STANDARD V

Faculty
Faculty Task Force:

Coordinator: John Rogers, Professor and Chair
Music

Bruce Mallory, Associate Professor
Education

John Wilson, Associate Professor
Mechanical Engineering
In 1983 the NEASC Commission concluded that the faculty at the University of New Hampshire were committed teachers and scholars. This remains the case in 1993. However, the situation for faculty at the University has changed significantly over the last ten years. The number of full-time faculty members has grown from 594 to 710. Full-time tenure track positions have increased from 546 to 619. Over the past three years the UNH Foundation has been successful in securing external funding for over a dozen new professorships and endowed chairs. There has been more attention to affirmative action which has resulted in an improvement in the recruitment of women and more focused attempts to recruit minorities. Faculty members are now more involved in the University's planning and governance. New institutes, centers, and interdisciplinary programs have provided increased opportunities for collaboration across departments in both research and teaching. Scholarly productivity and public service activities have increased substantially, and the University now ranks in the top 120 in the country in annual federally funded research. These developments indicate the ongoing improvement of faculty effectiveness.

Within this context, during the late 1980s faculty salaries fell behind those of faculty at peer institutions and the need for improvement in faculty compensation became a pressing issue. This led to faculty unionization in 1990 and a contentious two year period of negotiation with the University System Board of Trustees. The first collective bargaining agreement in the University's history was signed in March of 1993. The agreement reaffirms many former practices and procedures contained in the 1984 Faculty Handbook, but it also marks the beginning of a transition in employment relations at UNH.

DESCRIPTION

Faculty Qualifications

Faculty appointments and promotions at the University of New Hampshire reflect standards consistent with those of a comprehensive research
university. Faculty members carry out significant programs of teaching and scholarship, and are highly competent instructors, advisors, researchers, writers, performers, and members of professional organizations and learned societies. They participate effectively in University governance and they make significant contributions to public service through their regional, national, and international activities.

Full-time faculty hold the appropriate terminal degrees in the fields in which they have been appointed. Faculty appointed at UNH have earned their doctorates at a diversity of institutions. As of fall 1992, the most frequent represented included, in order, Harvard University, the University of Wisconsin at Madison, the University of Massachusetts at Amherst, Stanford University, the University of California at Berkeley, Boston University, Pennsylvania State University, Cornell University, the University of Michigan, and the Massachusetts Institute of Technology. In some cases the degree appropriate to a particular discipline is less than the doctorate. Thus, percentages of full-time faculty holding the doctorate vary by school and college and range from 80% in the School of Health and Human Services to 98% percent in the College of Life Sciences and Agriculture.

Non-tenure track and part-time faculty are also expected to hold graduate degrees in appropriate disciplines. Adjunct or clinical faculty without the doctorate are sometimes appointed when their special expertise, skills, or work experiences will enhance a program or meet specialized program needs, or when shortages exist in the availability of doctoral-level applicants.

**Faculty Numbers and Rank**

In the fall of 1992, the University of New Hampshire with its Manchester campus, employed 619 full-time, tenure track instructional faculty; 91 full-time nontenure track instructional, research and library faculty; and 279 part-time instructional faculty. 46 individuals classified as part-time faculty are employed at 90%-95% time and, while differing in status and not part of the bargaining unit, form part of the core instructional staff at the University.

Formal definitions of academic ranks are given in the USNH Policy Manual, the University Promotion and Tenure Guidelines, and in Article 13 of
the Collective Bargaining Agreement. Academic ranks for tenure track faculty include instructor, assistant professor, associate professor, and professor. The responsibilities, privileges, benefits, and terms of appointment for tenure track faculty are outlined in the Collective Bargaining Agreement and the University's Guidelines for Promotion and Tenure. Nontenure-track faculty appointments, described in the USNH Policy Manual, include lecturer, faculty in residence (FIR), and grant funded, adjunct, and visiting faculty. The guidelines governing the appointment to a third category, research faculty, are available from the Office of Academic Affairs. Table I indicates the number of full and part-time faculty, by rank.

"Faculty Counts, Full and Part-Time (including Manchester campus)"
"Fall Semester, 1992"

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<td>Faculty TOTAL</td>
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* count of persons in part-time positions (some persons may hold multiple part-time appointments) Notes: Excludes adjunct faculty, and PA/AA/PATs with faculty rank. Includes faculty on "leave, EOS, TSAS, temporary and grant-funded positions.

Based on full-time equivalents of all students and instructional faculty in fall 1992, the faculty to student ratio is approximately 1 to 17; with a range of 1 to 12 in the College of Engineering and Physical Sciences, to 1 to 25 in the Whittemore School of Business and Economics. Enrollment patterns, shifts in the numbers of student majors, or changing demands for particular courses have necessarily affected ratios within colleges, schools.
and departments. However, the number of instructional staff is sufficient to meet the University's educational mission.

Full-time and core faculty at the University retain the primary responsibility for instruction. The result of a special study indicate that of the 4602 courses offered in 1989-90, 3259, or 71%, were taught by full-time and core (90%-95% time) faculty, while 1343, or 29%, were taught by part-time faculty and graduate assistants. Graduate teaching assistants had primary responsibility for 431.5 regular and special courses, or 9.4% of the total courses offered. In the majority of cases, part-time faculty and graduate students taught courses, or served as laboratory or internship instructors, in classes with relatively small enrollments. Finally, part-time instructors and graduate students taught an average of 2.28 courses per person in 1989-90, while full-time and core faculty taught an average of 4.83 courses per person.

**Faculty Effectiveness**

The effectiveness of faculty members at UNH is assessed regularly in a variety of ways. Students assess teaching performance through written course evaluations and the results are compiled by the Office of Institutional Research. Assessments of teaching also include required evaluations, written self evaluations in the Faculty Annual Report, and evaluations by department chairs and school or college deans. Regular self assessments of the quality and level of a faculty member's research, publications, and public service activities are also contained in the Annual Faculty Report which is reviewed by the faculty member's chair and dean. Promotion and Tenure Committees at the department and college or school levels provide a further assessment of teaching, research, and service. There is substantial evidence of the effectiveness of UNH faculty members from all of these sources.

Students are positive in their evaluation of the instruction they receive. Statistics compiled by the Office of Institutional Research in 1991 indicate that students' mean rating on the question "Overall, how would you rate this instructor" is 4.15 on a 5-point scale; ranging from 4.08 in the College of Engineering and Physical Sciences to 4.43 in the School of Health Studies and Human Services. Peer evaluations of teaching are also positive and contribute to the success rate for faculty considered for promotion and tenure.
As noted above, UNH faculty are productive scholars who are respected by their national and international colleagues. This is reflected in the growing number of faculty members who serve as editors, associate editors, and reviewers for the leading journals in their fields, as well as the number and quality of faculty publications and successful grant applications. In recent years, UNH faculty members have also received recognition for their work in the form of Pulitzer Prizes, MacArthur Fellowships, Fulbright Scholarships, honorary doctoral degrees from American and international universities, and special awards from organizations such as NASA, the American Historical Association, and the American Educational Research Association. Their creative works have been displayed or performed in galleries and theaters in major US cities and abroad.

**Faculty Recruitment and Appointment**

The process of recruiting faculty is initiated at the department or program level where the identification of specific needs originates. Once approval to fill a position has been obtained from the dean and the Provost, the search process is organized by the department or program in consultation with the Office of Personnel Services and the University Affirmative Action Office.

Over the course of the last five years, the University has made substantial efforts to improve the recruitment of women and minority faculty. In 1991, following the finalization of the University Affirmative Action Advocacy Plan, each department was asked to evaluate its current and future faculty needs, review national statistics on degrees awarded to women and minorities in their discipline, and write a departmental AA Plan. These plans were then assessed by a University-wide Affirmative Action Advisory Committee and written comments and suggestions were returned to departments. To further promote affirmative action and ensure compliance with equal opportunity guidelines, each faculty search is conducted in accord with the University’s Affirmative Action and the Search Process: A Procedural Handbook.

Thus far, some progress has been made in hiring women at the University. In 1983 women constituted 19% of full-time tenure track faculty. In 1993, that figure has risen to 28%. However, there has not been a corresponding improvement in the recruitment of minority faculty and
more work needs to be done in this area. According to the University's EEO-6 Report, in 1981 there were 24 or 3.8% Asian, Hispanic and African American full-time tenure track faculty at UNH. In 1991 full-time tenure-track minority faculty members numbered 30, or 4.8% of the total.

During the search process, applicants' credentials are reviewed, the most promising and qualified candidates are identified, and finalists are interviewed. Final recommendations for appointment are based upon programmatic needs and candidate qualifications. At the present time, new faculty are provided with letters of appointment from the college or school dean, rather than a contract. These letters outline the nature and terms of appointment and any special considerations.

**Faculty Workload**

Faculty have responsibilities in the areas of teaching, research, and service. To meet specific programmatic needs and provide support of individual faculty development, the Deans' Council has agreed that individual faculty workloads can be described using eight units, of which, typically five will be dedicated to teaching (corresponding to five courses per academic year), two to research and one to service. These proportions are by no means fixed; indeed such a scheme can help to rationalize departures from the norm in individual cases. The typical distribution of workload units differs among colleges, schools, and departments. Most departments in the College of Liberal Arts, School of Health Studies and Human Services, and the Whittemore School of Business and Economics follow the predominant pattern. Increased workloads in research with corresponding decreased loads in teaching are more likely in the College of Life Science and Agriculture and College of Engineering and Physical Sciences. As described in Article 8 of the Collective Bargaining Agreement, workloads are assigned by the department chairs and are subject to the approval of the Dean.

**Promotion and Tenure Policies and Procedures**

Promotion and tenure policies and procedures at the University of New Hampshire have not changed significantly since the University's reaccreditation in 1983 when the Commission found them to be fair, consistent, and well defined. University policy and guidelines ensure nondiscrimination, careful peer evaluation, confidentiality, the right of the
candidate to appeal, and due process. The Collective Bargaining Agreement has supported existing policies and procedures with the additional provision that changes or modification be agreed upon by the AAUP.

The official statement of USNH policy governing promotion and tenure is contained in the USNH Policy Manual. Matters of contractual security, salaries and benefits, and promotion and tenure for full-time tenure track faculty are covered in the Collective Bargaining Agreement between the University System Board of Trustees and the UNH Chapter of the American Association of University Professors. The University’s Promotion and Tenure Guidelines, published and distributed each fall by the Office of the Provost, describes promotion and tenure procedures. The 1984 Faculty Handbook, which is now out of date, is scheduled to be revised in the fall of 1993. The revision will incorporate provisions of the bargaining agreement and outline policies and procedures governing faculty who are not currently covered by it.

Contractual Security
Reasonable and appropriate job security for tenure track faculty has been ensured with the signing of the Collective Bargaining Agreement. The Agreement provides a description of policies and procedures governing dismissal and non-reappointment, and termination due to programmatic displacement or financial exigency.

Reviews of Tenured and Non-Tenured Faculty
Regular evaluation of faculty performance is intended to assure that the faculty are effective in carrying out their assigned responsibilities. Article 11 of the Collective Bargaining agreement outlines provisions for regular evaluation.

Each non-tenured faculty member will receive from the Dean, in concert with the appropriate Chairperson, an annual written assessment of performance. The assessment must be completed by the end of each academic year, beginning with the first year of appointment, and the assessment will be transmitted to the bargaining unit member.

The Dean, in consultation with each departmental chairperson, will establish a procedure for regular, written assessment of tenured faculty. A copy of this assessment will be shared with the
bargaining unit member within a reasonable period of time after the evaluation is complete.

Prior to the Collective Bargaining Agreement, UNH policy called for formal evaluations of tenured associate professors every two years, and formal evaluations of full professors every four years at the department and college levels. There are no provisions for this in the current agreement. However, the agreement does provide for the continuation of an Academic Senate policy requiring the student evaluation of teaching in courses in which the enrollment is five or more.

**Professional Development Opportunities**

Faculty members at UNH continue to develop the skills and knowledge needed to stay current in their respective disciplines. Attendance at professional meetings, opportunities for sabbatical and other types of leave, on-campus colloquia and seminars, and academic-year and summer research fellowships provide the means to receive advanced training and gain additional relevant professional experiences. Perhaps the most important program in this area is the sabbatical leave program. Every six years each tenured faculty member is eligible to apply for a sabbatical leave of a semester at full-pay or a year at half-pay. Virtually all sabbatical requests by eligible faculty are approved. The University provides other opportunities for faculty development through programs that offer course release time, through externally funded professorships, and through special awards such as the Faculty Scholars Program and Humanities Center Fellowships which grant a semester of leave to pursue scholarly work. Article 15 of the Collective Bargaining Agreement provides for a continuation of the University’s Faculty Development Committee, Faculty Development Program, and Faculty Scholars Program with no reduction of funding. It also calls for a Teaching Advisory Committee to be composed of outstanding teachers to "advise individuals seeking to improve their teaching effectiveness." This Advisory Committee has been established within the new UNH Teaching Excellence Program.
Faculty Rights and Responsibilities

The faculty at the University adhere to high ethical standards in their teaching, research, and public service. Policies governing consulting, involvement in political activity, and conflict of interest are described in the Collective Bargaining Agreement and the USNH and UNH policy manuals. The Research Office maintains standards for ethics in research and an Institutional Research Board reviews projects to ensure the protection of human subjects. The Professional Standards Committee of the Academic Senate's Faculty Caucus also addresses issues of professional ethics.

The USNH and UNH policy manuals and the Collective Bargaining Agreement affirm the faculty's rights to academic freedom, an academic environment free of harassment, and due process, and outlines provisions for grievances. The University has a sexual harassment policy and the Academic Senate is currently reviewing a proposal for a discriminatory harassment policy. Department chairs monitor faculty adherence to these policies, and college deans, the Office of Affirmative Action, the Provost's Office, and the Professional Standards Committee of the Faculty Caucus are also involved in addressing or adjudicating violations.

Ethical standards for PAT staff with teaching responsibilities, part-time faculty, and teaching assistants, as well as assurances of academic freedom, nondiscrimination, due process, and fair treatment are outlined in the USNH and UNH Policy Manuals and, for PAT Staff, in the Professional, Administrative and Technical Staff Handbook.

Conditions of Employment for Academic Support Staff

The terms of employment for all PAT staff, including those with academic responsibility, are described in the Professional, Administrative and Technical Staff Handbook. This handbook details criteria for appointment, salary, performance evaluation, and opportunities for professional development. Newly appointed PAT staff serve an introductory period of six months. Orientation sessions for new staff members on benefits, compensation, and job responsibilities are typically conducted every two weeks. Supervisors normally review the new staff member's performance at the end of three months and again before the end of the six month introductory period to determine suitability for continued employment. At the end of the introductory period, the staff member should receive a letter of appointment.
which includes the terms of the appointment. Some PAT staff positions are "flex-year," arranged around departmental or academic unit work load needs. Examples include: half-time for the full year, full-time for the nine month academic year, or other schedules that are designed to meet the demands of the unit.

PAT staff members are encouraged to seek professional advancement within the University System. As budgets permit, they are also encouraged to take advantage of job related training, workshops, and seminars. After three years of at least 75 percent time, PAT staff members may apply for professional improvement leave. Exchange programs with staff at other institutions are also available, and a Staff Development Fund has been established for use in cases where unusual opportunities arise which would promote professional development.

Graduate Teaching Assistants
Selection of all graduate assistants is based upon qualifications, the programmatic needs of the assistant's department and the professional interests of the candidate. Policies governing academic standards and University wide expectations for graduate students are overseen by the Office of the Graduate School and published in the Graduate School Catalog. While there is currently no University-wide program for training graduate assistants who serve as instructors, formalized training is provided in a number of ways at the college, department or program level. Some departments such as English and Psychology, which employ significant numbers of graduate assistants as instructors, do have structured programs and there is a fall training program for graduate teaching assistants in the College of Life Sciences and Agriculture. The Teaching Excellence Program will institute an elective course in the fall of 1993 for graduate teaching assistants. In departments which have small numbers of teaching assistants guidance is provided by a faculty member. The process of evaluating the performance of graduate teaching assistants is typically overseen by the department chair or coordinator of graduate studies. Evaluations leading to renewal of a teaching assistantship include a review of required student course evaluations and the graduate assistant's academic record.
APPRAISAL

UNH faculty are excellent teachers, accomplished scholars and researchers, and conscientious participants in University and public service activities. They are appropriately credentialled for their academic assignments and have the requisite professional skill and experience to competently advise and guide students at the undergraduate and graduate level.

The University has been able to recruit and retain an outstanding faculty, despite relatively low compensation levels. The procedure for recruiting new faculty works smoothly and is in keeping with the spirit as well as the letter of the University's nondiscrimination policy and AA guidelines. While financial constraints have limited the University's ability to compete for minority faculty, there have been improved efforts to meet AA goals. Attrition rates for faculty are low, averaging approximately four percent per year for the last seven years.

The total workload for all faculty is constant. However, there are measurable differences in the way that faculty workloads are allocated among teaching, research, and service from college to college and department to department — even among individuals in the same department. These differences are usually accounted for by the different missions among colleges and departments, but they continue to cause concern among the faculty, especially in regard to expectations for tenure.

Faculty-student ratios are appropriate in most academic areas and class sizes are smaller than those found in similar universities. In the fall of 1992, 64.2% of all classes contained fewer than 25 students, 8.5% enrolled between 51 and 100 students, and 2.6% contained more than 100 students. Full-time tenure track faculty members at all ranks contribute to the undergraduate teaching mission. However, there has been an increase in introductory level courses and courses within the General Education program staffed by part-time faculty over the last five years. The quality of instruction offered by part-time faculty, measured by student evaluations of teaching, compares favorably with that provided by full-time faculty. And, in many cases the use of part-time faculty has contributed to programs rather than merely meeting course coverage needs. However, within an institutional context that values faculty involvement in undergraduate
education and high standards for general education, increased reliance on part-time faculty remains a concern.

Existing policies and procedures governing promotion and tenure are fair, consistent, and well articulated. Consistent with the national context for higher education, and in keeping with the University's goals in research and graduate education, expectations in regard to scholarly, creative, and research productivity have increased during the last ten years. Excellence in teaching is a long standing UNH tradition and some faculty members have expressed the concern that the increased expectations for scholarship may undermine the University's strong teaching tradition. While there do seem to be appropriate variations across colleges and departments that recognize different roles and disciplinary standards under which faculty must work, the balance is often difficult to define. Nevertheless, the evidence of recent promotion and tenure decisions suggests that excellent teaching and excellent service, as well as excellent scholarly and creative work, continue to be rewarded by promotion and tenure.

Faculty salaries at UNH have traditionally been in the low to middle range for New England State Universities: lower than Connecticut and Massachusetts, comparable with Rhode Island and Vermont, and above Maine. For the last few years, salaries had been declining with respect to these institutions. The Collective Bargaining Agreement has improved compensation but has not yet improved UNH's overall ranking in compensation levels within the New England region. In the past, merit raises were decided at least in part based on the evaluation of the department chair and the college dean. The current Agreement calls for across the board salary increases and does not address the issue of merit pay.

To be included in the Collective Bargaining Agreement, a faculty member must be a full-time, tenure track faculty member. There is a large number of part-time and nontenure track faculty who are not covered by the agreement. While continuing nontenure track and some part-time faculty receive salary increases as defined by the USNH salary guidelines, the salaries of other part-time faculty are established on a year by year, or even semester to semester basis.
The University is proud of the high caliber of its PAT staff. They bring to the institution a diverse set of backgrounds, interests, and areas of expertise. Many are directly involved in supporting and enhancing the educational process. PAT staff function as teaching and laboratory assistants, advisors, library and media specialists, scientific technicians, and athletic coaches. University policies provide for regular assessments of PAT staff effectiveness in all these roles.

**PROJECTION**

Based on current trends, the University will continue to recruit and appoint highly qualified candidates for faculty positions. This trend may be attenuated, however, by the inability of the University to offer competitive compensation packages, particularly in the case of women and minority candidates who may receive more attractive offers elsewhere. Recognizing this problem the University has adopted an Affirmative Action Plan which calls for a special fund to support Affirmative Action hiring.

Overall faculty size will remain fairly stable, although the total number of tenure track positions will decline marginally in the near future in response to the institution's financial constraints. It is unclear whether the ratio of part-time to full-time faculty will increase or decrease over the next few years. Some progress has been made to diminish reliance on temporary and part-time faculty in the schools and colleges where the problem is most severe (the Whittemore School and Liberal Arts). However, limited budgets are likely to continue the University's reliance on the use of part-time faculty to meet instructional needs.

The present *Collective Bargaining Agreement* is the first between the AAUP and the USNH Board of Trustees. A new agreement is currently being negotiated. Issues that are likely to be considered include continued improvement in faculty salaries and benefits and a merit raise system.

No significant changes are anticipated in the existing promotion and tenure guidelines or faculty rights and responsibilities which have been affirmed by the *Collective Bargaining Agreement*. However, there will be some changes in provisions for the evaluation of tenured faculty and some faculty governance structures will be reviewed. The Faculty Caucus of the Academic Senate, for example, will review the nature and role of the
Professional Standards and Economic Welfare Committees in the fall of 1993. The Senate also will coordinate a revision of the 1984 Faculty Handbook that will incorporate these changes and update descriptions of policies and procedures governing faculty not covered by the Collective Bargaining Agreement.

The recent increases in department support budgets and a new and sizable faculty grant program will help to improve professional development opportunities for faculty over the next few years. In the area of teaching, the establishment in 1992 of the Teaching Excellence Program will foster faculty development through workshops, newsletters, special programs and one-on-one consultations.

SELECTED SOURCES


