

UNIVERSITY FACULTY SENATE

SUMMARY OF THE AGENDA

May 1, 1989

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: April 3, 1989
- III. REMARKS BY PRESIDENT TRABANT and/or ACTING PROVOST MURRAY
- IV. ANNOUNCEMENTS

ANNOUNCEMENTS FOR CHALLENGE

- 1. Revision of the major in Agricultural Engineering Technology
- 2. Revisions of the B.A. in Mathematics Education
- 3. Revisions of the B.S. in Mathematical Sciences:
 - a. Physical Mathematics
 - b. Modern Applications
 - c. Mathematics of Computation
- 4. Revision of the B.S. in Statistics
- 5. Revisions of the B.S. in Physics:
 - a. Applied Physics
 - b. Astronomy
 - c. Chemical Physics
- 6. New minor in Medical Humanities
- 7. Revision of the B.S. in Economics
- 8. Revision of the B.S. in Accounting
- 9. Revisions of the B.S. in Business Administration:
 - a. Administrative Management
 - b. Operations Management
 - c. Marketing Management
 - d. Financial Management
- 10. Revisions of the B.E.E. in Electrical Engineering
- 11. Revisions of the B.Ch.E. and M.Ch.E. in Chemical Engineering
- 12. Revision of the B.Ch.E. in Chemical Engineering
- 13. Revision of the B.C.E. in Civil Engineering
- 14. Revisions of the B.M.E. in Mechanical Engineering
- 15. Revisions of the B.M.E. in Mechanical Engineering: General Education Program
- 16. Revisions of the B.S. in Recreation and Park Administration:
 - a. Parks
 - b. Programming Leadership
 - c. Fitness Management
- 17. Revision of the B.S. in Physical Education Studies
- 18. Revision of the B.S. in Physical Education Studies: Fitness Management
- 19. Revision of the B.S. in Physical Education and Health Education
- 20. Revision of the M.A. in International Relations
- 21. Revision of the M.S. in Food and Resource Economics
- 22. New minor in Religious Studies

V. OLD BUSINESS

- A. Resolution, introduced by Senator Theodore Braun at the April Senate meeting, for an effective date for implementation of the revised procedures for the awarding of academic honors.
- B. Resolution, introduced by Senator Steven Stuart at the April Senate meeting, to add the students ranking in their college on the grade reports and transcripts.

VI. NEW BUSINESS

- A. Election of Senate officers and certain committee members
- B. Request for confirmation of committee appointments
- C. COPE Follow-up Report with recommendation for action
- D. Recommendation altering the charge to the Committee on Cultural Activities and Public Events
- E. Recommendation for approval of a M.A. degree in Physical Education
- F. Recommendation that the University remain officially open during holiday periods
- G. Recommendation for a change to the Final Exam Policy
- H. Recommendation that the French and Belgian Licence be considered the equivalent of the American B.A. degree
- I. Recommendation for approval of a Ph.D. in Art Conservation Research
- J. Introduction of new business



University of Delaware

UNIVERSITY FACULTY SENATE
301 HULLIHEN HALL
NEWARK, DELAWARE 19716

(302) 451-2921

April 17, 1989

TO: All Faculty Members

FROM: Arthur Halprin, Vice President
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, May 1, 1989

A handwritten signature in cursive script, appearing to read "A. Halprin".

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, May 1, 1989 at 4:00 p.m. in room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the minutes of the Senate meeting of April 3, 1989.
- III. Remarks by President Trabant and/or Acting Provost Murray.
- IV. Announcements

1. Senate President Dilley

Announcements for Challenge

[Note: Copies of the background information for the following Announcements for Challenge will be forwarded under separate cover.]

1. Revision of the major in Agricultural Engineering Technology
2. Revisions of the B.A. in Mathematics Education
3. Revisions of the B.S. in Mathematical Sciences:
 - a. Physical Mathematics
 - b. Modern Applications
 - c. Mathematics of Computation
4. Revision of the B.S. in Statistics

5. Revisions of the B.S. in Physics:
 - a. Applied Physics
 - b. Astronomy
 - c. Chemical Physics
6. New minor in Medical Humanities
7. Revision of the B.S. in Economics
8. Revision of the B.S. in Accounting
9. Revisions of the B.S. in Business Administration:
 - a. Administrative Management
 - b. Operations Management
 - c. Marketing Management
 - d. Financial Management
10. Revisions of the B.E.E. in Electrical Engineering
11. Revisions of the B.Ch.E. and M.Ch.E. in Chemical Engineering
12. Revision of the B.Ch.E. in Chemical Engineering
13. Revision of the B.C.E. in Civil Engineering
14. Revisions of the B.M.E. in Mechanical Engineering
15. Revisions of the B.M.E. in Mechanical Engineering: General Education Program
16. Revisions of the B.S. in Recreation and Park Administration:
 - a. Parks
 - b. Programming Leadership
 - c. Fitness Management
17. Revision of the B.S. in Physical Education Studies
18. Revision of the B.S. in Physical Education Studies: Fitness Management
19. Revision of the B.S. in Physical Education and Health Education
20. Revision of the M.A. in International Relations
21. Revision of the M.S. in Food & Resource Economics
22. New minor in Religious Studies

V. Old Business

- A. Resolution, introduced by Senator Theodore Braun at the April Senate meeting, with the concurrence of the Committee on Student and Faculty Honors, (B. Viera, Chairperson), for an effective date for implementation of the revised procedures for the awarding of academic honors.

RESOLVED, that the change in the method of awarding academic honors will be put into effect for the graduating class of 1991.

- B. Resolution, introduced by Senator Steven Stuart, RSA, at the April Senate meeting, with the concurrence of the Committee on Student and Faculty Honors, (B. Viera, Chairperson), for a change in the reporting of the students' ranking on grade reports and transcripts.

WHEREAS, the current system lists student rank by class year on grade reports and transcripts, and

WHEREAS, graduation honors are determined by rank in the college, not year, and

WHEREAS, to encourage students to work harder and to keep them informed of their college ranking, be it

RESOLVED, that on all grade reports and transcripts the students' ranking in their college also be included. (To be implemented in the Fall of 1990 with the new student information system.)

VI. New Business

- A. Election of Senate officers, three members of the Committee on Committees and Nominations, and one member of the Rules Committee.

[Note: A slate of nominees prepared by the Nominating Committee (M. Donaldson-Evans, Chairperson), is presented in Attachment 1. Biographies of the nominees are attached as Attachment 2. Senators are reminded that additional nominations may be made from the floor and that senators making such nominations are responsible for determining that a nominee would serve if elected.]

- B. Request from the Committee on Committees (B. Seidel, Chairperson), for Senate confirmation of committee appointments. (Attachment 3)

RESOLVED, that the appointments to Senate committees and the appointments of Senate committee chairpersons, as presented in Attachment 3 of this Agenda, are hereby confirmed.

- C. Council on Program Evaluation (COPE) Follow-up Report with recommendation for action from Raymond Wolters, Chairperson of the Council on Program Evaluation. (Attachment 4)

RESOLVED, that the University Faculty Senate endorses the continuation of the Council on Program Evaluation (COPE) as outlined in the above report.

- D. Recommendation from the Committee on Committees (B.Seidel, Chairperson), altering the charge to the Committee on Cultural Activities and Public Events.

RESOLVED, that the charge to the Committee on Cultural Activities and Public Events as it appears in Section III, page I-14 of the Faculty Handbook be amended as follows:

It should be the objective of the Cultural Activities and Public Events Committee to foster, encourage and coordinate throughout the University programs of local, national, and world significance that illuminate, explain, articulate, or are a creative part of the cultures of mankind. The committee shall work with any and all agencies of the University specifically to sponsor, direct, or advise on programs which bring to the University notable and creative figures in scholarships, presentations, art exhibits, and media productions, or any presentation that reflects upon the University's obligation to foster and contribute to the cultural life of the community and the world.

(Replacement paragraphs are in bold type, original paragraphs follow)

The Cultural Activities and Public Events Committee will meet and will have the specific responsibility of establishing a budget. The Committee will select from its membership a fiscal agent who will have oversight of expenditures. The fiscal agent should have knowledge of the University accounting system and have direct access to secretarial support.

This committee will meet as a whole and in subcommittees and will have the specific responsibility of establishing a budget. The committee will select from its entire membership a fiscal agent who will have oversight of expenditures. The fiscal agent should have knowledge of the University accounting system and have direct access to secretarial support.

The Cultural Activities and Public Events Committee shall consist of: eight faculty members, two to represent art, two to represent the performing arts, two to represent visiting scholars and speakers, and two to represent films, one of whom shall be appointed as chairperson; two undergraduate students; a graduate student; and an appointee of the Vice President for Student Affairs.

This committee shall consist of: nine faculty members, one of whom shall be chairperson, the four chairpersons of the subcommittees, and one faculty member from each subcommittee as elected by the several subcommittees; one appointment by the Provost; one appointment by the Vice President for Student Affairs; three undergraduate students; and one graduate student.

- E. Recommendation from the Committee on Graduate Studies (R. Exline, Chairperson), with the concurrence of the Coordinating Committee on Education (L. Palmer, Chairperson), for approval of a M.A. degree in Physical Education. (Attachment 5)

RESOLVED, that the University Faculty Senate approves provisionally, for four years, the establishment of a Master of Arts degree in Physical Education, effective September 1989.

- F. Recommendation from the Research Committee (A. Rheingold, Chairperson), regarding essential custodial and maintenance services during normal working days that occur between Christmas day and New Year's day and during other comparable periods.

WHEREAS: The University of Delaware is committed to the maintenance and expansion of its graduate and undergraduate research programs, and

WHEREAS: Research requires the availability of resources to be productive, and

WHEREAS: The lack of availability of these resources for extended periods jeopardizes research quality, compromises safety and creates unjustifiable hardships, therefore be it

RESOLVED: That the University Faculty Senate recommends that it be the policy of the University to remain officially open and to provide essential custodial and maintenance services during normal working days that occur between Christmas day and New Year's day, and during other comparable periods, and be it further

RESOLVED: That all efforts be made to provide adequate notification to research personnel of foreseeable breaks in service (e.g. utility maintenance) with time for response, and be it further

RESOLVED: That implementation of these recommendations be effective immediately.

- G. Recommendation from Senator Farley Grubb, with the concurrence of the Committee on Undergraduate Studies (J. Morrison, Chairperson), for a change to the Final Exam Policy.

WHEREAS, it is important that timely notification of semester grades be given to students, and

WHEREAS, it is also important to permit faculty to have sufficient time to evaluate final examinations given in a variety of forms, therefore be it

RESOLVED, that the University Faculty Senate recommends that the University administration change the time period between final examinations and submission of course grades from 48 hours to 64 hours.

- H. Recommendation from the Committee on Graduate Studies (R. Exline, Chairperson), that the French and Belgian Licence be considered the equivalent of the American B.A. degree.

WHEREAS, many American universities, e.g. the University of Pennsylvania, Temple University and others, accept the Licence granted by French and Belgian universities as the equivalent of the American B.A. degree for purposes of admission to graduate work in French, and

WHEREAS, the experience of the above named universities with graduate students admitted with the French and Belgian Licence has been very positive, therefore be it

RESOLVED, that for a four-year provisional period beginning September 1, 1989 the French and Belgian Licence be considered the equivalent of the American B.A. degree for those students applying to the Department of Foreign Languages and Literatures' graduate program in French.

- I. Recommendation from the Committee on Graduate Studies (R. Exline, Chairperson), with the concurrence of the Coordinating Committee on Education (L. Palmer, Chairperson), for approval of a Ph.D. degree in Art Conservation Research. (Attachment 6)

RESOLVED, that the University Faculty Senate approves provisionally, for four years, the establishment of a Ph.D. degree in Art Conservation Research, effective September 1989.

- 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.)

rg

Attachments: Committee Activities Report

1. Slate of nominees
2. Biographies of nominees
3. Committee appointments
4. COPE Report
5. M.A. in Physical Education
6. Ph.D. in Art Conservation Research



COMMITTEE ACTIVITIES REPORT

ACADEMIC APPEALS, COMMITTEE ON (Christopher Boorse)

No current activity.

BUDGET REVIEW, COMMITTEE ON (Allen L. Morehart)

No new business.

EDUCATION, COORDINATING COMMITTEE ON (Lucia Palmer)

1. Reviewing new Ph.D. Program Proposal in Art Conservation
2. Discussing Proposed Reorganization of the College of Physical Education
3. Drafting a Policy Regarding Open Hearings

PERFORMING ARTS SUBCOMMITTEE (Carolyn Freed)

Funding requests have been completed.

STUDENT LIFE, COMMITTEE ON (Brent Thompson)

No items currently before the committee.

UNDERGRADUATE RECORDS AND CERTIFICATION, COMMITTEE ON (Anna Ciulla)

No items currently before the committee.

UNDERGRADUATE STUDIES, COMMITTEE ON (James L. Morrison)

1. Approval of new courses (Spring cycle).
2. Resolution to increase time period between final examinations and reporting of grades.

VISITING SCHOLARS AND SPEAKERS SUBCOMMITTEE (John MacKenzie)

All funds have been committed.

/wc

The following individuals have been nominated by the Nominating Committee for various Senate offices during academic year 1989-90:

President:	David Bellamy, Frank B. Dilley
President-Elect and Chairperson of Coordinating Committee on Education:	Leslie Goldstein, Edward Schweizer
Vice-President:	Stanley Sandler, Robert Taggart
Secretary:	Kenneth Ackerman, Joseph Glutting
Members, Committee on Committees and Nominations:	Anna Lee DeHaven, Ralph Ferretti Nicolas Gross, Harrison Hall Jon Olson, Marenas Tripp
Member, Committee on Rules:	Joel Hubbard, Judith Roof

Biographies of the nominees are attached.

ATTACHMENT 2

VACANT POSITION: President, University Faculty Senate

NAME: David Bellamy DEPARTMENT: Math Sciences NAME: Frank B. Dillay DEPARTMENT: Philosophy
 RANK: Professor DATE OF HIRE (FULL TIME): 1968 RANK: Professor DATE OF HIRE (FULL TIME): 9/1/67
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO
 IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING: IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

IN WHAT CAPACITY?
 (MEMBER, CHAIRPERSON, ETC.)

COMMITTEE NAME	ACADEMIC YEAR
1. <u>Undergrad. Admissions and Standing</u>	<u>1976-1987</u>
2. <u>Nominating Cte.</u>	<u>1985-1987</u>
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

IN WHAT CAPACITY?
 (MEMBER, CHAIRPERSON, ETC.)

COMMITTEE NAME	ACADEMIC YEAR
1. <u>Cte. on Ctes.</u>	<u>Chair</u>
2. <u>Cultural Activities</u>	<u>Chair (twice), member</u>
3. <u>Performing Arts</u>	<u>Chair</u>
4. <u>Visiting Scholars</u>	<u>Chair (twice)</u>
5. <u>Coord. Cte. on Ed.</u>	<u>Member</u>
6. <u>Ed. Innov. & Plan.</u>	<u>Member</u>
7. <u>Nominating Cte.</u>	<u>Member</u>
8. <u>Undergrad. Adms.</u>	<u>Member</u>
9. <u>Undergrad. Records</u>	<u>Member</u>
10. <u>Undergrad. Studies</u>	<u>Member</u>

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

I have served on the Senate for the past six years as my department's senator. I describe myself as a maverick who believes in the pursuit of excellence. I also believe that the road to excellence is frequently not that which it is commonly supposed to be and that in such cases it is needful to take radical stands on issues.

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Currently President, University Faculty Senate.

VACANT POSITION: President-Elect and Chairperson of Coord. Cte. on Educ.

NAME: Leslie Goldstein DEPARTMENT: Political Science NAME: Edward E. Schweitzer DEPARTMENT: Chemistry
 RANK: Professor DATE OF HIRE (FULL TIME): 1973 RANK: Professor DATE OF HIRE (FULL TIME): 1961

HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

	COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY?	
			(MEMBER, CHAIRPERSON, ETC.)	
1.	<u>Cte. on Ctes.</u>	<u>1986-87</u>	<u>Member</u>	
2.	<u>Academic Complaints</u>	<u>1978-79</u>	<u>Chair</u>	
3.	<u>Academic Appeals</u>	<u>1983-85</u>	<u>Member</u>	
4.				
5.				
6.				
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PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Served on Promotion and Tenure of College of Arts and Science. Have also served on many college and University committees.

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

	COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY?	
			(MEMBER, CHAIRPERSON, ETC.)	
1.	<u>Academic Freedom</u>	<u>1971-73</u>	<u>Chair</u>	
2.	<u>Faculty Welfare and Privileges</u>	<u>1971-72</u> <u>1986-87</u>	<u>Member</u>	
3.	<u>Coord. Cte. on Educ.</u>	<u>1973-74</u>	<u>Chair</u>	
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PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Departmental representative to University Senate 1970-75, 1982-87, Fall 1988, 1989 (currently). College of Arts and Science at-large University senator 1978-79. Served on a number of appointed University committees and College of Arts and Science committees. Secretary, Department of Chemistry Organic Division 3 years to date. Chairperson of C.O.P.C. 1974-1979.

VACANT POSITION: Vice-President, University Faculty Senate

NAME: Stanley Sandler DEPARTMENT: Chemical Engg. NAME: Robert Taggart DEPARTMENT: Educ. Studies
 RANK: Professor DATE OF HIRE (FULL TIME): _____ RANK: Educ. Studies DATE OF HIRE (FULL TIME): 1970
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO
 IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING: IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. <u>Cte. on Ctes.</u>		<u>Chair</u>
2. _____		
3. _____		
4. _____		
5. _____		
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7. _____		
8. _____		
9. _____		
10. _____		

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Prof. Sandler is in Australia and was unable to complete this questionnaire in time for publication of the Senate agenda. He was contacted by phone and stated that he has served as a Senator, has served on numerous Senate committees, and has had considerable administrative experience as chair of the Chemical Engineering Department for several years.

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. <u>Executive Committee</u>	<u>1985-86</u>	<u>Secretary of Senate</u>
2. <u>Rules Committee</u>	<u>1985-86</u>	<u>Chair</u>
3. <u>Undergrad. Admissions</u>	<u>1983-84</u>	<u>Chair</u>
4. <u>Undergrad. Admissions</u>	<u>1982-85</u>	<u>Member</u>
5. <u>Instructional Res.</u>	<u>1987-88</u>	<u>Chair</u>
6. <u>Library Committee</u>	<u>1984-85</u>	<u>Chair</u>
7. <u>Library Committee</u>	<u>1982-84</u>	<u>Member</u>
8. <u>Cte. on Ctes.</u>	<u>1988-89</u>	<u>Member</u>
9. <u>Nominating Committee</u>	<u>Spring '88</u> <u>1983-85</u>	<u>Member</u>
10. <u>Coord. Cte. on Educ.</u>	<u>1987-88</u>	<u>Member</u>

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Also chaired the C.O.P.E. Committee which reviewed Special Sessions. As a prior member of the Executive Committee I have working knowledge of the Senate and its procedures.

VACANT POSITION: Secretary, University Faculty Senate

NAME: <u>Kenneth Ackerman</u>	DEPARTMENT: <u>Anthropology</u>	NAME: <u>Joseph Glutting</u>	DEPARTMENT: <u>Educ. Studies</u>
RANK: <u>Assoc. Professor</u>	DATE OF HIRE (FULL TIME): <u>1963</u>	RANK: _____	DATE OF HIRE (FULL TIME): _____
HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? <input type="checkbox"/> YES <input type="checkbox"/> NO	
IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:		IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:	
IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)		IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)	
1. <u>Rules Committee</u>	ACADEMIC YEAR <u>1988-89</u>	COMMITTEE NAME _____	ACADEMIC YEAR _____
2. <u>Senate Secretary</u>	ACADEMIC YEAR <u>1988-89</u>	COMMITTEE NAME _____	ACADEMIC YEAR _____
3. _____	_____	COMMITTEE NAME _____	ACADEMIC YEAR _____
4. _____	_____	COMMITTEE NAME _____	ACADEMIC YEAR _____
5. _____	_____	COMMITTEE NAME _____	ACADEMIC YEAR _____
6. _____	_____	COMMITTEE NAME _____	ACADEMIC YEAR _____
7. _____	_____	COMMITTEE NAME _____	ACADEMIC YEAR _____
8. _____	_____	COMMITTEE NAME _____	ACADEMIC YEAR _____
9. _____	_____	COMMITTEE NAME _____	ACADEMIC YEAR _____
10. _____	_____	COMMITTEE NAME _____	ACADEMIC YEAR _____

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

I read, I write, I spell, I pay attention and I find it interesting (the Senate).

No biography submitted.

VACANT POSITION: Members, Committee on Committees and Nominations

NAME: <u>Anna Lee DeHaven</u>	DEPARTMENT: <u>Nursing</u>	NAME: <u>Ralph Tennetti</u>	DEPARTMENT: <u>Educ. Studies</u>
RANK: <u>Professor</u>	DATE OF HIRE (FULL TIME): _____	RANK: _____	DATE OF HIRE (FULL TIME): _____
HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? <input type="checkbox"/> YES <input type="checkbox"/> NO	
IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:		IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:	

		IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)	
COMMITTEE NAME	ACADEMIC YEAR	COMMITTEE NAME	ACADEMIC YEAR
1. <u>Academic Ceremonies</u>	<u>1974-76</u>	1. _____	_____
2. <u>Graduate Studies</u>	<u>1971-1974</u>	2. _____	_____
3. <u>Graduate Studies</u>	<u>1981-84</u>	3. _____	_____
4. <u>Research</u>	<u>1978-80</u>	4. _____	_____
5. <u>Cle. on Cies.</u>	<u>1984</u>	5. _____	_____
6. <u>Cle. on Cies.</u>	<u>1986-88</u>	6. _____	_____
7. <u>Faculty Welfare and Privileges</u>	<u>1988-90</u>	7. _____	_____
8. _____	_____	8. _____	_____
9. _____	_____	9. _____	_____
10. _____	_____	10. _____	_____

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

No Biography submitted.

VACANT POSITION: Members, Committee on Committees and Nominations

NAME: Nicholas Gross DEPARTMENT: Foreign Languages NAME: Harrison B. Hall DEPARTMENT: Philosophy
 RANK: _____ DATE OF HIRE (FULL TIME): _____ RANK: Associate Professor DATE OF HIRE (FULL TIME): 9/73
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☐ YES ☐ NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO
 IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING: IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)			IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)		
COMMITTEE NAME	ACADEMIC YEAR		COMMITTEE NAME	ACADEMIC YEAR	
1. _____	_____		1. <u>Coord. Cte. on Ed.</u>	<u>1988-89</u>	<u>Member</u>
2. _____	_____		2. <u>Coord. Cte. on Ed.</u>	<u>1987-88</u>	<u>Chair</u>
3. _____	_____		3. <u>Instructional Res.</u>	<u>1988-89</u>	<u>Chair</u>
4. _____	_____		4. <u>Instructional Res.</u>	<u>1987-88</u>	<u>Member</u>
5. _____	_____		5. <u>Undergrad. Studies</u>	<u>1983-85</u>	<u>Member</u>
6. _____	_____		6. <u>Beverage Alcohol</u>	<u>1983-84</u>	<u>Member</u>
7. _____	_____		7. _____	_____	_____
8. _____	_____		8. _____	_____	_____
9. _____	_____		9. _____	_____	_____
10. _____	_____		10. _____	_____	_____

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No Biography submitted.

VACANT POSITION: Members, Committee on Committees and Nominations

NAME: Jon H. Olson DEPARTMENT: Chemical Engg. NAME: Mercedes R. Talpp DEPARTMENT: SLHS
 RANK: Professor DATE OF HIRE (FULL TIME): 1963 RANK: Professor DATE OF HIRE (FULL TIME): 1960
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO
 IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING: IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. <u>Cle. on Cles.</u>	<u>1987-89</u>	<u>Member</u>
2. <u>Promotion & Tenure Undergrad. Records and Certification</u>	<u>1986-88</u>	<u>Chair</u>
	<u>1979-85</u>	<u>Member</u>
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Prior service includes Committee on Committees, Computer Committee, Visiting Scholars and Speakers, and Research.

I am eager to make the committee system work.

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. <u>Research</u>	<u>1987-88</u>	<u>Member</u>
2. <u>Faculty Welfare and Privileges</u>	<u>early '70s</u>	<u>Chair</u>
3. <u>Promotions and Tenure</u>	<u>late '60s</u>	<u>Member</u>
4. <u>Academic Freedom</u>	<u>early '70s</u>	<u>Chair</u>
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

VACANT POSITION: Member, Committee on Rules

NAME: Joel Hubbard DEPARTMENT: SLHS NAME: Judith Roof DEPARTMENT: English
 RANK: Assistant Professor DATE OF HIRE (FULL TIME): 9/86 RANK: _____ DATE OF HIRE (FULL TIME): _____
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☐ YES ☒ NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☐ YES ☐ NO
 IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING: IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)		IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)	
COMMITTEE NAME	ACADEMIC YEAR	COMMITTEE NAME	ACADEMIC YEAR
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____	5. _____	_____
6. _____	_____	6. _____	_____
7. _____	_____	7. _____	_____
8. _____	_____	8. _____	_____
9. _____	_____	9. _____	_____
10. _____	_____	10. _____	_____

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

I have worked at the University for 3 years. Although I have not as yet had the pleasure to serve on a Senate committee, I have served on many department-based committees in the School of Life and Health Sciences. I have served on the Health Fields Evaluation and Advisory committee for the last 2 years, as an example. As a faculty member in the Medical Technology Program, I must devote a large measure of my time to service-related committees and projects. I welcome the opportunity to serve on a University-level committee to expand my understanding of the University as a whole, meet colleagues outside of my own discipline, and to do my part to serve the University and represent my department.

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

No biography submitted.

**STANDING COMMITTEES OF THE UNIVERSITY FACULTY SENATE
ACADEMIC YEAR 1989-1990**

ACADEMIC APPEALS, CTE. ON

Chair: Leslie Goldstein
Member: Howard Cornell

EDUCATION, COORD. CTE. ON

Member: Lester Chadwick
Member: Diane Loekle
Member: L. Leon Campbell

FACULTY WELFARE AND PRIVILEGES,
CTE. ON

Chair and member: Gordon DiRenzo
Member: Reed Geiger
Member: Karen Hurley

GRADUATE STUDIES, CTE. ON

Member: J. Thomas Sims
Member: Roger Spacht

INSTRUCTIONAL, COMPUTING, AND
RESEARCH SUPPORT SERVICES, CTE. ON

Chair: David Usher
Member: John Wragge
Member: David Kaplan
Member: Jon Olson
Member: Madeline Lambrecht
Member: James Kent

INTERNATIONAL STUDIES, CTE. ON

Chair and member: Efsthathio Michaelides
Member: Joanne Ryan

LIBRARY COMMITTEE

Chair and member: James Morrison
Member: Barbara Lyman
Member: Steven K. Dentel
Member: Virginia Redmond

PROMOTIONS AND TENURE, CTE. ON

Chair: Robert Brown
Member: John Wehmiller
Member: John Bergman

RESEARCH, COMMITTEE ON

Member: William Frawley
Member: Richard Sylves
Member: Jack Gelb
Member: Fadil Santosa
Member: Michael Klein

RETIRING, RETIRED AND EMERITI
FACULTY, SUBCTE. ON

Member: John Wriston
Member: Anne McCourt-Lewis

STUDENT AND FACULTY HONORS, CTE. ON

Chair: Charles Boncelet
Member: U. C. Toensmeyer
Member: Rudolph D'Souza
Member: Brenda Power
Member: Stephen Langsner
Member: Danilo Yanich

STUDENT LIFE, CTE. ON

Member: Robert Bennett
Member: Daniel Shade

UNDERGRADUATE STUDIES, CTE. ON

Chair and member: Harrison Hall
Member: Lesa Sterling
Member: Frances Mayhew
Member: Sandra Dunnington
Member: Susan McGrath-Powell



University of Delaware

DEPARTMENT OF HISTORY
401 JOHN EWING HALL
NEWARK, DELAWARE 19716

(302) 451-2371

March 8, 1989

To: E. A. Trabant
President

From: Harrison B. Hall
Carol E. Hoffeecker
Raymond Wolters

Subject: Reformulation of COPE

Raymond Wolters

On December 15, 1988, you asked us to draw up a proposal for the reformulation of COPE. We wish to submit the following proposal.

I

The Council on Program Evaluation was established in 1973 when the University Faculty Senate established an experimental approach to the difficult, complex problem of program evaluation. The basic idea was for the faculty to "carry out an evaluation on a cyclical, continuing basis, of every program on campus." The goal was to promote the quality and productivity of individual departments and to facilitate and enhance university planning. Over the course of the next fifteen years more than eighty units and departments were "coped."

II

Late in 1987 the University Faculty Senate appointed a committee to evaluate COPE. This committee did most of its work during the spring and summer of 1988 and submitted a report for the September 19 meeting of the University Faculty Senate.

The "Evaluation of COPE" noted that "periodic evaluation of programs by the faculty is essential to faculty governance of the University." It reported that, on balance, "Cope has

served us well." It recommended that COPE be continued with certain changes.

The "recommended changes" were stated on page 3 of the evaluation. The report called for greater use of outside evaluators, better coordination of overlapping evaluations, standardization of format as far as practical and appropriate, and stricter adherence to timetables. The report also recommended more service recognition for faculty who prepared the COPE reports and called for "clear and timely administrative feedback on COPE appraisals." The report acknowledged that administrative units should be evaluated, but stated that COPE would operate more efficiently if it did not assess non-academic units that are not directly connected with the academic activities of the University.

At its meeting on September 19, the University Faculty Senate accepted the report of the COPE evaluation committee. On December 15 President E. A. Trabant designated professors Harrison B. Hall, Carol E. Hoffeecker, and Raymond Wolters as a committee to reformulate COPE. This committee was instructed to consider the changes that had been recommended. It was charged with responsibility "to produce a new description and set of procedures for the Council on Program Evaluation." On December 20, the Nominating Committee of the University Faculty Senate drew up a list of fifteen names of professors who are "well qualified to serve on COPE."

III

The description that follows is based on the original COPE report of 1973, with modifications made in response to fifteen years of experience and in response to the 1988 evaluation of COPE. We propose the following

GENERAL PROCEDURES FOR COPE EVALUATIONS

1. The Council on Program Evaluation will consist of eight tenured faculty members appointed by the Provost with the concurrence of the University Faculty Senate.
2. The Council will draw up a standard format of questions, guidelines, and expectations for COPE evaluations.
3. The Council will make recommendations for the units to be evaluated.

4. The Council Chair will meet with the President or Provost to review the recommendations and make final decisions on the units to be evaluated.

5. The Council Chair will send a letter to the units scheduled for evaluation, requesting their response to a questionnaire along with copies of the latest annual report, promotion and tenure policy, five year plan, and faculty vitae. The unit should also prepare a statement of mission and a critical self-evaluation of its current status, together with specific proposals for improvement.

6. The departments or units will be invited to recommend people to serve on the task force that will conduct the evaluation. The department or unit should also identify the criteria believed to be most appropriate for the purpose of the evaluation.

7. The Council will appoint the task force, and the COPE Chair will meet with members of the task force to relay instructions from the Council.

8. Task forces will consist of six or seven members. Three of the members will be scholars from outside the University of Delaware; they will have primary responsibility for assessing the quality of the department's research and scholarship and the strength of its graduate program, if there is one. The remaining members, who will be primarily responsible for assessing the undergraduate program and administrative operation of the unit, will be faculty from the University of Delaware. In choosing the external evaluators, the Council will consider scholars who are prominent in their fields and members of leading graduate faculties in the field to be evaluated together with scholars recommended by the unit under review.

9. The report of the task force will be due on a specific date, about six weeks after the visit of the external evaluators. The external and internal evaluators will focus on different aspects of the operations of the unit being reviewed. But the internal and external evaluators should discuss their findings and concerns with each other and each should read and comment on the first draft of the other's report.

10. The COPE Office will schedule meetings and will make copies of relevant documents. Questionnaires will be prepared in cooperation with the Office of Institutional Research. The COPE Office will be available to type correspondence as well as the draft and final versions of the report of the task force.

11. When the report of the task force is completed, copies will be distributed for comment by the department or unit that has been evaluated. Any departmental comments should be sent to the Chair of the Council.

12. Copies of the report of the task force, and of the department's comments, will be distributed to members of the Council.

13. The Council will meet to review and discuss the report of the task force and the comments of the department or unit.

14. The Council Chair will submit the report of task force and the comments of the department to the President and Provost, along with a cover letter that comments on the report of the task force and states the assessment of the Council.

15. The President or Provost should inform the members of the task force and Council of any changes that are made in response to the COPE evaluation.

IV

The original COPE proposal of 1973 called for in-depth evaluations of each department "once every three to five years." That proved to be impractical. We believe academic units should be evaluated every five to ten years. The "normal" time frame for evaluations would be every ten years, but at the request of the Council, the task force, the unit, or the administration a re-evaluation could be made after five years.

Memorandum

ATTACHMENT 5

10



October 14, 1988

RECEIVED

TO: Frank B. Murray, Dean
College of Education

OCT 17 1988

FROM: Barbara J. Kelly
Associate Dean and Program Director

SJK GRADUATE OFFICE

SUBJECT: Master of Arts in Physical Education

A proposal for an M.A. in Physical Education is included for information. I hope you will review it and share any comments with Dick Murray and me.

The need for this new degree derives from enrollment data, graduate program review recommendations, and the College's Project Vision proposal. Since 1972, approximately 50 percent of our M.S. degree students with interests in physical education, coaching, or athletic training majored in professional studies. Last spring, an external graduate review panel also recommended establishing an M.A. in Physical Education. The review team identified two distinct graduate concentrations having separate missions - professional studies, i.e., physical education, and exercise science. The College's graduate faculty proposed a similar degree structure in Project Vision. These concerns and recommendations are addressed in the proposal.

You will note that only two courses were added, and a brief description of these is included. No additional enrollment increases are anticipated. We are simply formalizing degree titles for two distinct concentrations based on the students served.

cc David M. Nelson, Dean
Richard B. Murray, Associate Provost ✓
for Graduate Studies

RECEIVED

FACULTY SENATE

DEC 23 1988

FACULTY SENATE



PROPOSAL FOR A GRADUATE DEGREE IN PHYSICAL EDUCATION

1. NAME: Master of Arts in Physical Education
2. RATIONALE: In the 1960s, Delaware physical educators expressed a need for a graduate degree in physical education. Based on this perceived need, a survey was administered in 1971 to all Delaware physical educators, and the results indicated an interest for advanced degrees. A proposal was made to the University's Graduate Committee for the M.A. and M.S. in Physical Education. However, the University Graduate Committee decided in 1972 to proceed with one degree - the M.S. in physical education.

As a result of the M.A. degree not being approved, several physical educators enrolled in the M.S. program. Since faculty and courses were in place, courses for physical educators were offered in a professional studies emphasis track. This track, with updates and revisions, continues today.

Since 1972, approximately half of the College's M.S. graduates majored in professional studies. Currently, 45 percent of matriculated students are enrolled in the professional studies track, and this pattern is expected to continue.

A 1988 external panel of graduate program reviewers reported, "Professional studies and exercise science should be separated because the mission of each program differs; an M.A. degree should be offered for physical education teachers and an M.S. for students in exercise science."

Graduate programs for physical educators are available at Temple University, University of Maryland, and West Chester University. Academic excellence and geographic location make the University of Delaware a favorite with in- and out-of-state students, and a large number of Delaware physical educators pursue advanced degrees at the University.

- ✓ The request for an M.A. in Physical Education is appropriate and timely based on student preferences and interests, accessibility for students in Delaware, Maryland, New Jersey, and Pennsylvania, career preferences of graduates, availability of courses and faculty, and recommendations from an external review panel.
3. CAREER OPPORTUNITIES: Expanded opportunities for graduates with an M.A. in physical education include fitness and sports management, athletic training, and coaching as well as teaching. The new Ice Skating Science Development Center and Sports Science Laboratory have stimulated interest among sports managers, coaches, and athletic

trainers because of opportunities to study elite Olympic performers in luge, bobsled, ice skating, and track and field. Teachers, fitness managers, athletic trainers, and coaches continue to be in demand and shortages in these fields are anticipated.

Based on enrollment patterns, 10 students will be admitted annually to the proposed M.A. program over the next three years. This number does not represent an enrollment increase as there has been a yearly average of 10 students for the past eight years.

4. REQUIREMENTS: Admission requirements include a baccalaureate degree from a four-year accredited college or university, the equivalent of an undergraduate major in physical education, a 2.75 undergraduate index, and three letters of recommendation. Candidates whose native language is not English are required to take the TOEFL test and submit a score of 500 or greater. Each applicant will be interviewed by graduate committee members and will write an essay reflecting the quality of professional preparation, and the potential for success in the program.

The curriculum consists of 33 credits, 27 within and six outside the college. All requirements are currently offered except PE 667 - Seminar in Teaching Physical Education, and PE 667 - Field Study in Physical Education and Sport.

PROPOSED COURSES

PE 601	Research Methods	3
PE 667	Critical Issues in Physical Education and Sport	3
PE 608	Curriculum in Physical Education	3
PE 632	Individualized Physical Fitness	3
PE 624 or 667	Sport Sociology or Legal Issues in Physical Education and Sport	3
PE 650 or 807	Perceptual Motor Development or Motor Learning	3
PE 667	Seminar in Teaching Physical Education	3
PE 667	Field Study in Physical Education and Sport	3

Electives	Inside the College	3
Electives	Outside the College	<u>6</u>
TOTAL CREDITS		33

5. **FACULTY INSTRUCTORS AND ADVISORS:** Courses in the proposed M.A. in physical education program will continue to be taught by faculty currently teaching these courses. The new seminar course will be team taught by two faculty whose workloads will be adjusted accordingly. One additional faculty member joined the professional studies program in September 1988, and two more faculty will be available to teach courses in September 1989. With these additions, and no anticipated increase in enrollment, there should be no faculty or advisement staffing problems.

The advisement load for each of the eight faculty in professional studies averages fewer than four students. No new faculty appointments are required to implement the proposed program.

6. **PROFESSIONAL AND STAFF NEEDS:** A secretary and an assistant to the dean provide assistance to the graduate committee, and additional professionals or staff are not anticipated.
7. **FINANCIAL AID:** Teaching assistantships, tuition scholarships, and fellowships, including Patricia Roberts Harris fellowships, will be available to eligible graduate applicants. Two Harris fellowships were available for 1988-89, and a proposal was submitted requesting two additional fellowships for 1989-90. Three tuition lines are available annually for promising athletic trainers, and six teaching assistantships for candidates with the highest admissions credentials.
8. **FUNDING:** Additional funding is available through the dean's discretionary account for graduate recruitment in Georgia, North Carolina, Virginia, and Pennsylvania. Since there will be no enrollment increase, additional funds will not be required for supplies, administrative services, space, or special equipment.
9. **LIBRARY AND INSTRUCTIONAL RESOURCES:** A recent graduate program review indicates that library resources are more than adequate for the proposed program. The College has adequate equipment for assessing instruction, and no additional equipment purchases are required of the College or the University.
10. **INTERDISCIPLINARY ACTIVITY:** The College of Education has a Master of Instruction program designed for classroom teachers, and the Dean and the M.I. coordinator were contacted by telephone or memorandum concerning the M.A.

program. The M.A. in Physical Education is an appropriate degree title and field of study for physical educators, and will provide opportunities for advanced study in specific subject matter.

SEMINAR IN TEACHING PHYSICAL EDUCATION

The major goal is to improve educational instruction in elementary and secondary physical education. Students critique pedagogical research and study methods of systematic observation of instruction and analysis of teaching behavior. Trends and issues relevant for elementary physical education are examined in the elementary component of the course as well as research on the motor development of children.

The secondary component will feature investigation of various curriculum models including ALT-PE. These models are of interest because of implications for successful class management and improvement of instructional strategies. Other topics for consideration include analyzing and evaluating televised classes, developing values through physical education, and using criterion referenced standards for fitness testing.

FIELD STUDY IN PHYSICAL EDUCATION AND SPORT

Field study affords students an opportunity to apply information derived from the program to a physical education or sport setting. Requirements include proposal, implementation, and seminar presentation. The student presents a proposal for to an advisory committee which consists of the student's advisor and two graduate faculty members. Following the advisory committee's acceptance of the proposal, activities are implemented in an approved setting. Activities may include experimental techniques, case studies, surveys, interviews, or other items of mutual benefit to the student and the institution or organization. The field study is complete when the student presents a seminar successfully defending the experience.

PROPOSAL FOR A NEW GRADUATE DEGREE

AN INTERDISCIPLINARY Ph.D. IN ART CONSERVATION RESEARCH

1. a. Name of degree: Ph.D.
b. Name of major: Art Conservation Research
2. This will be the first Ph.D. in Art Conservation Research in North America. We already host one of only three Master's Degree programs in fine art conservation in the U.S. and are considered to be particularly strong because of our large cooperating staff (23 full, part-time and adjunct faculty members) and resources at the University and Winterthur Museum.

There is a Ph.D. in art and archaeology conservation at the University of London but it is apparently only a research degree without accompanying course work. Another conservation Ph.D. program is beginning at the University of Göteborg, Sweden, with a heavy emphasis on art history.

There is considerable professional groundswell to establish this degree in the U.S. and interest in funding an endowed fellowship.

3. Graduates would be readily welcomed into museum conservation analytical laboratories at the Metropolitan Museum, the National Gallery, the Smithsonian, the Fogg, the Getty, etc. where there is now considerable difficulty with communication and cooperation between Ph.D. scientists and practicing conservators. The several graduates of the Master's Degree programs in conservation who have gone on for Ph.D.'s in related fields (art history, history of technology or stone chemistry) have been sought to teach in universities and carry out research in museums.

If we accept one to two candidates a year, we would have 3-6 working with us in 1989-91. They would be annual intermingling with the 35-40 or so resident graduate students in art history, the 20 Art Conservation Fellows, and with the graduate students in the cooperating science departments, several of whom (e.g. Chemistry and Geology) have offered desks and study space. (The total of collaborating graduate students in the appropriate cooperating science departments could range from the seven Ph.D. students and 25 Master's Degree students in Geology to the over 80 Ph.D. students in Chemical Engineering or in Chemistry.)

4. Requirements

a. For admission:

1. A Master's Degree from a full 3- to 4-year graduate program in art conservation. (This would guarantee strong backgrounds in the "triple majors" of art history, chemistry and studio art/craft skills which are universally required for admissions to these programs, and a track record of synthesis of these elements for

2. Graduate Record Examination scores and academic transcripts.
 3. Experience as a practicing conservator. (This guarantees a working familiarity with the actual unsolved problems—which are many—in the field of art conservation.)
 4. Letters of recommendation from persons familiar with the candidate's academic work.
 5. A demonstrated interest in research, writing, speaking and publishing. (A number of the graduates of the 3 U.S. Master's Degree programs had other Master's Degrees in biochemistry, physics, anthropology, etc., and are untapped resources for field advancement.)
 6. All graduate students enrolled in the Ph.D. program in Art Conservation are expected to have upon enrollment or to gain at the earliest possible moment the ability to read French (the other official language besides English for the International Institute for Conservation, the Rome Centre, and the International Council of Museums (ICOM)), and one additional foreign language (which could be German, Italian, Spanish, Polish or Japanese) to be able to use technical literature published in other countries.
- b. By curriculum and credit hours:
1. 8 3-credit courses for a total of 24 credits.
 2. 2 contiguous semesters in full-time residence (3 courses each semester).
 3. Curricula will be individually designed for each student, probably 4 courses in art history and/or anthropology and 4 in the appropriate science(s). (The range of appropriate courses will be clearly indicated by the student's advisory committee upon acceptance—see #4—and see Appendix I for model curricula.)
 4. An advisory committee will be assembled for each student upon admission containing two faculty members from art history (or anthropology), one from each appropriate science, at least one conservator from the Art Conservation faculty, and possibly a museum scientist, if appropriate. Outside experts may also be included from such institutions as the Getty Conservation Institute, The Metropolitan Museum, The Doerner Institute in Munich, etc., especially if it is predicted that dissertation experimentation will be performed at an outside institution. (A minimum of four advisors; at least three will have Ph.D.'s, as the advising conservators do not.)
- c. By examination:
- A comprehensive exam will be given at the end of the first semester or

the beginning of the second semester following the completion of the Ph.D. course work.

The examination will consist of:

1. A two-hour oral examination with at least four faculty members, covering basic scholarship in the area chosen, recent scholarship and bibliography. (At least 3 examining faculty members must hold doctorates.)
2. A four-hour written examination with questions written by and graded by the faculty members from the appropriate cooperating disciplines. (At least 3 examining faculty members must hold doctorates.)

d. By dissertation:

Admission to Candidacy for the Ph.D. Degree

Upon the recommendation of the student's advisory committee and the Director of the Art Conservation Program, a student may be admitted to candidacy for the Ph.D. degree if he or she has (1) completed 24 credits of graduate course work, including two contiguous semesters of full-time graduate work, (2) passed his or her comprehensive examinations, (3) shown the ability to carry on research, and (4) had a dissertation subject accepted by his or her advisory committee. Through his or her advisor, a student should request admission to candidacy prior to the appropriate deadline announced by the Office of Graduate Studies.

Dissertation

(The general area for the dissertation topic was chosen upon admission and course work was designed to complement it.)

Students should confer with the chairperson of their advisory committee and other faculty members, as appropriate, on the selection of the specific dissertation subject. If the subject appears to be suitable, the student will be invited to submit a brief prospectus to the advisory committee through his or her advisor (advisory committee chairperson). This will be circulated to the committee for approval. The student will be notified formally by the Art Conservation Director of the approval of his or her dissertation topic.

For the Ph.D. dissertation, there will be at least four readers (members of the candidate's dissertation committee): (1) a first reader who is a conservator in the appropriate specialty, (2,3) a second and third reader chosen from art history or anthropology, (4) a fourth reader from the appropriate science(s), (5) a fifth reader chosen because of his or her familiarity with the subject. One of the readers may be a specialist from another institution. The chairperson must be from the University of Delaware. The dissertation committee, as stated above, may be not less than four nor more than six in number. At least three readers must hold doctorate degrees; at least two must be from the department of Art History or Anthropology.

The committee will work with the student to prepare an acceptable dissertation. (Candidates should follow closely the regulations published by the Graduate Office, as well as conform to the latest edition of the University of Chicago Manual of Style.) It is advisable for all readers and the Program Director to read the penultimate copy of the thesis before its final typing.

Oral Examination

Upon completion of the dissertation, a final oral examination must be passed, consisting of a defense of the dissertation and a test of the candidate's mastery of the area in which the dissertation was written. In order to permit adequate time for the examiners to review the dissertation, the completed work must be deposited in the Program office at least two weeks before the date of the final oral examination. Normally, that examination will not be scheduled less than one week before the deadline date established by the Graduate Office for the submission of dissertations.

Normally, the oral defense of a dissertation is based on three final copies (the student may hold the typed "master" and submit three xeroxed copies on approved paper). In exceptional cases, when the time limit is a prime consideration, the defense can be based, with the Program Director's and advisory committee's approval, on the penultimate typed copy, read in advance by all readers.

All members of the candidate's dissertation committee will participate in the oral dissertation defense.

The dissertation may be approved conditionally at the final defense, subject to the required corrections being made by the candidate. If corrections or changes are suggested at the final defense, and if the committee approves them, the Program Director and chair of the advisory committee will check to see that the changes have been made in the final copies submitted by the candidate.

The advisory committee chairperson will read the entire dissertation before it is submitted to the Graduate Office, with the Program Director's signature on the dissertation signifying approval on behalf of the Department.

Students are required to sign up for at least 9 credits of Ph.D. dissertation credit (ARH 969). These credits are usually taken after student has been admitted to candidacy.

Ph.D. Sustaining Credit

Ph.D. candidates are required to register for Ph.D. sustaining after the completion of all other degree requirements until the dissertation is submitted to the Graduate Office, as follows:

U999, Ph.D. Sustaining (0 credits), used when the student has left the University to complete his or her dissertation. This is not a full-time

registration but only a registration to ensure that the student is active until he completes the degree requirements.

The student must register continuously or he or she will be charged in the semester before he or she graduates for the missing semesters.

Application for Ph.D. Degree

An application for the Ph.D. degree should be completed by the student and submitted to the Office of Graduate Studies at the beginning of the term in which he or she expects to receive the degree prior to the appropriate deadline announced by the Office of Graduate Studies. (The Application for Advanced Degree form can be obtained at the Office of Graduate Studies, 234 Hulihan Hall.)

5. Professors to Participate as Instructors or Advisors:

Art Conservation

Joyce Hill Stoner, M.A. (New York Univ.), Director of Art Conservation and Paintings Conservator

Harry Alden, M.S. (Wisconsin) Wood Anatomist, Adjunct Assistant Professor

Mark Anderson, B.A. (Maryland), Assistant Furniture Conservator

Kory Berrett, B.A. (Utah), Objects Conservator

Thomas B. Brill, Ph.D. (Minnesota), Professor of Chemistry

Hilton E. Brown, M.F.A. (Art Institute of Chicago), Professor of Art and Art Conservation

Janice Hickey Carlson, M.S. (Michigan), Museum Scientist

Vicki Cassman, M.S. (Delaware), Textile Conservator, Visiting Scholar

Margaret A. Fikioris, M.A. (Columbia), Textile Conservator

Melanie E. Gifford, M.A. (Cooperstown), M.A. (Clark Art Institute), Instructor in Microscopy

Charles F. Hummel, M.A. (Delaware), Deputy Director for Collections and Adjunct Associate Professor of Early American Culture Program

John Krill, M.A. (Pennsylvania State University), Conservator, Works of Art on Paper (advanced training, New York University)

Gregory J. Landrey, B.A. (Gettysburg), Furniture Conservator

Peter B. Leavens, Ph.D. (Harvard), Associate Professor of Geology

Marion F. Mecklenburg, Ph.D. (Maryland), Adjunct Associate Professor in Mechanical Properties of Materials

Debra H. Norris, M.S. (Delaware), Conservator of Photographs

Lowell Perkins, Ph.D., (Michigan), Consulting Professional, Conservation Science

Michael Podmaniczky, B.A. (Kenyon), Associate Furniture Conservator

George J. Reilly, Ph.D. (Massachusetts), Head, Scientific Research

Roberta Tarbell, Ph.D. (Delaware) Art History, Adjunct Associate Professor

Richard C. Wolbers, M.S. (Delaware), Associate Paintings Conservator

Art History

William I. Homer, Ph.D. (Harvard), Chairman and H. Rodney Sharp Professor of Art History. Late Nineteenth- and Twentieth-Century European and

of Art History. Late Nineteenth- and Twentieth-Century European and American Art
 Nina M. Athanassoglou Kallmyer, Ph.D. (Princeton), Associate Professor. Eighteenth- and Nineteenth-Century European Art
 H. Perry Chapman, Ph.D. (Princeton), Assistant Professor. Baroque Art, with specialization in Seventeenth-Century Dutch Painting
 Maurice E. Cope, Ph.D. (Chicago), Professor. Italian Renaissance and Baroque Art
 Wayne Craven, Ph.D. (Columbia), H. F. du Pont Winterthur Professor. American Painting and Sculpture to 1900
 John Stephens Crawford, Ph.D. (Harvard), Professor. Ancient Art
 Patricia Leighton, Ph.D. (Rutgers), Associate Professor. Later Nineteenth- and Twentieth-Century Art; History of Photography
 Lawrence Nees, Ph.D. (Harvard), Professor. Medieval Art
 Linda Pellecchia, Ph.D. (Harvard), Assistant Professor. Renaissance and Baroque Architecture.
 Damie Stillman, Ph.D. (Columbia), Professor. English and American Architecture and Decorative Arts
 David Stone, Ph.D. candidate (Harvard), Assistant Professor, Southern Baroque Painting

Professors as appropriate from:

<u>Anthropology</u>	Juan Villamarin, Ph.D. (Brandeis), Chair
<u>Chemical Engineering</u>	T. W. Fraser Russell, Ph.D. (Delaware), Chair
<u>Chemistry</u>	Jean Futrell, Ph.D. (Univ. of CA, Berkeley), Chair
<u>Entomology</u>	Roland Ray Roth, Ph.D. (Illinois) Associate Professor, Acting Chair
<u>Geography</u>	John R. Mather, Ph.D. (Johns Hopkins) Professor and Chair; also Director, Center for Climatic Research, and Thomas C. Meierding, Ph.D. (Colorado) Associate Professor: Climatic Geomorphology
<u>Geology</u>	Billy Glass, Ph.D. (Columbia), Chair
<u>History</u>	Jack D. Ellis, Ph.D. (Tulane), Chair
<u>Life and Health Sciences</u>	Milton Stetson, Ph.D. (Clark), Chair
<u>Museum Studies</u>	Bryant Tolles, Ph.D. (Boston Univ.), Director
<u>Plant Science</u>	Allen L. Morehart, Ph.D. (Delaware), Chair Donald L. Sparks, Ph.D. (VA Polytechnic Inst. & State Univ.), Professor
<u>Physics</u>	Henry Glyde, D. Phil. (Oxford), Chair

Textile Science

John Kushman, Ph.D., Chair

Urban Affairs

David Ames, Dean and Professor, Historic
Preservation and
Bernard Herman, Ph.D. (Pennsylvania)
Associate Director, Center for Historic
Architecture and Engineering

6. Extent of faculty involvement, need for new lines

I have met and talked with the chairs or deans involved in all of the above departments. All have expressed willingness, interest and a sense that their departments would be enriched by the existence of these advanced interdisciplinary students. There would be continuing involvement with Art Conservation and Art History (or Anthropology). Dean Gouldner is including a new Art Conservation line for 1989-90 in her budget proposal to augment this Ph.D. program. Art History is a healthy department which thoroughly supports this proposal and would welcome our Ph.D. students into their seminars and allow more technical research topics.

No new course offerings are necessary. As dissertation topics will be proposed before admission, the cooperating science departments will consent before the student arrives. The candidate will also be informed if pre-requisite 200-level courses are needed before it may be possible to enroll in graduate-level science courses. Department chairs have already discussed willingness to participate in or release faculty to participate in our candidates' advisory committee or to allow 666 courses to be designed to incorporate the most relevant material from pre-existing lectures, labs and seminars with extra research. We would probably involve science departments on a rotating basis (e.g. needing a Thomas Meierding from Geography for only one student every five years or so.)

7. Financial Aid

We have already in place an endowment drive for a funded fellowship stipend and tuition scholarship spearheaded by a number of conservation professionals, named for Dr. Paul Coremans, the great Belgian scientist and conservation research facilitator.

Dean Helen Gouldner has expressed willingness to consider adding to our current T.A. monies offered to M.S. students (but currently underused) in order to offer a T.A. to other students who are not awarded the Coremans Fellowship by 1989-90. The Coremans Fellowship includes stipend, tuition, travel monies, and monies for use of equipment. Dissertation research may be carried out at other institutions such as the Conservation Analytical Lab of the Smithsonian Institution or the Getty Conservation Institute by pre-arrangement when the candidate is being considered for acceptance.

Some students (especially successful private conservators) will be able to support themselves. It is also quite possible that applicant conservators will apply to the Kress Foundation (which has a record of support for art

conservation research), the Getty Grant Program, or their own museums for sponsorship.

8. New funding required

No new funding is required for recruitment of students. Because of the eagerness for this program in the field at large, it is anticipated that an announcement of the launch of this degree in the American Institute for Conservation Newsletter will generate a substantial number of candidates. (We've had four inquiries already just based on rumor.) Dean Gouldner has put into her budget plan a request to increase our half-time secretary to a full-time position in 1989-90.

We would like to meet safety requirements for the Old College microscopy lab, 101A, which can be used for desk space and study area for the Ph.D. students. (Safety requirements must be met for our current Master's Degree program in any case.)

9. Library Resources

As this is an interdisciplinary program tapping strong departments already in place, the Morris Library is already a marvelous resource. Since some research will be in arcane areas, inter-library loan will be heavily employed. (It would be impossible to pre-order library materials or instrumental analysis equipment for what will be highly individualized and possibly non-repeatable projects. These materials can also be obtained by cooperation with outside institutions such as the Metropolitan Museum, The Smithsonian Institution and the Getty Conservation Institute.)

Our program is now connected to the Getty Conservation Institute's Conservation Information Data Base through the Winterthur Museum Library. The Art Conservation Director was the Managing Editor for seventeen years of Art and Archaeology Technical Abstracts and now serves on the Editorial Board for the Getty and therefore has a firm grasp of relevant international literature.

10. Other units at the University

As mentioned above, twelve other university departments have been contacted and have expressed great willingness to cooperate. Letters of support will be attached. (Appendix III).

The Master List of Potentially Applicable Courses is also attached as Appendix II.

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APPENDIX I

Model Curricula

Interdisciplinary Ph.D. in Art Conservation Research

Sample A Dissertation area:

Identification of glazes, coatings, inner layerings and media used by such 19th century artists as Turner, Cole and Ryder

Part I. Four art history courses with one or more of the following: William Homer, Wayne Craven (and possibly Patricia Leighton and Nina Kallmyer) who offer courses in 19th century paintings and their translucent aesthetics. Extensive use would be made of the new Albert Pinkham Ryder archives at the University of Delaware.

Part II. One course in instrumental methods with emphasis on organic materials (a C666 based on C437); one course in microscopy (B617); one biochemistry course in proteins, enzymes and coenzymes (C621); and one course in food analysis (FS629) which covers many of the same organic materials found in artworks. Richard Wolbers (of the Art Conservation Program) has done extensive pioneering work in biochemical fluorescent staining methods to identify paint film and varnish layering. Advanced work could be done under his supervision with his current microphotometer, (and Winterthur Museum plans to purchase another microspectrophotometer with computer library link for him in the next year).

Sample B Disssertation Area:

Long-term corrosion rates of bronzes and other copper alloys

Part I. Two courses with Steve Crawford, Professor of Ancient Art on sculpture and archaeology; one course in Anthropology on Problems in Archaeology (ANT625); and one course in Urban Affairs (UA666) to coordinate with their already-active program on the corrosion of outdoor bronze.

Part II. Two courses in metallurgy, (MET406), Corrosion and Protection (the prerequisite is physical chemistry, which was a requirement for entry into our program from 1974-1987); (MET803), Metallurgical Equilibria; Marine Studies (CMS683), Structural Materials in Seawater—physical and biological interactions with Metal; (plus another course in metallurgy or possibly Soil Chemistry (PLS608) to understand corrosion in various archaeological microenvironments).

Additional laboratory research could be carried out using x-ray fluorescence at the Winterthur Museum analytical laboratory, and possibly the Getty Conservation Institute at the discretion of Dr. Frank Preusser.

Sample C Dissertation Area

Problems in monument and architectural preservation

Part I. Two art history courses in architecture with Damie Stillman and Linda Pellechia; one course in Urban Affairs with David Ames and/or Bernie Herman on Historic Preservation; and one Museum Studies course (MS805) on Historic Properties with Ritchie Garrison.

Part II. Four courses on Climatology, Stone Corrosion and Petrography with Peter Leavens in Geology (GEO666 based on GEO203 and 204) Thomas Meierding in Geography (G343 as a 666 in Climatic Geomorphology); and (G651) Microclimatology. (Metallurgy could also be appropriate, plus wood and pest control problems for historic wooden structures.)

NOTE: The above samples are models which would be honed and carefully designed with the advisory committees upon admissions, which would represent the predicted collaborating professors.

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APPENDIX II

MASTER LIST OF POTENTIALLY APPLICABLE COURSES FOR A STUDENT WORKING TOWARD AN INTERDISCIPLINARY Ph.D. IN ART CONSERVATION RESEARCH

NOTE: Courses below the 600 level may be redesigned in cooperation with the instructor and added assignments as a "666" course.

COLLEGE OF AGRICULTURAL SCIENCES

ANIMAL SCIENCE

APS 842 Avian Microanatomy 3

The study of avian histology using microscopy. The microscopic structure, cytochemical and functional aspects of cells, tissues and organ systems will be examined. (for natural history specimen preservation study)

ENTOMOLOGY

ENT 205 Elements of Entomology 3

Basic insect identification, structure and function, behavior, ecology, evolution, pest control, and impact on human society, history and culture. (for pest control for preservation of ethnographic materials particularly)

ENT 305 Entomology Laboratory 2

ENT 613 Integrated Pest Management 3

ENT 622 Toxicology of Insecticides 3

PLANT SCIENCE

NOTE: Courses noted are offered every other year. Course suitability would depend on individuals program of study.

PLS 606 Soil Genesis and Classification 4 (R. Rebertus)

Soil forming factors and processes, chemical, physical, and mineralogical parameters useful in characterizing soil.

PLS 608 Soil Chemistry 3 (D. Sparks)

Aspects of soil acidity and of soil colloids. Reactions of soil nitrogen, phosphorus, potassium, and micronutrients. Kinetics and thermodynamics of exchange in pure and mixed soil systems.

PLS 629 Introductory Mycology 4 (A. Morehart)

A survey of the structure, classification, and possible relationship of major groups of fungi with stress on representative organisms and a working knowledge of terminology. Practical laboratory experience in the culture and identification of fungi.

PLS 810 Soil Physical Chemistry 3 (D. Sparks)

Basic physical chemistry principles applied to heterogeneous soil systems including ionic distribution of the diffuse double layer.

COLLEGE OF ARTS AND SCIENCE

AMERICAN STUDIES

AMS 450 American Folk Architecture 3

The study of traditional American folk architecture from the 17th century to the present.

AMS 661 American Folk Artifacts 3

The study of the objects of everyday life from the 17th century to the present.

ANTHROPOLOGY (Important for advanced study in archaeological and ethnographic conservation)

ANT 251 Introduction to the Primitive Arts 3

A general survey of the ethnoarts from Africa, the Americas, and the Pacific.

ANT 602 Fossil Men and the Plio-Pleistocene Epochs 3

A seminar course dealing with the details of Pleistocene climatic and geological events.

ANT 604 Human Osteology 4

The identification of the human skeleton including complex and fragmentary materials.

ANT 610 Archaeological Analysis of Material Culture 3

Procedures of archaeological laboratory analysis stressing lithic and ceramic analysis, microscopy, experimental archaeology.

ANT 620 Archaeological Method and Theory 3

Method and theory in anthropological archaeology. The scientific method in archaeology and archaeological theories of culture.

ANT 625 Problems in Archaeology 3

An analysis of special topics and areas within archaeology.

ART CONSERVATION

ARC 615 Properties and Structure of Art Materials I 3

ARC 616 Properties and Structure of Art Materials II 3

ARC 670 Chemical and Physical Techniques Used in the Examination of Art Materials I 3

ARC 671 Chemical and Physical Techniques Used in the Examination of Art Materials II 3

ARC 685 Color Mixing and Matching 3

ARC 686 Studio Materials and Techniques of Drawing I 3
Major materials including tools, supports, and techniques of wet media drawing from about A.D. 1400 to the present.

ARC 687 Studio Materials and Techniques of Drawing II 3
Major materials including tools, supports, and techniques of dry media drawing from about A.D. 1400 to the present.

ARC 688 Studio Materials and Techniques of Painting I 3
Major materials including tools, supports, and techniques of architectural painting, manuscript illumination, and panel painting in encaustic and egg tempera from about 1500 B.C. to A.D. 1500.

ARC 689 Studio Materials and Techniques of Painting II 3
Major masters and the materials, tools, and techniques of indirect and direct oil painting. Time frame: ca. 1600-1980.

ARC 690 Studio in the Materials and Techniques of Printmaking I 3
Major masters and the materials, tools, and techniques of relief, planographic and intaglio printmaking. Time frame: ca. 1400-1900.

ARC 864 & 865 Examination and Treatment of Art Objects I & II 3 each
Application of scientific and art historical techniques to the examination and treatment of ceramics, glass, metals, paintings, paper, textiles, wood, and other materials.

ART HISTORY (4 courses in this area or in Anthropology will be required for the degree.)

Please see attached listing (Appendix IIA)

BIOLOGICAL SCIENCES

B 601 Immunochemistry 4

Methods as basic as immunization and as complex as developing monoclonal antibodies. The methods used to investigate the genetics and protein structure of B-galactosidase.

B 617 Laboratory Techniques for Electron Microscopy 3

B 680 Vertebrate Natural History 4

Biology of vertebrate organisms dealing specifically with adaptations to the environment, morphology, physiology and taxonomy.

CHEMISTRY AND BIOCHEMISTRY

C 437 Instrumental Methods 3 (Dr. Steven Brown)

"very appropriate" JF

A study of the principles of design and application of spectroscopic, chromatographic and electroanalytical instrumentation in chemical analysis.

C 438 Instrumental Methods Laboratory 1 (Dr. Steven Brown)

"very appropriate" JF

Application of spectroscopic, chromatographic and electroanalytical techniques to the solution of chemical problems.

C 527 Introductory Biochemistry 3

A one-semester survey of the fundamentals of biochemistry for undergraduate majors in biology and chemistry, and graduate students in agriculture, biology, nutrition, marine sciences and engineering not using biochemistry professionally. Not for graduate credit by chemistry majors. Prereq: C 322 or C 332, or consent of instructor; B 103 or B 207 strongly recommended.

C 610 History of Chemistry 3 (Dr. John Beer)

"taught infrequently but appropriate" JF

A survey of the development of chemistry. Use will be made of the UNIDEL Collection of Rare Books in the History of Chemistry.

C 620 Analytical Spectroscopy 3 (Dr. Mary Wirth)

"excellent course choice" JF

Analytical applications of optical spectroscopy (Visible, UV, IR, Raman), and electron spectroscopy (ESCA, Auger) and magnetic resonance spectroscopy (NMR, ESR, NQR).

C 621 Mass Spectrometry and Separations 3 (Dr. Wirth & Dr. Jean Futrell)

"appropriate" JF

Analytical applications of mass spectrometry and separations science (GC, GPC, LC).

C 641 Biochemistry 3 (Dr. Roberta Colmen and Dr. Colin Thorpe)

C 642 Biochemistry 3

Intermediary metabolism of lipids, amino acids, purines and pyrimidines; nucleic acid chemistry; protein and nucleic acid synthesis; molecular basis of genetic regulation; selected topics. Prereq: C 641.

Structure and function of proteins, enzymes and coenzymes; carbohydrate metabolism and its regulation.

C 841 Mechanisms of Enzyme Catalysis 3 (Dr. Don Dennis)

"infrequently offered" JF

Detailed chemical mechanism of enzyme catalysis for several representatives.

EARLY AMERICAN CULTURE

EAC 602 Domestic Furnishing and Furniture in America: 1640-1740 3

EAC 603 Domestic Furnishings and Furniture in America: 1740-1840 3

EAC 604 Method and Theory, Nineteenth-Century Furniture 3

EAC 653 Artisans and Artifacts, Eighteenth-Century America 3

EAC 671 Connoisseurship of the Decorative Arts in America I 3

EAC 672 Connoisseurship of the Decorative Arts in America II 3

EAC 801 Introduction to Decorative Arts in America to 1850 3

EAC 811 History of Theories in Material Culture 3

GEOGRAPHY

G 343 Climatic Geomorphology 3

Influence of climate and vegetation elements on rock weathering.

G 651 Microclimatology 3

Introduction to instrumentation and techniques involved in microclimatic monitoring and sampling.

G 652 Seminar in Climatology 3

GEOLOGY

GEO 203 Optical and Petrographic Mineralogy 4 (Dr. Peter Leavens)
Principles and techniques of optical identification of rock-forming minerals using the petrographic microscope.

GEO 204 Physical Mineralogy and Crystallography 4 (Dr. Peter Leavens)
Identification, including x-ray diffraction.

GEO 612 Geological Approaches to Archaeology and History 3 (Dr. John Kraft)
Geological techniques in interpretation of archaeological sites and their surrounding geographic terrain.

GEO 614 Quaternary Geology and Geochronology 3 (Dr. John Wehmiller)

GEO 646 General Geochemistry 3 (Dr. John Wehmiller)

GEO 650 Clay Mineralogy 3 (Gibbs-CMS)

GEO 802 Advanced Petrology 3
Thermodynamics applied to mineral systems.

HISTORY

H 641 Technology and Civilization I 3
The religious, aesthetic, military, political, and economic origins of Western technology from prehistoric times to the Renaissance and the interplay of technology and culture.

H 642 Technology and Civilization II 3
Technology and society from the Renaissance to 1950. An exploration of the impact of technology on culture while at the same time examining how culture shapes technology.

H 643 History of Science and Medicine 3
Scientific thought and practice from antiquity to 1620.

H 644 History of Science and Medicine 3
Science in the West 1620-1950, beginning with the Scientific Revolution.

H 645 Things in History 3
The world of made things will form the basis for an advanced seminar in the historical interpretation of artifacts.

H 654 Vernacular Architecture 3
The study of traditional American folk architecture from the 17th century to the present.

H 655 Archival Management I 3

H 657 Historical Archaeology and Museum Interpretation 3
Introduction to the methods and practices of historical archaeological research from a museum perspective.

MEDICAL TECHNOLOGY

MT 410 Principles of Medical Technology Education 1
Educational principles and procedures applicable to teaching clinical laboratory sciences.

MUSEUM STUDIES

MS 801 Museum Curatorship: Collections Management 3
MS 802 Management of Museums 3
MS 805 Historical Properties 3
MS 806 Museum Curatorship: Exhibition of Artifacts 3
MS 807 Museum Curatorship: Temporary and Economical Exhibits 3
MS 808 Museum Education and Interpretation 3
MS 809 Special Topics in the Management of Museums 3

PHYSICS AND ASTRONOMY

PS 141 Light, Lasers, Cameras, Perception 2-3
Nature and effects of light: cameras and photographs: lasers; the eye and perception, color from lights, pigments, color theories.
PS 621 Introduction to Modern Physics
PS 622 Introduction to Modern Physics 3
PS 624 Introduction to Solid State Physics 3
PS 627 Advanced Laboratory Techniques 3

PS 803 Solid State Physics 3

Crystal structure; mechanical, thermodynamic, electrical, optical and magnetic properties of solids.

PS 838 Advanced Treatment of Selected Topics 3

PS 839 Advanced Solid State Physics 3

STATISTICS

ST 602 Mathematical Statistics 3

ST 615 Design and Analysis of Experiments 3

COLLEGE OF ENGINEERING

CHEMICAL ENGINEERING

CHE 601 Structure and Properties of Polymer Materials 3

CHE 602 Polymer Process Analysis and Design 3

CHE 604 Introduction to Polymer Science and Engineering II 3

CHE 610 Industrial and Engineering Chemistry 3

CHE 616 Chemistry and Physics of Surfaces and Interfaces 3

Fundamental and engineering aspects of metal, inorganic and polymer surfaces; their structure and defects, characterization, thermodynamics, adsorption and electronic properties.

CHE 828 Statistical Thermodynamics 3

CIVIL ENGINEERING

CE 601 Structural Model analysis 3

Models for structural analysis and design in soil, concrete, and metal.

CE 613 Structural Mechanics 3

MECHANICAL ENGINEERING

ME 617 Composite Materials 3

ME 817 Composite Materials 3

ME 823 Vibration Analysis I 3

Engineering analysis of the vibrations of machines and structures. Free, forced, and random vibrations with emphasis on linear, multidegree-of-freedom systems by matrix and energy methods.

METALLURGY

MET 302 Material Science for Engineers 4

crystal binding and structure; energetics and structure of lattice defects; structures of inorganic and organic polymers.

MET 406 Corrosion and Protection 3

How structural materials degrade by interaction with their environments.

MET 601 Structure and Properties of Polymer Materials 3

Measurement and control of the microstructure and properties of solid polymers.

MET 602 Structure of Materials 4

Characterization of material structures using optical and electron microscopy, x-ray and electron diffraction.

MET 616 Chemistry and Physics of Surfaces and Interfaces 3

MET 803 Metallurgical Equilibria 3

Phase diagrams. Solution theory. Interfaces. Defect equilibria.

MET 811 Advanced Topics in Metallurgy 1-3

COLLEGE OF HUMAN RESOURCES

FOOD SCIENCE

FS 628 Food Chemistry 4

Composition of food materials, reaction mechanisms leading to deterioration; interaction of food components to form desirable and undesirable products, pigments, characterization of food polymers. (Important to archaeological and ethnographic conservation analogies)

FS 629 Food Analysis 4

Application of colorimetry, spectrophotometry, gas chromatography, and other analytical techniques. (Important for testing of materials)

FS 659 Food Packaging

The behavior of polymer composites under various environmental conditions (added by department)

TEXTILES, DESIGN AND CONSUMER ECONOMICS

TDC 214 Costume History Before 1700

Costume as a mirror of civilization in Western Europe and the Near East from antiquity through the 17th century.

TDC 224 Clothing Design and Production Since 1700 3

Clothing design and production in America and Western Europe since 1700.

TDC 315 Textile Analysis 3

Structure of the textile industry; physical and chemical properties of fibers and finishes as they relate to end use and care; fiber and fabric production.

TDC 415 Topics in Textiles 3

One topic, either fiber science, textile analysis, or textile dyeing and finishing, is covered each semester.

TDC 425 Textile Performance 3

Physical analysis of textiles through experimental and standard testing procedures.

TDC 450 The Historic Interior 3

A survey of the design and function of interior spaces and furnishings in the context of the cultures and the times from which they evolved. Primary emphasis on Western Europe and America. Primitive cultures, early civilizations and the Orient will also be explored.

TDC 461 Building Systems II 3

Mechanical systems including HVAC, plumbing, conveying and fire protection systems as they relate to architectural and interior space planning. Emphasis on system selection, sizing and energy efficient uses.

MARINE STUDIES

CMS 601 Introduction to Oceanography 3

CMS 602 Physical Oceanography 3

CMS 644 Chemical Oceanography Laboratory 1
Standard oceanographic methods of chemical analysis. Includes salinity, chlorinity, dissolved oxygen, pH, alkalinity, nutrients, particulate matter, dissolved organic matter, and trace metals.

CMS 683 Structural Materials in Seawater 3
Electrochemical, physical, and biological interactions of metals, polymers concrete, wood, and composites with seawater.

CMS 845 Physical Chemistry of Seawater 3
Chemical equilibrium and kinetics are used to study the physical and inorganic chemistry of seawater.

URBAN AFFAIRS

UA 631 Historic Preservation Planning 3

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APPENDIX II A

ARH 610 Studies in Greek and Roman Art 3
Ancient art from the 8th century B.C. to the fall of the Roman Empire. Topics of study may change with each time of offering. Prereq: ARH 207 or ARH 208.

ARH 615 Studies in Early Christian and Byzantine Art 3
The beginnings of Christian expression under the Romans to the rise of the Byzantine Empire. Topics of study may change with each time of offering.

ARH 620 Studies in Medieval Art 3
Various aspects of the arts of Europe in the period 500 to 1400. Topics of study may change with each time of offering.

ARH 625 Studies in Northern Renaissance Art 3
The arts in Northern Europe, 1300-1600. Topics of study may change with each time of offering.

ARH 630 Studies in Italian Renaissance Art 3
Italian art, 1300-1600. Topics of study may change with each time of offering. Prereq: ARH 211 or ARH 212.

ARH 635 Studies in Seventeenth-Century Art 3
Baroque art in Europe. Topics of study may change with each time of offering. Prereq: ARH 214.

ARH 640 Studies in Eighteenth-Century Art 3
Art and art theory in England and the Continent. Topics of study may change with each time of offering. Prereq: ARH 214 or ARH 215.

ARH 642 Studies in Nineteenth-Century Art 3
Art in Europe, 1800-1900. Topics of study may change with each time of offering. Prereq: ARH 315.

ARH 644 Studies in Twentieth-Century Art 3
Art in Europe, with some reference to American art, 1900 to the present. Topics of study may change with each time of offering. Prereq: ARH 316.

ARH 646 Nineteenth- and Twentieth-Century European and American Sculpture 3
Academic and non-academic traditions of European and American sculpture of the 19th century and the early phases of modern sculpture.

ARH 649 Studies in American Architecture of the Colonial and Early Federal Periods 3
Architecture in the American Colonies from the anonymous buildings of the late 17th century to the designs of Thomas Jefferson in the early 18th century. Field trips. Prereq: ARH 216.

ARH 650 Studies in Nineteenth-Century American Architecture 3

The Greek, Gothic, Egyptian, and Oriental "revivals"; High Victorian Style and its culmination in the "Age of Elegance." Topics of study may change with each time of offering. Prereq: ARH 216.

ARH 654 Domestic Interiors of the Nineteenth Century 3

See EAC 654 for course description.

ARH 655 Twentieth-Century American Art 3

Major painters, sculptors, and architects and the movements with which they were associated. The artist in American culture. Prereq: ARH 216 or ARH 316.

ARH 657 Survey of African Art 3

See ANT 657 for course description.

ARH 660 Humanities Colloquium 3

See AS 660 for description.

ARH 670 European Decorative Arts 3

Interiors, furniture, and decorative arts in Europe from the Renaissance to the 20th century. Application of art historical techniques and interpretation. Field trips to New York and Philadelphia. Prereq: ARH 150 or one course in art history since 1400.

ARH 671 Connoisseurship of the Decorative Arts in America I 3

See EAC 671 for course description.

ARH 672 Connoisseurship of the Decorative Arts in America II 3

See EAC 672 for course description.

ARH 678 Problems in Connoisseurship 3

Aspects of connoisseurship for the conservator and curator. Quality and physical condition in original works of art. Emphasis on field trips and museum study.

ARH 680 History of Techniques and Methods of Fabrication in the Arts 3

Materials and their use in art from prehistoric to modern times. Relationship of artistic techniques to developments in technology and artistic aims of the period. Field trips.

ARH 681 History of Techniques and Methods of Fabrication in the Arts 3

Materials and their use in art from prehistoric to modern times. Relationship of artistic techniques to developments in technology and artistic aims of the period. Field trips.

ARH 683 Seminar in Nineteenth-Century Photography 3

Aspects of history and aesthetics of 19th-century photography. Topics of study may change with each time of offering. May be offered jointly with ARH 483. Prereq: ARH 315 or ARH 370.

ARH 684 Seminar in Twentieth-Century Photography 3

Aspects of history and aesthetics of 20th-century photography. Topics of study may change with each time of offering. May be offered jointly with ARH 484. Prereq: ARH 315 or ARH 370.

ARH 801 Introduction to Decorative Arts in America to 1850 3

See EAC 801 for course description.

ARH 804 History and Connoisseurship of American Furniture: 1780-1820 3

The identification and critical appraisal of American-made furniture, including a study of the technology of its production and its usage. Normally limited to Winterthur Fellows. Prereq: ARH 803.

ARH 811 Studies in American Painting Before 1800 3
Puritan aesthetic, Colonial American Rococo, and painting in the Early Republic. Prereq: ARH 320.

ARH 812 Studies in American Painting: 1800-1875 3
Neoclassicism and Romanticism; the grand style, landscape, portraiture and genre painting. Prereq: ARH 320.

ARH 813 Research Problems in American Architecture Before 1830 3

Prereq: ARH 648.

ARH 814 Research Problems in Nineteenth-Century American Architecture 3

Prereq: ARH 650.

ARH 815 Research Seminar in Ancient Art 3

ARH 818 Research Seminar in Medieval Art 3

ARH 821 Research Seminar in Renaissance Art 3

ARH 834 Topics in Nineteenth-Century Design 3
See EAC 804 for course description.

ARH 838 Research Seminar in Nineteenth- and Twentieth-Century Art 3

ARH 850 Bibliography and Research Methods in Art History 0

Techniques of scholarly research and bibliographical resources in the historical study of the visual arts. Required for first-year graduate students.

ARH 880 Reading and Research 1-9

Readings and conferences on an approved subject under faculty direction. Prereq: Permission of Department Chair. Open to Art History Ph.D. students only.

ARH 869 Master's Thesis 1-6

ARH 969 Doctoral Dissertation 1-12

Tentative Schedule Art History Courses Fall 1988 (89A) as of 3/7/88

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ARII 610-10	Stds: Classical Greek Sculpture (Dual Listed with ARII 405-10)	R	1400-1700	(08)	Crawford, J.
ARII 620-10	Stds: Court of Charlemagne (Dual Listed with ARII 406-10)	W	0905-1205	(08)	Nees, L.
ARII 630-10	Stds: Veronese (Dual Listed with ARII 407-10)	T	0900-1200	(08)	Cope, M.
ARII 630-11	Stds: The Renaissance City (Dual Listed with ARII 407-11)	W	1430-1730	(08)	Pellecchia, I.
ARII 635-10	Stds: Rembrandt & Rubens (Dual Listed with ARII 409-10)	T	1900-2200	(08)	Chapman, P.
ARII 642-10	Stds: Impressionism (Graduate Students only)	T	1400-1700	(15)	Kallmeyer, N.
ARII 644-10	Stds: Dada & Surrealism (Dual Listed with ARII 411-10)	R	0900-1200	(08)	Leighen, P.
ARII 644-11	Stds: Ryder & "New Movement" (Dual Listed with ARII 411-11)	M	0905-1205	(08)	Homer, W.
ARII 672-10	Connoisseurship of the Decorative Arts (At Winterthur Museum) (Requires permission of instructor) (X-listed with EAC 672-10)	T	1300-1600	(02)	Zimmerman, P.
ARII 680-10	(Course open to Art History Ph.D. students only) Studio Materials and Techniques: Drawing (Requires permission of instructor) (X-listed with ARC 680-10 and ART 680-10)	T	1400-1700	(02)	Brown, H.
ARII 685-10	Materials & Techniques: Contemporary Painter (Requires permission of instructor) (X-listed with ART 685-10 and ARC 685-10)	T	0900-1200	(02)	Brown, H.
ARII 812-10	Stds: Cole, Durand, Landscape, Genre Bibliography and Research Methods in Art History (Required of all first year M.A. Art History graduate students) (Graded Pass/Fail)	W	1900-2200	(15)	Craven, W.
ARII 850-10		M	1325-1415	(15)	Homer, W.
ARII 860-10	Reading and Research (Graded Pass/Fail) (Requires permission of department chairman) (Course open to Ph.D. Art History graduate students only.)		Arrange		Homer, W.



University of Delaware

MAY 24 1988

Handwritten notes and signatures in the top right corner, including "J. Hill Stoner" and "Wayne Craven".

DEPARTMENT OF ART HISTORY
NEWARK, DELAWARE 19716

(302) 451-8415

MEMORANDUM May 24, 1988

TO: Joyce Hill Stoner, Director
Art Conservation Program

FROM: Wayne Craven, Acting Chair *WC*

RE: Proposal for Ph.D. in Art Conservation

This Department enthusiastically supports your proposal for a doctoral program in art conservation, and we would be delighted to have graduate students from your program in our art history seminars. Our best indication of the quality your new program will represent is the success that you yourself and Carl Grimm, a graduate of the Art Conservation Master's Program, have had as doctoral students in our seminars. We find that Conservation students contribute enormously to our understanding of the work of art through the special analytical perspective--derived from their own scientific methodology--they bring to seminar discussions. As there will be only a small number of students going through your program at any given time, we see no problem as far as seminar enrollments are concerned--that is, there will be room for your people in our seminars, and welcome indeed they will be. My experience is that Conservation students are exceptionally bright, so we believe there will be no problem in their coping with the intellectual expectations of our art history courses; I suspect many of them will have had a good bit of art history by the time they enter your program. My colleagues and I would be delighted to serve as advisors on dissertations written by Conservation Ph.D. students. Other matters can be resolved as they arise, but let me just assure you of our desire to cooperate as much as we possibly can in this exciting new venture. We like the idea of making full use of the talent we have available, collectively, here in Old College, and we wish you every success in this innovative new program.



University of Delaware

OCT 18 1986

DEPARTMENT OF HISTORY
401 JOHN EWING HALL
NEWARK, DELAWARE 19716

(302) 451-2371

October 17, 1988

Joyce Hill Stoner, Director
Art Conservation

Dear Joyce:

The proposal for a new inter-disciplinary Ph.D. in Art Conservation Research is an extremely promising and important one to which the members of the History Department will undoubtedly wish to contribute, where appropriate. In particular, the proposed Advisory Committees might benefit from the presence of a historian, depending on the needs of the individual student. As I mentioned to you earlier, there are several on our faculty whose skills could be utilized, such as Professor Sidebotham, our ancient historian; Professors Basalla, Beer, and Hounshell, our specialists in science and technology; or Professor Curtis, our Winterthur Coordinator. Others to keep in mind are Professors Greenberg and Allmendinger. In general, our Department's graduate program has been nationally recognized for its excellence in the realm of material culture, and the existence of the Hagley Program and Ph.D. Program in American Civilization will, I think, complement the program that you envision. As you know, we are also presently searching for a senior Colonialist with strengths in social and cultural history who might also be of value to you.

Besides the history course that you mention in science and technology, our department would also be able to help in providing graduate offerings related to social and cultural backgrounds. I am thinking in particular of such offerings as H621 (American Society and Culture before the Revolution) and H625 (U. S. Social and Cultural History). Others that are offered on occasions focus on the social and cultural history of Europe.

I congratulate you on taking this initiative. I hope my comments are useful, and if there is anything we can do during the initial stages of planning, do not hesitate to let me know.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Jack D. Ellis".

Jack D. Ellis
Chairperson, History

JDE:mbp



University of Delaware

APR 26 1988

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY
OFFICE OF THE CHAIRMAN
105A BROWN LAB
NEWARK, DELAWARE 19716

JEAN H. FUTRELL
(302) 451-1247

April 21, 1988

M E M O R A N D U M

TO: Joyce Hill Stoner
Art Conservation Program

FROM: Jean H. Futrell *J. H. Futrell*
Chairman

SUBJECT: Proposed Ph.D. Program in Art Conservation Research

This letter will confirm our previous discussion of the proposed Ph.D. Program in Art Conservation Research in which I expressed the strong support of our Department. We would be very pleased if one of our faculty members should be chosen as a dissertation advisor given the caveat stated in your organizational meeting and letter of April 11 that the number of the students will likely be rather small. Operating on the same assumption, we would be happy to provide work space for the occasional additional Ph.D. student in the interdisciplinary program and would welcome him or her to our scholarly community. Obviously we would also welcome students with this focus into the regular classes taught in our Department. All of these supportive positions are taken with our confidence that participating in this kind of enterprise will undoubtedly enrich scholarly pursuits within our Department, especially for the faculty and students who are fortunate enough to be involved with your faculty and students participating in this program.

With regard to your question regarding changing course numbering, we have no objection to upgrading a 400-level course to a 600 status as suggested in paragraph 2.d. of your April 11 memo. We do not think it would be appropriate to upgrade a 200 or 300 course in the same way, but would be willing to discuss such a proposal with you in more detail.

JHF/ep

Memorandum

April 18, 1988



Richard Wolbert
4/21/88 done
XC: Caroline Keck
Bill Horner
4/25/88
done

TO: Joyce Hill Stoner, Director
Art Conservation

FROM: B. P. Glass, Chair B. L.
Department of Geology

SUBJECT: Proposed Ph.D. Program in Art Conservation Research

I am happy to support the proposed Ph.D. Program in Art Conservation Research. I have no objection to a faculty member in our Department occasionally serving as a dissertation advisor for a student in the proposed Art Conservation Research Program and we would welcome students from such a program into our classes as long as they have the necessary background. Students in the Art Conservation Research Program could take 200- or 400-level courses at the 666 level with faculty consent as long as they did additional work to bring the course up to graduate level.

I have no objection to providing desk, study, or lounge space to an occasional Ph.D. student from the Art Conservation Research Program as long as such space is available. However, at the present time we do not even have enough space for all of our own graduate students.

I believe that having Ph.D. students from the Art Conservation Research Program in our Department and classes would be of benefit to both units.

Please find attached the course list that you enclosed with your memorandum of April 11, 1988. I feel that most of the courses that you listed from the Geology Department would not be useful to a student in Art Conservation Research. I have put a red "X" through those courses. Several others have questionable value and I have indicated those with a question mark. The remainder could be useful depending on the research interests of the student.

jg
enc.

ack. sent by JAS 4/21





University of Delaware

DEPARTMENT OF PHYSICS AND ASTRONOMY
NEWARK, DELAWARE 19716

COLLEGE OF ARTS & SCIENCE
(302) 451-2661

August 18, 1988

Dr. Joyce Hill Stoner
Art Conservation Program
303 Old College
CAMPUS

Dear Dr. Stoner:

The Department of Physics & Astronomy would like to support the Interdisciplinary Ph.D. program in Art Conservation Research. This is, in our view, an important emerging field and one in which Chemistry and Physics could contribute as supporting disciplines. It is quite conceivable that some students in this program could come from our undergraduate physics program.

Yours sincerely,

A handwritten signature in dark ink, appearing to read "H. R. Glyde".

Henry R. Glyde
Chair and Professor
of Physics and Astronomy

HRG:hml



University of Delaware

MAY 13 1988

*copied
to Bill Homer
CK Keels
Joely Flynn*

Wm. H.

COLLEGE OF HUMAN RESOURCES
DEPARTMENT OF TEXTILES, DESIGN AND CONSUMER ECONOMICS
NEWARK, DELAWARE 19716

CORRESPONDENT'S PHONE
(302) 451- 8714

May 10, 1988

Joyce Hill Stoner, Director
Art Conservation Program
303 Old College
University of Delaware
Newark, DE 19716

Dear Professor Stoner:

I am writing to affirm support of the Department of Textiles, Design, and Consumer Economics for your proposed Ph.D. Program in Art Conservation Research. We would be very pleased to collaborate in such a program, and we share your opinion that it is timely and U.D. is the right place for such a program.

Our Textiles Science faculty have ongoing and increasing interests in textiles conservation. We have had some collaboration with Art Conservation on graduate student programs, and we would welcome the opportunity created by a Ph.D. program. The potential areas of collaboration extend well beyond Textiles Science. We would be glad to have more faculty involved directly in the future.

We can make the Ph.D. students welcome in existing courses in several areas, arrange special graduate courses for them, and have our faculty serve as advisors. Office and study space is not currently available in our Department even for all of our own faculty. When the addition to Alison Hall is completed, however, we should be able to meet the needs of students in the proposed program. We would gladly provide space in our community of scholars.

Sincerely,

John E. Kushman

John E. Kushman
Professor and Chair

cc: Ahrens, Mayhew, Doberenz, Bieber, Keown



University of Delaware

MAY 10 1988

*File
add to dossier
send copies:
Bill Horner
Caroline Keck
Kory Bennett
RCW
DHN*

DEPARTMENT OF GEOGRAPHY
NEWARK, DELAWARE 19716

(302) 451-2294/2295

May 5, 1988

Dr. Joyce Hill Stoner
Art Conservation Program
303 Old College

Dear Dr. Stoner,

I am responding to your request for information pertaining to a proposed PhD Program in Art Conservation Research. As you know, I had the opportunity to visit Winterthur to see the operation of the current program in Art Conservation and I was impressed with the facilities and obvious dedication of both instructors and students. Furthermore, it is clear that there are many unknowns in the methodology of conserving art works and that much research needs to be performed in the future. Consequently, I will be happy to help in any way I can with your proposed PhD program. In my own case, this could take the form of advising students on dissertations relating to effects of air pollution on stone and metals. It is doubtful that I will be teaching any courses in the future that deal solely with that subject, but I hope to lead a graduate seminar on the subject of worldwide climate impacts on weathering and erosion rates that may be of general interest to your students. Occasionally, the G343 (Climatic Geomorphology) course is taught and it is slightly related to environmental influences on materials. Microclimatology (G651) would be extremely useful for your students, but has not been taught in years because, while we have many microclimatological instruments, we don't have an instructor to teach the course. We are hoping to hire one in the next several years, but there are no guarantees. The Seminar in Climatology (G652) is seldom related to Art Conservation. Art Conservation students in the future may have need for computer inventories, statistics, or mapping, and, if so, I recommend G250 (Computer Methods in Geography). Humanistic Geography (G345) may also provide interesting background. Depending on the subject, I might also be willing to run graduate-level special studies for individual students.

Because both of us are interested in rates of material degradation, I am happy to offer support to your PhD Program in Art Conservation Research. Good luck in moving it through the approval period.

Sincerely,

Thomas C. Meierding
Thomas C. Meierding
Associate Professor

OCT 24 1988

MEMORANDUM
Department of Plant Science

October 20, 1988

TO: Joyce Hill Stoner
FM: A. L. Morehart, Chairman
RE: Proposed Ph.D. Program in Art Conservation Research

In response to your proposal to develop a Ph.D. program in Art Conservation Research, I wish to indicate our support for your proposal. We think that this is a worthy program and would be willing to interact as needed.

Responses to your specific questions are as follows:

1. Course list (see attached).
2. At least two faculty members (D. Sparks and A. Morehart) would be will to interact with graduate students and serve on advisory committees. Additionally, students in the program would be welcomed to enroll in the plant science courses which have been suggested as useful adjuncts to the program.
3. Faculty would be willing to consider the possiblity of serving as a dissertation advisor for a student who has a distinct intellectual relationship between Art Conservation and a sub-discipline of plant or soil science. As such, we would provide appropriate student and faculty support to facilitate the student's program of study and research.

If we can be of additional immediate assistance in moving this program along please contact me. I apologize for the tardiness in responding due mostly having been inundated with administrative work since returning from medical leave.



Memorandum

DATE : April 26, 1988

APR 28 1988

TO : Joyce Stoner
Art Conservation Program
Old College

FROM : Roland R. Roth *RRR*
Acting Chair, Entomology & Applied Ecology

SUBJECT: Art Conservation Students in Entomology Courses

Ph.D. students wishing to add a general knowledge of insects and insect control to their art conservation program would be welcome in the classes listed. They could register at the undergrad level or arrange with the instructor for a special problem involving additional work.

I'm sure that several of our faculty members would be pleased to sit on a dissertation committee. Serving as dissertation advisor would be no problem so long as the Art Conservation Program were agreeable. The program would be welcome to ask faculty.

We usually are cramped for general space for grad students. However, the cooperating advisor might be willing to furnish a place in his or her lab.

In summary, we will be happy to cooperate however we can.

RRR:vlt



University of Delaware

JUL 12 1988

COLLEGE OF MARINE STUDIES
OFFICE OF THE DEAN
ROBINSON HALL
NEWARK, DELAWARE 19716

(302) 451-2841

MEMORANDUM

TO: Joyce Stoner, Director
Art Conservation

FROM: Carolyn A. Thoroughgood

A handwritten signature in cursive script, reading "Carolyn A. Thoroughgood".

DATE: July 7, 1988

SUBJECT: Interdisciplinary Degree Program

Per our telephone conversation, I write to confirm the College of Marine Studies' willingness to cooperate in the formulation of a new doctoral program in art conservation. Our participation will be targeted to that part of the program devoted to the preservation/conservation of water-logged artifacts. Please involve us in the planning for this degree program and know that we are prepared to cooperate by providing both personnel and facilities.

CSW

cc: K. Price



University of Delaware

MUSEUM STUDIES PROGRAM

OLD COLLEGE
NEWARK, DELAWARE 19716
(302) 451-1251

UNIVERSITY GALLERY

August 3, 1988

Ms. Joyce Hill Stoner, Director
Art Conservation Program
University of Delaware
Campus

Dear Joyce:

I would like to offer my strong and enthusiastic support of the proposal for a new University of Delaware interdisciplinary Ph.D. degree in Art Conservation Research. The development of this new graduate program is indeed an important pioneering venture in the conservation field in the United States and I would like to assure you that you will have the full collaborative backing of Museum Studies Program faculty in its implementation. We would welcome the presence of advanced interdisciplinary students enrolled in the new program in Museum Studies courses, and would make every effort to facilitate certification in our area (as we have in the past for M.A. degree candidates) for those interested in taking advantage of this option.

We look forward to working with you as you work toward the creation of this admirable and much needed new training opportunity in the conservation field. If I can be of further assistance, please do not hesitate to call upon me. With every good wish for success in this undertaking, I am,

Sincerely,

Bryant F. Tolles, Jr. /mt
Bryant F. Tolles, Jr., Director
Museum Studies Program
Associate Professor of History
and Art History

mt



University of Delaware

JUL 27 1988

COLLEGE OF ARTS & SCIENCE
DEPARTMENT OF ANTHROPOLOGY
NEWARK, DELAWARE 19716

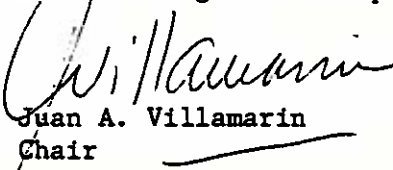
(302) 451-2802

July 26, 1988

To whom it may concern:

I am delighted to support the proposal of Art Conservation for a Ph.D. program. It will have our cooperation and support both in terms of course offerings (Special Problems) and faculty who are willing to work with students enrolled in the Art Conservation graduate program. Our two departments have a history of working together, and in the past have had a visiting faculty member (Luis Torres) who successfully served both units.

Students will also be able to take advantage of our expanding program in archaeology, an area whose methodology and techniques have much to offer them. As the graduate students will be working on problems which have strong faculty interest, they will be able to establish close links with the department and thus enhance the intellectual challenge and academic support needed to make their graduate experience a thoroughly rewarding one.


Juan A. Villamarin
Chair