

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

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

March 30, 1981

MEMORANDUM

TO: All Faculty Members

FROM: Carol E. Hoffecker, Vice President
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, April 6, 1981

Carol E. Hoffecker

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, April 6, 1981 at 4:00 p.m. in room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the Minutes of the January 26, 1981 special meeting and the February 2 and March 2, 1981 regular meetings of the Faculty Senate.
- III. Remarks by President Trabant and/or Provost Campbell.
- IV. Announcements - Senate President Toensmeyer
 1. Minor in Geology (Attachment 1)
- V. Old Business
 - A. Recommendation from the Coordinating Committee on Education, J. O'Neill, chairperson, regarding undergraduate Independent Study courses.
[Note: this item was returned to committee at the February 2, 1981 Senate meeting]

BE IT RESOLVED THAT
Departments be advised that

- a. the course title for 366 and 466 be changed from
Special Problems to Independent Study;
- b. each department must establish, subject to the approval of

the Committee on Undergraduate Studies, guidelines for students to qualify for independent study courses, and

- c. a written contractual agreement must be devised between the individual student and the professor before the student may sign up for the course. (Each department must determine if this proposal is subject to review by people other than the professor.)

VI. New Business

- A. Report and recommendations from the Committee on Faculty Welfare and Privileges, R. Martin, past chairperson, regarding employment of part-time faculty (Attachment 2; additional supporting data is available in the Senate Office).

RESOLVED, that the Faculty Senate adopts the report and recommendations of the Committee on Faculty Welfare and Privileges on the Use of Part-time Faculty.

- B. Recommendations from the Committee on Committees, H. Kingsbury, chairperson, to change the charge to the Committee on Academic Freedom.

RESOLVED, that the Bylaws, III: Standing Committee System of the Faculty and its Senate, Committee on Academic Freedom, paragraph 1 (current Faculty Handbook p. I-23) is changed to read as follows:

This Committee is empowered to study any condition within or without the University which in its judgment may affect the academic freedom of the University or of any of its members, and any conditions within the University which in its judgment may affect the civil liberties of the University community and shall report thereon to the faculty or its Senate.

[Note: the paragraph presently reads:

This committee shall study any condition within or without the University which in its judgment may affect the academic freedom of the University or of any of its members and shall report thereon to the faculty or its Senate.]

- C. Recommendations from the Coordinating Committee on Education, J. O'Neill, chairperson, to clarify statements of policy regarding change of grade.

1. RESOLVED, that the Faculty Senate recommends that the Faculty Handbook Section II, Select Academic Policies: 5. Grades, paragraph 3 (p. II-6 of the current Handbook) be changed to read as follows:

Changes in grade may be initiated only by the instructor. A change in a permanent grade must also have the approval of the dean of the college where the course is offered; such changes generally will be approved only where computational errors have been made. The instructor must be notified of the dean's action.

If a student has an academic grievance, the student must follow the "Student Grievance Procedure" (II-3a, 4 in the Faculty Handbook); in such cases the ad hoc committee appointed by the Senate Committee on Faculty Welfare and Privileges shall be final.

[Note: this paragraph presently reads as follows:

Once a final grade has been recorded, changes can be made only with the authorization of the college dean, and, generally will be approved only where computational errors have been made.]

2. RESOLVED, that the Faculty Senate recommends that the Policies Relevant for Student Advisement manual, VI, Grading System: D. Changes in Grade (p. 18), be changed to read as follows [material in italics has been added]:

D. Changes in Grade

Changes in grade must be initiated by the instructor. A change in a permanent grade must also have the approval of the dean of the college where the course is offered. When a student on probation has a temporary grade removed and this transaction results in an increase in the index to a 2.00 or better, the probation status is automatically removed. Conversely, a student may be placed on probation or dropped if the transaction results in a decrease in the index. Petitions for changes of grades or academic status are reviewed by the Committee on Undergraduate Records and Certification. This committee has the final authority in such changes of grade or status.

In cases where a student has filed a grade complaint under the Student Grievance Procedure the decision of the ad hoc committee appointed by the Senate Committee on Faculty Welfare and Privileges shall be final.

The Student Judicial System is mandated to impose an automatic grade of "F" if a student is found guilty of academic dishonesty.

- D. Recommendation from the Coordinating Committee on Education, J. O'Neill, chairperson, for approval of changes in the requirements for a major in Food Science (Attachment 3).

RESOLVED, that the revised requirements for a major in Food Science are approved, effective with the class of 1985.

- E. 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.)

b

Attachments: Committee Activities Report

1. Minor in Geology
2. Report and Recommendations on the Use of Part Time Faculty
3. Revised requirements, major in Food Science

March 30, 1981

COMMITTEE ACTIVITIES

The following issues are under active discussion in Senate committees. Your comments are welcome, and may be addressed to the committee chairpersons, or to the Senate Office for forwarding to the committees.

Academic Freedom (Mark Haskell, Chairperson)

Student Academic Freedom
Faculty Relations with Press

Beverage Alcohol (James Kent, Chairperson)

Rewriting Alcohol Policy to try to make a brief statement and shorten total policy without changing content. Hope to have this ready for a May agenda item.

Educational Innovation and Planning (James Archer, Chairperson)

Currently analyzing data received from faculty and student questionnaires about the "innovative aspects of Winter Session." Hope to report the results and make appropriate recommendations later this Spring.

Research (Dietrich Knorr, Chairperson)

OMB Circular A-21
Future relationships among universities, business
and/or government in research contracts

Undergraduate Studies (Carol Vukelich, Chairperson)

Course Numbering System
Undergraduate Degree in Geophysics
B.S. in Physical Education
B.S. in Recreation and Park Administration
Travel Study Proposals - Winter Session

GEOLOGY MINOR*

The minor in geology* consists of at least 18 credit hours in geology. The requirements are as follows:

- 1) General Geology, GEO 107/108 (8 credits)
Introduction course for Geology majors
- 2) At least two** of the following:
GEO 201 4 credit hours
GEO 202 4 credit hours
GEO 301 4 credit hours
GEO 302 4 credit hours
GEO 401 3 credit hours
- 3) Any 400 level course or courses may be used to obtain the remaining credits needed to reach a total of 18

The student interested in a minor in geology must see the department chairman (or his designee) and be assigned a faculty advisor.

The student must obtain a C or better in all required courses.

* Program, as it stands, will not lead to state certification.

** All courses listed are for geology majors as well as minors. Hence while the number of credit hours at the 300 and 400 levels may be less than nine of the required 18 hours, a geology minor will interact with geology majors in all 18 hours.

MARCH 30, 1971

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

OFFICE OF PERSONNEL
AND EMPLOYEE RELATIONS
PHONE: 302-738-2769

October 4, 1979

Dr. Willard E. Baxter, President
American Association of University Professors
University of Delaware Chapter
Newark, DE 19711

Dear Dr. Baxter:

It is agreed that a committee shall be established to study the question of instruction by part-time faculty. (This would not include instruction associated with CEND courses or graduate student teaching assignments.) This matter shall be sent to the Faculty Senate Executive Committee with the recommendation that either an appropriate Senate committee or an ad hoc committee be established to conduct the study. The purpose of the study will be to prepare a report by July 1, 1980 to:

- 1) obtain and analyze information concerning the nature and extent of part-time instruction at the University, and 2) provide recommendations as to an appropriate University policy regarding part-time instruction.

During the life of the contract, or until appropriate policy is developed, the present proportion of courses offered by the University that are taught by part-time appointees will be maintained or reduced.

Very truly yours,

/s/ L. Leon Campbell
Vice President for Academic Affairs

/s/ C. Harold Brown
Vice President for Personnel and
Employee Relations

/s/ Willard E. Baxter
President, American Association
of University Professors
University of Delaware Chapter

THE NATURE AND EXTENT OF PART-TIME INSTRUCTION

A Report and Policy Recommendation

By the Faculty Senate Committee on Faculty Welfare and Privileges

October 2, 1980

The Faculty Welfare and Privileges Committee hereby submits its study of the nature and extent of part-time instruction (exclusive of CEND courses or graduate student teaching assignments) as mandated by the collective bargaining agreement of October, 1979 and as commissioned by the Faculty Senate Executive Committee.

Scope and Data-base

The Faculty Welfare and Privileges Committee used two basic sets of data:

- (1) statistical analyses supplied by the Office of Institutional Research: "Teaching Faculty Headcount" and "Teaching Credit Hour Analysis" for the fall semesters of 1977, 78 and 79, and all-University totals for the spring semesters of 1978 and 79. (See appendix for these reports.)
- (2) a questionnaire, "Proportion of Teaching by Part-time Appointees," sent to all chairpersons in the College of Arts and Science and all Deans and Directors of other teaching units, of which 26 were returned, thoughtfully completed, out of the 38 sent. (See appendix for a copy of this questionnaire. The completed questionnaires will be available in the Faculty Senate Office.)

The Committee studied the IRS data for general proportions and recent trends, and it paid special attention to units with high proportions of part-timers or other statistical anomalies. It studied the individual questionnaires for the special circumstances affecting the number and nature of part-time appointments, for a classification of various types of needs for part-timers, and for the unit-by-unit projection of future needs for part timers. The Committee also consulted with various members of the faculty and administration about the direction the study was taking and the sorts of policy recommendations which might be made.

Philosophic Basis

Throughout the course of this study the Committee has maintained the position that part-timers are a necessary and valuable part of the instructional program of a modern university, but that their use is certainly open to abuse. Part-timers can enrich our curriculum with courses outside the expertise of full-time faculty, they can help departments handle sudden or temporary bulges of enrollment, they can replace full-time faculty members on leave or on time-bought situations, and they can help departments maintain liaison with businesses and professions vital to students' career objectives. However, even at best they increase the proportionate burdens of administrative duties, committee work, student advisement and such of full-time faculty; and in less than optimal circumstances, where use of them is excessive or undiscerning, their use might well weaken departments, erode the position and welfare of full-time faculty and diminish the quality of instruction. The Committee was especially concerned that in periods of budgetary shortages or hiring

freezes there might be strong economic incentives to increase the use of part-timers to an extent which would be otherwise detrimental. The crucial questions for the welfare of the University are how large a proportion of the teaching is in the hands of part-time faculty, under what circumstances do administrators rely on the hiring of part-timers, and how the capability and commitment of each part-timer is ascertained. The Committee's study addresses the first two of these questions.

Basic Findings and Projections

The Institutional Research studies since 1977 of number of faculty and number of credit hours by personnel class yield the following University totals. (Data were not kept by these categories prior to 1977.)

	<u>Part-Time Appointments</u>		<u>Part-Time Supplemental Contracts</u>		<u>Adjunct</u>		<u>Professional</u>		<u>Total</u>	
	N	%	N	%	N	%	N	%	N	%
<u>1977</u>										
Number of Faculty	103	10.5	66	6.7	8	0.8	39	4.0	216	21.9
Number of Credit Hrs.	332	5.7	194	3.3	48	0.8	122	2.1	696	11.9
<u>1978</u>										
Number of Faculty	125	12.2	95	9.3	5	0.5	36	3.5	261	25.4
Number of Credit Hrs.	409	7.3	253	4.5	18	0.3	123	2.1	803	14.2
<u>1979</u>										
Number of Faculty	66	6.5	109	10.7	10	1.0	40	3.9	225	22.0
Number of Credit Hrs.	227	4.2	342	6.4	21	0.4	122	2.3	712	13.3

The survey of Deans, Directors and Chairpersons yields the following tabulation of their estimates made during the Spring of 1979.

"Would you regard the current number of part-time appointments as insufficient, adequate, or excessive for the functioning of your unit?"

<u>Insufficient</u>	<u>Adequate</u>	<u>Excessive</u>
4	20	2

"Do you foresee that the need for part-timers will grow, stay about the same or shrink if your unit continues to fulfill its obligations at current levels?"

<u>Grow</u>	<u>Stay About the Same</u>	<u>Shrink</u>
9	13	4

Investigation of possible excesses as perceived by faculty members showed, in general, (1) real imbalances induced by temporary conditions (i.e. lack of candidates for open full-time lines, lack of sufficient candidates for teaching fellowships, or temporary enrollment bulges), (2) conditions inherent in certain fields in which full-time faculty are unable to supervise all the field work and clinical experience or to cover the wide range of necessary subjects or skills (such as all the instruments of the orchestra), (3) situations produced in certain fields by an extremely high lower-division enrollment, in which part-timers are regularly used to meet the student demand beyond that which the full-time faculty and graduate teaching assistants can meet. This use of part-timers can be viewed as an economic expedient, although it also can be a means of enabling a unit to meet its lower-division obligations without hiring more full-time faculty than they could hope to assimilate into the unit's upper-division, graduate and research functions.

POLICY RECOMMENDATIONS

The Committee recommends two types of control of the use of part-time faculty: an overall University ratio, and a set of general principles which could be individually grievable.

1. The overall ratio the Committee recommends is the limitation of the total credit hours taught by all part-timers in fall semesters to 13.3% of the total credit hours taught by all faculty (both total figures to be exclusive of CEHD courses and graduate student teaching assignments). In the implementation of this limit the Committee recommends that any increase in this ratio in any given year should require extraordinary justification by the administration to the AAUP. In addition it is our recommendation that the 13.3% figure be reviewed by an impartial body after two to three years' use to ascertain its appropriateness, and that special attention be given to conditions in individual units which regularly exceed the overall University limit.

In setting this overall ratio the Committee is guided by no established and recognized formulae and no adoptable precedents from other institutions, but the choice of a specific ratio is still far from being merely arbitrary. 13.3% was the figure at which the University was able to function effectively in the fall of 1979, not without some areas short of instructors and others showing a high ratio of part-time to full-timers, but without any pattern of instances detectable by the Committee of the use of part-timers in ways which are inimical either to good educational policy or to the welfare and status of full-time faculty. The choice of the figure from the fall of 1979 is also appropriate because in the second semester of that year the heads of units reported overwhelmingly that their current number of part-time appointments was adequate ("insufficient," 4; "adequate," 20; "excessive," 2). The future is uncertain enough that the figure ought to be regularly monitored. If enrollments decline (as is foreshadowed in Institutional Research Study 79-10, "Projections of Twelfth Grade Enrollments in Delaware High Schools, 1979-1995") the University's need for part-time faculty will probably decline and the part-time ratio can be adjusted downward. If the budget continues to tighten, there may well be an initial decline in the number of part-timers, but subsequently there will be a strong economic incentive to fill full-time lines with inexpensive part-time help, a situation in which the relationship of the part-time ratio to the University's

educational and personnel policies will have to be carefully and cooperatively monitored by both the Administration and the AAUP. The Committee specifies applying and monitoring the limit only in the fall semesters because variations between fall and spring have regularly been only .5%, because full-time appointments are generally made on a full-year basis, and because the policy itself ought not be too arduous to manage and monitor.

2. *The general principles recommended by the Committee for the control of the use of part-timers are the following:*

The use of part-time appointees to teach in the following circumstances is wholly acceptable as long as it is within the limits of the overall University ratio:

- a. *to replace full-time faculty members on leave;*
- b. *to replace full-time faculty members with temporary time-bought situations or temporary special assignments;*
- c. *to teach courses full-time faculty are not qualified to teach, or to provide enrichment, diversity or balance for departmental curricula;*
- d. *to establish or maintain liaison with commercial or professional organizations relevant to student employment objectives.*

The use of part-time appointees in the following circumstances is acceptable only with the specified qualifications and within the overall University ratio:

- a. *to supervise field work or clinical or laboratory experience beyond that which can be accommodated to the work load of the full-time faculty;*
- b. *to teach courses full-time faculty are able to teach only when:*
 - 1. *there is a temporarily open full-time line and a search is in progress;*
 - 2. *there is a short-term bulge in student demand beyond that which can be met by full-time faculty; or*
 - 3. *there is regularly a greater student demand for lower-division courses than full-time faculty and graduate student teachers can meet, and the unit's upper division, graduate, research and service functions are fully staffed by full-time faculty.*

3. *In any other circumstances, the Administration should be bound by the overall University ratio in making part-time appointments and should follow the principles of the full use of full-time faculty and of the priority of the full-time faculty member over the part-time appointee in regard to any teaching assignment for which the full-time faculty member is duly qualified.*

Committee Members

<u>1979-1980</u>	<u>1980-81</u>
Robert Carroll	Robert Carroll
Robert Warren	David Schulz
Sarah Van Camp	Sarah Van Camp
	Michael Zinn

Ronald Martin

Ronald Martin, Chairperson (1979-80 - 1980-81)

UNITS RESPONDING TO QUESTIONNAIRE

Colleges of

Agriculture
Business and Economics
Education
Human Resources
Nursing

Division of Physical Education

University Honors Program

University Parallel Program

Departments (of College of Arts and Science)

American Studies
Anthropology
Art
Art Conservation
Chemistry
Communications
Computer and Information Sciences
English
Geography
Geology
History
School of Life and Health Sciences
Mathematical Sciences
Museum Studies
Music
Philosophy
Political Science
Theatre

JUSTIFICATION AND BACKGROUND INFORMATION ON FOOD SCIENCE CURRICULA

The proposed Food Science curricula contain course sequences to meet University, College and Department requirements to provide excellence in the Food Science major. The professional curriculum builds on breadth as indicated by courses in social sciences, humanities and human resources, and in-depth from the strength of chemical and biological sciences.

Selection of prerequisites for the professional course sequence is based on long-term recommendations developed by university, government, and industrial scientists under the auspices of the Institute of Food Technologists (IFT). Guidelines have been published in Food Technology, vols. 20 and 23, 1966 and 1969 (Pages 1567-1569 and 307-311 respectively) and represent a long-standing model for appropriate curricula. The curricula reflect the published guidelines cited above.

The new professional courses follow the guidelines. New courses are to be taught as follows:

- Food Chemistry - Food Analysis - Islam
- Food Processing I and II - Knorr
- Food Proces. Engr. Tech. I and II, joint with Chemical Engineering and Mechanical Engineering faculty through a new joint appointment
 - Prof. Robt. Fisher identified
 - Gray
- Food Microbiology

These courses have the chemistry sequence as pre- or co-requisites. The present curricula are similar to programs at neighboring state universities and Drexel University. It is different in that the University of Delaware emphasizes close ties with all the colleges on campus providing needed basic sciences or applied disciplines to strengthen the academic experience of our students. Colleges and programs include Agriculture, Life Sciences, Engineering, Arts and Science, and Marine Studies.

Demand for well-trained Food Science graduates is extremely strong.* Industry is looking for depth in the sciences and in professional courses. As the industry continues to face greater technological challenges, the demand for well-trained food scientists will increase. This has been reflected in the continued flow of employment opportunities reaching the Department.

The current food science program does not approach the technological needs of the food industry. No advanced processing, chemistry or engineering courses are included. Graduates are at a marked disadvantage with respect to peers at neighboring universities. The new curricula greatly enhance the reputation of the University among sister programs, the food industry and granting agencies and provide an opportunity for undergraduates to participate in the IFT scholarship program.

Current space resources in the College provide for about 15 majors per year. Currently we are receiving transfers from the College of Arts and Science, Life Sciences, and Chemistry programs. These students are interested in applying their strong science background to a well-paying profession. Additional recruitment incentives are provided through the Institute of Food Technologists' scholarship program and national recruitment resources. Local IFT sections and the usual career days sponsored by the University are being used.

The proposed Food Science curricula will advance the Department along its 5-year plan towards the level of excellence planned by the faculty.

Report on projected supply and demand of Food Science Graduates, Office of Higher Education, Science and Education Administration, USDA

COLLEGE OF HUMAN RESOURCES
UNIVERSITY OF DELAWARE

Food Science Major Revised Requirements

Food Science and Human Nutrition - 37 credits

FSN267	4	Seminar Intro. to FSHN
FSN309	3	Princ. of Nutr.
FSN409	4	Food Proc. I
FSN410	4	Food Proc. II
FSN415	4	Food Proc. Eng. Technol. I
FSN416	4	Food Proc. Eng. Technol. II
FSN428	4	Food Chem.
FSN429	3	Food Analysis
FSN439	4	Food Micro.
FSN459	2	Topics in Food Sci.
FSN465	1	Seminar

Human Resources - 6 credits

IFS	3	(from group list common
TDC	3	to FSN majors)

Social Sciences - 15 credits

EC101	3	Intro. to Econ.
PSY201	3	Gen. Psych.
BU339	3	Org. Personnel Behav.
Electives	6	

Science - 56-58 credits

C103	4	General Chemistry
C104	4	Gen. Chemistry
C214	3	Elem. Biochem.
C220	4	Quant. Analysis
C321	3	Organic Chem.
C325	1	Organic Chem. Lab
C322	3	Organic Chem.
C326	1	Organic Chem. Lab
C418	3	Intro. Phys. Chem.
C419	3	Intro. Phys. Chem.
C417	1	Phy. Chem. Lab
B207	4	Intro. to Biology I
B208	4	Intro. to Biology II
B371	4	Intro. to Microbio.
M221 or	3	Calculus I
M241	(4)	Anal. Geometry
M222 or	3	Calculus II
M242	(4)	Analytical Geom.
PS201	4	Gen. Physics
PS202	4	Gen. Physics

Humanities - 12 credits

E110	3	Crit. Reading & Writing
Commun.	3	
Electives	6	

Other

AEC408	3	Research Methods
or		
PSY309	(3)	Measurement & Stat.

Electives to Total 132 (1-3 credits)

Beginning with the Class of 1985