search committee. Somewhat puzzling is the claim made in the last paragraph since funding prohibited by the University of Delaware can presumably still be channelled to the project through Johns Hopkins University. Considering her entire range of service work for this period, I would still rate her contributions "above criteria". (It must be noted, however, that a continuation in the trend exhibited this year will almost surely be reflected in a lower rating next year and possibly beyond.)

# PLANNING

**INSTRUCTIONS:**

The purpose of this part of the form is to describe the activities which the faculty member intends to pursue during the coming year. It is recommended that the description be specific so that at the end of the year there will be as little ambiguity as possible in judging whether each goal was achieved. It is recognized that some plans will be changed during the year and that not all goals will be achieved for a variety of reasons.

Part A of this form is to be used in planning the teaching and advisement responsibilities which are part of a faculty member's total workload for each semester of 1988-89, as stipulated in paragraph 11.6 of the collective bargaining agreement.

FALL 1988~~9~~

A. TEACHING: 50 % EFFORT ASSIGNED TO THESE ACTIVITIES.

6 TOTAL NUMBER OF CREDIT/CONTACT UNITS  
ASSIGNED TO THIS PORTION OF FACULTY  
MEMBER'S WORKLOAD.

I. TEACHING (REGULARLY SCHEDULED COURSES)

Course Symbol and Number	Course Type	Number of Sections	Course Credit Hours	Contact Hours	Credit/Contact Units
EDST 258	Required	2	3		

II. SCHEDULED SUPERVISION

Level	Number of Students	Credit/Contact Units
UNDERGRADUATE	1	
MASTER'S		
DOCTORAL	1	

III. UNDERGRADUATE ADVISING

NUMBER OF FULL-TIME UNDERGRADUATE ADVISEES: 0

CREDIT/CONTACT UNITS: \_\_\_\_\_

SPRING 1988~~9~~

A. TEACHING: 50 % EFFORT ASSIGNED TO THESE ACTIVITIES.

6 TOTAL NUMBER OF CREDIT/CONTACT UNITS  
ASSIGNED TO THIS PORTION OF FACULTY  
MEMBER'S WORKLOAD.

I. TEACHING (REGULARLY SCHEDULED COURSES)

Course Symbol and Number	Course Type	Number of Sections	Course Credit Hours	Contact Hours	Credit/Contact Units
EDST 258	Required	2	3		

II. SCHEDULED SUPERVISION

Level	Number of Students	Credit/Contact Units
UNDERGRADUATE	1	
MASTER'S		
DOCTORAL	2	

III. UNDERGRADUATE ADVISING

NUMBER OF FULL-TIME UNDERGRADUATE ADVISEES: 0

CREDIT/CONTACT UNITS: \_\_\_\_\_

THE NUMBER OF CREDIT/CONTACT UNITS FOR BOTH TERMS COMBINED CONSTITUTES: (Check one.)

- A FULL-TIME ADMINISTERED LOAD FOR EACH SEMESTER.
- AN ADJUSTED LOAD WHICH BALANCES/WILL BE BALANCED BY THE PLAN FOR THE OTHER SEMESTER OF THE ACADEMIC YEAR.
- AN OVERLOAD FOR THE FALL/SPRING SEMESTER TAUGHT AT NO EXTRA COMPENSATION.
- AN OVERLOAD WHICH REQUIRES EXTRA COMPENSATION. (DEAN/PROVOST APPROVAL NEEDED.)

B. RESEARCH/SCHOLARLY/CREATIVE ACTIVITIES:

BRIEFLY DESCRIBE ONGOING AND/OR PLANNED PROJECTS: THESEIS AND DISSERTATION SUPERVISION; PLANNED PUBLICATIONS, ART WORKS, SHOWS OR PERFORMANCES, ETC.

FALL 19890

SPRING 19891

25

% EFFORT ASSIGNED TO THESE ACTIVITIES.

25

% EFFORT ASSIGNED TO THESE ACTIVITIES.

The University's ban on Pioneer monies necessitated the cancellation of core, on-going research activities (a conference and edited book). The direction of my future research will depend on the outcome of my grievance against the University. If my funding is reinstated, I will try to reconstruct my research program. If it is not, I will have to fashion a new one.

In addition to my own research, I will be supervising the research of two doctoral students and one undergraduate.

C. SERVICE:

BRIEFLY DESCRIBE ADMINISTRATIVE ASSIGNMENTS, ANTICIPATED ACTIVITIES WITHIN AND OUTSIDE OF THE UNIVERSITY.

FALL 19890

SPRING 19891

25

% EFFORT ASSIGNED TO THESE ACTIVITIES.

25

% EFFORT ASSIGNED TO THESE ACTIVITIES.

Serve on two university committees (Undergraduate and Faculty/Student Honors), chair one college committee (CUSE), and serve on two department committees (Faculty Development and Counseling Search).

Continue to consult on the military's Armed Services Vocational Aptitude Battery.

Continue to respond to requests for information and assistance in my areas of expertise.

THE ABOVE PLAN (PARTS A, B AND C) IS CORRECT AND AGREED TO AS INDICATED.

FACULTY SIGNATURE

*Linda S. Youdow*

DATE

*March 18, 1991*

CHAIRPERSON SIGNATURE

*U. Markin*

DATE

*4-2-91*

# 2a

UNIVERSITY OF DELAWARE INTER-DEPARTMENTAL

# Memorandum

DATE:

1989



July 18, 1990

TO: Victor Martuza, Chair  
Educational Studies

FROM: Linda S. Gottfredson *lg*

RE: Your Annual Appraisal of My Scholarly Activities

In your final statement on my research, you state that "though her rate of production during the period reviewed was somewhat lower than in previous years, Linda's writing continues to receive national attention and to stimulate debate on important policy matters."

What you fail to mention, and what I had said in the draft statement I prepared for you, was that my production was down for reasons beyond my control (and for reasons that will burden my future research as well). As you know, the controversy over my research and funding source, and the subsequent University investigation of both, have taken an enormous amount of my time and prevented me from completing several invited manuscripts. I was also unable to move forward, as planned, on my proposed conference and edited book.

By failing to mention the rather large burden under which I worked last year, your evaluation leaves an erroneous impression about my productivity.

I would appreciate it if you could attach this memo as an addendum to my annual appraisal.



**UNIVERSITY OF DELAWARE  
FACULTY APPRAISAL FORM B**

Name Linda S. Gottfredson Rank Asso. Prof. Years at UD 3 1/2  
 Department Educational Studies Full-time  Part-time (%FTE) \_\_\_\_\_  
 Period Covered from 1/89 to 1/90

**INSTRUCTIONS:**

In the space provided, please write a narrative appraisal of the faculty member's activities during the period covered. Then indicate your overall rating of those activities. Check whether you are using a 3-point or 9-point scale.

\_\_\_\_\_ 3-point scale \_\_\_\_\_ 9-point scale \_\_\_\_\_ # faculty in unit

Chairpersons (deans or directors) should **CIRCLE** their ratings. If the faculty member does not agree with the rating, place a **SQUARE** around the rating the faculty member considers appropriate. Place a **TRIANGLE** around the mid-rating for the department (college or division) on each item.

**APPRAISAL**

**A. TEACHING:** \_\_\_\_\_ % effort assigned to these activities.

Effectiveness in teaching undergraduates and/or graduates; in other instructional activities; e.g., independent study (excluding dissertations and theses); non-credit teaching; instructional development; student advisement and/or counseling; etc.

Linda has been very effective in her teaching since joining the department. She has been successful in teaching first-year counseling students and in developing a transition program which creates positive attitudes for incoming students. She has also been successful in teaching graduate students and in supervising their theses. She has been successful in teaching courses to children of all ages and in supervising their activities. She has also been successful in teaching the 1-credit course "The Homeless" in the program's Reading List Program. She has also been successful in supervising her proposal last spring, with Jan Ellis, to pilot a writing program in the College of Education and an in-depth analysis of student teaching in recent years. Linda has worked hard at her teaching since joining the department and her efforts are having a positive effect on student comment and course evaluations.

**OVERALL EFFECTIVENESS IN ALL ACTIVITIES:**

RATING:	N/R	1	2	3	4	5	6	7	8	9	N/A
		Below Criteria			At Criteria			Above Criteria			

THIS RATING HAS BEEN DISCUSSED BY THE UNDERSIGNED

Department Chair/Supervisor \_\_\_\_\_ DATE \_\_\_\_\_

**OVERALL EFFECTIVENESS IN TEACHING**

RATING:	N/R	1	2	3	4	5	6	7	8	9	N/A
		Below Criteria			At Criteria			Above Criteria			

Linda S. Gottfredson

B. RESEARCH/SCHOLARLY/CREATIVE ACTIVITIES: 37 1/2 % effort assigned.

Quality and quantity of activities; effectiveness in directing research projects, dissertations, and/or theses; grant proposals and/or awards; special shows and/or performances; etc.

Linda had two co-authored papers accepted for publication, one of them being published during the year, and she presented a paper at the 1989 American Psychological Association.

She was invited to present three papers on job testing in the coming year to industrial psychologists; one at the annual meeting of the Society for Industrial and Organizational Psychology and two at the American Psychological Association convention.

In other research-related activities, Linda ran the second half of the College of Education Colloquium Series that she organized for 1988-89, and she obtained a grant to organize a follow-up conference. She received a \$100,000 grant last summer to support conference planning (it bought her out of one course in the fall) and other activities of the Project for the Study of Intelligence and Society, of which she is co-director.

Though her rate of production during the period reviewed was somewhat lower than in previous years, Linda's writing continues to receive national attention and to stimulate debate on important policy matters.

OVERALL EFFECTIVENESS IN RESEARCH/SCHOLARLY/CREATIVE ACTIVITIES.

RATING:	N/R	1	2	3	4	5	6	7	8	9	N/A
		Below Criteria			At Criteria			Above Criteria			

C. SERVICE: 25 % effort assigned to these activities.

Effectiveness in service within the University, e.g., departmental, college, and University committees; in service outside of the University, e.g., assigned professional service consultation, professional service to professional or community organizations; in administrative assignments (if any).

Linda was the chair of two committees (Counseling Search, Faculty Development), a member of three others and coordinator of the Counseling Program.

As chair of the Faculty Development committee she revised and expanded the Faculty Orientation Booklet, helped to organize the fall department party, and prepared a proposal for the brown bag series, Food for Thought, which was subsequently funded by the Center for Teaching Effectiveness.

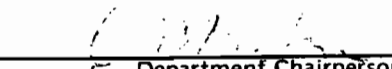
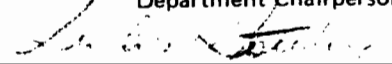
Additionally, Linda ran the spring half of the College of Education Colloquium series which she had organized for the 1988-89 year, served on the editorial board of the Journal of Vocational Behavior, and co-directed the joint Delaware-Johns Hopkins Project for the Study of Intelligence and Society.

Linda continues to make important service contributions and this past year her work on the revision of the counseling program was especially important.

OVERALL EFFECTIVENESS IN SERVICE ACTIVITIES:

RATING:	N/R	1	2	3	4	5	6	7	8	9	N/A
		Below Criteria			At Criteria			Above Criteria			

THIS APPRAISAL HAS BEEN DISCUSSED BY THE UNDERSIGNED

  
 \_\_\_\_\_  
 Department Chairperson, Dean, Director  
  
 \_\_\_\_\_  
 Faculty Member\*

\_\_\_\_\_  
 DATE  
 \_\_\_\_\_  
 DATE

\*This signature does not indicate agreement or disagreement but simply that the appraisal has been discussed.

## PLANNING

### INSTRUCTIONS:

The purpose of this part of the form is to describe the activities which the faculty member intends to pursue during the coming year. It is recommended that a description be specific so that at the end of the year there will be as little ambiguity as possible in judging whether each goal was achieved. It is recognized that some plans will be changed during the year and that not all goals will be achieved for a variety of reasons.

Part A of this form is to be used in planning the teaching and advisement responsibilities which are part of a faculty member's total workload for each semester of 1988-89, as stipulated in paragraph 11.6 of the collective bargaining agreement.

FALL 19889

A. TEACHING: 50 % EFFORT ASSIGNED TO THESE ACTIVITIES.

6

TOTAL NUMBER OF CREDIT/CONTACT UNITS  
ASSIGNED TO THIS PORTION OF FACULTY  
MEMBER'S WORKLOAD.

#### I. TEACHING (REGULARLY SCHEDULED COURSES)

Course Symbol and Number	Course Type	Number of Sections	Course Credit Hours	Contact Hours	Credit/Contact Units
EDS 253		2	3		

#### II. SCHEDULED SUPERVISION

Level	Number of Students	Credit/Contact Units
UNDERGRADUATE		
MASTER'S		
DOCTORAL	2	

#### III. UNDERGRADUATE ADVISING

NUMBER OF FULL-TIME UNDERGRADUATE ADVISEES: \_\_\_\_\_

CREDIT/CONTACT UNITS: \_\_\_\_\_

SPRING 19889

A. TEACHING: 50 % EFFORT ASSIGNED TO THESE ACTIVITIES.

6

TOTAL NUMBER OF CREDIT/CONTACT UNITS  
ASSIGNED TO THIS PORTION OF FACULTY  
MEMBER'S WORKLOAD.

#### I. TEACHING (REGULARLY SCHEDULED COURSES)

Course Symbol and Number	Course Type	Number of Sections	Course Credit Hours	Contact Hours	Credit/Contact Units
EDS 258		2	3		

#### II. SCHEDULED SUPERVISION

Level	Number of Students	Credit/Contact Units
UNDERGRADUATE		
MASTER'S		
DOCTORAL	2	

#### III. UNDERGRADUATE ADVISING

NUMBER OF FULL-TIME UNDERGRADUATE ADVISEES: \_\_\_\_\_

CREDIT/CONTACT UNITS: \_\_\_\_\_

THE NUMBER OF CREDIT/CONTACT UNITS FOR BOTH TERMS COMBINED CONSTITUTES: (Check one.)

- A FULL-TIME ADMINISTERED LOAD FOR EACH SEMESTER.
- AN ADJUSTED LOAD WHICH BALANCES/WILL BE BALANCED BY THE PLAN FOR THE OTHER SEMESTER OF THE ACADEMIC YEAR.
- AN OVERLOAD FOR THE FALL/SPRING SEMESTER TAUGHT AT NO EXTRA COMPENSATION.
- AN OVERLOAD WHICH REQUIRES EXTRA COMPENSATION. (DEAN/PROVOST APPROVAL NEEDED.)

B. RESEARCH/SCHOLARLY/CREATIVE ACTIVITIES:

BRIEFLY DESCRIBE ONGOING AND/OR PLANNED PROJECTS: THESEIS AND DISSERTATION SUPERVISION; PLANNED PUBLICATIONS, ART WORKS, SHOWS OR PERFORMANCES, ETC.

FALL 19~~8~~90

SPRING 19~~8~~91

25 % EFFORT ASSIGNED TO THESE ACTIVITIES.

25 % EFFORT ASSIGNED TO THESE ACTIVITIES.

Next year's activities will depend on the timing and nature of the resolution of the controversies on campus about the Pioneer Fund and my work.

Under the most favorable circumstances, I would return to my plan for last year. Even so, I would have to reconsider the venue for the conference, which was to be here at the University, and to seek a new source of funding to replace the one (not the Pioneer Fund) lost this year as a result of the Pioneer Fund controversy.

Same

C. SERVICE:

BRIEFLY DESCRIBE ADMINISTRATIVE ASSIGNMENTS, ANTICIPATED ACTIVITIES WITHIN AND OUTSIDE OF THE UNIVERSITY

FALL 19~~8~~90

SPRING 19~~8~~91

25 % EFFORT ASSIGNED TO THESE ACTIVITIES.

25 % EFFORT ASSIGNED TO THESE ACTIVITIES.

Undergraduate committees of the Department, College, and University.

Continue to consult on the military's Armed Services Vocational Aptitude Battery.

Same

THE ABOVE PLAN (PARTS A, B AND C) IS CORRECT AND AGREED TO AS INDICATED.

FACULTY SIGNATURE

*L. G. S. ...*

DATE

*7/1/90*

CHAIRPERSON SIGNATURE

*C. ...*

DATE

*6-15-90*



# Memorandum



January 10, 1991

TO: Frank Murray, Dean  
College of Education

FROM: Linda S. Gottfredson *lg*  
Educational Studies

RE: Follow-Up Conference

I apologize for not responding sooner to your October 22 memo about the follow-up conference. As I told you the other day, I had hoped to avoid the fact--and then to inform people--that I have to cancel all follow-up activities to my College of Education colloquium mini-series.

I am glad that you still think it important to hold the conference, and I appreciated your October 22 offer of alternative funding for the conference. However, my July grant proposal to the Pioneer Fund (which you were not required to review and therefore may not have read) explains why I could not proceed with the conference, regardless of whether funding might now be available.

The public controversy over my funding and my work and the subsequent University investigation not only delayed any conference, thus jeopardizing its timeliness, but also poisoned the atmosphere for organizing and conducting one. I could no longer count on recruiting the other scholars and policy makers I had planned to invite after I and my funding source had just been denounced in the press by, among others, Jack Anderson and the NAACP, and then further stigmatized by the University administration itself.

You and I had agreed that the conference should be held on campus so that College faculty and students could attend. But such a conference would be viewed as especially provocative at the present time. You will recall that, by accepting the Research Committee's report, Presidents Trabant and Roselle have both officially condemned many of the colloquium participants. Five of the eight turn out to have been Pioneer grantees, and the report itself singled out two of them for criticism.

A UD conference featuring these speakers could, for that reason alone, be expected to generate disruptive protest and abuse of some conference participants. Given the current atmosphere, I doubt it would matter that, as you stated to President Jones, these are "the very best people in English speaking world on this topic" (your June 13, 1988 memo on the colloquium series).

Last summer I still held out hope of producing an edited book based on the colloquium series, but I have since concluded that even that is not possible at the present time. I explain in the attached letter, recently sent to all colloquium participants, why I am cancelling both the book and the conference.

It was very painful for me to cancel these activities. I had already invested considerable time in the colloquium-conference-book project, one which had already generated considerable interest both inside and outside the university. Internationally eminent scholars had devoted significant time to their colloquia and draft chapters in anticipation of the conference and book. A major publisher had already expressed interest in publishing the proposed book. Moreover, my chances of doing such a project in the future are now diminished. Whether the colloquium participants conclude that I am unreliable or only that my circumstances are, I imagine that they will now hesitate to work with me again.

Finally, on a personal note, you once commented that I must enjoy all the controversy. Far from it. I pursue my work despite controversy. That I have carried on with grace and occasional good humor during the past year (or at least I hope I have), as well as with undiminished resolve, has no doubt led some observers to misconstrue my behavior or to underestimate the impact of events upon me.

The last fifteen months have been devastating professionally. I had to break virtually all my professional commitments in order to contend with the various University actions against me while continuing to fulfill my University teaching and service responsibilities. Under current conditions, I see no way to continue my research or the other activities that Bob Gordon and I had been carrying out together under the umbrella of our Project for the Study of Intelligence and Society. Moreover, of the other two colleagues with whom I frequently collaborate, one has been warned by his organization not to associate publicly with me any more and the other has already suffered professionally because of our collaboration.

The University's actions have effectively terminated my research program at the University--ironically, the very same research that was so important in the University's decision to grant me tenure.

In any event, thank you again for your offer. I very much hope I will be able to accept it later if conditions improve.

enc.