UNIVERSITY FACULTY SENATE
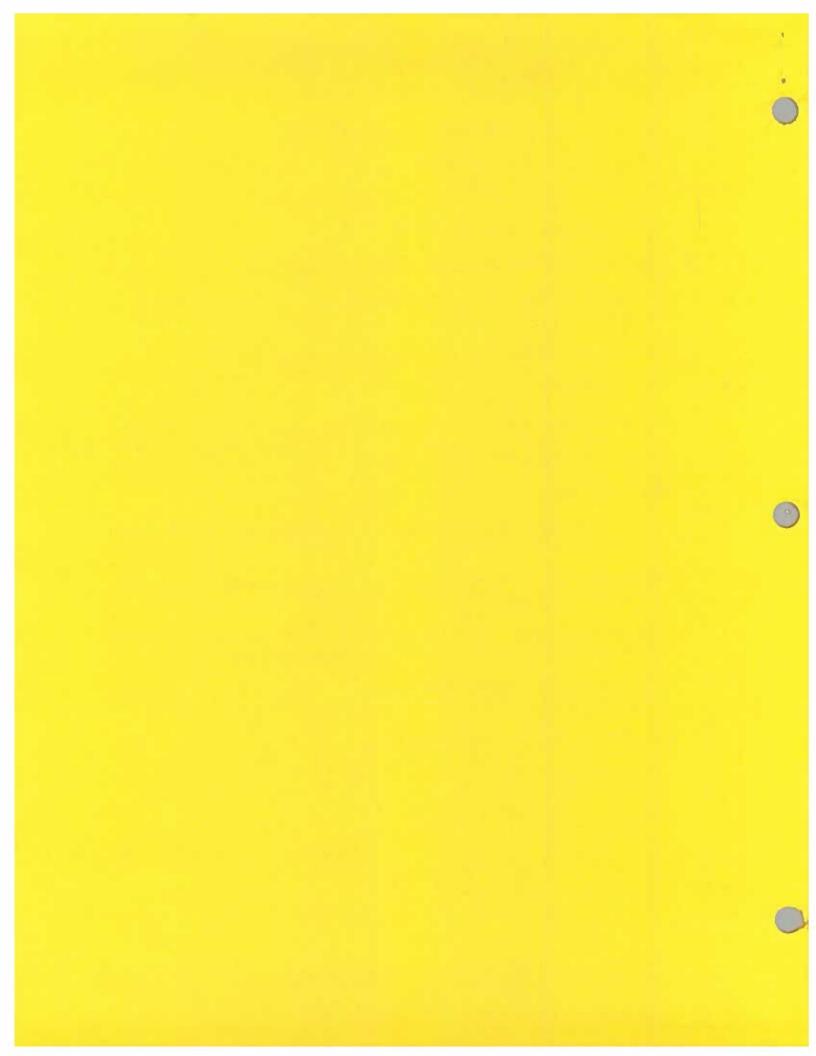
SUMMARY OF AGENDA

December 7, 1992

I.   **ADOPTION OF THE AGENDA**

II. **APPROVAL OF THE MINUTES:** November 2, 1992

III. **REMARKS BY UNIVERSITY PROVOST PIPES** and/or **VICE PROVOST ANDERSEN**

IV. **ANNOUNCEMENTS:** Senate President Lomax

V.   **OLD BUSINESS**

    A.   Resolution from the Faculty Senate Executive Committee, introduced at the November 2, 1992 Faculty Senate Meeting, concerning attitudes on campus

VI. **NEW BUSINESS**

    A.   Confirmation of Committee on Committees and Nominations' Appointment

    B.   Report and recommendations regarding the Committee on Student and Faculty Honors

    C.   Recommendation for the disestablishment of COPE and the establishment of APR (Academic Program Review)

    D.   Recommendation for the deletion of the Harassment section (4.B.) under Disruptive Conduct in The Official Student Handbook

    E.   Introduction of new business

November 20, 1992

TO: All Faculty Members

FROM: David G. Sperry, Vice President
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, December 7, 1992

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, December 7, 1992 at 4:00 p.m. in room 110 Memorial Hall. The agenda will be as follows:

AGENDA

I. Adoption of the Agenda.

II. Approval of the minutes of the Senate meeting of November 2, 1992.

III. Remarks by University Provost Pipes and/or Vice Provost Andersen.

IV. Announcements: Senate President Lomax

V. Old Business

    A. Resolution from the Faculty Senate Executive Committee introduced at the November 2, 1992 Faculty Senate meeting, concerning attitudes on campus and a need to improve the climate of respect and tolerance.

        WHEREAS, a traditional role of the University is to be a locus for free inquiry, the interchange of ideas, and the acquisition and generation of knowledge, and

        WHEREAS, the preservation of academic freedom and First Amendment rights is crucial to those endeavors, and

        WHEREAS, the University has a duty to guard against abuses of those rights and the disruption of the environment of collegiality and respect for differences that enables open exchange, and

WHEREAS,   recent incidents of verbal abuse, assault, and intolerance in the campus community have insulted and injured many members and have jeopardized the University's ability to maintain a safe and open environment, therefore be it

RESOLVED,   that the Faculty through the Faculty Senate hereby denounces the attitudes that generate enmity and discord and the lack of judgment, self-control,and understanding that condones aggressive, intolerant, and destructive behavior, and be it further

RESOLVED,   that the Faculty through the Faculty Senate exhorts all in the University community to improve the climate of respect, tolerance, and intellectual richness by educating and learning about the sources and forms of all kinds of bigotry and the ways in which intolerance and ignorance limit and hurt us all.

VI.   **New Business**

A.   Request from the Committee on Committees and Nominations (D. Smith, Chairperson), for Senate confirmation of a committee appointment to the Committee on Academic Appeals.

RESOLVED,   that the appointment of William Nichol, Agricultural Engineering, as chairperson of the Committee on Academic Appeals is hereby confirmed.

B.   Report and recommendations from the Committee on Committees and Nominations (D. Smith, Chairperson) to establish criteria and procedures for the Committee on Student and Faculty Honors. (The report and recommendations are at Attachment 1.)

WHEREAS,   written criteria and procedures for the operation of the Committee on Student and Faculty Honors do not exist, and

WHEREAS,   the Committee on Committees and Nominations was instructed to examine the operation of the Committee on Student and Faculty Honors and to establish written criteria and procedures, be it therefore

RESOLVED,   that the report and recommendations prepared by the Committee on Student and Faculty Honors and endorsed by the Committee on Committees and Nominations, be approved as the operating instructions for the conduct of the Committee on Student and Faculty Honors, and that these recommendations be maintained in the Faculty Senate Office and made available to anyone upon request, effective immediately.

C. Recommendation from the Coordinating Committee on Education (K. Lomax, Chairperson '91-'92) for the disestablishment of the Council on Program Evaluation (COPE) and the adoption of the Academic Program Review (APR). (Copy of the Academic Program Review procedure is at Attachment 2.)

WHEREAS, current procedures for reviewing academic programs (COPE, Council on Program Evaluation), are no longer effective, and

WHEREAS, a task force of Senate officers and administrators in the Provost's Office worked together to develop a new review procedure (APR, Academic Program Review) involving the Coordinating Committee on Education in the review process, be it therefore

RESOLVED, that the Council on Program Evaluation (COPE), which was approved by the University Faculty Senate on May 7, 1973, be discontinued immediately, and be it further

RESOLVED, that the University Faculty Senate adopt in its place the Academic Program Review policy, effective immediately.

D. Recommendation from the Committee on Student Life (R. Bennett, Chairperson), for the deletion of the Harassment section (4.B.) under the Code of Conduct in The Official Student Handbook. (Copy of the Harassment section is at Attachment 3.)

WHEREAS, recent court decisions protecting first amendment rights of free speech have forced the retraction of university speech code policies similar to the University of Delaware's policy, and

WHEREAS, under existing circumstances the present policy appears to be legally unenforceable, therefore be it

RESOLVED, that Section 4.B. (Disruptive Conduct: Harassment), under the Code of Conduct in The Official Student Handbook be deleted.

E. Such items as may come before the Senate. (No motion introduced under new business, except a motion to refer to committee, shall be acted upon until the next meeting of the Senate.)

rg
Attachment: Committee Activities Reports
   1. Report on the Cte. on Student and Faculty Honors
   2. Academic Program Review
   3. Harassment Section in The Official Student Handbook

COMMITTEE ACTIVITIES REPORT

ACADEMIC APPEALS, CTE. ON (William Nichol)

There is no current activity by the Committee.

BUDGETARY AND SPACE PRIORITIES, CTE. ON (Henry Reynolds)

1. Reviewing University building and space plans
2. Reviewing University's overall financial situation

COMMITTEES AND NOMINATIONS, CTE. ON (David Smith)

1. Discussing Greek Life Task Force Committees
2. Reviewing four Faculty Senate Standing Committees (Instructional Computing and Research Support Services, Library, Undergraduate Studies, Student and Faculty Honors [possible charge revision])

CULTURAL ACTIVITIES AND PUBLIC EVENTS, CTE. ON (Bill Lawson)

Reviewing funding requests

EDUCATION, COORDINATING COMMITTEE ON (Bonnie K. Scott)

1. Discussing availability of broadly-required courses
2. Discussing status of U of D Bookstore
3. Discussing criteria for new programs as related to an overview of program priorities at the University to be conducted by the Faculty Senate
4. Discussed budget reallocations as they impact on curriculum

FACULTY WELFARE AND PRIVILEGES, CTE. ON (Reed Geiger)

Reviewing Academic Freedom Policy

GRADUATE STUDIES, CTE. ON (Paul Hooper)

1. Discussing new Master's degree in Applied Science from the Center for Applied Science and Engineering in Rehabilitation
2. Discussing new Family Nurse Practitioner track for Master's Program in Nursing
3. Discussing new guidelines for submission of curricula changes
4. Discussing University policy on videotaped instruction
5. Discussing Civil Engineering policy on 400/600 level courses
6. Discussing requirements and standards for doctoral dissertations

7. Discussing degree name change on transcript for M.S. in Physical Education
8. Discussing University minority fellowship distribution policy
9. Discussing Ph.D. program guidelines for Educational Studies and Economics

HONORARY DEGREES, FACULTY ADVISORY CTE. ON (Carol Hoffecker)

Committee met October 19 and unanimously confirmed the Board of Trustees Honorary Degrees Committee's choices for honorary degree recipients. We will meet once more in the Spring to prioritize suggestions for honorary degree candidates from the University community and to pass them on to the Board.

INSTRUCTIONAL, COMPUTING AND RESEARCH SUPPORT SERVICES, CTE. ON (Suresh Advani)

1. Discussing questionnaire and the best way to obtain information
2. Completing business from last year

RESEARCH COMMITTEE (Jerold Schultz)

No business currently before committee

STUDENT LIFE, CTE. ON (Robert Bennett)

1. Discussing speech code policy
2. Discussing enforcement of resolutions passed last May on Greek life on campus

UNDERGRADUATE STUDIES, CTE. ON (Michael Keefe)

1. Discussing availability of broadly-required courses
2. Discussing curricula/program guideline document
3. Discussing new major: Interdisciplinary Classical Studies
4. Discussing revision of Sociology Major: clarify major requirements
5. Discussing revision of eight Music majors
6. Discussing revision of one Music minor

/wc

EXCELLENCE IN TEACHING

AND

UNDERGRADUATE ACADEMIC ADVISING AWARDS:

PROCEDURES, CRITERIA, AND RECOMMENDATIONS

Report of the 1991-92 Faculty Senate Committee
on Student and Faculty Honors

Linda Gottfredson, Chair
Pamela Beeman
Joan Bennett
Robert Brown
Katherine Conway-Turner (spring)
Ralph Cope
Araya Debessay
Cara Fries
Teresa Gerberg
Loreto Jackson
George Luther
Robin Morgan
Russell Porter
Robert Warren

August 1992

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Excellence in Teaching and Undergraduate Advising Awards:
Criteria, Procedures, and Recommendations

SCOPE AND INTENT OF PROCESS

PURPOSE OF AWARDS

The excellence awards serve the following major purposes:

1. to signal the University's commitment to excellence in teaching and advising
2. to reward faculty excellence in teaching and undergraduate academic advising
3. to thereby promote excellence in teaching and advising among other faculty

NATURE AND NUMBER OF AWARDS

Up to four awards may be given in any one year for excellence in teaching by faculty; four may be given for excellence in undergraduate advising by faculty; and four for excellence in teaching by teaching assistants.

The Committee does not give the maximum number of awards in any category unless there are enough truly excellent candidates to justify such action that year.

All awards are presented at Honors Day. Faculty each receive $2,500 and teaching assistants $1000. Funds for the teaching awards come from the Christian R. and Mary F. Lindbach Foundation (for faculty) and from the Alumni Association (for teaching assistants). Funds for the advising award come from the President's Office.

ELIGIBILITY

All "full-time faculty" are eligible. On May 6, 1991, the Faculty Senate passed a motion that full-time faculty "with professional and administrative appointments [who] perform teaching and advisement functions similar to full-time faculty" are also eligible.

The term "faculty" is used in several very different ways within the University, some of which are inconsistent with the history and purpose of the excellence awards. Two such inappropriate uses include the definition of "faculty" for voting rights in the University Faculty Senate and membership in the

AAUP bargaining unit (see Appendix A for a discussion of these definitions).

The Committee's interpretation of the Faculty Senate's language on eligibility is:

1. the term "full-time faculty" refers to full-time instructors, assistant professors, associate professors, and full professors

2. all full-time professionals and administrators who have faculty appointments (i.e., secondary appointments as faculty) are eligible for the teaching award if they have teaching responsibility similar to that of full-time faculty and for the advisement award if they have advising responsibility similar to that of full-time faculty

3. other full-time professionals and administrators will be considered on a case-by-case basis if they have teaching or advising responsibility similar to that of full-time faculty.

"Teaching assistant" refers to graduate students enrolled at the University who have full responsibility for teaching a course, recitation session, or laboratory section at the University. It does not include other individuals who may teach intermittently or on S-contracts.

Faculty who win an excellence award are not eligible again for ten years. Ten years must elapse, with eligibility resuming in the eleventh year.

Deceased individuals may not be nominated.

CRITERIA FOR EXCELLENCE

To be effective and fair, the criteria for assessing excellence must be appropriate. That is, they must be grounded in clear conceptualizations or empirical evidence about what constitutes excellent teaching and advising. The criteria must also be clear to the people making the nominations as well as to the committee members evaluating them.

The Committee requested and reviewed two kinds of literature from the Center for Teaching Effectiveness in order to specify a defensible set of criteria: studies on the dimensions of excellence in teaching and advising, and descriptions of the criteria and procedures other universities use in making excellence awards. The criteria the Committee developed (see Appendices B and C) will be communicated to participants by

modifying the nomination forms (see Appendix D for the revised forms) and by providing evaluation guidelines for Committee members (Appendix G).

It should be noted that the Faculty Senate voted on April 16, 1984 to include certain specific language in the teaching nomination form. The Committee's revised teaching form therefore includes that language unchanged from the previous form, even though it is not really appropriate in terms of brevity or balance in presenting the criteria for excellence.

EVIDENCE USED

INDIVIDUALS WHO PROVIDE EVIDENCE

1. Students and alumni. The awards have traditionally been conceived of as "student driven," so student input is essential. Nominations from alumni are especially important.

2. Faculty. They can provide valuable supplementary information, but cannot substitute for student input.

3. Chairs and deans. They can provide valuable supplementary information, but cannot substitute for student input.

Candidates may not nominate themselves, and the Committee does not collect information from them. The competition for excellence awards is not comparable to the tenure and promotion process, which has a different purpose and consequence for both faculty and the institution. The Committee therefore believes that it is neither appropriate nor necessary for candidates to make a case for their own excellence. It also strongly disapproves of candidates orchestrating campaigns on their own behalf.

FORMS OF EVIDENCE

Interviews and archival records indicate that the committee has relied over the years almost exclusively on nominations. Only once, to our knowledge, has it solicited other information about nominees.

A perennial question is whether the Committee should routinely collect other kinds of evidence during the awards process. The presumption is that having more sources of information would (a) increase the reliability of the data on which the Committee bases its decision and (b) decrease opportunities for fraud. The general concern is that the

University community, and the Committee itself, be assured that the selection process is fair.

Various suggestions have been put forward over time, all of which relate to gathering additional information for finalists who have already been selected on the basis of nominations. As described below, the Committee recommends adoption of one and further scrutiny of a second, but most suggestions fail to meet the standards of feasibility, validity, and fairness outlined in Appendix E.

The Committee recommends keeping nominations from previous years (the Committee currently does not) because it is feasible and would have the virtue of improving the pool of finalists. In particular, it might add pertinent information for finalists, and it might add deserving individuals to the pool of finalists (e.g., faculty who receive nominations year after year but not very many in any one year). Reviewing previous years' nominations would be feasible if (a) such review were carried out only for selected groups of nominees (e.g., finalists) and (b) Faculty Senate staff were required only to store the year's nominations in a bundle without further processing or sorting.

The Committee also recommends further study of the possibility of using student course evaluations. Summaries of student course evaluations would provide useful additional evidence for excellence in teaching (there is nothing comparable for advising) if the evaluation forms were modified, standardized, and administered throughout the University and then retained for some period of time. The forms need not be identical across all departments, but all should include the same set of questions designed specifically for the awards process. However, establishing and maintaining such a University-wide system would require considerable work and cooperation across the University. Careful study and collaboration with other faculty and administrative units would be required for the Committee to help design, get commitment to, and implement such a system.

The Committee has also attempted to increase the quantity, quality, and effective use of the information it already collects in the nomination process by (a) stimulating more nominations (by contacting leaders of student organizations), (b) clarifying criteria for eligibility and excellence (see Appendices A, B, and C), (c) finding ways to characterize the variety and strength of evidence contained in each candidate's set of nominations (e.g, number of nominations, history of previous nomination, consistency in reports, variety of nominators, see Appendix G.4), and (d) improving the nomination forms (Appendix D). The latter three efforts represent primarily a rationalization of, not a departure from, earlier standards. The Committee's evaluation of these efforts is as follows:

(a)   Consistent with most previous efforts, the Committee's experiment to stimulate more nominations failed to have a worthwhile effect.

(b)   The Committee felt that it was able to make sounder decisions by having clarified its criteria for assessing eligibility and excellence. (It revised the excellence criteria somewhat based on its experience in using them.)

(c)   The Committee also found it quite helpful to have more guidelines for identifying and weighing the disparate kinds of evidence available to it.

(d)   The Committee revised the nomination forms based on its experience with its newly-clarified criteria for excellence and eligibility. It expects the revisions to increase the validity and fairness of the awards process by establishing clear and common definitions of excellence among all parties.

PROCEDURES FOLLOWED

COMMITTEE SOLITICATION OF NOMINATIONS

Committee practice has generally been to advertise the opportunity to nominate candidates late in the fall semester (for graduating seniors) and again in February, about three months before the presentation of awards. Notices (and sometimes the forms themselves) are published in the Review, Update, and the Blue Hen Messenger (the alumni magazine). Supplies of nomination forms are left at various public locations, which Senate Office staff replenish as needed, including department offices, the main desk at the Student Center, and the library. These efforts (and occasional others) are designed to reach students and alumni. All faculty and administrators are individually sent a copy of the teaching and advising nomination forms in February.

Over the years, the Committee has discussed a variety of ways to increase the number of nominations. Most experiments have not been successful or worth the expense (see Appendix F). As discussed elsewhere, however, the Committee recommends that experimentation continue.

Nomination forms are returned to the Faculty Senate Office, where they are processed by Senate Office staff for Committee screening.

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SCREENING TO SELECT FINALISTS

The first step in the Committee's review process is to settle any ambiguities in eligibility, which have been noted on the list of nominees prepared by the Senate Office staff.

Typically, sub-committees for teaching and advising are formed to screen all eligible nominees and prepare lists of finalists to be reviewed by the full Committee. Each member of the sub-committee reviews the evidence for the candidates and prepares a list of finalists. The sub-committee meets to share these judgments and to prepare a single list of finalists.

The guiding concern at this stage is to identify candidates for whom (a) there is evidence of excellent, not merely good performance, and (b) there is sufficient evidence to make a sound decision. (The Committee has found the forms in Appendix G useful when screening the candidates, because they allow notation for both kind and sufficiency of evidence.) When there is real doubt or disagreement about whether particular individuals should be finalists, they are included on the list for consideration by the full committee.

Committee experience is that there are generally about a dozen finalists for teaching, half that many for advising, and at most two or three for teaching assistant. The number on the list is determined, however, by the number of individuals for whom there is good evidence of excellence.

SELECTING AWARDEES FROM FINALISTS

All members of the Committee individually review the evidence for all of the finalists. (The Committee has found the materials in Appendix G to be useful for this purpose.) Each member ranks the finalists and submits the ranking to the chair, together with a brief note giving general reasons for that particular ranking. The chair collates the rankings and summarizes the various judgments for the Committee, which has assembled for the purpose of selecting the awardees.

The Committee then discusses the pattern of rankings, reviews again the evidence for finalists as needed, and solicits the range of opinion from the different Committee members. The intent is to make sure that all evidence and views are given a fair and thorough hearing, and that the Committee's decisions represent a consensus of the Committee to the extent possible.

DECISION RULES FOR WEIGHING EVIDENCE

Even when the dimensions of excellence and the procedures for obtaining evidence are clear, there still remains the question of how to weigh the different kinds of evidence in order to screen and rank individuals.

The process must remain largely subjective for several reasons: teaching circumstances vary widely, overall excellence is shown is different ways, and the quality and quantity of evidence is rarely comparable across all finalists. Nonetheless, general guidelines can be developed for characterizing and weighing the evidence in more systematic and meaningful ways, first to select finalists and then awardees. The Committee has found that a few simple guidelines can streamline and better rationalize the decision making.

Two general but helpful rules are that a nominee's evidence must (a) indicate excellent, not merely good, performance and (b) be sufficient to make a confident judgment. Excellence is indicated, for example, by specific and compelling examples of high level performance on at least half of the four major criteria for excellence (knowledge and rigor, commitment, etc.). Sufficiency of evidence is indicated, for example, by consistency and specificity of praise, nominations from many or different kinds of people, and a history of nominations in previous years.

Committee members refer to such principles in the screening and selection process (see Appendix G).

NOTIFICATION OF COMMITTEE DECISIONS

The Faculty Senate Office prepares letters, for the Committee chair's signature, which individually notify the awardees, their chairs and deans, and the Office of University Relations of the Committee's selections.

Under current practice, the Faculty Senate Office also prepares individual letters, for the chair's signature, which notify all nominees who were not selected for awards that they were nominated for an excellence award. These letters are sent at the end of the spring semester, with copies going to the nominees' chairs or deans. As discussed later, the Committee recommends that consideration be given in the future to sending two different kinds of letters: one to finalists who were not selected and another to individuals who did not become finalists.

Committee members may not themselves disclose the names of the awardees until after the letters of notice have been received by the awardees and their chairs.

PRESENTATION OF AWARDS

The Committee chair writes brief descriptions of the awardees to be read on Honors Day by the persons presenting the awards. The Committee plays no other role in the presentation of awards.

RECORDS KEPT ON NOMINEES

Senate Office staff prepare index cards for all nominees on which the number and source (e.g., student, alumni) of nominations is recorded each year. The Committee currently retains no other information about nominees. As discussed elsewhere, however, the Committee recommends keeping the nominations from one year to the next, say, for five to ten years.

PROTECTING THE FAIRNESS OF THE PROCESS

SAFEGUARDS AGAINST ABUSE

Any suspicion of fraud or abuse taints the awards process. Potential problems include self-campaigning, bogus nominations, and conflict of interest on the committee.

Self-campaigning. Awards have, in fact, sometimes been made to individuals who have asked large numbers of students and alumni to write on their behalf (as the Committee later learned). Clearly undeserving individuals do not benefit from self-campaigns and their efforts are obvious, for they generate only tepid and sketchy nominations. The Committee strongly disapproves, however, of self-campaigning, and it should disappear as the Committee makes it known that it will not consider candidates whom it knows to have been largely responsible for their own nomination.

Bogus nominations. The committee knows of no such occurrence, but the possibility has been raised. It therefore looked into two strategies for guarding against such abuse: policing and using multiple sources of data. None of the policing strategies met the standards of feasibility, validity, and fairness outlined in Appendix E. For example, acknowledging all nominations by letter or telephone is simply not feasible and it would be ineffective for exposing certain kinds of hoaxes. Contacting chairs or other selected individuals to verify that finalists "deserve" an award opens the process to actual or perceived bias and thus might do more harm than good in the end. The Committee concluded that the best safeguard is to gather data from multiple sources. As discussed earlier, however, most suggestions for other sources of data fail the standards of

feasibility, validity, and fairness. However, the Committee does recommend two new sources of data, one of which would be very effective in guarding against bogus nominations--student course evaluations. This provides additional reason for future Honors committees to develop this potential source of data for the awards process.

Conflict of interest. The Committee recognizes that, in a small community such as the University, it is inevitable that some members of the Committee will personally like or dislike some of the nominees. However, the size and diversity of the Committee make it highly improbable that any one member could improperly influence the deliberations and decisions of the whole Committee. In fact, the previous committee chairs who were contacted didn't report any problems in their committees due to bias.

The Committee believes, however, that any possibility of bias is minimized (and decisions improved) when criteria and decision-making rules are clear, so it has worked toward greater clarity in both. It also believes that greater clarity is required to promote, not just actual fairness, but also perceptions of Committee fairness in the wider University community. To this end, it has also adopted the following procedures.

The chair will bring all written communications about Committee fairness before the whole Committee. It will determine whether the criteria and procedures were properly followed and whether there was improper influence on its decisions. The Committee will then apprise the correspondent of its findings and actions, if any. The Committee's letter may describe the relevant criteria and procedures, but will not divulge confidential material (e.g., content of the nominations) or actions (e.g., the votes of Committee members).

Committee members are encouraged to apprise the Committee, during the screening or selection process, of personal or professional relations that may not be known to the Committee but which could seriously affect perceptions of fairness should they become known, especially among individuals outside the Committee, who are not privy to the care with which the Committee deliberated.

SOLVING THE PROBLEM OF DESERVING BUT UNDER-NOMINATED INDIVIDUALS

The major problem regarding fairness is not that undeserving individuals have won an excellence award, but that some highly deserving individuals never get it into the pool of finalists because of insufficient evidence on their behalf. In particular, some faculty receive a few nominations in many different years, but not enough in any one year to justify making an award. The

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Committee considered various ways to bring such individuals into
the pool of finalists. The one solution which met the standards
of feasibility, validity, and fairness is to keep nominations
from one year to the next and use them to provide additional
information about individuals with few but extremely favorable
nominations in that year. This recommendation is discussed
below.

RECOMMENDATIONS

The Committee makes recommendations on three issues: making
better use of data it already collects, collecting other kinds of
data, and notifying nominees of their nomination for an award.

<u>Making better use of current sources of data</u>. The Committee
has taken steps to make better use of the data it already
collects by clarifying (a) eligibility, (b) the criteria for what
constitutes excellence in both excellence and advising, and (c)
Committee procedures for collecting and weighing evidence, and by
(d) revising the nomination forms. It also strongly recommends
the following:

Recommendation 1: **Seek advice from Publications on
formatting the revised nomination forms, and pretest them.**

Recommendation 2: **Keep nominations from one year to the
next, and use them as additional evidence for (a) finalists and
(b) individuals who might become finalists with further evidence
(that is, individuals with few but laudatory nominations in that
year).**

Recommendation 3: **Continue experimenting with ways to
increase the number of alumni and student nominations.
Possibilities include better publicity (in Update, the Review,
the Blue Hen Messenger, or WXDR) and additional targeted
distribution of nominations forms (e.g., in an exit survey of
graduating seniors).**

<u>Developing new sources of data</u>. After carefully weighing
various suggestions for collecting more data in the awards
process, the Committee has concluded that most suggestions for
improvement are either not feasible or would create more problems
than they would solve. However, one procedure seems promising.
The Committee therefore recommends the following:

Recommendation 4: **Investigate further the merits and
possibilities of a University-wide system of course evaluations
which would contain a <u>few common questions</u> designed specifically
for the awards process. Considerable thought should be given to
the types of questions that can fairly compare teachers (and
possibly advisors) who work under different circumstances (say,**

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teaching undergraduate versus graduate or large versus small classes). (It should be noted that use of this or other new sources of data for finalists would require the Committee to reconsider the timing of its procedures, which it might wish to do anyway.)

<u>Notifying nominees of their nomination</u>. As discussed earlier, the Committee recommends that the next Honors committee:

<u>Recommendation 5</u>: Explore the possibility of sending two different letters to nominees who do not win an award, one to finalists and a different one to other individuals who were nominated but did not become finalists.

Appendix A

Clarifying Who is Eligible as "Faculty"

The Committee considers the following two definitions of "faculty" to be inappropriate for purposes of the excellence awards: (a) membership in the Faculty Senate and (b) membership in the AAUP Bargaining Unit.

Membership in the Faculty Senate. The Bylaws of the University (p. B-10 of the Faculty Handbook) specify who has voting membership in the Faculty Senate, and they include job categories with duties that are not at all similar to those of "faculty" as typically understood (e.g., the President of the University, the Treasurer, and the Directors of Scholarships and Student Financial Aid). Were the Committee to adopt this interpretation of "faculty," most administrators and professionals would be eligible. This interpretation would clearly not be consistent with either the spirit of the excellence awards or with the 1991 Senate resolution which extended eligibility to a limited group of administrators and professionals. It would also be widely perceived as a major (and inappropriate) change in the purpose of the awards.

Membership in the AAUP bargaining unit. Membership in the bargaining unit seems more consistent with the intent of the awards process and common presumptions about who are "faculty." However, criteria for membership in the bargaining unit are neither clear nor under the control of the faculty (by any definition of the term). First, the AAUP contract (p. 1) specifies that its coverage extends to "[a]ll full-time employees who are regular members of the voting faculty of the University of Delaware under the Bylaws and whose appointments are confirmed by the Board of Trustees and no other." However, this statement is inconsistent both with current University practice for membership in the bargaining unit and with the articles of incorporation for AAUP (which specifically exclude many of the categories included in the Bylaws for Senate voting membership). Second, the AAUP itself does not know the principles for membership in its bargaining unit. Apparently, the Vice President for Employee Relations determines membership in the AAUP bargaining unit and supplies the list of members to the AAUP.

Both these options therefore involve excessive administration involvement in what is supposed to be an award to faculty by faculty. Whereas voting membership in the Faculty Senate would make most administrators eligible as "faculty," membership in the AAUP bargaining unit would leave the definition of faculty up to the Administration.

Criteria for Excellence in Teaching

"Teaching" in this context refers to classroom teaching and related contact with students. Courses may be either undergraduate or graduate.

The criteria are:

1. **Highly knowledgeable and intellectually rigorous**

   . has extensive and deep knowledge of the subject matter
   . is enthusiastic about subject matter
   . is thought-provoking and intellectually demanding
   . relates course material to other fields or contemporary issues

2. **Deeply committed to teaching and students**

   . is enthusiastic about teaching
   . is concerned about individual students and their development
   . is readily available to students
   . is conscientious, organized, and well-prepared for class

3. **Skilled in interacting with students and promoting learning**

   . provides clear expectations, relevant assignments, and ample feedback
   . presents material clearly, asks good questions, and adjusts strategies as necessary to facilitate understanding
   . engages students and stimulates participation
   . is open-minded, fair, and respectful of differences among students

4. **Has positive and lasting impact on students**

   . inspires students to excel
   . promotes critical reading, thinking, and writing
   . produces more learning than in other courses
   . affects students' educational and career plans

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Appendix C

Criteria for Excellence in Undergraduate Advising

"Advising" in this context may include informal as well as formal advisement. It is not feasible to limit advisement to official advisees, and such a limitation would fail to recognize the extremes of excellence in advising.

The criteria are:

1. **Knowledge - the advisor's breadth and depth of relevant knowledge.** (This is a minimum necessary requirement.)

   - **institutional regulations and programs** - Knows about regulations and programs at University, college, and department levels.
   - **institutional support services** - Knows about academic, physical and mental health, and other support services for students.
   - **graduate programs and career opportunities** - Knows about appropriate post-undergraduate opportunities.

2. **Active Involvement - the advisor's actions to establish and maintain contact with the students.**

   - **actively maintains contact** - Is readily available to students and maintains open lines of communication.
   - **proactive availability** - Takes the initiative to contact students to facilitate more timely and effective planning.
   - **continual monitoring of progress** - Follows students' progress throughout their academic careers.

3. **Interpersonal Skills/Sensitivity - the advisor's ability to effectively communicate with students and to treat them on an individual basis.**

   - **develops rapport and gains confidence of students** - Is able to convey information effectively to students and is seen as a credible source of accurate information.
   - **develops understanding of students' abilities and goals** - Views students as individuals and takes their personal characteristics into account in the advising process.
   - **helps students develop appropriate educational plans** - Customizes advising and planning to the needs, interests, and abilities of individual students.

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4. **Growth and Impact - the advisor's efforts to address students' lives as a whole and his/her impact on their lives before and after they leave the University.**

    . **encourages students' growth** - Fosters overall growth (academic and personal) rather than just assuring that students fulfill minimum academic requirements.
    . **addresses "long-term" plan** - Adjusts academic planning to address the long-range goals (e.g., career paths or further education) of individual students.
    . **encourages unique opportunities** - Alerts students to special opportunities (e.g., awards, study trips, internships) for which they are suitable candidates and facilitates their involvement.

Appendix D

Revised Nomination Forms

D.1 Revised teaching nomination form

D.2 Revised advising nomination form

EXCELLENCE IN TEACHING AWARDS FOR 1992-93

The University of Delaware Faculty Senate Committee on Student and Faculty Honors solicits the help of the University community in identifying both faculty members and graduate teaching assistants who merit consideration for the 1992-93 Excellence in Teaching Awards. **We urge you to nominate individuals who meet the following criteria so that the University can honor them for their excellence.**

Criteria: The individuals we seek to honor should demonstrate true excellence in teaching. They should be highly knowledgeable about their subject matter and intellectually challenging; be deeply committed to teaching and to students; be skilled in communicating with students and finding ways of promoting learning and understanding; and have a positive and lasting impact upon students and their educational development.

Eligibility: Full-time faculty are eligible, as are full-time administrators and professionals who have teaching responsibility similar to that of faculty. Teaching assistants must be enrolled as graduate students and have full responsibility for teaching a course, a recitation session, or laboratory section.

The following individuals have won the award within the past ten years and are not eligible to receive it in 1992-93.

FACULTY: Maryanne P. Bellman, A. Leroy Bennett, David Black, John Byrne, Raymond Callahan, E. Wayne Craven, John S. Crawford, Araya Debessay, Gordon J. DiRenzo, Mary Donaldson Evans, Gabriella Finizio, David Frey, Richard W. Garvine, Michael Greenberg, Selcuk Guceri, Kenneth Haas, Bernard Herman, Kevin Kerrane, Dene Klinzing, Kenneth Lomax, John R. Mather, Allan McCutcheon, Donald Mogavero, James Newton, Joseph Pika, Lucia Palmer, Georgia Pyrros, Daniel Rich, Paul J. Sestak, Henry L. Shipman, Steven D. Skopik, James R. Soles, Chuck Stone, Gerald M. Straka, Robert Taggart, Allan Thompson, U. Carl Toensmeyer, A. Julian Valbuena, Carol J. Vukelich, Robert Warren.

GRADUATE STUDENTS: Dale A. Beams, James C. Bird, Janet Blasecki, Janice Boyd, Nancy (Coughlin) Weida, James Crowley, Lisa Davis, Rhonda Eller, Mark Burke Green, Robert Ketcham, William N. Knisely, Mark R. Noll, Laura O'Toole, Amy Smith, Jean Strine, Richard Weida.

Deadline for nominations: Nomination forms should be returned via campus mail to the Faculty Senate Office (219 McDowell Hall) **by April 1, 1993.** If you wish to nominate more than one person, please submit a separate form for each person.

Awardees will be announced on Honors Day, May 7, 1993.

To obtain forms: Excellence in Teaching nomination forms are available at the Faculty Senate Office (302-831-2921), department offices, and the main desk at the Student Center. The Senate Office can also provide additional information.

Return forms to: Faculty Senate Office
219 McDowell Hall

DEADLINE FOR SUBMITTING NOMINATIONS: APRIL 1, 1993

EXCELLENCE IN TEACHING AWARD 1992-93

I wish to nominate _____, who is a (faculty member/

graduate teaching assistant) in the _____ (department/college).

My name is _____ and I am an (undergraduate student/

graduate student/faculty member/administrator/staff member).

My major is _____. Expected date of graduation _____.

GIVE THE FOLLOWING INFORMATION FOR EACH COURSE YOU HAVE TAKEN FROM THE NOMINEE:

	Course Number	When Taken	Size of Class	Elective or Required	Course Difficulty (1 = easy 5 = hard)				
1.	_____	_____	_____	_____	1	2	3	4	5
2.	_____	_____	_____	_____	1	2	3	4	5
3.	_____	_____	_____	_____	1	2	3	4	5

PLEASE BE AS SPECIFIC AS YOU CAN IN ANSWERING THE FOLLOWING QUESTIONS:

1. **How knowledgeable and intellectually demanding is this instructor?** (Has deep knowledge and enthusiasm about the subject matter, challenges students intellectually, relates course material to other fields, issues, or student experiences.)

2. **How deeply committed is this instructor to teaching and to students?** (Is enthusiastic about teaching, is concerned about individual students and their growth, is conscientious and well-prepared for class, is readily available to students.)

3. **How skilled is this instructor in communicating with students and facilitating understanding of course material?** (Presents material clearly, listens well, and asks good questions, provides clear expectations and good feedback, engages students and stimulates class participation, is open-minded, fair, and respectful of differences among students. Presents subject matter in a manner that does not demean any group. Lectures and course materials are free from sexist, racist, and other denigrating jokes, references, and innuendos.)

4. **In what ways does this instructor have a positive and lasting impact on students?** (Inspires students to learn and to excel, enhances critical reading, thinking, and writing skills, affects students' educational and career goals and achievements.)

5. **Is this instructor one of the very best you have had at this University?** If so, please explain

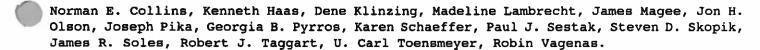**ADDITIONAL COMMENTS MAY BE ATTACHED**

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EXCELLENCE IN UNDERGRADUATE ACADEMIC ADVISING AWARD

1992-93

The University of Delaware Faculty Senate Committee on Student and Faculty Honors solicits the help of the University community in identifying faculty members who merit consideration for the 1992-93 Excellence in Undergraduate Academic Advising Awards. **We urge you to nominate individuals who meet the following criteria so that the University can honor them for their excellence.**

Criteria: The individuals we seek to honor should demonstrate true excellence in undergraduate academic advising. They should be highly knowledgeable about University programs and other opportunities for students; actively maintain contact with students and monitor their academic progress; effectively communicate with students and understand their individual needs and abilities; and have a positive and lasting impact on students' academic and career development.

Eligibility: Full-time faculty are eligible, as are full-time administrators and professionals who have advising responsibility similar to that of faculty.

The following individuals have won the award within the past ten years and are not eligible to receive it in 1992-93.

Norman E. Collins, Kenneth Haas, Dene Klinzing, Madeline Lambrecht, James Magee, Jon H. Olson, Joseph Pika, Georgia B. Pyrros, Karen Schaeffer, Paul J. Sestak, Steven D. Skopik, James R. Soles, Robert J. Taggart, U. Carl Toensmeyer, Robin Vagenas.

Deadline for nominations: Nomination forms should be returned via campus mail to the Faculty Senate Office (219 McDowell Hall) **by April 1, 1993.** If you wish to nominate more than one person, please submit a separate form for each person.

Awardees will be announced on Honors Day, May 7, 1993.

To obtain forms: Excellence in Undergraduate Academic Advising Nomination forms are available at the Faculty Senate Office (302-831-2921), department offices, and the main desk at the Student Center. The Senate Office can also provide additional information.

Return forms to: Faculty Senate Office
219 McDowell Hall

DEADLINE FOR SUBMITTING NOMINATIONS: APRIL 1, 1993

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EXCELLENCE IN UNDERGRADUATE ACADEMIC ADVISING AWARD 1992-93

I wish to nominate _____, who is a faculty member in the

_____ (department/college).

My name is _____, and I am an (undergraduate student/graduate

student/faculty member/administrator/staff member).

My major is _____. Expected date of graduation _____.

In what capacity (formal or informal) and for how long has this person served as your advisor?

_____

PLEASE BE AS SPECIFIC AS YOU CAN IN ANSWERING THE FOLLOWING QUESTIONS:

1. **How knowledgeable is this person about programs and opportunities for students?** (Knows about University, college and department regulations and programs, knows about the University's academic and other support services, knows about graduate programs and career opportunities.)

2. **How active is this person in maintaining regular contact with students and monitoring their progress?** (Is readily available to students, continually monitors students' progress through their academic careers, takes the initiative to contact students for more timely and effective planning.)

3. **How skilled is this person in communicating with students and advising them as unique individuals?** (Develops rapport and gains confidence of students, develops understanding of students' individual needs, interests, and abilities, helps students develop appropriate educational plans.)

4. **In what ways does this person have a positive and lasting impact on students?** (Encourages overall academic and personal growth rather than mere fulfillment of requirements, promotes academic planning that enhances students' later career development, helps students learn about and take advantage of special opportunities.)

5. **Is this person one of the very best advisors you have had at this University? If so, please explain.**

ADDITIONAL COMMENTS MAY BE ATTACHED

Appendix E
Analysis of Suggestions for Increasing
Quantity and Quality of Data

The Committee solicited, received, and itself generated a variety options for collecting more and better data. In reviewing them, it applied the following standards. An option must:

a. be feasible in terms of time required of Committee members, nominators, and nominees
b. be reasonable in terms of time and effort required of Faculty Senate Office staff
c. be reasonable in terms of financial cost
d. not be very susceptible to bias
e. be perceived as fair
f. consist of data that are appropriate for the intended purpose (i.e., discriminating among levels of <u>excellence</u> in teaching and advising <u>across the University</u>) which, it follows, have not been generated for some other competing or inconsistent purpose (such as for improving teaching)
g. add significantly to the validity of the information already available for candidates
h. not require anyone to violate confidentiality or require nominees to sacrifice it (such as by revealing annual evaluations)

<u>Keeping and using nominations from previous years</u>. It would be far too burdensome for the Committee to review conscientiously all nominations from previous years (even if it were only the immediately prior one) as well as for the current year. However, it could feasibly review earlier nominations for selected types of individuals. Such review might add pertinent information for finalists, and it might add deserving individuals to the pool of finalists (e.g., faculty who receive nominations year after year but not very many in any one year).

It would also be feasible to keep nominations for five to ten years, as long as the nominations do not have to be processed further in any way and are merely stored (alphabetically) in a bundle.

<u>Student course evaluations (for teaching)</u>. Student course evaluations have the potential of providing valid, student-driven evidence for excellence in teaching among finalists. The Committee might, for example, review summaries of the ratings for all a finalist's courses for a certain period of time. Aware of this potential, the Committee collected course evaluations from across the University in order to assess how comparable they are from department to department, whether they provide appropriate kinds of data, and how long they are kept in department files.

Analysis of those data reveal that departments and colleges differ widely in the kinds of data they collect, whether such collection is optional, and the length of time, if any, departments keep the evaluations. None collects information on all four of the criteria by which the Committee assesses excellence. In short, current course evaluations are not usable in the awards process.

To be appropriate, useful, and fair in the context of the awards process, course evaluation questions (at least those used in the awards process) must be common, required, and retained across all departments and colleges. Those questions must also collect information that is appropriate for the awards process. Global ratings of excellence in teaching can be useful if they capture the extremes of excellence <u>according to the Committee's criteria.</u> They would not be clearly useful, for example, if mere popularity without rigor could produce high ratings. Global items designed specifically for the awards process (e.g., "This instructor is one of the most challenging and effective at the University." or "This teacher clearly deserves the University's excellence in teaching award.") and with several levels of response (e.g., five categories from strongly disagree to strongly agree) might be appropriate.

Items that are used to assess excellence for evaluation purposes (whether that be merit pay or the excellence awards) must be clearly identified as such. They must not be, or be perceived by students to be, items designed to provide feedback for improvement. Respondents provide more negative evaluations when they think their responses will be used to foster improvement rather than recognize merit. This concern is especially relevant to items that rate teaching performance on specific dimensions of excellence (e.g., skill in interacting with students), because these types of items have sometimes been specifically intended for feedback only and been presented to students as such.

While possible in theory, a University-wide system of instructor evaluation is obviously a very difficult undertaking. It would require considerable effort on the part of many people in the University, not just the Committee, and not just for the purpose of setting it up but also for maintaining it over time. The task seems formidable, and is probably not justified if undertaken simply to provide additional data for the excellence awards. And as a source of data for the awards process, the system would be valid and perceived to be fair only to the extent that it was successfully implemented <u>and maintained</u> across the University.

<u>Classroom observations</u>. This is one of the most frequently suggested options, but such visits are not feasible if

appropriately done. They should not be performed unless they produce data that are valid and perceived to be fair.

Classroom visits are likely to provide reliable and valid information about classroom performance and to be perceived as fair only when observers are trained, use a common set of techniques and criteria, and make multiple visits. Even if valid for the courses and semesters visited, it is still unclear to what extent the results of such visits could be generalized to other courses or semesters for that instructor. Such limitations, of even the most professional procedures, could be expected to raise questions of fairness in the minds of many. In any case, such an extensive effort to evaluate the dozen or so finalists is clearly far too burdensome for the Committee to contemplate. One visit per candidate would have the virtue of being less burdensome, but it would have none of the benefits of the professional procedure. It would not produce valid evidence and thus could be unfair to candidates and would waste the Committee's limited time.

<u>Additional, Committee-solicited evaluations of finalists from selected students, alumni, faculty, and administrators, whose names may have been suggested by the nominee in question</u>. This procedure is much like that for tenure and promotion and it carries similarly burdensome obligations for all parties, whether Committee, nominee, or evaluators. Like classroom visits, such information would serve to check the validity of the information obtained from the unsolicited nominations, but only if it were collected from a variety of individuals.

Some have suggested that information from even one of these sources would help, which is true for some sources but not others. The Committee is concerned that limiting such solicitations to single individuals, such as chairs or deans, introduces too high a risk of bias, even if they were more tightly constrained in what or how they report (as with a checklist or questionnaire). In addition, giving special weight to administration input seems inconsistent with the spirit of a faculty awards process. A related suggestion has been that chairs simply report other data to which they have access, such as annual evaluations. However, that raises other problems, such as using data that individuals expected to remain confidential or which was originally collected with other considerations in mind, such as distributing merit pay.

Limiting sources to certain groups of individuals, say, alumni or current and past matriculated students, is less worrisome with regard to the potential for bias, but it would require considerably more time and effort on the part of the Committee, Faculty Senate Office staff, and the people who would provide appropriate lists of students.

1   <u>Vitae or other evidence compiled by finalists</u>. This option
2 has several disadvantages and no clear advantages. Vitae
3 introduce non-standard and largely irrelevant data from a clearly
4 self-interested source. Also, it would tax nominees to produce
5 other evidence (which might become mini-dossiers) and the
6 Committee to review it, especially when that evidence would not
7 be highly credible for judging classroom and related performance
8 with students.
9
10

Appendix F

Efforts to Stimulate More Nominations

   Committees over the years have attempted to increase the number of nominations in two related ways: better publicity and wider distribution of nomination forms.

   Publicity. Currently, the awards are publicized in 1/8-page ads in the Review and a short notice in the Blue Hen Messenger, once in November and once in February. One year, small posters were put up around campus, but with uncertain impact. In another year, the Committee apparently succeeded in getting the Review to write a story about the upcoming awards, again, with uncertain impact. In yet another year, the Committee asked all instructors to announce the awards process in class.

   Future committees might review ways of bringing more publicity to the awards process. They might include coverage by WXDR as well as the Review and Blue Hen Messenger and involve a retrospective on the previous year's winners. Consideration could also be given to having winners of the awards participate in University events (welcoming new students, or the like) where they are identified specifically as winners of the excellence awards. Short notices of the excellence awards might also be published in the Student Handbook.

   Distribution of forms. Typically, the nomination forms are left late in the Fall (and resupplied as needed) at several strategic locations at the University (the main desk at the Student Center, Department Offices, and the Faculty Senate Office). They are also sent via campus mail to all faculty (approx. 1125) early in the Spring.

   The Committee and Faculty Senate Office staff have experimented over the years with leaving forms at other locations (e.g., the library and Student Health Center) and with sending the forms to key individuals who might distribute them (e.g., residence hall directors, leaders of student organizations). The effectiveness of these efforts was determined by using forms of different colors for the different locations. These efforts netted very few additional nominations and were often costly for what they netted.

   The form was printed once in the Review and once in the Registration booklet. The former effort was nominally successful. The latter netted 302 nominations, but cost over $1000 because the additional weight of the nomination forms pushed the booklet into a new postage rate category. The latter could be considered again if it does push the booklet into a new postal category.

While efforts at better distribution of forms have not been notably successful in the past, future committees might consider other options. For example, they could examine the different routine University publications into which nomination forms might be inserted. One possibility is including a colorful, heavyweight, perforated nomination form in the telephone directory, the University catalog, or the pre-registration materials sent to students. Another suggestion has been to collect nominations from graduating seniors via an exit survey such as Institutional Research used to routinely conduct (the CIRP Survey). All such efforts might yield more if they bear the imprimatur of the University and highlight the University's commitment to excellent teaching and advising.

Future committees must keep in mind the costs of what they propose, because the Faculty Senate Office has a limited budget. The Committee spent $1153 this year for the Excellence awards, which included $148 for two advertisements in the Review (ads are free in the Blue Hen Messenger), $891 for duplicating the nomination forms, and $114 in postage for mailing sets of forms to leaders of about 175 student groups.

Appendix G

Guides and Forms Used in Screening and Selection

G.1 List of nominations: teaching

G.2 List of nominations: advising

G.3 List of finalists

G.4 Guide for applying the criteria for excellence

NOMINATIONS FOR THE 1991 - 1992 EXCELLENCE IN TEACHING AWARDS

NAME/DEPT./NUMBER OF NOMINATIONS	CRITERIA				EVIDENCE			
					PROMISING			
	RIGOR	COMMITTED	INTERACT	IMPACT	SUFFICIENT INFO.	INSUFFICIENT INFORMATION	NO GOOD INFO.	ODD/INCONSISTENT INFORMATION
Name I Psychology 2								
Name II[1] Plant and Soil Science 1								
Name III[2] Mathematical Sciences 1								
Name IV History 1								
Name V Computer Science 2								
Name VI Foreign Languages 1								
Name VII English 1								

[1] Visiting scholar.

[2] Part-time faculty.

NOMINATIONS FOR THE 1991 - 1992 EXCELLENCE IN UNDERGRADUATE ACADEMIC ADVISING AWARDS

NAME/DEPT./NUMBER OF NOMINATIONS	CRITERIA				EVIDENCE			
					PROMISING		NO GOOD INFO.	ODD/INCONSISTENT INFORMATION
	KNOW.	INVOLVE.	SENSTIV.	IMPACT	SUFFICIENT INFO.	INSUFFICIENT INFORMATION		
Name I* Education 1								
Name II Foreign Languages 1								
Name III History 1								
Name IV History 1								
Name V Nutrition and Dietetics 7								
Name VI Ind. & Family Studies 6								
Name VII Political Science 1								

*Administrative academic advisor.

FINALISTS

Please assess whether the evidence (1) supports a judgment of _excellent_, not merely good, performance, _and_ (2) is sufficient to support making an award. We may, but need not, select 4 winners for teaching, 4 for advising, and 2 for teaching assistant.

Please refer to the criteria for excellence in assessing the evidence for these candidates.

Name	Dept.	No. of nominations this year	No. of years nominated before
TEACHING			
Names (in alphabetical order)	Department	9	5 since 1982
	etc.		
TEACHING ASSISTANT			
Name	Department	6	
	etc.		
ADVISING			
Name	Department	10	1 since 1988
	etc.		

Appendix G.4

Guide for Applying the Criteria for Excellence

Please consider the following in judging each nominee.

1. **consider quality and quantity of the evidence**

   . number of sources of information (alumni, students, etc.)

   . number of nominations

   . history of being nominated

   . level of detail in the nominations

   . consistency of evidence

2. **consider level of excellence demonstrated**

   . the number of criteria on which excellence is demonstrated

   . the level of excellence where it is demonstrated

3. **but recall, there is variability in ways to be excellent**

   . excellence in teaching and advising is multidimensional

   . individuals may differ in their major areas of excellence

   . requirements/duties may differ (undergrad, grad, freshmen)

**Is there enough evidence, and does it converge, in showing that
the nominee is truly excellent (as opposed to merely good)?**

PROPOSED
UNIVERSITY OF DELAWARE
ACADEMIC PROGRAM REVIEW

This booklet explains the purpose of, and procedures for, academic reviews at the University of Delaware. Academic Program Review (APR) is a function of the Office of the Provost in conjunction with the University Faculty Senate. It is designed to evaluate the quality, productivity, and role of each academic unit and program* in the fulfillment of the University's mission and strategic goals. APR serves to encourage self-study and planning within units, to insure comparability among review reports, and to strengthen the linkages connecting the planning agendas and practices of individual units with those of their colleges and of the University as a whole. Reviews inform budgetary planning decisions at every level of administration. Although this document has been designed for the review of academic units within colleges, it can also serve as a model for the review of other types of units that exist within the University of Delaware.

* The term "unit" as used throughout this text refers to an academic department, a college, or a program.

ORGANIZATION AND RESPONSIBILITIES

The University provost selects units for review. Academic units will normally be reviewed at ten year intervals, but this schedule may be accelerated in individual cases at the discretion of the provost. Wherever possible APR reviews will be combined with accreditation or other mandated reviews. The provost assigns the coordination of each review to either the vice provost for academic affairs or to the associate provost for graduate studies. The person charged as coordinator works with the unit under review and with the review panel to insure that the process will be fair, efficient, and effective.

Each review is conducted by a review panel. The panel will be composed of five members, all from disciplines related to that of the unit under review. Three of the panelists will be University of Delaware faculty and two will be faculty from other institutions:

- one University of Delaware member chosen by the dean of the college whose unit is under review, or, in the case of the review of a college, by the provost.

- one University of Delaware member chosen by the Faculty Senate Coordinating Committee on Education.

- one University of Delaware member chosen by the dean of the unit under review from the faculty of another unit.

- two external members representing the discipline of the unit under review chosen by the coordinator in consultation with the head of the unit, the provost, and the dean of the unit's college. No more than one of the external reviewers may be an administrator (chairperson or director).

The coordinator will appoint one of the three internal panelists to be chairperson of the panel. After consulting with the chair of the panel and the head of the unit to be reviewed, the coordinator will establish the time of the review a year in advance and will set a schedule for the accomplishment of the review. Where possible and desirable, University reviews will coincide with accreditation and other externally imposed reviews, or with reviews for new degree programs. The coordinator is also responsible for handling transportation and hotel accommodations for external reviewers.

The review process can be summarized into three parts: self-study, review, and follow-up. In preparation for the review, the unit will undertake a self-study based on the guidelines that appear in this booklet. The self-study phase sets the agenda for all that will follow. It establishes the unit's responsibility for its own planning and goal setting within the context of college and University priorities. Following receipt of the self-study plan, the dean of the unit will also write a statement to explain the role of the unit in the college and the dean's assessment of the unit's strengths, weaknesses, and prospects within the college's planning and budgeting. The self-study document, the ·dean's statement, and the college's planning document will be circulated among the members of the review panel at least one month before the scheduled review. Members of the panel will also receive copies of the University's strategic plan.

It is the responsibility of the review panel chairperson to insure that the internal and external members of the panel work together throughout the review and that the final report reflects the interaction of all members of the panel. The review coordinator should work to insure that representatives from diverse constituencies within the unit are included in the review process. Panelists should read the self-study and dean's report carefully and are encouraged to request additional materials as needed. During the site visit University of Delaware panelists are expected to participate in the full schedule of events. All panel members will participate in the two-day review and in the formulation of the panel's written report. A model schedule for reviews and format for panel reports is included in this booklet. The report should be completed within one month of the review.

2

Upon receipt of the review panel's report by the Office of the Provost, the coordinator will distribute the report to the dean, to the head of the unit, and to the unit's faculty. The coordinator will also schedule a meeting with the chairperson of the panel and the head of the unit to be held approximately two weeks after receipt of the report. The purpose of this meeting is to reconcile any disputed points of fact contained in the report.

The effectiveness of the review depends on the implementation of the recommendations contained in the report. Since implementation will be tied directly to the report's incorporation of the goals that have been defined for the unit in college and University planning agendas, it is essential that the panel approach its charge from the perspective of the unit's role within the University. The final version of the report will be discussed at a follow-up meeting that will include the provost, the coordinator, the dean of the college in which the unit is located, and the unit head. The purpose of this meeting will be to discuss the recommendations of the report and to agree on what steps will be taken by the unit and by other administrators to reach the University's, college's, and unit's goals as contained in the report. The results of this meeting will be summarized in a written document to be prepared by the coordinator of the review. This document will become the blueprint for planning and budgeting decisions regarding the unit and it will be distributed to the unit's faculty. The report will be available in the Faculty Senate Office for use by Senate committees, such as the Coordinating Committee on Education and the Committee on Budgetary and Space Priorities.

SELF-STUDY GUIDELINES

The self-study document describes the unit as it has evolved and is presently constituted and indicates its aspirations for both short-term and long-term development. It should place the unit within the context of college and University planning priorities and of developments within the unit's discipline; and it should address the major issues confronting the unit and suggest how they might be resolved. The preparation of this document must necessarily be based upon open discussions that include all faculty (and in some cases professional staff) in the unit.

The self-study document shall include the following elements (**where appropriate**):

1.   A statement of the purposes, development and planning for undergraduate education in the unit.

    a.   Description of undergraduate curricula and programs for majors and non-majors.

b. Statistical data on course enrollments, class size, and number of majors and minors.

c. Description of the unit's role in meeting University curricular needs, such as group requirements, multicultural courses, Honors courses, and prerequisites for other programs.

2. A statement of the purposes, development and planning for graduate education.

a. Description of graduate curricula.

b. Statistical data on the size of graduate program(s), including number in master's and doctoral programs, and number of funded students and source of funding.

c. Quality of graduate students as defined by numerical indicators, and career placement of graduates.

d. Career placement of graduates relative to market conditions.

3. A statement of the unit's present demographics.

a. Breakdown of FTE faculty, professionals and salaried staff by rank, function, workload, race, age, and gender.

b. · Information concerning the use of non-faculty instructors (if any) in the unit, either teaching assistants or supplemental contract holders.

c. The Office of Institutional Research and Planning will provide demographic data to set the unit into a University-wide context.

4. The research and scholarly productivity of the unit.

a. Analysis of the relation of research productivity or professional creative activities to faculty workload, teaching, and support of graduate students.

b. Faculty promotion and tenure policy.

c. Curriculum vitae of faculty and professional staff.

d. Data on the sources and amount of external research funding.

e. Description of the unit's relationship to University research centers and to other interdisciplinary research groups, or groups that are significant to creative productivity.

f. Regional and national professional activities of the faculty, staff, and students.

5. The public service function and productivity of the unit.

a. Statement of the unit's role in public service.

b. Evidence of public service activity as expressed in contract research for government or non-profit agencies.

c. Evidence of other forms of public service, such as speaking in schools, assisting in social service agencies, government agencies, hospitals, cultural organizations, and similar activities.

6. Information concerning the University service of the unit's faculty and staff.

7. A statement of the unit's accomplishments in support of the University's goal to create a diverse faculty, staff, and student population.

8. A description of the unit's facilities, including space and equipment.

9. A statement of University support for the unit, including factors such as library resources, research equipment, graduate support, and staff support.

10. The goals and costs associated with the unit's planning to meet current and future needs, and the relation of the unit's plan to college and University planning goals. This statement should incorporate proposed changes to either reduce or to increase the unit's resources and to justify these proposed changes.

11. A statement concerning the unit's governance, including its committee structure, the responsibilities of the chairperson or coordinator, and the role and frequency of faculty meetings.

A TYPICAL REVIEW SCHEDULE

The purpose of the suggested review schedule is to insure that reviews are thorough and fair. All members of the unit under review should have the opportunity to interact with the review panel. It is equally important that all members of the review team, internal as well as external, participate in the entire review. Reviews normally begin on the evening that the external panelists arrive with a dinner hosted by the coordinator and attended by the members of the panel, the head of the unit, and the dean of the college. The dinner will serve as an orientation to the review and will give panelists the opportunity to ask questions about the unit.

On the following morning the panelists will meet for breakfast with selected faculty leaders from the unit, possibly members of the unit's steering committee, chairs of its major committees, or its full professors. One or more of these will then escort the panelists on a tour of the unit's facilities and of other campus facilities pertinent to the unit's operation.

The panelists will meet with the faculty members responsible for the unit's undergraduate program to review the program. An appropriate representative from the dean's office and the vice provost for academic affairs will also participate in that meeting.

The panelists will meet with the faculty members responsible for the unit's graduate program to review the program. The associate provost for graduate studies, the vice provost for research and the dean or dean's representative will also participate in that meeting.

The panelists will be joined at lunch by a selected group of undergraduate majors or graduate students in the unit.

In the afternoon time will be set aside for individual faculty and professional staff to meet with the panelists. The panel will also meet with undergraduate and graduate students from the unit both in individual sessions and as a group.

Dinner offers an opportunity for the panel to meet with other faculty from the unit and with chairs of related disciplines and members of the University administration who interact frequently with the unit. The coordinator should attempt to include the full faculty of the unit in some portion of the review. To expedite the investigative rather than social nature of all aspects of the review, it is suggested that faculty be included as members of diverse constituencies within the unit, such as unit committees or sub-disciplines.

Breakfast on day two can be used to complete the panel's meetings with faculty or to allow the panelists to meet alone to set the agenda for their wrap-up meeting with the provost and to begin laying out the outline of their report.

The main business of the morning will be the panel's meeting with the provost and, separately, with the dean. The panel may also wish to meet privately with the unit head and conduct any other interviews that they, the coordinator, or the unit head has requested.

The review will conclude at lunch where the panelists will meet alone to outline their report and to divide up the writing responsibilities. The report is due one month following the completion of the review.

REVIEW REPORT

The report should place the unit under review in the larger context of University priorities and of developments in the unit's discipline. It should take account of the unit's role within the University. It should address the major issues facing the unit, comment on the compatibility of the unit's purpose, achievements, plans, and goals with the University and college mission and planning documents, and suggest strategies for achieving unit and University goals. To accomplish these purposes the report should consider the following points as appropriate to the mission of the unit:

1. Undergraduate Program

    How well ·is the unit performing its undergraduate teaching function? Is the curriculum sound and sufficiently rigorous? Is the unit properly staffed to fulfill its undergraduate responsibilities? Are classes the appropriate size to accomplish its teaching goals? Is the unit fulfilling its responsibilities to non-majors with regard to distribution requirements, multicultural courses, the Honors Program, and prerequisites?

2. Graduate Program

    How effective is the unit in performing its graduate teaching responsibilities? Is the research and scholarly productivity of the unit's faculty appropriate to its graduate responsibilities? Are the graduate program's admissions criteria appropriate? How successful are the unit's efforts to attract and retain minority graduate students? How competitive are the unit's graduate programs nationally and regionally in attracting qualified graduate students and placing graduate degree holders in professional employment? Is the curriculum sound? Is there adequate

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financial support from the University? Does the University supply the library resources, laboratory facilities, and other resources necessary to support the graduate program? Are students receiving faculty mentoring and assistance in finding professional employment?

3.   Faculty Research and Scholarship

Is the research, creative activity, and scholarship of the faculty appropriate to the unit's mission and overall responsibilities with regard to quality and quantity? Are research facilities and library resources sufficiently supportive of faculty research? Are faculty generating external funding to the degree that they might? What role are faculty playing in the University's research centers and interdisciplinary research groups? Are the faculty engaged in regional and national professional organizations?

4.   Faculty and Staff

How well are faculty and staff resources being used? Are promotion and tenure policies appropriate to the unit's mission and aspirations? Is the unit successfully hiring and promoting minority and women faculty? Are faculty and staff workloads equitable and appropriate to the unit's mission? How does the unit rank among those in similar institutions regarding research productivity and quality, external funding and teaching loads?

5.   Public Service

Is the unit meeting its public service obligation? Is it performing a satisfactory amount of public service research and assistance? Is it, where appropriate, making the effort to introduce students to professional public service opportunities?

6.   Diversity

Is the unit taking appropriate steps to meet the University's goal to achieve a diverse faculty and student body, to offer multicultural courses, and to promote respect for all people.

7.   University Citizenship

Is the unit a good University citizen? Do its members encourage and contribute to interdisciplinary activities? Should it concentrate its efforts and resources in a different way in order to create the greatest possible synergy throughout the University?

8.   University Support

Is the unit receiving adequate support from its college and
from the University at large? Are its facilities adequate?
Is it properly staffed? Are library and other resources
appropriate to support the unit's programs?

9.   Plans, Goals, and Resource Allocation

To what degree is the unit central to the mission of the
University and of the unit's college as reflected in
University and college mission priorities? How do the
unit's plans and goals serve to fulfill its mission? Is the
unit trying to do too much? What, if any, of the unit's
requests for additional resources does the panel support,
and why? How might the unit's resources be redistributed to
realize its goals and those of the University?

10. What will the unit have to do to achieve or maintain
national or regional competitiveness during the next decade?

CODE OF CONDUCT

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Academic Misconduct

Academic misconduct is the intentional violation of University policies, by tampering with grades, or taking part in obtaining or distributing any part of an unadministered test. Examples include but are not limited to:

1. Stealing, buying, or otherwise obtaining all or part of an unadministered test.

2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.

3. Bribing any other person to obtain an unadministered test including answers to an unadministered test.

4. Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.

5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a gradebook, on a test, a "change of grade" form, or other official academic records of the University which relate to grades.

6. Entering a building or office for the purpose of obtaining an unadministered test.

7. Continuing to work on an examination or project after the specified allotted time has elapsed.

2. ALCOHOL POLICY

A complete description of the University's alcohol policy is found in this Handbook on page 43. This policy statement outlines the University's position regarding the unauthorized possession, use, manufacture or distribution of alcohol on the campus. This also applies to alcohol intoxication on campus and to driving while impaired due to alcohol consumption.

3. CONSPIRACY

Any student who aids another person in committing any Code of Conduct violation.

4. DISRUPTIVE CONDUCT

Disruptive Conduct is generally defined as any action by a student that impairs, interferes with or obstructs the orderly conduct, processes and functions of the University. This includes but is not limited to:

A. Violence or threat of violence against self or any member or guest of the University community. This includes but is not limited to physical assault, rape, or other sexual assault. Rape is forced sexual intercourse, whether or not a weapon is used. Conviction, whether in the courts or in the Student Judicial System, for rape or other serious physical assault will lead to expulsion from the University.

Any member of the University community who witnesses a violaton of the Code of Conduct is expected to report that violation whether or not the reporter was personally victimized by the violation.

B. Harassment: Deliberately acting with offensive expression towards any members or guests of the University community, whether on one or more occassions. This includes but is not limited to harassment based on race, creed, color, gender, sexual orientation, age, religion, national or ethnic origin, disability, or veteran status.

Harassment on the basis of these characteristics contributes to a hostile environment that makes access to education for those subjected to it less than equal. Such discriminatory harassment is therefore considered to be a violation of the Code of Conduct.

Prohibited harassment includes discriminatory intimidation by threats of violence, and also includes personal vilification of students on the basis of their creed, color, gender, sexual orientation, age, religion, national or ethnic origin, disability, or veteran status.

Speech or other expression constitutes harassment by personal vilification if it:

- is intended to insult or stigmatize an individual or a group of individuals on the basis of their race, creed, color, gender, sexual orientation, age, religion, national or ethnic origin, disability, or veteran status and
- is addressed directly to the individual or group of individuals whom it insults or stigmatizes; and
- makes use of insulting or "fighting" words or nonverbal symbols.

In the context of discriminatory harassment by personal vilification, insulting or "fighting" words or nonverbal symbols are those "which by their very utterance inflict injury or tend to incite to an immediate breach of peace," and which are commonly understood to convey direct and visceral hatred or contempt for human beings on the basis of their race, creed, color, gender, sexual orientation, age, religion, national or ethnic origin, disability, or veteran status.

C. Interference with the freedom of movement of any member or guest.

D. Interference with the rights of others to enter, use, or leave any University facility, service, or activity.

E. Interference with the freedom of speech of any member or guest of the University.

F. Trespassing or unauthorized entry.

G. Excessive noise.

H. Inappropriate, loud or disruptive behavior in the classroom.

An abridged statement published by the Faculty Senate concerning Disruptive Behavior is printed on pages 46-48 of this Handbook.

5. DRUG POLICY

A complete description of the University's drug policy is found in this Handbook on page 45. This

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