

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

UNIVERSITY FACULTY SENATE
303 MULLIHEN HALL
PHONE: 302-738-2829

May 10, 1979

MEMORANDUM

TO: All Faculty Senators

FROM: Ralph E. Kleinman
for the Senate Executive Committee

SUBJECT: May Senate Meeting



The University Faculty Senate will meet on Monday, May 14 at 4:00 p.m. in room 110 Memorial Hall to continue the adjourned meeting of May 7. The remaining Agenda items to be considered are:

- A recommendation from the Executive Committee concerning out-of-state institutions on campus;
- A recommendation from the Committee on Promotions and Tenure concerning a revised promotion policy;
- A recommendation from the Coordinating Committee on Education concerning tests during the last weeks of the semester.

In addition, the Graduate Studies Committee has asked to have the following change (the material in italics has been added) in graduate policy presented as an announcement at this meeting:

Amend the Policies Relevant for Student Advisement
Manual, Section XIII-13, paragraph 2(a) as follows:

- a. Summer Session. In order to qualify for a graduate fellowship during the summer sessions, students must register for a minimum of one 3-credit course. *Research assistants on fiscal year contracts must register for 3 credit hours in one of the summer sessions or winter session.* This can be three hours of research, thesis, or dissertation, if appropriate. Graduate teaching assistants and graduate assistants are required to register for three hours of graduate credit for each session that they hold a contract.

REK/b

Memorandum

FACULTY SENATE



DATE: May 1, 1979

TO: All Voting Faculty

FROM: Ralph E. Kleinman, President
University Faculty Senate

SUBJECT: May Senate Meeting

This is to remind you that the May 7, 1979 meeting of the Faculty Senate involves the new Senate; that is, newly elected senators and those senators whose terms continue through 1979-80.

One item of business will be the election of Senate officers and certain committee officers. The Senate Nominating Committee has proposed the following slate of nominees. Additional nominations may be made from the floor, but the person making the nomination is responsible for determining that the nominee will serve if elected. Faculty members should instruct their senators as to their choices.

President

Barbara H. Settles (Individual and Family Studies)
F. Loren Smith (Psychology)

Vice President

Arthur E. Hoerl (Mathematical Sciences)
Thomas R. Scott (Psychology)

Secretary

Harrison B. Hall (Philosophy)
Ulrich C. Toensmeyer (Agriculture and Food Economics)

Chair: Coordinating Committee on Education

(This Committee is composed of 12 members, including the chair--elected by the Senate--and the chairs of each of the Senate subcommittees dealing with educational functions.)

Lawrence G.J. Duggan (History)
James B. O'Neill (Economics)

Members: Committee on Committees (two to be elected)

(This Committee is composed of 13 members: three elected by the Senate for two year terms, and one representative from each of the academic units. The Chair of this Committee will be elected by the Senate at the September Senate meeting.)

Harry D. Hutchinson (Economics)
Herbert B. Kingsbury (Mechanical and Aerospace Engineering)
William C. Liebhardt (Plant Science)
Jeffrey A. Raffel (Urban Affairs and Public Policy)
Jerome Siegel (Life and Health Sciences)
Michael E. Zinn (Music)

(over)



Members: Rules Committee (two to be elected)

(This Committee is composed of three members. The Secretary of the Senate serves as Chairperson)

Gordon R. Bonner (Business Administration)

George A. Cicala (Psychology)

Arthur B. Metzner (Chemical Engineering)

Peter W. Rees (Geography)

Members: Nominating Committee (five to be elected; at least two must be Senators)

Charles Birchenall (Chemical Engineering)

*John S. Crawford (Art History)

James D. Culley (Business Administration)

Ralph E. Kleinman (Mathematical Sciences)

Robert N. McDonough (Engineering)

John P. McLaughlin (Psychology)

Ludwig Mosberg (Educational Foundations)

Lucia M. Palmer (Philosophy)

*Roger S. Ulrich (Geography)

*Robert Warren (Urban Affairs and Public Policy)

*Faculty Senator

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UNIVERSITY FACULTY SENATE
303 HULLIHEN HALL
PHONE: 302-738-2829

April 30, 1979

MEMORANDUM

TO: All Faculty Members

FROM: Reed Geiger, Vice President
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, May 7, 1979

Reed G. Geiger

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, May 7, 1979 at 4:00 p.m. in room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the Minutes of the regular Senate meeting of April 2 and 9, 1979.
- III. Remarks by President Trabant and/or Provost Campbell.
- IV. Announcements - Senate President Kleinman.
Minors in: Computer and Information Sciences; Geography, Irish Studies; Political Science; Russian. (Attachment 1)
- V. Old Business - None
- VI. New Business
 - A. Election of Senate officers, a chairperson of the Coordinating Committee on Education, members-at-large of the Committee on Committees, a chairperson of the Committee on Committees, members of the Nominating Committee, and members of the Rules Committee.
(Note: A slate of nominees prepared by the Nominating Committee, W. Lathan, chair, will be sent to Senators prior to the meeting. Senators are reminded that additional nominations may be made from the floor but that senators making such nominations are responsible for determining that a nominee will serve if elected.)
 - B. Resolution from the Coordinating Committee on Education (C. Toensmeyer, chair) for provisional establishment of a degree of Master of Science in Accounting. (Attachment 2)

RESOLVED, that the Faculty Senate approves the establishment of the degree of Master of Science in Accounting, on a four-year provisional basis beginning in February, 1980.

- C. Resolution from the Coordinating Committee on Education (C. Toensmeyer, chair) to establish an Honors Bachelor's Degree. (Attachment 3)

RESOLVED, that the Faculty Senate approves the establishment of an Honors Bachelor's Degree as follows:

The Honors Bachelor's Degree may be awarded by participating academic departments to students who successfully complete the following:

1. Such courses, total course credits and course distribution requirements as are specified by the University, individual colleges and departments. At least 30 credits must be taken in Honors courses as described below under 3. At least 60 of the total credits accumulated for graduation shall be at the 300 level or above. A cumulative grade-point index of 3.40 or better must be achieved; the index may be set to higher levels by individual academic departments.
2. The requirements for one or more of the currently approved major programs, as specified by the individual academic departments.
3. At least 30 credit hours of designated Honors courses or Honors sections of courses. Of these credits,
 - a. at least 12 credits shall be earned in courses in the major department (or in other courses specified by the major department);
 - b. at least 12 credits shall be earned in elective courses not specified under (a) above;
 - c. six (6) credits shall be earned in Honors Tutorial experience at the Sophomore level or above. Three (3) Tutorial credits shall involve Humanities and Letters, and three (3) shall involve Natural and Social Science. Tutorial experience shall involve both individual and group interaction between student and tutor;
 - d. at least 12 of the Honors credits shall be earned at the 300 level or higher.
4. Six (6) credits of Senior thesis or project (via U401/402) embodying independent research and/or creative scholarly activity. The thesis-project shall show elements of creativity, synthesis, independent thinking and judgment. An oral presentation and discussion of the thesis/project will be held; it will be administered jointly by the major department and the Honors Program office.
5. A written examination in the major subject, designed to integrate material contained in the individual student's major program.

- D. Resolution from the Committee on Student and Faculty Honors (D. Black, chair) to change the language denoting grade point honors.

RESOLVED, that the language used to denote grade point honors be changed from the current "with honors, with high honors, with highest honors" to "cum laude, magna cum laude, summa cum laude" to become effective for graduates beginning in 1980, provided that a University Honors Degree program has been approved by the Faculty Senate.

- E. Resolutions from the Committee on Committees (B. Settles, chair) concerning committee reorganization.

1. Resolution to disestablish the Coordinating Committee on Academic Services:

RESOLVED, that the Coordinating Committee on Academic Services be disestablished and that its present sub-committees, the Library Committee, the Computer Committee and the Committee on Instructional Resources, become sub-committees of, and report directly to, the Coordinating Committee on Education.

(Note: see Handbook I-16 and I 18.)

2. Resolution to restructure the membership of the Computer Committee:

RESOLVED, that Handbook I-18 (5.B) be changed to read:

This shall consist of the Director of the Computing Center; *one faculty member from each college*, of whom one shall be chairperson; and one undergraduate and one graduate student. It shall advise on policies on the use and on the expansion of computer facilities, and hear and coordinate suggestions thereon.

(Note: italic portion added)

3. Resolution to restructure the membership of the Instructional Resources Committee:

RESOLVED, that Handbook I-18 (5.C) be changed to read:

This shall consist of the Director of Instructional Resources; *one faculty member from each college*, of whom one shall be chairperson; and one undergraduate and one graduate student. It shall survey present and projected educational resource facilities and usages, and receive and coordinate suggestions thereon.

(Note: italic portion added)

4. Resolution concerning graduate student appointments to Senate committees:

RESOLVED, that Handbook I-15 (paragraph 2) be changed by the addition of:

In the absence of a graduate student government, each Senate committee shall choose its own graduate student member(s) where such member(s) are required.

5. Resolution to add a member from the Division of Physical Education, Athletics and Recreation to three committees.

RESOLVED, that the sentences in the Handbook describing the memberships of the Library Committee (I-18, 5.A), the Committee on Undergraduate Admissions and Standing (I-18,19) and the Committee on Student and Faculty Honors (I-19) each be changed to include, before "of whom one shall be chairman," the phrase "and the Division of Physical Education, Athletics and Recreation."

F. Resolution from the Executive Committee (R. Kleinman, chair) concerning the presence on campus of outside degree-granting institutions.

WHEREAS the University of Delaware's reputation is a vital factor in attracting and retaining high calibre students and faculty, and

WHEREAS the University has a continuing obligation to former students to maintain or enhance the integrity, quality and repute of University of Delaware degrees, and

WHEREAS the presence on campus of other degree granting higher education institutions inevitably links the names of and regard for such institutions with the University of Delaware,

THEREFORE BE IT RESOLVED:

That the faculty disapproves of the presence on the University of Delaware campus of any institution for the purpose of conducting courses and formal programs leading to a degree in higher education unless such courses or programs are also acceptable for credit toward a University of Delaware degree.

G. Resolution from the Committee on Promotions and Tenure (F.L. Smith, chair) concerning revision of Handbook promotion policies. (See Attachment 4)

RESOLVED, that the University Faculty Senate adopt the revised statement (Attachment 4 of this Agenda) on Promotion Policies for inclusion in the Faculty Handbook as section III-K; and

RESOLVED, that the present Section III-F be deleted from the Faculty Handbook.

- H. Resolution from the Coordinating Committee on Education (C. Toensmeyer, chair) concerning the provisional establishment of an Achievement Program. (Attachment 5)

RESOLVED, that the Faculty Senate gives provisional acceptance to the principle of an Achievement Program, to run for four years and subject to mandatory evaluation after that period.

- I. Resolution from the Coordinating Committee on Education (C. Toensmeyer, chair) concerning quizzes, tests and examinations during the last week of classes.

RESOLVED, that no examination, hourly examination or test, or quiz for any class (except laboratory exams) shall be given during the last five class days of any regular semester.

- J. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

RGG/b

Attachments: 1. Minors in: Computer and Information Sciences; Geography, Irish Studies; Political Science; Russian.
2. Master of Science in Accounting
3. University of Delaware Honors Program
4. Promotion Policy
5. Achievement Program

Minor in Computer and Information Sciences

21 credits including

- CS 170-171, CS 360, and CS 470.
- The remaining nine credits must be at the 300 level or above.

Minor in Geography

18 credit hours, including

- 3 from Human Geography
- 3 from Physical Geography
- 6 from one of five specialized themes
(3 credits from specialized theme, and 6 others, must
be at 300 level or above)

Advisement will be by assignment of advisors to individual students

Minor in Irish Studies

15 credits, all at 300 level or above, including

- H 373 and E 315

Advisement will be by the Irish Studies Committee Coordinator

Minor in Political Science

15 credit hours, 9 of them at 400 level or above

Individual advisors will be assigned to each participating student

Minor in Russian

18 credits of course work beyond RU 105-106

Advisor will be appointed to tailor Minor Program to needs of individual students.

MS in Accounting at the University of Delaware

The Accounting Department consults an advisory board of local leaders in the profession on, among other matters, curriculum and program adequacy. The proposed graduate program has been discussed at an advisory board meeting. The board unanimously supported the concept of an MS in Accounting at the University of Delaware. Appendix A* identifies the members of the board.

It is important to recognize that all undergraduate programs are finding it increasingly difficult to keep pace with the current expansion in the basic body of accounting knowledge. Practicing and academic accountants are recognizing the need for more formal education -- even for entry-level positions. There is a general feeling that would-be accountants need more exposure to the emerging body of general knowledge and to appropriate special areas of accounting (for example, see Appendix B).

Appendices B, C, D, and E are representative documentation of the pressure for additional accreditation of accounting programs and fifth-year training for entry-level public accountants (i.e., a fifth year of education in order to qualify to take the CPA exam). Appendix B is the current New York State Board of Accountancy's proposal of a fifth-year education requirement to take the CPA exam in that state. It is inevitable that the rest of the country will follow New York if that state adopts these or similar rules.

At best, a substantial decrease in the size of the accounting enrollment at the University of Delaware can be expected if a fifth year requirement becomes common and an MS program is not implemented. This outcome will

*Appendices are available in the Senate Office.

affect other departments as well since a large proportion of the accounting majors are out-of-state students who might transfer to other universities with the appropriate graduate program and accreditation.

A comparison of the undergraduate accounting program with the educational needs of professional accountants illustrates the desirability for graduate training for accountants. The current University of Delaware undergraduate program in accounting is rather "tight" and is typical of American Assembly of Collegiate Schools of Business curricula. The goal is to provide our undergraduate students with the level of competency required of a successful accounting professional. We offer eight undergraduate accounting courses which are all required of undergraduate accounting majors. Appendix F outlines the undergraduate program.

The various opportunities in accounting today demand some specialization. An accounting undergraduate must, however, take such a large number of courses just to acquire the basic prerequisite knowledge that specialized study is virtually impossible. We are unwilling to sacrifice any of the non-accounting portion of the undergraduate curriculum for more professional accounting training. These non-accounting courses are essential to the student for long-run career effectiveness. Thus, our accounting undergraduate program is properly described as a general program that provides the basic knowledge required for entry-level accounting positions, regardless of the particular type of position. Any specialization necessary for a particular type of position must be acquired in graduate study or on the job.

A secondary benefit of the proposed MS program is that the Department of Business Administration will be able to offer an accounting concentration in its MBA program. To date, the Accounting Department has been

unable to expand its graduate course offerings to meet this demand. The establishment of an MS program will provide courses for students in both programs. Courses that will be appropriate for an MBA concentration are: Management Information Systems, Theory of External Reporting, Advanced Management Accounting, Accounting for Nonprofit Organizations, and Contemporary Issues in Accounting.

The two graduate degrees -- the MBA and the MS -- will not, however, be competing for students. All MS students will have been undergraduate majors in accounting while the typical MBA student does not have extensive undergraduate accounting training.

It is absolutely necessary for the University of Delaware to offer a graduate degree in accounting if accounting faculty quality is to be maintained and improved (see Appendix G, pp. 2, 3, 5). The market for academic accountants is unusual. There are many more positions than there are faculty (see Appendix K). There is not enough difference in financial benefits in the typical offer to potential faculty to make financial reward the critical variable in a candidate's decision. A number of other factors seem to be important, the most important of which is the opportunity for professional development.

Ph.D. advisors and candidates view the opportunity for a faculty member to be involved with graduate students to be essential for professional development. The feedback that we receive from interviewees (and current faculty members) is that the University of Delaware is very attractive, but that the opportunity to work with graduate students is absolutely necessary. If an MS program is not implemented in the very near future, Accounting Department faculty quality will surely deteriorate rather than improve. That, of course, may lead to loss of accreditation

4

of the Business Administration program and, in the long run, to loss of students.

2b. Nearest Like Degree Program

The nearest universities or colleges that offer an MS in Accounting are the Philadelphia schools: Wharton, Temple, and Drexel.

3a. Career Opportunities

In the early years of the program most candidates for the degree will probably be part-time students who are employed by regional firms. These people will generally be seeking to advance within the firm that employs them during their tenure in the program.

On the whole, career opportunities for recipients of an MS in Accounting degree appear to be unusually good. Projections contained in The Supply of Accounting Graduates and The Demand for Public Accounting Recruits, 1978 are that "the demand for graduates with master's degrees would exceed the supply."¹ The survey reported in this document appears to disregard the potential "fifth year" requirement for entry into public accounting. Should key states adopt the requirement of a fifth year of formal education for those entering public accounting, the demand for MS graduates will certainly exceed the supply by far more than was reported in the survey.

¹James H. MacNeill and Beatrice Sanders, The Supply of Accounting Graduates and The Demand for Public Accounting Recruits, 1978 (New York: AICPA, 1978), p. 22. Appendix H is the relevant portion of this document.

3b. Number of Students the First Three Years

A conservative estimate of the number of students in the early years is from six to ten full-time students and from ten to twenty part-time students (see Appendix G, p. 3). Any variance in this projected mix of full-time and part-time students will not create problems. Graduate courses will follow the MBA program schedule. That is, courses will be scheduled between 4:00 p.m. and 8:30 p.m.

When the "fifth year" legislation is passed in key states (New York, Pennsylvania, etc.), we expect a large enrollment of full-time students. Full-time enrollment may be as high as forty-five students per year.

4a. Admission Requirements

Candidates for admission to the MS program will be required to have completed an undergraduate major in accounting or equivalent. In addition, we plan to apply the same criteria as are used for the MBA program. There are three advantages to using the MBA criteria. First, there already exists close cooperation between the Accounting Department and the Business Administration Department. Second, many students will be taking courses in both the MBA and MS programs. Identical admission requirements for both programs will help prevent deterioration of standards. Third, and most important, the criteria for MBA admission appear to have worked well. The quality of MBA students has been quite good for a number of years.

The Graduate Management Aptitude Test (GMAT) scores, undergraduate grade point averages, and the Educational Testing Service's rating of under-

graduate institutions are the important variables that determine admission into the MBA program. Total qualifying points for admission into the MBA program are obtained by using the following equation:

$$200 (\text{undergraduate GPA}) + \text{GMAT score} + 45\% (\text{undergraduate institution rating}) = \text{total qualifying points}$$

If total qualifying points are 1,300 or greater, the applicant is automatically admitted. If the points are less than 1,250, the applicant is automatically rejected. If quality points are between 1,250 and 1,300, a special committee considers the applicant's overall record to determine admission or rejection. Most of the successful applicants have an undergraduate GPA of 3.0 or higher.

4b. Curriculum and Credit Hour Requirements

The MS program in accounting requires thirty hours of graduate work, twelve of which are in four required courses. Students must also demonstrate a capacity for doing master's degree level accounting research by completing an approved research project. The program is intended to provide the training required at the master's level for those students who plan to continue their work at the doctoral level as well as to provide a firm foundation for those for whom the MS will be a terminal degree. Students may choose elective courses from a variety of disciplines such as economics, business, statistics and other disciplines, subject to approval of the department advisor.

Graduates of the MS program will meet the common body of knowledge requirements that are specified by the American Assembly of Collegiate

Schools of Business. New candidates' transcripts will be examined and their programs monitored to insure that they meet the common body requirements by the time they complete the program. Appendix I is the check-sheet that will be used to determine what remedial courses need to be taken by new students.

Prerequisites: Normal preparation for the MS degree program is an undergraduate degree in accounting or equivalent training. However, five of the courses have as their sole prerequisite ACC 551 or equivalent and one has a prerequisite of ACC 552. These five courses cover aspects of accounting that are not included in any undergraduate course at the University of Delaware; yet they assume only a general knowledge of financial accounting or, in the case of Advanced Management Accounting, managerial accounting. That is, these courses do not require specialized knowledge (auditing, tax, etc.) that can only be obtained by taking undergraduate accounting courses. Thus, these courses provide the opportunity for an accounting concentration for ambitious MBA candidates.

The typical MBA student will not be prepared for two of the courses and the research requirement. The prerequisite training for ACC 813 and ACC 817 can only be obtained from the appropriate specialized undergraduate accounting course or professional experience. No prerequisites are specified, but ACC 868 is appropriate only for those who have the extensive formal training provided by an undergraduate major in accounting.

Required Courses:

Finance elective (851 or above)	(3)	BU 8__
Quantitative Research Methods	(3)	BU 830
Advanced Management Accounting	(3)	AC 811
Theory of External Reporting	(3)	AC 810
Accounting Research	(6)	AC 868

Accounting Electives:

Seminar - Contemporary Issues in Accounting	AC 840
Management Information Systems	AC 802
Advanced Auditing	AC 817
Advanced Federal Tax Accounting	AC 813
Accounting for Nonprofit Organizations	AC 820

Tentative Programming Sequence:Fall

Theory of External Reporting	AC 810
Quantitative Research Methods	BU 830
Advanced Managerial Accounting	AC 811
Finance elective or Non-accounting elective	

Spring

Non-accounting elective	
Accounting electives (3) or Finance elective	

Summer

Accounting Research (2)	
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Students will be permitted to enroll in a maximum of twelve semester hours in a regular (Fall or Spring) semester. Incomplete research projects are to be excluded from the determination of the maximum permitted course hours.

In order to obtain quality control, all syllabi must be approved by a curriculum committee. All proposals for independent study and research

projects for credit must be reviewed and approved by the committee. Successful completion of a comprehensive examination is considered necessary for completion of degree requirements. The examination will be designed to cover all of the students' work in accounting at the graduate level.

ACC 802 Management Information Systems - Approaches to information system analysis, data base concepts, system evaluation, justification, and implementation; management and behavioral considerations. Case studies and independent research. No programming required. ACC 551 or equivalent as a prerequisite.

ACC 810 Theory of External Reporting - Study of contemporary models of accounting for information users external to the firm. The study will include an examination of the institutional environment and the impact of the institutions on the development of accounting theory and practices. Prerequisite: ACC 551 or equivalent.

ACC 811 Advanced Management Accounting - Examination of concepts and rationale underlying managerial accounting methods. Advanced topics in cost control, segment profit and performance measurement. Prerequisite is ACC 552 or equivalent.

ACC 813 Advanced Federal Tax Accounting - Advanced federal tax concepts including corporations, partnerships, estates and trusts. Prerequisite is ACC 413 or equivalent.

ACC 817 Advanced Auditing - Critical review of current and prospective developments in professional auditing. Probability theory and other statistical tools applied in the audit. Prerequisite is ACC 417 or equivalent.

ACC 820 Accounting for Nonprofit Organizations - Accounting concepts and methods peculiar to governmental units, universities, hospitals, and other non-profit organizations. Prerequisite is ACC 551 or equivalent.

ACC 840 Seminar - Contemporary Issues in Accounting - Selected problems of current interest to the accounting profession. Prerequisite is ACC 551 or equivalent.

ACC 868 Accounting Research - Topic approved by graduate accounting faculty committee.

BU 830 Management Science - This course, primarily methodological, will cover quantitative areas found to be useful in solving business problems. Emphasis is on application of operations research models to business problems. Prerequisite: ST 555.

Non-accounting electives will be approved on a case-by-case basis from areas such as the behavioral sciences, business administration, and economics.

4c. Examination Requirements

A comprehensive examination will be required of all candidates for an MS in Accounting. The exam will be administered in the last semester of the candidates' course work. Exam preparation and administration will be supervised by the Graduate Committee of the Department of Accounting.

• 4d. Thesis or Other Qualifications To Obtain the MS in Accounting

The research requirement is described in section 4b. The Department of Accounting chooses not to identify the requirement as a "thesis." All requirements for the degree are identified in sections 4b and 4c.

5. The Faculty and Related Considerations

The following are the current faculty who are expected to participate in the MS program:

James Blum, associate professor, Ph.D. (Michigan State), CPA. Jim is very active in professional societies and has been instrumental in the construction of the practice section of the national CPA exam. He is currently the editor of the Delaware CPA and an associate editor of another journal. He has published in a number of journals including The CPA Journal and the Accounting Review. Jim will be working in auditing and financial accounting.

Dale Buckmaster, associate professor, Ph.D. (Penn State), CPA. Dale has published in a number of journals including The CPA Journal, the Accounting Review, Journal of Accounting Research, and the Journal of Finance. Dale will be involved in the areas of financial accounting theory and institutional accounting.

Araya Debessay, lecturer, ABD (Syracuse). Araya joined the Delaware faculty as lecturer in September 1978 and he will have completed his degree by February 1979. He will be involved with financial accounting theory and managerial accounting.

Jackson (Jeff) Gillespie, assistant professor, Ph.D. (VPI). Jeff Gillespie joined the Delaware faculty in September 1977 and completed his degree requirements in the summer of 1978. Jeff has published in the Academy of Management Journal.

Arthur Hendricks, assistant professor, Ph.D. (Houston), CPA. Art completed his Ph.D. and joined the Delaware faculty in September 1977. Before entering the Ph.D. program at Houston, Art was managing partner of the Houston office of Alexander Grant & Co., an international accounting firm. He is currently working on a book on SEC accounting and has published in The CPA Journal. Art will be working in financial accounting and auditing.

Ed Kelly, lecturer, Ph.D. (MIT). Ed Kelly joined the faculty as lecturer in September 1978. His Ph.D. is in chemistry; however, he has formal training in accounting and professional accounting experience. He will become an assistant professor upon his being granted a certificate as a CPA (expected January 1979). Ed will probably work in the area of management accounting.

Robert Paretta, associate professor, Ph.D. (Syracuse), CPA. Bob has published in a number of professional journals. He will be teaching information systems.

✓ G. Stevenson Smith, assistant professor, Ph.D. (Arkansas), CPA. Steve Smith is currently an assistant professor at Western Kentucky University and will be joining our faculty in September 1979. Steve has published in The National Public Accountant and National Contract Management Journal. He will be teaching in the areas of managerial accounting and computer applications.

A consultant, Dean Patten of the University of Connecticut, has already examined and evaluated an earlier draft of this proposal and other relevant aspects of our environment (Appendix C). Our faculty situation is Dean Patten's primary concern. We have one unfilled position that needs to be filled with a terminally-qualified person before we can begin full operation of the proposed program. Faculty recruitment is no problem for most departments, but we are operating in an extremely strong seller's market (seven positions available for every new entrant into the market).

Last year we had a net loss of two tenure-track faculty: there were five resignations and three hires. Three of the individuals who resigned

were approaching their sixth year at Delaware and none were promotable. The other two left to take positions as associate professors in state-system schools (SUNY-Plattsburg and Chico State). While both of those leaving to accept positions as associate professor are considered excellent in the classroom, neither had reached a level of scholarship consistent with the awarding of tenure at the University of Delaware.

Our new hires for 1978 are Araya Debessay, Ed Kelly, and Marjorie Plackter. All are just starting their careers and are, in Dean Patten's words, "untested." However, there is evidence that all three are excellent teachers and we believe that they will be very productive researchers. In addition, G. Stevenson Smith will join our faculty in September 1979.

We are actively searching to fill the remaining open position. At least eighteen people who will be terminally qualified by September 1979 have expressed interest in a position in our department. Of these, we have had initial interviews with thirteen and, surprisingly, all thirteen appeared to be excellent candidates. Unfortunately, none are interested in a school that does not offer at least a master's program. If, however, we obtain approval of our program, the prospects are extremely good that we will be able to fill the vacant position by September 1979.

There are a number of other specific points about personnel raised in the Patten report. One of these is our apparent lack of depth in managerial accounting. We are not nearly so concerned about this specialization as Dean Patten. We have Gillespie and Debessay as recognized in the Patten report. In addition, Ed Kelly will probably concentrate in managerial accounting. Ed is currently teaching cost accounting (a managerial accounting course). Also, Steve Smith is primarily interested in managerial accounting. All of these individuals have excellent, but

short, teaching records. It is too early for any of them to have established their scholarly credentials, but we believe all will be successful. Each has the training and personal character to become a productive scholar.

Dean Patten's primary concern is the lack of a terminally qualified person with a specialization in taxation. This is also our primary concern and recruiting a tax person is our top priority (Appendix I is a copy of the position announcement that has been circulated). We have interviewed three tax people who have expressed interest in Delaware and we have found them to be desirable candidates. Two other individuals have contacted us, but have not yet had an initial interview. Also, we have contacted other potential candidates. It is not unrealistic to believe that we will have hired a terminally qualified tax person by September 1979.

However, even if we fail to hire a tax person by then, we can still begin a program. Our proposal calls for only one tax course. Until we obtain a qualified full-time tax person, we can use part-time faculty to teach the single graduate tax course. The type of part-time faculty we have in mind is a tax partner of a major (big eight) accounting firm or a tax executive in a major industrial firm. This is no different from the normal course followed by law schools. There will be no difficulty in obtaining the services of top tax executives. Major firms consider an assignment of this nature to be an important service of the firm. We have had considerable success for the past several years in obtaining the services of audit executives to teach an auditing course in our undergraduate program. In the Fall semester (1978), for example, Brad Smith, a partner of the international accounting firm of Arthur Andersen, donated his services to teach an auditing course on Tuesday and Thursday mornings.

Dean Patten mentions the desirability of a faculty with professional experience and/or professional certification. This appears to be a strength of our faculty. Appendix J indicates the professional experience and certification of our current faculty members who will be teaching in the MS program. The professional record of this group is very strong for an academic accounting group.

In addition to filling our vacant position we have one other staffing problem. AACSB accreditation guidelines suggest that a person should not teach more than nine hours in those semesters that he is teaching a graduate course. Given our past record of overload teaching, this is a very real problem. However, with very careful planning and reassignment of faculty duties we can meet the criteria established by the AACSB for accreditation of both our undergraduate program and the proposed graduate program.

6. New Professionals or Staff Required

We do not anticipate needing any new professionals or staff during the early years of the program. However, as the program grows (perhaps to approximately forty students), additional secretarial help will be required.

7. Aid to Graduate Students

If we are to obtain a high proportion of full-time students, we will need fellowships, scholarships, and/or assistantships. Aid is desirable and we intend to seek it. However, the consultant does not indicate nor do we believe that aid is necessary to reach the projected enrollment level.

Also, it is important to recognize that teaching assistantships will not require additional resources. We have approximately 1,700 students in our two basic undergraduate courses each semester. Approximately fifteen sections of these courses are staffed by part-time faculty. Teaching assistants could replace these part-timers and the total cost of covering a section is almost identical for either source of coverage.

8a. Funds for Recruiting Students

University funds required for recruiting new students will be minimal. All that is absolutely necessary is the cost of printing a modest amount of promotional materials. Given the market area in which we are operating, there should be little cost in achieving the enrollment projected in this proposal. We do, however, intend to seek recruiting funds from sources outside the university. Although it is not absolutely necessary for the success of the program, we do want seriously to seek qualified full-time students.

8b. Funds for Supplies and Administrative Services

There will be some incremental annual costs of supplies and administrative services. The total incremental cost of both of these items should not exceed \$4,000 per year.

8c. Funds for Space and Special Equipment

No incremental funds will be required for these items. No special

equipment will be required. Since the courses will be taught in the late afternoon and early evening, plenty of classroom space will be available.

9. Adequacy of Library Resources

Dean Patten, the consultant, indicates that, for the most part, our library holdings seem adequate. He does, however, suggest that we bring in a consultant to evaluate the collection. We have made contact with the individual (Gary Previtts) most highly recommended for such a task. Professor Previtts is interested in undertaking the assignment, but final arrangements are yet to be made.

10. Special Interest of Other Units

The only unit other than the Accounting Department to have a direct interest in an MS in Accounting is the Department of Business Administration. Specifically, (1) one of the MBA courses (BU 830) will be a required course in the MS program, and (2) several of the MS courses will be used as the accounting courses for the MBA concentration in accounting. The Department of Business Administration has explicitly expressed its approval of the proposed program by approving it at the college level.

11. Consultant

As mentioned earlier, the Division of Graduate Studies has used the services of Dean Ronald Patten, Dean of the College of Business at the University of Connecticut, as a consultant. Appendix G is his written report. We believe this proposal responds to the points made in Dean Patten's report.

I. DELAWARE'S HONORS PROGRAM: ITS SCOPE

The primary purpose of Honors at Delaware is to offer a variety of activities and opportunities to highly motivated, and academically successful students. The development of Honors opportunities for all qualified undergraduates is consistent with the University's continuing obligation to excellence.

The University Honors Program now provides:

- dedicated faculty committed to undergraduate excellence
- small seminars and small courses (classes are usually limited to a 15 student enrollment)
- accelerated study with faculty research used in classes
- research fellowships for students
- the collegiality of those interested in pursuing intellectual challenges
- an option for special residential freshman experience in the Freshman Honors Program
- undergraduate honors courses available in Summer and Winter term
- foreign travel associated with honors courses
- short courses
- major campus wide lecture series

The real focus of the Honors Program is the variety of disciplinary and interdisciplinary courses. Members participate in small, informal classes structured around discussion and individual projects, work closely with professors, and benefit from the ideas and enthusiasm of top University scholars.

This fall over 180 Honors courses will be available. The course descriptions and special program announcements are in the course booklet distributed at the registration period each semester.

ITS OPENNESS

Activities sponsored by the Honors Program are open to students and faculty in all units. Students can major in any subject, work toward any degree they desire, including an honors degree, join any activities which interest them and participate fully in the Honors Program. Students should take Honors courses where they have interest. Honors courses are available in most majors as electives and as alternates to University requirements. The program does not restrict the student's choice of subjects, activities or degrees--it presents alternatives for enriching basic degree requirements and developing a chosen area or areas of specialization.

The Honors Program provides opportunities to most students at the University. For the entire community it sponsors major lecture series and short courses; for those choosing a more intense or enriched academic option, the University has honors courses, and it is here that the major task of honors is addressed. For others, the Honors Center activities, discussion, art shows and informal presentations are their contact with the Honors Program. Another student group finds advisement needs served

by the program. There are, already, many facets of Honors at Delaware. In all of these the University has labeled the experience or activity "Honors," not the person electing that activity. That shall continue. Honors courses, lectures, programs, advisement, resources and facilities will be open to all qualified undergraduates.

INTERDISCIPLINARY HONORS SEMINARS: The Honors Program has a commitment to Interdisciplinary Study

In addition to honors courses, students may elect to take seminars which show the interrelatedness of knowledge and the interdependency of the variety of solutions to problems. They will find interdisciplinary seminars offered by the Honors Program each semester. They are usually team-taught with at least two faculty persons interacting with the seminar students.

HONORS ACTIVITIES AND RESIDENCE: The Honors Program recognizes that not all learning or intellectual curiosity takes place in the classroom.

Honors students are involved in many campus activities. An Honors Lounge/Gallery is available in the Rodney Complex for conversation and study. Because of close association in the classroom, many honors students and professors gather at informal social occasions. Honors students have the option of housing with other members of the program in an Honors dormitory in the Rodney Complex.

FRESHMAN HONORS PROGRAM: The Freshman Honors Program is one way to begin participation in honors activities but it is not the only way, nor the most common way.

Designed for exceptional students, the FHP offers an all honors freshman year to a select group (approximately 150 each year) of student scholars. With a student-faculty ratio of six to one, the FHP stresses academic growth combined with individual attention. Special scholarships awarded on the basis of academic achievement have been built into the program. Qualified high school juniors have been encouraged to apply as early admission candidates, the result being that the University of Delaware now has the largest most complex early admission and honors program in the country and the largest in the history of such academic programs in this country!

II. THE UNIVERSITY OF DELAWARE HONORS DEGREE

Aristotle had suggested that the goal of education was to get a student to like and dislike what he/she ought. The typical reaction to that view, today, is negative. "The University is not to establish what we ought to like but to parade the range of choices." In this respect, universities have, over the last decades, opened curricula and become multi-purpose institutions with diverse programs for a diversity of students. However, a few programs and a few institutions have traditionally reflected their interest in Aristotle's aphorism. For these programs a university education should establish priorities, should demand a calibre of excellence, should represent a tradition of intellectual heritage and should prescribe expectations that not all will want to accept.

For a few at the University, their view of the goal of university education can only be achieved within the context of an Honors degree alternative. An honors degree is a path to an educational goal. It is not a path many will choose; but some academic units will provide the option to those students who want not only to participate in the variety of honors activities but want the intensity and identifiable perquisites of an honors degree.

Honors degrees are structured within colleges and departments of the University. The Honors Program serves to advise both students and academic units in the development and maintenance of honors degree options. Each department and each college determines whether they will have an Honors degree; if they do, then there is some complementarity among procedures and agreement as to the purposes to be filled. Whether honors courses or other Honors Program sponsored activities are designed as part of an honors degree is determined by the unit offering the degree in consideration of the advise of the Honors Program.

Honors courses and other activities will remain open to the large group of qualified undergraduates at Delaware. Honors degree options will be selected by some; but clearly not all of those pursuing an interest in honors will be pursuing an honors degree. The objectives for honors stated earlier are met by maintaining an openness to opportunities by all who qualify or are interested in pursuing them. Honors courses and program activities will continue to be the greatest part of the honors effort at Delaware. Academic units will provide the avenue for honors degrees to the smaller number desiring the special obligations and special benefits of a degree option.

THE HONORS DEGREE: WHAT IS IT

At the University of Delaware, Honors degrees include the Honors BA in a discipline (including Honors BA as a Dean's Scholar), Honors BS in a discipline (including Honors BS as a Dean's Scholar) and Honors BALS (including Honors BALS as a Dean's Scholar). The Honors BALS can be used in interdisciplinary areas where conventional degree options are not now available. Honors degrees are entirely separate from the degree with Honors (cum laude) which is awarded solely and routinely on the basis of grade point index. It is possible, then to receive an Honors degree "cum laude," etc.

The Specific Purposes of an Honors Degree are: 1) formalizing the identification of outstanding students; 2) formalizing, where needed, the advisement of such students; 3) assuring the provision of the maximum number and variety of experiences for them; 4) specifying the expectation of breadth or knowledge by using the tutorial; 5) specifying the expectation of depth of knowledge by completion of an honors project in discipline and a comprehensive examination; 6) recognizing formally the students' achievement and 7) granting to the students perquisites of the special accomplishments. An Honors degree focuses the many efforts of units at the University which pursue these aims in some form, as well as providing special advantages not available at Delaware without Honors support.

Admission to Honors Degree candidacy is initiated by student application. No student shall be admitted to an Honors degree route within a unit until the sophomore year. At least one year of university work should be accomplished prior to decision to admit. It is also unlikely that any student ending his/her junior year and not already having met some of the specific requirements for an Honors degree in the unit would be encouraged.

An index of 3.40 overall is required for any Honors degree route. A semester of probation will be used for any student falling below 3.40 after admission to the unit's honors degree route. If the GPI is not at the 3.40 level, overall, after the semester of probation, the student will not be permitted to continue to pursue the honors route in that discipline. A GPI of 3.40 is required to complete the honors degree.

Departmental or Unit Responsibilities: Colleges and departments within the University Senate approved guideline of requirements for an Honors degree specify whether there will be an Honors degree option in that college or department.

Each department has already designated one or more faculty persons as Honors Advisors. These individuals (listed in the Honors Catalog) are encouraged to assist in explaining the Honors degree alternative, to augment advising in their unit and, perhaps, to serve on the committee supervising an Honors degree option in that unit.

Honors Program and Honors Advisory Board Responsibilities: The Honors Program offices will help units design honors degree options, administer honors degree tutorial options, ensure thorough advising, provide assistance for undergraduate research related to honors degrees and monitor the extent of use and quality of the programs of study.

The University Honors Program office coordinates the requests made by students and faculty advisors, informs them of possibilities for support and experiences not usually available or readily apparent, and encourages and assists the development of honors degree options within units.

Benefits to Honors Degree Students:

1. Students admitted to Honors degree candidacy are given priority for Honors Program support for their undergraduate research or thesis project.
2. Students admitted to Honors degree candidacy have the support of their major unit and the acknowledged recognition from that unit that the Honors degree represents the highest quality undergraduate experience in that unit.
3. Students admitted to Honors degree candidacy are encouraged to take special research problems and independent study at early stages in their careers.
4. Students admitted to Honors degree candidacy are encouraged to take graduate courses, with the permission of the instructor.
5. The Honors Program supports the offering of special honors sections of regular courses and interdisciplinary courses which are open to all qualified students, but students admitted to honors degree candidacy are given priority for registration.
6. Only students admitted to Honors degree candidacy are provided with the tutorial option described in the Honors degree requirements.
7. Upon completion, the designation of the Honors BA, or Honors BS or Honors BALS in a college of the University will be added to the student's diploma and transcripts to recognize his/her achievements.

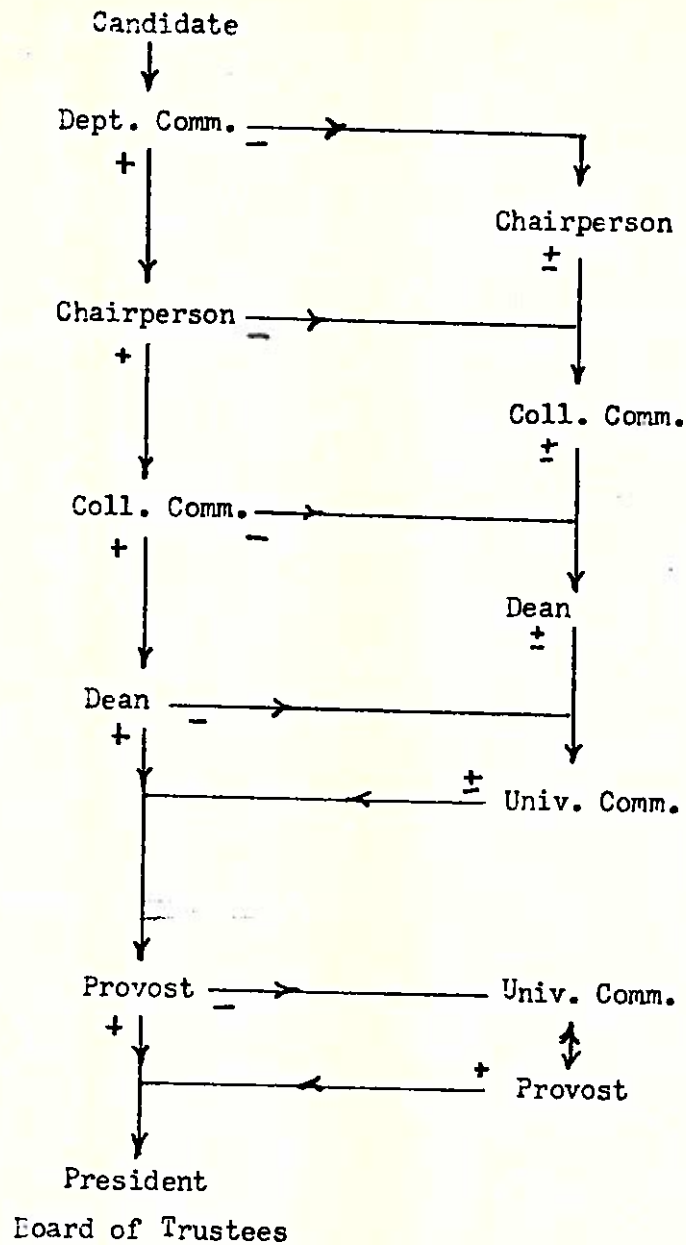


Figure K.1 Decision flow chart for promotion review. The candidate may withdraw the application at any level. Decisions to recommend promotion are shown as "+", those against promotion as "-".

1 K: PROMOTION POLICY

2 Research and publication are a significant part of each faculty
3 member's total contribution as a member of the academic community.
4 Faculty members must be engaged in some form of creative activity
5 in their academic fields and it is expected that creative activity
6 will be evidenced by publication, which not only signifies the
7 completion of scholarly inquiry but makes it available to other
8 scholars. The number and frequency of publications will vary
9 with the individual, the field of study, and the proportion of
10 time devoted to research; however, no faculty member can be
11 excused from research and its publication on the grounds that all
12 available time is devoted to other activities.

13
14 Conversely, teaching, advising, committee responsibilities, and
15 community service are not to be neglected on the ground that research
16 and publication have a higher priority. Each faculty member is
17 expected to make a balanced contribution to the University.

18
19 A successful promotion program must further the over-all
20 competency of the University, the College, and the Department;
21 and must also be a positive and sustaining force in the scholarly
22 development of the individual faculty member. To assure these ends,
23 the standards used to evaluate a faculty member's accomplishments
24 must be clearly defined, published, and fairly applied. The
25 procedures described in this Section and summarized in the flow
26 chart (Fig. K.1) have evolved to assure as well as possible both
27 the individual's welfare and development, and the continued growth
28 toward excellence of the University.

1 In overview, these procedures put the greatest burden on the
2 smallest unit: the department (or the College or Division where
3 there are no departments). It is the department which must decide,
4 define, and apply its expectations of the accomplishments of its
5 members. Chairpersons, College committees, Deans or Directors,
6 the University Committee on Promotions and Tenure, and the Provost
7 review the standards, and review each application of them, further
8 to assure that both individual and University are well served. The
9 procedures are time-consuming, even cumbersome; but the balance
10 is fragile, and upon its maintenance depend the futures of both
11 individual and institution.

12 13 A. CANDIDATE'S RESPONSIBILITIES

14 It is the responsibility of the candidate to present the best
15 possible case for promotion in the preparation of the dossier.
16 The purpose of the dossier is to persuade all who review it that
17 it unmistakably shows that the standards for promotion published
18 by the department have been met or exceeded. The preparation
19 of the dossier is more fully discussed below, in K-G; the
20 candidate should be thoroughly familiar with that discussion,
21 with the Faculty Handbook description of evaluation in III-I,
22 and with the criteria for promotion stated by the department.

23 24 B. DEPARTMENTAL RESPONSIBILITIES

25 The department, consisting as it does of scholars in the same
26 discipline as the candidate for promotion, must bear the major burden
27 of defining standards, specifying the procedures to be followed in
28 deciding whether the standards are met, and judging the credentials

1 submitted in support of each application for promotion. It must
2 also be responsible to make sure that both standards and procedures
3 are similar to those of other units of the University. Unless the
4 department is scrupulous in meeting these responsibilities mischief
5 to individual, department, and University is inevitable. Minimum
6 requirements for the satisfactory discharge of departmental
7 responsibilities are discussed in detail below.
8

- 9 1. Promotion criteria, policies, and procedures must be
10 formalized in a written statement distributed to all members
11 of the department or unit, and filed with the University
12 Faculty Senate through its Committee on Promotions and Tenure.
13 The statements will be available on request in the Senate
14 office. Changes in statements already adopted, or new state-
15 ments necessitated by a change in departmental goals or by
16 reorganization, must be reviewed and approved by both the
17 University Committee on Promotions and Tenure and by the
18 Provost, before they are put into effect. When amendment to
19 existing statements is proposed, any changes must maintain
20 the legitimate expectations for advancement of the present
21 members of the department.

22 Proposed new statements or proposed amendments to old
23 ones should be submitted by the unit to the University
24 Committee on Promotions and Tenure, and to the Provost.
25 They will review the proposals for compliance with the
26 general policy discussed in this section, and will suggest
27 revision if required. The Committee and the Provost will
28 inform the department and each other of such suggested

1 revisions, and will if necessary consult jointly. When
2 the statement is approved, both Provost and the chairperson
3 of the Committee will sign the statement as approved, and
4 indicate the date of approval.

5
6 2. Departmental procedures in establishing and applying criteria
7 must be democratic. While the nature and extent of democracy
8 in personnel procedures will certainly vary among departments,
9 this standard is not met if the chairperson (or dean or
10 director) alone makes the decisions, or if they are made by
11 a committee appointed by the chairperson, or if the reco-
12 mmendations of a faculty committee are not forwarded when they
13 differ from the chairperson's.

14
15 3. The specific criteria upon which recommendations are based
16 must be clearly set forth in the formal statement of promotion
17 policies and procedures of the department. The qualities,
18 characteristics, attainments, and behaviors taken into account
19 by the department in making promotion decisions must be
20 explicitly enumerated. The kinds of evidence by which the
21 attainment of the stated criteria is to be judged must also
22 be specified in the published and distributed statement, as
23 must the weight given the various criteria and the kinds
24 of evidence to be submitted in support of their having been
25 met. The statement of criteria for promotion must be
26 unambiguously interpretable by review committees not privy
27 to the intentions or vague hopes of its authors.
28

1. The conclusions by the department committee concerning an application for promotion must be given in writing to the candidate, and signed by all members of the reviewing group. When the committee of the department is unable to recommend the promotion, the future successful development of the candidate's career requires a full explanation of the deficiencies in the evidence of accomplishment presented in support of the application. Should the recommendation of the committee be positive but less than unanimous, any reservations of committee members sufficient to have produced a vote against the promotion should be included in the written recommendation. A single report comprehensive of all opinions, and clearly showing the reasons for the prevailing majority decision, will best serve the interests of candidate and University.

5. The recommendations of the department committee shall be forwarded to the department chairperson, who will review the evidence submitted by the candidate, the report of the committee, and the stated criteria, and shall make a recommendation supporting or failing to support the candidacy. If the chairperson's decision is against promotion, a full and specific explanation of the deficiencies leading to that conclusion shall be given in writing to the candidate and to the department committee. Reasons for a negative decision by the chairperson must, like those of the department committee, be sufficiently specific to enable the candidate to identify and try to remedy whatever deficiencies are cited. Such

1 generalizations as, "I consider the promotion to be pre-
2 mature at this time," fail to meet this test; if the
3 faculty member's growth as a scholar is to continue, the
4 details of perceived shortcomings must be clearly stated.
5

- 6 6. If department committee and chairperson agree in recommending
7 promotion, or if either or both recommend against promotion
8 but the candidate chooses not to withdraw it, the application
9 goes forward to the college committee and the dean, together
10 with the committee's and the chairperson's recommendations.

11 Note: In colleges or divisions without departments, all of the
12 requirements for departmental action devolve upon the college
13 or division.
14

15 C. PROMOTION PROCEDURES AT THE COLLEGE LEVEL

16 To assure that candidates for promotion receive the benefits of
17 approximately equal treatment in all colleges and divisions of the
18 University, the following procedures will be followed by every
19 college or division.
20

- 21 1. A Promotion and Tenure Committee, selected by an elected
22 faculty group or by the faculty of the college, shall
23 review and make recommendations to the Dean or Director
24 concerning all applicants for promotion within the college.
25 (In colleges or divisions lacking departments, this review
26 will be the initial peer evaluation, and will assume the
27 responsibilities described for the department in K-B above.)
28 Where recommendations come to the college committee from

1 departments and with chairperson's recommendation, the
2 primary responsibility of the college committee is to ensure
3 compliance with the written departmental criteria. The
4 committee of the college cannot expect to have representatives
5 of all disciplines and specialities in the college; its
6 role is therefore quite different from that of the departmental
7 committee, all or most of whom will be themselves experts in
8 the candidate's discipline. The college committee must
9 exercise its best judgment to ensure that fair, unbiased,
10 and thorough evaluations of the candidate have been made by
11 department committee and chairperson.
12

13 2. The results of the review by the college committee shall be
14 promptly reported in writing to the candidate, and forwarded
15 with the candidate's dossier for review and recommendation
16 by the Dean or Director. If the committee is unable to
17 support the recommendation for promotion, the same require-
18 ments for specificity of reasons described in K-B-4 (above)
19 shall apply: the full identification of the candidate's
20 shortcomings is necessary to their alleviation.
21

22 3. The Dean or Director shall review the adequacy of the
23 dossier in meeting the criteria, and shall either endorse
24 or recommend against the promotion, and shall notify the
25 candidate promptly of the decision. If the recommendation
26 is not supported, usefully clear and specific reasons must
27 be stated. The Dean or Director shall also forward the
28 dossiers and statements of actions on them: (a) to the

1 Provost, if department committee, chairperson, college
2 committee, and Dean all concur in supporting the promotion;
3 or (b) to the University Committee on Promotions and Tenure
4 if there is at least one negative recommendation by department
5 committee, chairperson, college committee, or Dean.
6

- 7 4. The candidate may elect to withdraw from candidacy at any
8 step in the department and college review procedures.
9

10 D. THE UNIVERSITY COMMITTEE ON PROMOTIONS AND TENURE

11 This Committee serves two major functions: first, it assists
12 departments (or colleges or divisions) in developing or acceptably
13 revising their statements of criteria for promotion; and, second,
14 it makes formal recommendations to and consults with the Provost
15 concerning any candidacy which has been adversely judged by
16 department committee, chairperson, college committee, Dean, or
17 Provost.
18

- 19 1. The Committee shall receive, consider, and consult with the
20 Provost and with the initiating unit on any proposed new
21 statement of criteria for promotion, or on any proposed
22 changes in existing statements. No statement or revision
23 shall become effective until approved by the Committee and
24 the Provost (see also K-B-1, above).
25

- 26 2. New or amended statements of criteria must be consonant with
27 those of other units of the University in two respects:
28 a. There should be procedural equivalency for all units.

1 Both the kinds of evidence required, and the methods
2 of gathering and evaluating it, should be similar
3 throughout the University. The Committee will give
4 whatever help it can in maintaining such similarity.

- 5 b. The titles of the ranks of faculty members should also
6 have approximately the same meaning throughout the
7 University. Toward that end, the following minimum
8 requirements defining the ranks may serve as guidelines:
9 Instructor. The Master's degree (or its equivalent);
10 satisfactory teaching ability; high standards of
11 scholarship; and clear promise of development in teaching,
12 scholarship, or productive activity.

13 Assistant Professor. The Ph. D. degree (or its equi-
14 valent); demonstrated ability as a teacher; a definite
15 record of scholarly accomplishment; and evidence of
16 continuous development.

17 Associate Professor. All requirements for Assistant
18 Professor, and an established reputation in scholarship,
19 artistic creation, or other scholastic or professional
20 activity.

21 Professor. All requirements of lower ranks, and: the
22 marked capacity for the direction of research; scholar-
23 ship of more than local recognition; consistent contrib-
24 ution to chosen field of learning; and an established
25 reputation as a teacher (except in cases of research
26 professorship or other appointment not requiring teaching).
27
28

- 1 3. The Committee shall receive from the Deans or Directors
2 the full dossier of any candidate whose promotion has been
3 voted against by a majority of any review committee, or
4 has received a negative administrative recommendation
5 (see also K-C-3 above). It shall review all such applica-
6 tions, and shall attempt to resolve conflicts and disagree-
7 ments. Additional evidence may be added to the dossier for
8 consideration. Following this review, the Committee will
9 forward the dossier to the Provost, together with its
10 recommendations, and will notify the candidate, the depart-
11 ment chairperson, and the Dean or Director of its recommendation
12 and the reasons for it.
13
14 4. In the event that the Provost is unable to support a candidate
15 who has been recommended for promotion by department com-
16 mittee, department chairperson, college committee, and Dean
17 or Director, the Provost shall submit the candidate's dossier
18 to the Committee for its review and recommendation.
19
20 5. When the Provost rejects recommendations made by the Committee,
21 he will report to it the reasons for his rejection, and will
22 meet with the Committee to try to resolve the disagreement.
23
24 6. In reviewing applications for promotion, the Committee must
25 act as professional, i.e., professorial, judges of the
26 relevance and appropriateness of the credentials offered to
27 support the recommendation, while abstaining from judgments
28 of the content or importance of the candidate's body of

1 research, scholarship, or creative activity. Those latter
2 judgments are more appropriately made by peers in the
3 candidate's discipline. The Committee would not, for an
4 extreme example, attempt to judge the substance of Einstein's
5 general theory or its importance to the future of physical
6 science; it would judge whether the substance and importance
7 of that theory had been appropriately evaluated by appropriate
8 people, in accordance with the criteria stated by the Department
9 of Physics. The Committee must exercise its best professional
10 judgment as to the adequacy of the evidence in meeting the
11 unit's published criteria, but must assiduously avoid letting
12 its own affections or disaffections concerning the substance
13 or importance of the individual's contributions sway its
14 judgment. In this way it will protect the interests of both
15 the candidate and the University.

- 16
17 7. The Committee, in the course of its reviews of applications
18 and the criteria statements applicable to them, may discover
19 deficiencies in the statements. It shall communicate such
20 inadequacies to the Provost and to the unit, and shall assist
21 in the satisfactory amendment of the statement (see also
22 K-B-1, above).

23
24 E. THE PROVOST

25
26 The final review of applications for promotion is made by the
27 Provost of the University. Applications approved by department
28 committee, chairperson, college committee, and Dean or Director go

1 directly to the Provost; unless they are not supported by the
2 Provost, such recommendations are forwarded to the President of
3 the University for approval by the Board of Trustees. Applications
4 approved by department committee, chairperson, college committee, and
5 Dean or Director, but disallowed by the Provost go to the University
6 Committee on Promotions and Tenure; the recommendations of that
7 committee to the Provost are discussed by Provost and committee, and
8 the final decision by the Provost is transmitted to the President
9 for approval by the Board of Trustees. Applications not supported
10 by any one or more of the department committee, chairperson, college
11 committee, or Dean or Director go to the University Committee on
12 Promotions and Tenure, and then to the Provost. Following consultation
13 with the Committee, the Provost forwards approved recommendations
14 to the President for approval by the Board of Trustees. Should the
15 Provost fail to support a recommendation, the reasons for the decision
16 will be given to the candidate, the department chairperson, the
17 college committee, the Dean or Director, and the University Committee
18 on Promotions and Tenure. The same requirements for full and
19 specific explanation of those reasons shall be met by the Provost as
20 obtain for other negative decisions at lower levels.

21
22 G. DEPARTMENTAL CRITERIA AND PROCEDURES FOR PROMOTION AND TENURE

23 [No change from present statement under same heading, on pages
24 III-K-6 through III-K-10 of the current Faculty Handbook]
25
26
27
28

PROPOSAL FOR AN ACHIEVEMENT PROGRAM

PROGRAM TITLE: Achievement Program

NOTATION ON TRANSCRIPT: "Completion of Achievement Program (16 semester hours, visits, two internships, and demonstrated special competencies)."
The special competencies are outlined on page 5.

PROGRAM PURPOSE: First, to allow students to develop systematically a set of "Achievement Skills" which are related to success and satisfaction in three career areas. Second, to allow students to test these skills in visits and internships outside the university. The career areas are: management or leadership; helping professions; and entrepreneurship. The "Achievement Skills" are specific skills in three broad areas. The first area is cognitive, including such items as "making order out of informational chaos." The second area is interpersonal, including "diagnosis of a human concern and responding appropriately." The third area is motivational, including "confronting problems and searching for solutions." The instruction will be offered as a supplement to any major but is intended to support the liberal arts in particular. The purpose of all instruction is competency; mere understanding of the material is not sufficient.

RATIONALE: From the point of view of students and their parents, college is "preparation for life." Many actually mean, "preparation for a job." While universities do not promise this preparation, students and their parents often expect it. When students and parents see little focused activity by the university in this area, they feel betrayed. The response of many students and parents has been either bitter criticism of the university, or turning away from the traditional liberal arts curricula in favor of those curricula which promise jobs.

Some courses offered at universities do require organization of information, diagnosis of a human concern, written or verbal communication, and problem solving. However, it is not the primary objective of most courses of study to teach students these "Achievement Skills." Nor can the effect be systematic, allowing course to build on course, since no coherent program exists to teach the skills.

Ironically, this turning away from liberal arts is taking place at a time when new research on what constitutes achievement, job effectiveness, and satisfaction is being published. Interpreting the research reveals two conclusions. First, liberal arts graduates possess skills greatly needed at higher levels of government, management, and enterprise. Second, while many of the skills found by research to be related to achievement after college are not specifically taught in college, they can be taught. The "Achievement Skills" are topics of appropriate academic content. A program which teaches the skills can form an effective "bridge" from college to superior performance and satisfaction following college, without turning away from the liberal arts.

The Achievement Program is that bridge.

REQUIRED COURSES:

The following four required courses can be exempted by passing an examination. Otherwise, they should be scheduled to be completed not later than the end of sophomore year.

PHL 105	Clear Thinking
M 115	Algebra/Trigonometry
M 100	Introductory Statistics
M 317	Modelling

The last course in the "numerate" series is a modelling course not requiring calculus. It will be first taught in AY 1981-82, to the Junior class.

The following courses are not subject to exemption by examination.

<u>SEMESTER</u> <u>HOURS</u>	<u>COURSE</u> <u>NO.</u>	<u>COURSE</u>	<u>YEAR</u> <u>TAKEN</u>
	E-110C	Critical Reading and Writing	F
2	AC 221	Exploring Achievement I	F
2	AC 222	Exploring Achievement II	F
2	AC 321	Organizational Achievement I	S
2	AC 322	Organizational Achievement II	S
0		First Summer Internship	
2	AC 331	Problems in Organizations	J
2	AC 341	Career Development I	J
0		Second Summer Internship	
2	AC 342	Career Development II	S
2	AC 441	Career Application Seminar	S

E-110C is a cooperative course with special sections in which achievement topics are taught in coordination with existing English subject matter. AC courses may be scheduled concurrently, across two semesters, but within a year. They are progressive, as outlined on page 8.

INTERNSHIPS AND VISITS:

Internships and visits outside the university are an integral part of the curriculum. They form a sequence, increasing in: duration; commonality with career plans; and personal involvement. As indicated in the course description, considerable student prior planning goes into each visit or internship. Following the activity, there is substantial class effort spent integrating the visit with previous course material.

FACULTY AND STAFF:

Initial center staff will consist of a director, an administrative and teaching assistant, a placement coordinator and a secretary. University faculty from appropriate departments will teach competency courses or parts of courses as appropriate. Primary counselling will be by center staff, with backup and advice from the counselling center staff.

FUNDING: As outlined in the attached letter from President Trabant, proposed outside funding is not in conflict with existing units of the university. A \$100 per semester program fee will be assessed.

PROGRAM ADMISSION: Freshmen with a desire to augment their major with skills relating to later achievement are eligible. The major criteria for admission are (a) demonstrated excellence, (b) a minimum predicted grade index of 2.31, and (c) strong motivation to improve one's cognitive and achievement skills, and (d) basic abilities of interpersonal communication.

PROGRAM CONTINUATION: Adequate overall academic progress (as defined by the major department) plus adequate progress within the Center. Ongoing coordination will be made with the major department academic advisor.

APPLICATION PROCEDURE: Application is made during the senior year in high school or the summer prior to the freshman year. The schedule for Fall 1979 only is as follows. Interviews will be conducted during the Fall, and notification will be made about 1 November. Diagnostic testing and preliminary counselling take place in November and December. Classes will begin in the Spring Semester, subject to "Program Continuation" constraints, above.

PROGRAM LENGTH: Sixteen semester-hours are taken over four years, equally spaced. There are internships with business, industry, government, or private practice in the summer following the sophomore and junior years.

EVALUATION OF SUCCESS OF PROGRAM: Each student in the program will be matched with another of similar major, board scores and personal characteristics. Both groups will be followed and compared over a five year period. It is not anticipated that students in the program will have higher grades. It is anticipated that they will have more effective and satisfying job experiences than the control group. If a longer period of time is considered, the difference should be more apparent since differential promotions, salary scale differences, and similar personnel actions take time to become apparent.

GENERAL PROGRAM REQUIREMENTS:

The program requires satisfactory completion of

- a. The sixteen credits below.
- b. Two summer internships.
- c. Course and program assignments in academic areas, visits, projects and internships.
- d. Performance tests which demonstrate ability in the core competencies. Mere understanding of the material is not sufficient.

ADVISORY COMMITTEE:

Jim Archer, Counselling
Julian Ford, Psychology
Joyce Jennings, Psychology and Women's Studies
John McLaughlin, Psychology
Jon Olson, Engineering
Mike Pohlen, Business
Dan Rich, Urban Affairs
Frank Scarpitti, Sociology
Art Sloane, Business
Jim Soles, Political Science

LETTERS OF SUPPORT/COORDINATION:

Zack Bowen, English
Douglas Boyd, Communication
L. Leon Campbell, Provost/Vice President For Academic Affairs
Frank B. Dilley, Philosophy
Ralph Exline, Psychology
William Gaither, Marine Studies
Mike Pohlen, Business Administration
Dan Rich, Urban Affairs
Frank Scarpitti, Sociology
Henry Tingey, Mathematical Sciences
John Worthen, Vice President, Student Affairs

CORE COMPETENCIES

The core competencies are represented by a list of skills which are related to achievement after graduation. While the list is not perfect, and it must be individually tailored, it represents essential competencies. There are three: cognitive, interpersonal, and motivation. Most subitems within the three are derived from research on achievement.* The research examined a large number of successful people and identified what they had in common. The competencies are taught by Program staff, departmental faculty teaching short blocks within the Program courses (e.g. some interpersonal skills), and by departments outside the Program (e.g. written communication or progress in one's major).

1. Cognitive. Making order out of informational chaos. This area has four subskills and four prerequisites. It requires a synthesis of information from prior induction (reasoning from particular facts to a general conclusion). It is not learning, recall, or forgetting, nor even analysis.

a. Subskills:

- (1) See thematic consistencies across conceptual boundaries, such as relating the idea of hysteresis loss existing not only in transformers but also in human organizations.
- (2) Organize and communicate the insights from the item above.
- (3) Understand many sides of a controversial issue.
- (4) To learn from experience.

b. Prerequisites:

- (1) Progress in one's major; all elements of the core competencies are coordinated with the student's major. Students not making good progress in their major field may not continue Achievement Center work.
- (2) Literate; be able to speak and write clearly and concisely.
- (3) Numerate; be able to describe relationships using numbers and symbols.
- (4) Organizational knowledge; to understand major dimensions of group and individual behavior in organizations.

2. Interpersonal.

- a. Communication, both verbal and nonverbal.
- b. "Accurate Empathy." See issues accurately from another's point of view.
- c. Self-knowledge of one's needs, assumptions, and personal style.

3. Motivation. "Cognitive initiative": The person sees causes and outcomes within himself or herself vs self as the ineffective victim of events which have an unknown cause. This results in a person who moves towards problems and seeks solutions, rather than waiting.**

*See, for example, the Kemp study, available in the Senate Office.

**"Cognitive initiative" can be self-developed in such a program. Motivations of successful individuals differ according to the field to be entered, but have consistencies within the field.

		POST							
		ADMISS	ADMIN	FROSH	SOPH	I ₁	JR	I ₂	SR
1. Progress in Major				Maj Dep					
2. Cognitive	(See thematic consisten- cies across conceptual boundaries.)			AP221 ¹	AP321		AP331		AP342
A. STCACB				AP221 ¹	AP321		AP331		AP342
B. Organize STCACB insights				AP221 ¹	AP321		AP331		AP342
C. Communicate STCACB insights				AP221 ¹	AP321		AP331		AP342
D. Understand MSCI				AP221 ¹	AP321		AP331		AP342
E. Learn from Experience				AP221 ¹	AP321		AP331		AP342
F. Literate			E110	AP221			AP331		AP342
				AP222	AP322		AP341		AP441
G. Numerate			T ₁	(M115) T ₂	(M-2) T ₃		(M-3)		AP441
H. Organizations				AP221 ¹	AP321		AP331		AP441
I. Career Development				AP222	AP322		AP341		AP441
3. Interpersonal									
A. Verbal communication				AP221	AP322		AP331		(2)
B. Nonverbal communication				AP221	AP322		AP331		(2)
C. Accurate Empathy - Diagnosis				AP221	AP322		AP331		(2)
D. Accurate Empathy - Response				AP221	AP322		AP331		(2)
E. Self-Assessment				AP221	AP322		AP331		AP342
4. Motivation									
A. Cognitive initiative				AP221	AP322		(2)		(2)
B. Managers/Leaders				AP221	AP322		(2)		(2)
C. Entrepreneurs				AP221	AP322		(2)		(2)
D. Helping Professions				AP221	AP322		(2)		(2)

General Note: Where an element shows across a series of courses, a progression of skills is implied.

- (1) Introduction
- (2) Work in this area is determined from the student's self-assessment paper.

EXPANDED COURSE DESCRIPTION

FRESHMAN YEAR

AC 221 2 credits: Exploring Achievement I

Introduction to achievement center program: Summary of achievement, interpersonal and motivational research; the learning model; the achievement model. Self-assessment relating to the achievement model: Thematic analysis of students' own autobiography, Strong-Campbell inventory, AVL, and other techniques. Introduction to different needs of high achievers: entrepreneurs, managers, and helping professionals.

AC 222 2 credits: Exploring Achievement II

Preparation for a visit to a successful individual: introduction to verbal and nonverbal communication; empathic questioning techniques; study of the person to be visited; relation of the achievement model to the visit situation; visit strategy. One-day visit, two students per person visited. Oral and written reports following the visit. Adapting the achievement model to the concrete experience of the visit, then relating that information to self via self-assessment data. Participation in achievement oriented projects. Visits from invited speakers. (Guest speakers are planned for specific subjects. Tests are coordinated with the counselling center staff.)

SOPHOMORE YEAR

AC 321 2 credits: Organizational Achievement I

Review of the achievement model. Achievement in organizations: Organizational socialization; learning and problem-solving; organizational decision-making; motivation and organizational climate; achievement motivation¹; power and affiliation motivation¹; decision-making in groups; interpersonal communication¹; leadership, intergroup relations; organizational structure and communications; personal growth and career development; helping; influence and organizational change.²

AC 322 2 credits: Organizational Achievement II

Preparation for a visit to a recognized individual outside the university (career-related): study, visit strategy, relation of the achievement model to the situation. Visits are more extensive and detailed than those of the freshman year. Oral and written reports following the visit, integration of data on self with the course model and with the concrete experience of the visit. Preparation for internship of an individual project involving people, resources, and performance standards; study of and correspondence with the firm or agency; development of an intern strategy (paper). Visits from invited speakers.

1. Reviewed from freshman year; more advanced content.
2. Jointly taught with a member of the Psychology Department.

INTERNSHIP AFTER SOPHOMORE YEAR

EXPANDED COURSE DESCRIPTION

JUNIOR YEAR

AC 331 2 credits: Problems in Organizations

Review of sophomore-junior summer internship reports, oral and written, include: relation of self and situation to the program model; self-analysis of strengths and weaknesses in the internship; effective strategy; relation of the experience to the program model and previous instruction; and concludes with a plan for self-improvement in the three areas (cognitive, interpersonal, and motivational). The students' plan will be augmented by feedback from the intern host and the center faculty. The resulting individualized plan will form the structure for the student's year. Each student will also submit a case study based on his or her summer experience. The best cases will be used for classroom analysis, to integrate the organizational instruction of the previous year.

AC 341 2 credits: Career Development I - Preparation for Junior-Senior Summer Internship

Advanced instruction in empathic diagnosis and response. Practical work with underclass center students. Career development, including: the career development process; focusing a job campaign; getting, assessing, and accepting a job offer; and the job hunting process. Organizational student project relating to students' goals: e.g. establish a small business or service organization and market a product; organize an activity with visible results; or a research project in cooperation with the major department. Work with underclass students. Advanced instruction in motivation: styles versus achievement. Preparation of a written intern strategy, to include skill areas to be stressed, relation to the model, and specific research on the intern host organization.

INTERNSHIP

EXPANDED COURSE DESCRIPTION

SENIOR YEAR

AC 341 2 credits: - Career Development II

Review of the Junior-Senior Summer Internship. Summer internship reports, both oral and written, include: relation of self and situation to the program model; self-analysis of strengths and weaknesses in the internship; effective strategy; relation of the experience to the program model and previous instruction; and concludes with a plan for self-improvement in the three areas (cognitive, interpersonal, and motivational). The student's plan will be augmented by feedback from the intern host and center faculty. The resulting individualized plan will form the structure for the student's year. Two semester student project for those entering the job market directly or not going to graduate school. Using the self-assessment data program model, and career development course material, conduct a job campaign and get a job. Student project for those going to graduate school: set up and coordinate underclass visits. Each senior has at least one junior counselee.

AC 441 2 credits: Career Application Seminar

Review and Application. Career development: The first year out; career stages; the early, mid, and late career; and managing a career over time. A numerate skills academic project involving a problem within one of the host firms or agencies, or a problem assessing the effectiveness of achievement instruction. Oral and written reports. Continuing work with underclass counselees.