

SUMMARY OF AGENDA

MAY SESSION, TWO MEETINGS

MAY 4, 1992

MAY 11, 1992

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: April 6, 1992
- III. REMARKS BY PROVOST PIPES and/or ASSOCIATE PROVOST ANDERSEN
- IV. ANNOUNCEMENTS: Senate President Taggart
- V. OLD BUSINESS - None
- VI. NEW BUSINESS
 - A. Election of Senate officers and certain committee members and chairs
 - B. Request for confirmation of committee appointments
 - C. Recommendation for approval of a new Honors Degree leading to the Honors B.S. in Food Science
 - D. Recommendation for provisional approval of the Coursework option in the Master of Mechanical Engineering Degree
 - E. Recommendation to specify that Reading Day is intended as a day set aside for studying
 - F. Proposal to revise Step 3 and Step 4 of the Student Grievance Procedure
 - G. Recommendation for revisions to the Academic Dishonesty Policy in the Official Student Handbook
 - H. Recommendation setting forth a Policy on Computing Use at the University of Delaware

MAY 11, 1992

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ANNOUNCEMENTS: Senate President Taggart

VI. NEW BUSINESS Continued
(Starting after the last completed item on May 4, 1992. The following items are reserved for the May 11th meeting:)

I. Report and recommendations from the Greek Life Task Force

J. Introduction of new business



University of Delaware

UNIVERSITY FACULTY SENATE
219 MCDOWELL HALL
NEWARK, DELAWARE 19716

(302) 451-2921
(302) 451-2922

April 24, 1992

TO: All Faculty Members
FROM: Harrison Hall, Vice President
University Faculty Senate *H. Hall*
SUBJECT: May University Faculty Senate Meetings

The May meetings of the University Faculty Senate will be held on May 4 and May 11, 1992 at 4:00 p.m. in room 110 Memorial Hall. The agenda will be as follows:

- I. Adoption of the Agenda.
- II. Approval of the Minutes of the Senate meeting of April 6, 1992.
- III. Remarks by Provost Pipes and/or Associate Provost Andersen
- IV. Announcements: Senate President Taggart
- V. Old Business - None
- VI. New Business

[Note: To save expenses, attachments may not include the complete information and supporting materials available to the committee(s). A copy of all background information is being held for review in the Faculty Senate Office, 219 McDowell.]

- A. Election of Senate officers, one member of the Committee on Committees and Nominations, and three members of the Rules Committee. [Note: A slate of nominees prepared by the Committee on Committees and Nominations, (D. Smith, 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 and Nominations (D. Smith, Chairperson), for Senate confirmation of committee appointments. (Attachment 3)

April 24, 1992

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. Recommendation from the Committee on Undergraduate Studies (M. Keefe, Chairperson), with the concurrence of the Coordinating Committee on Education (K. Lomax, Chairperson), for approval of a new Honors Baccalaureate Degree in Food Science. (Attachment 4)

RESOLVED, that the Faculty Senate approves the establishment of a new Honors Baccalaureate Degree in Food Science, effective immediately.

- D. Recommendation from the Committee on Graduate Studies (R. Dalrymple, Chairperson), with the concurrence of the Coordinating Committee on Education (K. Lomax, Chairperson), for provisional approval of the Coursework option in the Master of Mechanical Engineering Degree. (Attachment 5)

RESOLVED, that the Faculty Senate approves provisionally, for four years, the Coursework (non-thesis) option in the Master of Mechanical Engineering, effective immediately.

- E. Recommendation from the Committee on Undergraduate Studies (M. Keefe, Chairperson), with the concurrence of the Coordinating Committee on Education (K. Lomax, Chairperson), to specify that Reading Day is intended as a day set aside for studying.

WHEREAS, the purpose of a University-wide Reading Day is to give students a day free of exams and allow them to review for upcoming finals and to complete projects, therefore be it

RESOLVED, that no exams may be given on Reading Day and that this statement be inserted in the Faculty Handbook, Section II, as paragraph 4 under II.2. "Examinations and Tests," page II-3.

- F. Recommendations from the Committee on Academic Appeals (E. N. Simons, Chairperson), with the concurrence of the Committee on Graduate Studies (R. Dalrymple, Chairperson), and the Committee on Undergraduate Studies (M. Keefe, Chairperson), to revise Step 3 and Step 4 of the Student Grievance Procedure.

RESOLUTION ONE

WHEREAS, there has not been a clearly defined, consistent procedure for different departments and colleges to use in conducting Step 3 hearings, and

WHEREAS, it has become clear that different students have received different treatments in different departments by not having any consistent procedure used for Step 3 hearings, therefore be it

RESOLVED, that one procedure be utilized by all Step 3 hearing committees to better insure that all students receive similar treatment. (The following recommendations for Step 3 Procedures would be added to Section II, paragraph 4. "Student Grievance Procedure," page II-5, of the Faculty Handbook:)

[Added text is in bold type, deleted text is within brackets and double underlined.]

Step 3) A student or faculty member who is not satisfied with the decision reached in Step 2 may appeal to [the chairperson of the department/] **the concerned college [Academic Judgment and Student Complaints Committee. Each academic department/college shall designate such a committee of at least five members, two of whom must be students: by creating a new standing committee, by appointing an ad hoc committee for each complaint, or by adding the function of hearing student complaints to an existing committee.]** Dean. This appeal to **Step 3** must be made no more than three weeks (within a regular Fall or Spring semester) after Step 2 has been completed. The College Dean will establish a hearing panel within two weeks of receipt of an appeal or if that is too close to the end of a regular Semester, by one month after the beginning of the next regular Semester (Fall or Spring), whichever occurs first. The college hearing panel will hear the appeal during a regular semester. Typically the panel will include three faculty members with one (only) of them coming from the involved department and the other two drawn from other departments within that college, or, where necessary from other colleges when the concerned college has few or no departmental divisions. There should be two undergraduate student members for an undergraduate appeal or two graduate student members for a graduate appeal and neither of the student members should come from the department involved. (These students may be drawn from other colleges, also.)

The student and professor concerned must both be present at any/all hearing/s when evidence is being presented.

The procedures utilized by colleges relating to the student grievance procedure at Step 3 should conform to the general principles of due process. To satisfy this standard, the hearing process should, at least:

- A. Fully inform the student and faculty member in writing of the procedures to be used so that they are aware of them in advance of the hearing.

- B. **Make available to the student and/or faculty member, at least three working days prior to the hearing, all material which has been furnished to the college hearing panel that will be presented as evidence and the names of any witnesses who are scheduled to give testimony.**
- C. **Allow the student and faculty member to:**
 - 1. **Hear all testimony and examine all evidence presented on behalf of the other;**
 - 2. **question witnesses and/or each other about their testimony or evidence presented;**
 - 3. **be assisted by an advisor of his or her choice from among the members of the University community. The advisor may help prepare the case, raise questions during the hearing, and, if appropriate, help prepare an appeal to Step 4. A department Chairperson who has mediated or attempted mediation at Step 2 would not be permitted to serve as advisor to either party beyond Step 2.**
 - 4. **Make a summary statement at the conclusion of the hearing.**

There must be a decision made at Step 3 before an appeal can be made to Step 4.

It is recommended that all hearings be tape recorded and those tape recordings be secured for no less than one year by the concerned college Dean's office.

It is recommended that a copy of the written report of the decision be filed with the appointing Dean's office at the time it is sent to the student and professor involved.

RESOLUTION TWO

WHEREAS, there has been no time limits set for appeals to the final Step 4 level of academic appeals and some have arrived more than two years after the grievable incident, therefore be it

RESOLVED, that an appeal must be made to Step 4 no more than one month (within a regular Fall or Spring semester) after a Step 3 decision is issued. (This change to Step 4 would be added to the "Student Grievance Procedure" in the Faculty Handbook, Section II, middle of page II-5.)

[Added text is in bold type, deleted text is within brackets and double underlined.]

Step 4) A student or faculty member who is not satisfied with the fairness or thoroughness of the procedures used in Step 3 may appeal to the Academic Appeals Committee of the University Faculty Senate. This appeal must be made to Step 4 more than one month (within a regular Fall or Spring semester) after a Step 3 decision is issued. This Committee, on reviewing the case, may uphold the decision of the [departmental/] college committee without a hearing, or it may decide the appeal should be heard.

For purposes of a hearing, the Chairperson of the Academic Appeals Committee may

- G. Recommendation from the Committee on Student Life (R. Bennett, Chairperson), for revisions to the Academic Dishonesty Policy. [Note: The current and revised policies are at Attachment 6.]

WHEREAS, the Dean of Student's Office has received complaints from faculty and students about the current academic dishonesty procedures and sanctions, and

WHEREAS, the complaints have centered on the laborious nature of the due process system and the inflexibility of the current system, and

WHEREAS, the number of academic dishonesty cases has diminished sharply from 69 two years ago to 32 last year, therefore be it

RESOLVED, that the current policies and procedures concerning academic dishonesty in The Official Student Handbook 1991-1992 be amended as indicated in Attachment 6 of the Agenda.

- H. Recommendation from the Committee on Instructional, Computing and Research Support Services (R. Wilson, Chairperson), setting forth a Policy for Responsible Computing at the University of Delaware. (The Policy is at Attachment 7. The recommended guidelines for its implementation are at Attachment 8.)

WHEREAS, the Committee on Instructional, Computing and Research Support Services began work on this task in 1989, and

WHEREAS, the Committee has interacted with various faculty, student, administrative and professional staff groups, and

WHEREAS, this policy has been reviewed in an open hearing, and

WHEREAS, the University must be diligent to protect itself from liability from computer misuse, and

WHEREAS, the responsible use of computer utilization is essential within the University community and the selected misuse of computers is contrary to the mission of the University, therefore be it

RESOLVED, that the Policy for Responsible Computing at the University be adopted by the University Faculty Senate and that the Policy be inserted in the Faculty Handbook in Section III, page III-Z-3, paragraph Z.1., (moving the present paragraph Z.1., "Acquisition of Computer Hardware, Software, or Associated Computing Services" to Z.2.) and be it further

RESOLVED, that each unit of the University will modify the Guidelines for Implementing the Policy for Responsible Computing at the University of Delaware to meet their individual unit needs, and be it further

RESOLVED, that the judicial processes outlined within the policy will be followed.

- I. Report and recommendations from the Greek Life Task Force (D. Sperry, Chairperson). (The report is at Attachment 9.)

RESOLUTION 1

WHEREAS, that students seeking membership in Greek organizations will benefit by terminating the pledging process, and

WHEREAS, the faculty of the University of Delaware have the responsibility for student welfare, therefore be it

RESOLVED, that The Official Student Handbook of the University of Delaware be modified by the 1994-1995 academic year to limit the pledging period of all officially recognized student organizations to not more than four weeks, and be it further

RESOLVED, that The Official Student Handbook of the University of Delaware be modified by the 1997-1998 academic year to state that organizations having a pledging process or pledge status for prospective members will be denied official recognition, and be it further

RESOLVED, that the national Greek organizations with local chapters at the University of Delaware and those seeking official status for local chapters be informed of this impending permanent change at the University of Delaware.

RESOLUTION 2

WHEREAS, the first priority of students must be academic matters, and

WHEREAS, students also have an obligation for responsible social conduct, and

WHEREAS, Greek organizations will benefit from more stringent membership requirements, therefore be it

RESOLVED, that the University Faculty Senate requests the Panhellenic, Interfraternity, and National Pan Hellenic Councils adopt new minimum criteria for students seeking to join local chapters of Greek organizations, and be it further

RESOLVED, that students seeking to join local chapters of Greek organizations must have completed successfully 12 credit hours at the University of Delaware, and be it further

RESOLVED, that students seeking to join local chapters of Greek organizations must also have a minimum cumulative index of 2.33 (C+), and be it further

RESOLVED, that students seeking to join local chapters of Greek organizations must also be free of all current judicial sanctions imposed by the University's student judicial system, and be it further

RESOLVED, that these minimum criteria be in effect at the start of the 1993-1994 academic year.

RESOLUTION 3

WHEREAS, the University of Delaware should have a comprehensive system for monitoring the academic performance, disciplinary problems, and conduct of all students, therefore be it

RESOLVED, that the Office of the Dean of Students, in consultation with the Office of Women's Affairs, establish a system of record keeping that will allow, among other things, an accurate and impartial measure of each Greek organization's collective profile, and be it further

RESOLVED, that the Administration provide sufficient resources to enable the Office of the Dean of Students to establish and maintain such a record system.

RESOLUTION 4

WHEREAS, all organizations benefit from long-range planning and periodic assessment of strengths and weaknesses, therefore be it

RESOLVED, that a process of periodic review of all local chapters of Greek organizations be established, the format and schedule for such reviews to be determined by representatives from the Office of the Dean of Students and the Interfraternity, Panhellenic, and National Pan Hellenic Councils, and be it further

RESOLVED, that the first review of the local chapter of each Greek organization shall be completed by the 1997-1998 academic year, and be it further

RESOLVED, that the Office of the Dean of Students establish a procedure for collating and summarizing the information regarding local chapters so it is available to governing or decision-making bodies reviewing the status of Greek life at the University of Delaware, and be it further

RESOLVED, that the Administration provide sufficient resources to enable the Office of the Dean of Students to undertake and complete such reviews on an ongoing basis.

RESOLUTION 5

WHEREAS, the existing procedures for expanding the local Greek system encourage groups of students to exist and operate outside of reasonable rules and regulations guiding student behavior and protecting student welfare, and

WHEREAS, groups of students have a right to promote their common interest by being registered student organizations subject to reasonable, equitable, and defined limits, and

WHEREAS, the existing Greek councils representing local registered chapters must be accountable to explain their expansion decisions, therefore be it

RESOLVED, that the Offices of the Dean of Students and of the Vice President for Student Affairs cooperate to review and modify existing University criteria, procedures and policies used to identify registered student organizations in order to incorporate Greek-interest groups, and be it further

RESOLVED, that the Offices of the Dean of Students and of the Vice President for Student Affairs, with the cooperation of the Panhellenic, Interfraternity, and National Pan Hellenic Councils, establish reasonable and fair procedures that direct the development of Greek-interest groups towards full University recognition.

RESOLUTION 6

WHEREAS, the house monitor "experiment" instituted by the University Faculty Senate in the spring of 1991 is inadequate to the tasks for which it was intended, therefore be it

RESOLVED, that the University Faculty Senate terminate the house monitor "experiment" immediately.

RESOLUTION 7

WHEREAS, periodic and equitable reviews of Greek organizations will be conducted, and

WHEREAS, reviews of these organizations will allow for determining that these organizations operate in accordance with the University's goals for student development, and

WHEREAS, establishing that an organization is not willing to operate or capable of operating in accordance with the University's goals for student development could be used to deny recognition to or withdraw recognition from student organizations, and

WHEREAS, the Faculty have the responsibility to set the course of student development and to protect student welfare, therefore be it

RESOLVED, that the University Faculty Senate asks the President of the University of Delaware to institute a policy of granting renewable charters to Greek organizations, and be it further

RESOLVED, that official recognition of Greek organizations be based on their performance determined by periodic review, and be it further

RESOLVED, that the University Faculty Senate Committee on Student Life and representatives from the Offices of the Dean of Students, of Women's Affairs, and of the Vice President for Student Affairs establish procedures for making recommendations to the President of the University of Delaware regarding the initial application of, or the re-application of, Greek organizations seeking charters at the University of Delaware, and be it further

RESOLVED, that this policy take effect in the 1997-1998 academic year.

RESOLUTION 8

WHEREAS, the changes proposed by the Greek Life Task Force are diverse and far reaching, therefore be it

RESOLVED, that the University Faculty Senate establish a new task force in the academic year 1997-1998 to re-evaluate the status of Greek life at the University of Delaware and to determine the effectiveness of all of the recommendations of the 1991-1992 Greek Life Task Force and to propose their continuation, modification, or elimination.

- J. 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.)

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Attachments: Committee Activities Reports

1. Slate of Nominees
2. Biographies of Nominees
3. Committee Appointments
4. Honors Baccalaureate Degree in Food Science
5. Coursework option in the Master of Mechanical Engineering Degree
6. Current/Revised Academic Dishonesty Policy
7. Policy for Responsible Computing Use at the University of Delaware
8. Recommended Guidelines for Implementation of Responsible Computing
9. Report from the Greek Life Task Force

COMMITTEE ACTIVITIES REPORT

Budgetary and Space Priorities, Committee on (Stanley Sandler)

1. Reviewing 92-93 and 93-94 budget status
2. Discussing University planning and U2002 Committee

Committees and Nominations, Committee on (David Smith)

1. Reviewing procedures for Committee on Student and Faculty Honors
2. Completing appointments to the 1992-93 committees

Education, Coordinating Committee on (Kenneth Lomax)

Discussing questions about availability of multicultural and general education courses

Promotions and Tenure, Committee on (Russell Settle)

The Committee has concluded its deliberations on the 56 promotion and tenure cases that came before it this year.

Research Committee (Carroll Izard)

1. Discussing revision of guidelines and criteria for general University research grants
2. Participating in the selection of the Vice Provost for Research (the Senate Research Committee will interview finalists for the position)

Retiring, Retired and Emeriti Faculty, Subcommittee on (Robert Stark)

Reviewing benefits and opportunities for retiring and retired faculty

Student Life, Committee on (Robert Bennett)

Continuing to prepare Academic Dishonesty Policy

Undergraduate Studies, Committee on (Michael Keefe)

1. Open hearing held to discuss permanent status for Hotel, Restaurant and Institutional Management Program (waiting for Provost's Office to receive external evaluation)
2. Discussing multicultural requirement
3. Discussing policy for exams during last five class days

Attachment 1

The following individuals have been nominated by the Committee on Committees and Nominations for various Senate offices during the academic year 1992-93:

President Elect	John McLaughlin Bonnie Scott
Vice President	Farley Grubb David Sperry
Secretary	Jon Olson Judith Roof
Member, Committee on Committees and Nominations	Frank Dilley Roland Roth
Members, Committee on Rules	Biliana Cicin-Sain Andrew Cottle David Haslett Calvin Keeler John Kramer Arthur Sloane

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Biographies of the nominees are at Attachment 2.

VACANT POSITION: PRESIDENT ELECT

NAME: McLaughlin John P. DEPARTMENT: Psychology NAME: Scott Bonnie K. DEPARTMENT: English
 RANK: Assoc. Prof. DATE OF HIRE (FULL TIME): 1964 RANK: Professor DATE OF HIRE (FULL TIME): 1975
 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:

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

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Ctes. & Nomin.	1974-76	Member
2. Univ. Fac. Senate	1973-76	Senator
3. Univ. Fac. Senate	1969-71	Senator
4. Fac. Welfare & Priv.	1987-88	Member
5. Fac. Welfare & Priv.	1983-84	Chair
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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

Human Subjects Cte. 1973-76 Member

Arts & Science Senate (past President, Vice President). Also member of Academic Planning Cte. 1986-88.

AAUP (Grievance Officer 1987-90, Steering Committee 1986-90).

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

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

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. International Studies	1982-83	Member
2. Undergraduate Studies	1986-88	Member
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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

Arts and Science Ctes. on Interdisciplinary Studies 1975-76 (member) and Lifelong Learning 1980 (member).

For additional relevant experiences, see attached statement.

PRESIDENT-ELECT CANDIDATES' STATEMENTS

Professor Bonnie Kime Scott

The following list should help you assess my commitment to the University, and experience with its functions.

Vice president, A&S Senate, 1976-77
 Advisor, Mortar Board Society, 1977-80
 Acting Director, Women's Studies, 1980-81
 Women's Studies Advisory Cte, 1976-77, 1981-82, 1985-88, 1990-91
 Council, Univ. Honors Program, 1981-82
 Presidential Ad Hoc Cte. on Women's Educ., 1982
 Coordinator, Irish Studies Minor, 1977-92 (except 1984 & 87)
 Faculty Grievance Hearing Cte., 1983-84
 Delaware Humanities Council, 1983-86
 Chair, Fundraising Cte., Del. Humanities Council, 1986
 Salzburg Seminar Delegate, 1988
 Commission on the Status of Women, 1984-86
 Cent. for Teaching Effectiveness Advisory Cte., 1984-86
 Acting Dir., Cent. for Teaching Effectiveness, 1987-88
 Chair, Task Force on Coordination of Teacher Educ., 1988
 Faculty Coordinator, Semester in London, Spring 1990
 Chair, Women's Studies Graduate Cte., 1991-92
 Center for Advanced Study, 1991-92.

I should also like to present myself as a committed teacher, and a recognized scholar. While serving on the Senate Committee on Undergraduate Studies, I helped write the University's first multicultural course requirement, and I would like to follow the course of its improvement. My scholarship includes four books on James Joyce and other modernist authors, with considerable emphasis upon women writers. The most recent book is a critical anthology designed to reshape the literary canon.

If I were to become President of the Senate, I would work on several fronts:

1. Communication: Faculty should be heard from on educational issues and University priorities. We should have a regular Senate item, in a standard location, in Update. These would not be formal minutes, and they could vary in nature—a senator's pithy prose, informative data found by a committee, a comparison of our deliberations to those of the wider academic community. In daily operations, I would link faculty with students, administration, and staff, and respond (or find a respondent) to official statements of the administration and DUSC. I enjoy linking resources to tasks and networking among committees. We should acquaint legislators with the faculty's work and concerns by inviting them to appropriate meetings.
2. Students: Emphasize and improve the academic environment for undergraduates, diminishing Delaware's reputation as a party school. Faculty must be involved from admissions onwards. There should be a forum on faculty expectations from students, and vice versa. Cultural events should be linked to the freshman experience, and to large classes, with attendance expected. I should also encourage a forum on strategies for placing graduate students, given the current lack of positions.
3. Administration: In an era when administrative styles have moved toward a corporate model, universities serve different constituencies and needs, and money is scarce, I should emphasize committee charges that pertain to planning of budgets and programs. There should be timely hearings on administration initiatives in these areas.
4. Senate effectiveness: I should encourage self-study of the patterns of service to the Senate. Are the tasks sufficiently worthwhile to draw faculty to committee work? Is talent being missed in any group (rank, age, sex, minority)? Should committee membership be more strongly tied to senate representatives?

Professor John P. McLaughlin is currently out of the country and was unable to provide a statement.

VACANT POSITION: VICE PRESIDENT

NAME: Grubb Farley Sperry David DEPARTMENT: Economics Life & Health Sciences
 RANK: Assoc. Prof. Assoc. Prof. DATE OF HIRE (FULL TIME): 1983 1982
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO ☒ 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.	Library	1986-88	Member
2.	Greek Life Task Force	1991-92	Member
3.	Univ. Fac. Senate	1988-92	Senator
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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

Univ. Undergrad. Reading List Cte. 1988-90 (Member)
 Provost's Cte. on Restructuring Freshman Life 1989-90 (Member)

	COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1.	Univ. Faculty Senate	1990-92	Senator
2.	Greek Life Task Force	1991-92	Chairperson
3.			
4.			
5.			
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PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

VACANT POSITION: SECRETARY

NAME: Olson Jon DEPARTMENT: Chemical Engg. NAME: Roof Judith DEPARTMENT: English
 RANK: Professor DATE OF HIRE (FULL TIME): 1963 RANK: Assoc. Professor DATE OF HIRE (FULL TIME): 1988
 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. Ctes. & Nominations	1989-90	Chair
2. Ctes. & Nominations	1990-91	Chair
3. Promotions & Tenure	1986-88	Chair
4. Executive	1989-91	Member
5. Ctes. & Nominations	1988-89	Member
6. Instructional Resources	1989-91	Member
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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

I have served as Senator 1986-92 and am a (long) past President of the Senate. I am familiar with the needs of the Senate and the duties of the Secretary.

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Univ. Faculty Senate	1991-92	Secretary
2. Executive Committee	1991-92	Member
3. Rules Committee	1989-92	Member and Chair
4. Ad Hoc Committee to Review Fac. Welfare	1991-92	Member
5. Univ. Faculty Senate	1989-91	Senator
6. Cultural Activities	1990-91	Member
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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

I have served as Senate Secretary for this past year during which time, in addition to Senate duties, I helped re-write Faculty Welfare and Privileges hearing procedures. I am an attorney-at-law and bring three years of experience on the Rules Committee and one year experience as Senate Secretary to the position.

VACANT POSITION: MEMBER -- COMMITTEE ON COMMITTEES AND NOMINATIONS

NAME: Dilley	Frank	B. DEPARTMENT: Philosophy	NAME: Roth	Roland	R. DEPARTMENT: Entomology
RANK: Professor		DATE OF HIRE (FULL TIME): 1967	RANK: Assoc. Professor		DATE OF HIRE (FULL TIME): 1971
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 checked="" 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?		IN WHAT CAPACITY?			
COMMITTEE NAME	ACADEMIC YEAR	COMMITTEE NAME	ACADEMIC YEAR	(MEMBER, CHAIRPERSON, ETC.)	
1. Cte. on Ctes.		1. Visiting Scholars	1980-82	Member and Chair	
2. Cultural Activities		2.			
3. Performing Arts		3.			
4. Visiting Scholars		4.			
5. Coord. Cte. on Educ.		5.			
6. Educ. Innov. & Plan.		6.			
7. Nominating Cte.		7.			
8. Undergrad. Admissions		8.			
9. Undergrad. Records		9.			
10. Undergrad. Studies		10.			

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

Past President (two terms).

VACANT POSITION: MEMBER--COMMITTEE ON RULES

NAME: Cicin Sain Billiana DEPARTMENT: Marine Studies NAME: Cottle Andrew DEPARTMENT: Music
 RANK: Professor DATE OF HIRE (FULL TIME): 1989 RANK: Assoc. Professor DATE OF HIRE (FULL TIME): 1981
 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. Ctes. & Nominations	1990-92	Member
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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

Promotions & Tenure, College of Marine Studies 1990-92 (member)

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Cultural Activities	1992-93	Member
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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

Arts & Science Faculty Senate, Elected Music Rep. 1991-93
 Arts & Science Faculty Senate, Appointed Music Rep. 1989-90
 Arts & Science Academic Affairs, Member, 1985-86

VACANT POSITION: MEMBER--COMMITTEE ON RULES

NAME: Haslett David DEPARTMENT: Philosophy NAME: Keeler Calvin L. DEPARTMENT: Animal Science
 RANK: Professor DATE OF HIRE (FULL TIME): 1971 RANK: Asst. Professor DATE OF HIRE (FULL TIME): 1987

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	COMMITTEE NAME	ACADEMIC YEAR
1. Rules	1983-85	1.	
2. Academic Appeals	1985-86	2.	
3. Undergrad. Records	1988	3.	
4. Fac. Welfare & Priv.	1991-present	4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	

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

COMMITTEE NAME	ACADEMIC YEAR
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PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

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A&S Cte. on Physical Facilities 1974-76 (member); Prelaw Advisement Cte. 1974-present (member); Ad Hoc A&S Cte. on Legal Counsel 1976 (Chair); COPE Cte. 1976-77 (member); A&S Cte. on Organization and Rules 1978-82 (member and Chair); A&S Academic Planning Cte. 1985-88 (member).

VACANT POSITION: MEMBER--COMMITTEE ON RULES

NAME: Kramer John J. DEPARTMENT: Electrical Engg. NAME: Sloane Arthur DEPARTMENT: Business Admin.
 RANK: Professor DATE OF HIRE (FULL TIME): 1965 RANK: Professor DATE OF HIRE (FULL TIME): 1966
 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.)

ACADEMIC YEAR

COMMITTEE NAME

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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.

Have served two or three times on the Faculty Senate as a Senator.

APPOINTMENTS FOR CONFIRMATION

BUDGETARY AND SPACE PRIORITIES, CTE. ON

Stanley Sandler	Chair
Valerie Hans	Member

CULTURAL ACTIVITIES AND PUBLIC EVENTS, CTE. ON

Bill Lawson	Chair
Michael Greenberg	Member
Andrew Cottle	Member
Deborah Hicks	Member
Howard Cornell	Member

DIVERSITY AND AFFIRMATIVE ACTION, CTE. ON

Azar Parvizi-Majidi	Chair
Araya Debessay	Member
Hilton Brown	Member

EDUCATION, COORDINATING CTE. ON

David Sperry	Member
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FACULTY WELFARE AND PRIVILEGES, CTE. ON

Reed Geiger	Chair
Daniel Leathers	Member
Leta Aljadir	Member
Harrison Hall	Member

GRADUATE STUDIES, CTE. ON

Paul Hooper	Chair
Robert Carroll	Member
Charles Epifanio	Member
James Richards	Member

HONORARY DEGREES, FACULTY ADVISORY CTE. ON

Carol Hoeffcker	Chair
John Boyer	Member

INSTRUCTIONAL, COMPUTING AND RESEARCH SUPPORT SERVICES, CTE. ON

Suresh Advani	Chair
Masoud Ghodrati	Member
Kenneth Eckhardt	Member
David Krantz	Member
David Ames	Member

INTERNATIONAL STUDIES, CTE. ON

Peter Rees	Member
Mary Jo Kallal	Member
Ivo Dominguez	Member and Chair

LIBRARY COMMITTEE

John Hurt	Member and Chair
Clifford Keil	Member
Noel Murray	Member
Richard Geider	Member
Mary Ann Miller	Member
Bernard Herman	Member

PROMOTIONS AND TENURE, CTE. ON

James Hiebert	Chair
Bruce Gates	Member
Elizabeth Haslett	Member
Robin Morgan	Member

RESEARCH, COMMITTEE ON

Roberta Golinkoff	Member
Dale Buckmaster	Member
Richard Garvine	Member
Jerold Schulz	Member and Chair

RETIRING, RETIRED AND EMERITI FACULTY, SUBCTE. ON

Marvin Brams	Member
Dorothy Moser	Member

STUDENT AND FACULTY HONORS, CTE. ON

Michael Rewa	Member and Chair
George Luther	Member
Pamela Beeman	Member

STUDENT LIFE, COMMITTEE ON

Robert Bennett	Chair
Brent Thompson	Member
Teresa Cooney	Member

UNDERGRADUATE STUDIES, CTE. ON

Michael Keefe	Member and Chair
Lucia Palmer	Member
Elizabeth Perse	Member

University of Delaware
College of Agricultural Sciences
Office of the Associate Dean

INTER-DEPARTMENTAL



Memorandum

March 27, 1992

TO: Dr. Michael Keefe, Chair
Undergraduate Studies Committee
Faculty Senate

FROM: *R. Dean Shippy*
R. Dean Shippy, Associate Dean
College of Agricultural Sciences and
Chair, College Courses and Curriculum Committee

RE: Curriculum Proposal from the College of Agricultural
Sciences - Honors Degree, Food Science Major

The Courses and Curriculum Committee of the College of Agricultural Sciences has approved the following proposal and is forwarding it to your committee for action:

Honors Degree, Food Science Major

This is a proposal to add an Honors Degree in the Food Science Department in the College of Agricultural Sciences. They have developed the attached proposal in cooperation with Dr. Robert F. Brown, Director of the University Honors Program. The proposal has been approved by the Department and College Committee.

The attached material contains the Curriculum Approval Checklist, a rationale letter from Dr. Robert W. Keown, Chair, Food Science, and Degree Requirements.

Thank you for your consideration of this proposal. If you have questions call my office or Dr. Robert W. Keown.

RDS:sd
Encl: (1)

cc: Dean John C. Nye
Dr. Robert W. Keown
Mrs. Bernice Weinacht
Faculty Senate Office

Memorandum



TO: R. Dean Shippy, Associate Dean
College of Agricultural Sciences

FROM: Robert W. Keown, Chair
Department of Food Science

DATE: February 28, 1992

RE: Honors Degree - Food Science to the College of Agricultural
Sciences Course & Curriculum Committee

The food science faculty at its November 21, 1991, department faculty meeting APPROVED the Honors Degree in Food Science.

The candidate for the degree must complete all the generic university-wide Honors Degree requirements.

In addition, the food science major must achieve a ^{3.40}~~3.30~~ index in the major as a department requirement.

Department approval was based in part 1) on faculty interest to have the Honors degree in place for any qualified food science major in addition to Dean's Scholar Program participants; 2) to assist recruitment of outstanding state students by citing in advance the opportunities for excellence in education; 3) on faculty commitment to devote special one-on-one time in lab and office with honors students to augment assignments and place a signature quality on the food science honors experience; and 4) through a more comprehensive interaction with honors degree candidates promote pursuit of advanced M.S. and Ph.D. degrees in the sciences.

Both the attached sheets will be used as handouts/guidelines for students exploring honors degree opportunities in Food Science. Food science major curriculum sheets, along with a list of faculty research interests, would also be provided.

Please have the College Course & Curriculum Committee review this recommendation and forward it to the appropriate Senate Committee if approved.

Thank you.

RWK/mab

Attachments (2)

cc: Robert F. Brown, University Honors Program
Food Science faculty
Dennis Collins



Honors B.S. in Agriculture: Food Science

The recipient must complete:

1. All requirements for the B.S. in Agriculture: Food Science.
2. All the University's generic requirements for the Honors Degree.

Courses in Food Science taken at the 600-level or higher are considered to be Honors courses in the major. One three or four credit required course in a related technical area will, if taken as Honors, count toward the total of Honors credits required in the major or in collateral disciplines.

3. This additional requirement:
 - a. A grade point index of at least ^{3.40}~~3.30~~ in the major at the time of graduation.



DEPARTMENT OF
MECHANICAL ENGINEERING

126 Spencer Laboratory
University of Delaware
Newark, Delaware 19716-3140
Ph: 302/451-2421
Fax: 302/292-3619

MEMORANDUM

February 21, 1992

TO: Dr. R. A. Dalrymple, Chair,
Faculty Senate Graduate Studies Committee

FROM: Dr. L. W. Schwartz, Graduate Committee Chair,
Mechanical Engineering

A handwritten signature in cursive script, appearing to read "L. W. Schwartz".

SUBJECT: Revised Proposal for Masters Degree by Coursework in Mechanical
Engineering

The faculty of the Mechanical Engineering Department has voted to revise its proposal concerning the degree of Master of Mechanical Engineering. We wish to offer a course-work option degree, designed for part-time students, in addition to our present thesis-option degree. The specific requirements for the new option are identical to the material in our previous submission of 12/18/91.

The Mechanical Engineering Department strongly supports the concept of an Engineering-College-wide program for part-time Master's students similar to the large and successful program instituted by Johns Hopkins University. We welcome your efforts, and the efforts of the Graduate Studies Committee, towards achieving this goal. Recognizing that a College-wide program may not come to fruition for some time, we wish to have this course-work option in place as soon as possible.

Attachments:

cc. Dr. John D. Meakin, Chair
Mechanical Engineering

Master of Mechanical Engineering - Coursework Option

The Department proposes to offer a second option to our Masters degree. The current degree program, leading to the degree of Master of Mechanical Engineering (MME) requires 24 credits of coursework and a research thesis that is allotted 6 credits. The new option will require the completion of 30 credits of coursework without the research thesis requirement. It is the intention of the Department that full-time students will pursue the thesis option while the new degree is intended for engineers who are studying part-time. The coursework option will not be available to graduate students who have entered the graduate program as full-time students.

Students in both options must satisfy the Requirements for Admission as listed in the Mechanical Engineering Section of the current Graduate Catalog of the University of Delaware.

Background:

Two departments in the College of Engineering have begun to offer coursework Masters degrees. Our proposal is more closely modeled after the new Chemical Engineering Masters degree option. It is our belief that the new option will be of significant benefit both to the University and the community for several reasons:

- (i) As a land-grant institution, we have a responsibility to satisfy reasonable community needs. Our department graduate committee has had a number of inquiries from employed engineers in the surrounding area who are interested in pursuing a part-time Masters in Mechanical Engineering. For the most part, their preference is for a coursework option. In many cases, the research component of the current option is inconsistent with their work and family responsibilities and/or their career goals. Most graduate engineering programs in the US offer coursework Masters and we are currently losing some students to other institutions.
- (ii) The University and the Department will benefit from increased contact with the surrounding engineering community.
- (iii) It is likely that some of the new students will prove to be very strong academically and may eventually wish to pursue a Doctorate on either a full- or part-time basis. For those who are inclined towards research, the present thesis-option will continue to be available to part-time students.
- (iv) Only minimal increased effort on the part of Department faculty will be required to support the new degree program. All courses required for the new option are currently being offered in our present graduate program.
- (v) Partially to facilitate attendance by current part-time students, the department has been shifting a number of graduate courses to the evenings. In the present Spring term, the Mechanical Engineering Department will offer seven courses in the evening. Each of these would qualify for inclusion in the new option. It is reasonable to anticipate that most, or all, of the new option requirements can be satisfied by evening attendance.

Master of Mechanical Engineering Degree Program - Coursework Option

(i) Course requirements:

- (a) 6 credits of Heat Transfer and Thermodynamics to be selected from MEEG 801,802,803.
- (b) 6 credits of Solid Mechanics and Materials to be selected from MEEG 813, MEEG 615 or other suitable ME or Material Science graduate courses.
- (c) 6 credits of Engineering Analysis, MEEG 863 and 864.
- (d) 3 credits of Dynamics and Vibrations, MEEG 821 or 823.
- (e) 3 credits of Fluid Mechanics. MEEG 831 is the introductory course.
- (f) 6 credits of approved graduate electives to be selected from course offerings in Mechanical Engineering, other Engineering or Science programs, Mathematical Sciences, or Business & Economics.

(ii) The Departmental Graduate Committee Chair will serve as advisor to all coursework option students.

(iii) The course work option must be completed with a grade point average of 3.0.

The current degree option is described in the attached Graduate Brochure. This description of our graduate programs is similar to the information in the University Graduate Catalog. The specific difference between the present thesis option and the proposed course work option is that the six-credit thesis is replaced by two additional required courses, one each in categories (a) and (b) above.

Existing Thesis Option

MASTER OF MECHANICAL ENGINEERING PROGRAM

Course Requirements

The MME program consists of 30 credit hours of work distributed in four general categories. These requirements are designed to provide a balanced program in the basic engineering sciences and a degree of specialization.

- I. At least one course at the graduate level in each of the following four major areas (12 credits):
 - a. Heat Transfer and Thermodynamics: Students usually choose among MEEG 801 Advanced Thermodynamics, MEEG 802 Conduction Heat Transfer or MEEG 803, Convection Heat Transfer.
 - b. Solid Mechanics and Materials: Students should choose MEEG 813 Theory of Elasticity or MEEG 615 Mechanical Properties of Materials or other suitable MEEG or MASC graduate courses in mechanical properties of materials.
 - c. Dynamics and Vibrations: Either MEEG 821, Dynamics, or MEEG 823, Vibrations, to match the student's program and research interests.
 - d. Fluid Mechanics and Gas Dynamics: MEEG 831, Fluid Mechanics I, is the introductory course. MEEG 832, Fluid Mechanics II, is also offered.

MEEG 802, 813, 821 (or 823), 831 and 863 are offered during the Fall Semester
MEEG 801, 803, 823 (or 821), 832 and 864 are offered during the Spring semester.

- II. At least two courses (6 credits) in Engineering Analysis. MEEG 863 and MEEG 864 are recommended.
- III. Two elective courses at the graduate level (6 credits) provide a degree of specialization within Mechanical Engineering. The student, in concert with the faculty advisor, makes this selection.
- IV. 6 credits of MEEG 869, Master's Thesis.

RECOMMENDED REVISIONS TO THE ACADEMIC DISHONESTY POLICY

Note:

On pages 2-3, Under "University Services for Students," DELETE sections headed "Academic Honesty" and "Guidelines for Cases of Academic Dishonesty". These sections are simply a verbatim reprint from pages 40-41 in the Official Student Handbook.

The original policy appears below, in its entirety, in the left-hand column of this proposal. Deletions in this column are noted by underlines. The revised policy appears, in its entirety, in the right-hand column. Additions are noted in bold-face.

CURRENT POLICYREVISED POLICYPAGE 23-CODE OF CONDUCT

1. ACADEMIC DISHONESTY

Students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination or to allow another to commit an act of academic dishonesty corrupts the essential process by which knowledge is advanced.

It is the official policy of the University of Delaware that all acts or attempted acts of alleged academic dishonesty be reported to the Dean of Students Office for disposition within the University Undergraduate Student Judicial System.

See
pages XXX of the Handbook for
complete information concerning
this referral process.

1. ACADEMIC DISHONESTY

Students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination or to allow another to commit an act of academic dishonesty corrupts the essential process by which knowledge is advanced.

It is the official policy of the University of Delaware that all acts or attempted acts of alleged academic dishonesty be reported to the Dean of Students Office. At the faculty member's discretion and with the concurrence of the student or students involved, some cases, though reported to the Dean of Students Office, may be resolved within the confines of the course. All others will be adjudicated within the Undergraduate Student Judicial System. See pages XXX of the Handbook for complete information concerning this referral process.

CURRENT POLICY

Plagiarism

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

1. Quoting another person's actual words, complete sentences or paragraphs, or entire piece of written work without acknowledgement of the source.
2. Using another person's ideas, opinions or theory, even if it is completely paraphrased in one's own words without acknowledgement of the source.
3. Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgement of the source.
4. Copying another student's essay test answers.
5. Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own.
6. Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work.

REVISED POLICY

Plagiarism...

DEFINITIONS OF PLAGIARISM, FABRICATION, CHEATING AND ACADEMIC MISCONDUCT HAVE NOT BEEN REVISED.

CURRENT POLICY

Students are urged to consult with individual faculty members, academic departments or recognized handbooks in their field if in doubt.

Fabrication

Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples include but are not limited to:

1. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
2. Listing sources in a bibliography not directly used in the academic exercise.
3. Submission in a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
4. Submitting as your own any academic exercises (e.g. written work, printing, sculpture, etc.) prepared totally or in part by another.
5. Taking a test for someone else or permitting someone else to take a test for you.

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise that he/she has not mastered. Examples may include:

1. Copying from another student's test paper.
2. Allowing another student to copy from a test paper.

REVISED POLICY

NO REVISIONS

CURRENT POLICY

3. Using the course textbook or other material such as a notebook brought to a class meeting but not authorized for use during a test.

4. Collaborating during a test with any other person by receiving information without authority, or collaborating with others on projects where such collaboration is expressly forbidden.

5. Using or possessing specifically prepared materials during a test, e.g. notes, formula lists, notes written on the student's clothing, etc., that are not authorized.

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.

REVISED POLICY

NO REVISIONS

CURRENT POLICY

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

Page 32

K. ACADEMIC DISHONESTY SANCTIONS

1. A guilty finding for academic dishonesty will result in the student receiving an "F" in the course in which the offense occurred.
2. Students found guilty of an academic dishonesty violation will have an "X" notation added to the "F" grade on their University transcripts; an explanation in the legend on the transcript will state "X=failure due to academic dishonesty."
3. Students found guilty of an academic dishonesty violation will be required to complete a

REVISED POLICY

K. ACADEMIC DISHONESTY SANCTIONS

A range of possible sanctions exist for cases of academic dishonesty. Cases that are adjudicated through the mutual agreement of the faculty member and the student or students involved are outlined in "Guidelines for Cases of Academic Dishonesty," Options A and B (see pages XXX). Charges and sanctions under either of these options will be accorded a judicial hearing in the Dean of Students Office upon the student's request; and, if found guilty, be liable to no greater sanction than the faculty member had initially intended to prescribe under the chosen option.

For cases referred by the faculty member directly to the Dean of Students' Office for adjudication by the Undergraduate Student Judicial System, the sanctions are as follows:

1. A guilty finding for academic dishonesty will result in the student receiving an "F" in the course in which the offense occurred.
2. Students found guilty of an academic dishonesty violation will have an "X" notation added to the "F" grade on their University transcripts; an explanation in the legend on the transcript will state "X=failure due to academic dishonesty."
3. Students found guilty of an academic dishonesty violation will be required to complete a

CURRENT POLICY

noncredit seminar dealing with the University's expectations for academic conduct and the moral and social ramifications of violations in order to request that the "X" notation be removed from their transcript. Appropriate costs for the seminar will be borne by the student.

4. Given the completion of the seminar and the payment of the administrative fee-and in the absence of any repetition of similar misconduct-the transcript notation will be removed upon the student's written petition to the Assistant Dean of Students.

5. These actions will not preclude addition sanctions.

Page 40-41

ACADEMIC DISHONESTY

Academic honesty and integrity lie at the heart of any educational enterprise. Students are expected to do their own work and neither to give nor to receive assistance during quizzes, examinations, or other class exercises. One form of academic dishonesty is plagiarism. Plagiarism is intellectual larceny: the theft of ideas or their manner of expression. Students are urged to consult individual faculty members when in doubt. Because faculty and students take academic honesty seriously, penalties for violations may be severe, depending upon the offense as viewed by the Student Judicial System. The minimum sanction for cases of proven cheating is an automatic failure for the course. Instructors will gladly explain procedures for taking tests, writing papers, and completing other course requirements so that students may understand fully their instructor's expectations.

REVISED POLICY

noncredit seminar dealing with the University's expectations for academic conduct and the moral and social ramifications of violations in order to request that the "X" notation be removed from their transcript. Appropriate costs for the seminar will be borne by the student.

4. Given the completion of the seminar and the payment of the administrative fee-and in the absence of any repetition of similar misconduct-the transcript notation will be removed upon the student's written petition to the Assistant Dean of Students.

5. These actions will not preclude addition sanctions.

ACADEMIC DISHONESTY

Academic honesty and integrity lie at the heart of any educational enterprise. Students are expected to do their own work and neither to give nor to receive assistance during quizzes, examinations, or other class exercises. One form of academic dishonesty is plagiarism. Plagiarism is intellectual larceny: the theft of ideas or their manner of expression. Students are urged to consult individual faculty members when in doubt. Because faculty and students take academic honesty seriously, penalties for violations may be severe, depending upon the offense.

Instructors will gladly explain procedures for taking tests, writing papers, and completing other course requirements so that students may understand fully their instructor's expectations.

CURRENT POLICY

Guidelines for Cases of Academic Dishonesty

Throughout the past several years reported incidents of academic dishonesty have increased significantly. As these incidents have occurred, many individual faculty members have raised questions regarding appropriate action that may be taken in these situations. Following is an explanation of the University's policy and general procedures for handling cases of academic dishonesty.

The academic grade cannot be used to discipline a student. All forms of academic dishonesty should be reported to the Dean of Students Office for referral to the Undergraduate Student Judicial System of the Office of the Coordinator of Graduate Studies for students referred to the Graduate Student Judicial System.

REVISED POLICY

Guidelines AND SANCTIONS for Cases of Academic Dishonesty

Following is an explanation of the University's policy and general procedures for handling Undergraduate Student cases of academic dishonesty. All Graduate Student infractions should be referred to the Administrator for Graduate Studies for Academic Affairs. A faculty member who is convinced that academic dishonesty has taken place may decide among the following course of action:

Option A

A written reprimand or a requirement that the student repeat the work affected by the academic dishonesty. When the faculty member chooses to have the student repeat the assignment, the instructor will tell the student what grade penalty, if any, will be assessed for the initial error. A statement concerning this action will be forwarded to the Dean of Students Office by the faculty member. The student may contest the instructor's allegation by requesting a judicial hearing in the Dean of Students Office. Any such request must be within five (5) working days from the time the student has been informed of the charge and the recommended resolution. If the student requests a hearing, the penalties for a guilty finding can be no more than the instructor initially prescribed.

CURRENT POLICY

REVISED POLICY

Option B

A lower or failing grade on the particular assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course. A faculty member who chooses any of these sanctions must prepare a written report summarizing the reasons for the belief that academic dishonesty has occurred and the sanction. This report must be sent to the Dean of Students Office. The student has five (5) working days from the time the student has been informed of the charge and the recommended resolution to request a judicial hearing on the charges from the Dean of Students Office. If the student chooses to request a hearing in the Dean of Students Office, the penalties for a guilty finding can be no more than those already indicated in this paragraph and initially prescribed by the instructor.

Option C

Direct referral of the charge by the faculty member to the Dean of Students Office for adjudicating by the Undergraduate Student Judicial System. The minimum sanction for a guilty finding in these cases will be the X/F penalty as outlined in "Policies of the Undergraduate Student Judicial System, Part X, Disciplinary Sanction, sect. K," pages XXX. The student will be notified that the case has been referred and will be required to follow the standard procedures for adjudicating academic dishonesty cases on the University's Student Judicial System.

CURRENT POLICY

When a student is accused of academic dishonesty and the case is referred to the judicial system, an "I" grade should be given for work involved. If a student is found guilty, the student will receive an "F" grade in that course.*

The Vice President for Student Affairs established the Undergraduate Student Judicial System in the Spring of 1975 and the Graduate Student Judicial System in 1981. These systems provide the mechanism for faculty members to hold students accountable in cases of academic dishonesty. When a student is either discovered cheating on an examination or plagiarizing work, the student should be directly confronted with that information by the faculty member. In addition, the situation must always be reported, in writing, to the Assistant Dean of Students (for undergraduate students) or the University Coordinator of Graduate Studies (for graduate students.) When a student is suspected of cheating or plagiarizing on an examination or a paper, the grade on the work in question cannot be altered unless the student is found guilty of academic dishonesty in a judicial hearing. If the incident is not reported so that a centralized record can be maintained, it is conceivable that a student could be involved in incidents of academic dishonesty in several classes and never be held responsible for such actions.

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When a student is suspected of cheating or plagiarizing on an examination or a paper, the grade on the work in question cannot be altered unless the student is found guilty of academic dishonesty. If the incident is not reported so that a centralized record can be maintained, it is conceivable that a student could be involved in incidents of academic dishonesty in several classes and never be held responsible for such actions.

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After the Assistant Dean of Students/University Coordinator of Graduate Studies is informed in writing of the circumstances of a case, the student will be contacted and the hearing will be scheduled. It is important to understand that a hearing body cannot find a student guilty of academic dishonesty without a reasonable level of factual substantiation of the charge. The faculty member bringing the charge is responsible for demonstrating that a student did in fact cheat or plagiarize. A student who has been charged is not required to prove his or her innocence.

The following are some examples of the kinds of factual information that could be presented in a hearing:

1. Witnesses (students, graduate assistant, etc.) who can explain in a hearing that they observed cheating.
2. Provide the court with the original exam or answer sheet, comparing the similarities.
3. In cases of plagiarism, it is necessary to produce the original document from which the student plagiarized.
4. An admission of guilt on the part of the student who is charged.

*Adopted by the Faculty Senate, May 1977.

It is contrary to University policy for an instructor to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination or other course work as a sanction for admitted or suspected academic dishonesty in lieu of formally charging the student with academic dishonesty under the University's Code of Conduct. Such an independent action

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In cases under Option C, after the Assistant Dean of Students is informed in writing of the circumstances of a case, the student will be contacted and the hearing will be scheduled. It is important to understand that a hearing body cannot find a student guilty of academic dishonesty without a reasonable level of factual substantiation of the charge. The faculty member bringing the charge is responsible for demonstrating that a student did in fact cheat or plagiarize. A student who has been charged is not required to prove his or her innocence.

The following are some examples of the kinds of factual information that could be presented in a hearing:

1. Witnesses (students, graduate assistant, etc.) who can explain in a hearing that they observed cheating.
2. The original exam or answer sheet, comparing the similarities.
3. In cases of plagiarism, the original document from which the student plagiarized (mandatory).
4. An admission of guilt on the part of the student who is charged.

It is contrary to University policy for an instructor to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination or other course work as a sanction for admitted or suspected academic dishonesty in lieu of formally charging the student with academic dishonesty under the University's Code of Conduct. Such an independent action

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violates the student's guaranteed legal right to due process and leaves the instructor vulnerable to a student grievance, an off-campus civil suit and possible disciplinary action by the University.

Similarly, students are prohibited from proposing and/or entering into an arrangement with an instructor to receive a grade of "F" or any reduced grade in a course or on an academic exercise in lieu of being charged with academic dishonesty under the Code of Conduct. Any student who commits, aids or attempts to commit any of the acts of misconduct listed in the Code of Conduct under Academic Dishonesty shall be subject to action under the Undergraduate or Graduate Student Judicial System.

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MULTIPLE OFFENSES

The Dean of Students Office will submit information concerning the recommended resolution of a case of academic dishonesty into the student's judicial file upon its receipt from a faculty member. In cases where it is discovered that a student has a previous incident of academic dishonesty on file, the recommended resolution will be set aside. The instructor will instead be asked to refer the case of alleged dishonesty through the University Undergraduate Judicial System, as outlined in Option C, on pages XXX of the Official Student Handbook.

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QUESTIONS ABOUT ACADEMIC DISHONESTY

What can students do to protect themselves from being charged with academic dishonesty?

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying your exam or assignments, e.g., shield your answer sheet during examinations, do not lend assignments to be turned in to other students.
3. Check your faculty member's course syllabus for a section dealing with academic dishonesty for that course. There may be special requirements. If you cannot find a written section in the syllabus, ask the faculty member what his/her expectations are. Consult The Official Student Handbook for a detailed definition of academic dishonesty.
4. Do not look in the direction of other students' papers during examinations.
5. Utilize a recognized handbook for instruction on citing source materials in papers. Consult with individual faculty or academic departments when in doubt.
6. Utilize the services of the University Writing Center, located in 015 Memorial Hall, for assistance in preparing papers.
7. Discourage dishonesty among other students.
8. Refuse to assist students who cheat.

What can faculty do to encourage academic honesty among students?

1. Include a statement in the course syllabus regarding academic honesty as it relates

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DISHONESTY"

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to that particular class. As an example, the following might introduce such a statement:

"You are encouraged to become familiar with the University's Policy of Academic Dishonesty found in The Official Student Handbook. Copies of it may be obtained in the Student Information Center, located in the Student Center, or in the Dean of Students Office, Room 218, HULLIHEN Hall. The content of the Handbook applies to this course. Additionally, the following specific requirements will be expected in this class: (enter specific requirements). If you are in doubt regarding the requirements, please consult with me before you complete any requirement of the course."

2. Discuss the issue of cheating, academic misconduct, fabrication and plagiarism at the beginning of each semester and before examinations.

3. In assigning term papers, discuss the issue of plagiarism, make certain that students understand referencing requirements, the specific extent of collaboration on class/team projects, assign specific topics and set a time limit.

4. Give essay tests, instead of multiple choice tests, when appropriate and where class size permits.

5. When using proctors, more than one should be present for over forty students. Instruct proctors about their responsibilities during exams.

6. Require positive identification from students (University student identification card, driver's license) when students enter the classroom to take an examination or when they turn in their answer sheets if the

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students are not familiar to you. This is particularly important in large size classes.

7. Have each student sign his/her answer sheet. Signatures can be compared if a question arises over who actually took the examination.

8. Keep examinations in a secure location, e.g., locked desks, locked files, etc. Faculty offices may not be secure locations for examinations.

9. All waste copies, stencils, masters and ditto backing sheets for an examination should be destroyed.

10. Number exams and count the number distributed and returned.

11. Alternate forms of the same examination, particularly with short answer examinations, should be administered during the test period. Color coding of the alternate forms will emphasize the difference.

12. When bluebooks are used for examinations, faculty should collect the bluebooks from students and redistribute them before the examination begins.

13. The question of whether or not students may have materials in their possession, e.g., books, notes, scrap paper, calculators, programmable portable computers, should be specified before the examination by the faculty member. Scrap papers should be turned in with the examination so that information related to the examination may not be taken from the classroom. Faculty members may wish to supply the scrap paper as a part of the examination packet.

14. Design a pre-arranged seating plan or sign-in sheet by seat number, so that the location of each student may be

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determined.

15. Students should be seated so that at least one seat exists between students during an examination. If alternate seating is not possible within the normal classroom, the Scheduling Office may be requested to make available an alternate classroom.

16. In departmental examinations, seat discussion or lab sections together. The teaching assistant or instructor for each section should be able to recognize a student who may be substituting for a student in the section.

17. Files of past examinations are maintained by many organizations, and are readily available to students. Faculty members are encouraged to prepare new examinations each semester and to consider making copies of past examinations available to all students.

18. Do not use student workers to type or duplicate examinations.

19. Verify faculty signatures on change of grade forms.

What should faculty members do if they suspect that a student has committed an academically dishonest act?

1. Review the evidence to ensure that there is sufficient evidence to warrant a charge of academic dishonesty. The Assistant Dean of Students for Judicial Affairs (x2116) and Administrator for Graduate Student Academic Affairs (x2129) are available to consult with faculty members on aspects of academic dishonesty. Consult before bringing charges.

2. Faculty members may wish to directly confront the student with their suspicion. If the

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student is unable to satisfactorily explain the discrepancies, the faculty member should collect or acquire evidence of the violation and contact the Assistant Dean of Students for Judicial Affairs/Administrator for Graduate Student Academic Affairs to obtain instruction on how to proceed with bringing a charge of academic dishonesty. The original copy of the assignment, test, or examination should be kept by the faculty member. A xerox copy of the work must be made available for sharing with the accused student.

3. If the alleged violation occurs during the final examination period of a semester, the faculty member must assign the student an "I" grade to show incomplete work. This grade will remain until the alleged violation is adjudicated.

Academic Dishonesty Sanctions

A guilty finding for academic dishonesty will result in the student receiving an "F" in the course in which the offense occurred.

Students found guilty of an academic dishonesty violation will have an "X" notation added to the "F" grade on their University transcripts; an explanation in the legend on the transcript will state "X = failure due to academic dishonesty."

Students found guilty of an academic dishonesty violation will be required to complete a noncredit seminar dealing with the University's expectations for academic conduct and the moral and social ramifications of violations. Appropriate costs for the seminar will be

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DELETE SECTION ENTITLED
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borne by the student.

Given the completion of the seminar and the payment of the administrative fee--and in the absence of any repetition of similar misconduct--the transcript notation will be removed upon the student's written petition to the Dean of Students.

5. These actions will not preclude additional sanctions, which can range from a warning to expulsion from the University, depending on the specific case in question.

Confidentiality

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 any information related to an alleged violation of the University's Code of Conduct or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty.

Sources:

Robert M. Gorrell and Charlton Laird, Modern English Handbook, 6th Edition (Englewood Cliffs, N.J., Prentice-Hall, 1976) p. 71.

The contents of sections on Academic Dishonesty were adapted from "The Academic Honesty & Dishonesty" brochure produced by the Dean of Students Office, Louisiana State University, Baton Rouge, Louisiana.

Helpful Books

If you are uncertain about what constitutes plagiarism, you can consult textbooks currently used in English 110, Critical Reading and Writing. Copies of each title are available in the University Bookstore.

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DELETE SECTION CONTINUED

Confidentiality

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(SAMPLE FORM)

CONFIDENTIAL ACADEMIC DISHONESTY REPORTING FORM

This form is to be completed by the instructor in all suspected and/or admitted cases of academic dishonesty. Refer to pages XXX of the Official Student Handbook for a complete description of the procedures to be followed.

Step One - The instructor is to notify the Dean of Students Office of the recommended resolution of a case of academic dishonesty via copy of the last page of this form. If, upon receipt of this form in the Dean of Students Office, it is found that the student has a previous record of academic dishonesty, the instructor's recommendation will be set aside. The instructor will instead be asked to refer the case of alleged dishonesty through the University Undergraduate Judicial System, as outlined in Option C, on pages XXX of the Official Student Handbook. An instructor may also use this form to refer a case of alleged dishonesty directly to the Dean of Students Office for adjudication. Instructors and students are invited, at any time, to consult with the Dean of Students Office towards the resolution of any alleged incident.

Name of Student: _____

Social Security #: _____

Course Title and Number: _____

Date of Alleged Incident: _____

Description of Alleged Incident:

Date of meeting with student: _____

Recommended Action under Options A or B:

OR

Request for action under Option C (Direct referral of the charge by the instructor to the Dean of Students Office for adjudication).

Additional Notes:

Any student wishing to contest an instructor's allegations of academic dishonesty may do so by requesting a judicial hearing in the Dean of Students Office. Any such request must be made within five (5) working days from the time the student has received a completed copy of this form. If the student requests a hearing, the penalties for a guilty finding can be no more ~~than~~ ^{than} the instructor initially prescribed herein.

A copy of this report will be maintained on file in the Dean of Students Office. If it becomes apparent, under Options A or B, that a student has been guilty of academic dishonesty in the past, or if the student commits academic dishonesty in the future, he/she will be subject to further charges and sanctions through the University of Delaware's Undergraduate Student Judicial System, up to and including expulsion from the University.

Confidentiality

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 any information related to an alleged violation of the University's Code of Conduct or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty.

Instructor's Signature

Date

Top/2nd copy - Dean of Students Office 3rd copy - Instructor

Policy for Responsible Computing at the University of Delaware

March 5, 1992

Preamble

In support of its mission of teaching, research, and public service, the University of Delaware provides access to computing and information resources for students, faculty, and staff, within institutional priorities and financial capabilities.

The Policy for Responsible Computing at the University of Delaware contains the governing philosophy for regulating faculty, student, and staff use of the University's computing resources. It spells out the general principles regarding appropriate use of equipment, software, and networks. By adopting this policy, the Faculty Senate recognizes that all members of the University are also bound by local, state, and federal laws relating to copyrights, security, and other statutes regarding electronic media. The policy also recognizes the responsibility of faculty and system administrators to take a leadership role in implementing the policy and assuring that the University community honors the policy.

Policy

All members of the University community who use the University's computing and information resources must act responsibly. Every user is responsible for the integrity of these resources. All users of University-owned or University-leased computing systems must respect the rights of other computing users, respect the integrity of the physical facilities and controls, and respect all pertinent license and contractual agreements. It is the policy of the University of Delaware that all members of its community act in accordance with these responsibilities, relevant laws and contractual obligations, and the highest standard of ethics.

Access to the University's computing facilities is a privilege granted to University students, faculty, and staff. Access to University information resources may be granted by the owners of that information based on the owner's judgement of the following factors: relevant laws and contractual obligations, the requestor's need to know, the information's sensitivity, and the risk of damage to or loss by the University.

The University reserves the right to limit, restrict, or extend computing privileges and access to its information resources. Data owners--whether departments, units, faculty, students, or staff--may allow individuals other than University faculty, staff, and students access to information for which they are responsible, so long as such access does not violate any license or contractual agreement; University policy; or any federal, state, county, or local law or ordinance.

University computing facilities and accounts are to be used for the University-related activities for which they are assigned. University computing resources are not to be used for commercial purposes or non-University-related activities without written authorization from the University. In these cases, the University will require payment of appropriate fees. This policy applies equally to all University-owned or University-leased computers.

Users and system administrators must all guard against abuses that disrupt or threaten the viability of all systems, including those at the University and those on networks to which the University's systems are connected. Access to information resources without proper authorization from the data owner, unauthorized use of University computing facilities, and intentional corruption or misuse of information resources are direct violations of the University's standards for conduct as outlined in the *University of Delaware Policy Manual*, the *Personnel Policies and Procedures for Professional and Salaried Staff*, the *Faculty Handbook*, University collective bargaining agreements, and the *Official Student Handbook* and may also be considered civil or criminal offenses.

Implementation

Appropriate University administrators should adopt guidelines for the implementation of this policy within each unit and regularly revise these guidelines as circumstances, including--but not limited to--changes in technology, warrant. The Associate Vice President for Computing and Network Services shall, from time to time, issue recommended guidelines to assist departments and units with this effort.

Enforcement

Alleged violations of this policy shall be processed according to the judicial processes outlined in the *University of Delaware Policy Manual*, the *Personnel Policies and Procedures for Professional and Salaried Staff*, the *Faculty Handbook*, University collective bargaining agreements, and the *Official Student Handbook*. The University of Delaware treats access and use violations of computing facilities, equipment, software, information resources, networks, or privileges seriously and may also prosecute abuse under Title 11, §931-§939 of the Delaware Code, the Computer Fraud and Abuse Act of 1986, or other appropriate laws.

**Recommended Guidelines
for
Units Implementing
The Policy for
Responsible Computing
at the
University of Delaware**

Draft

March 5, 1992

Prepared by staff in
Computing and Network Services
University of Delaware

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Preface

The computer has become a common denominator that knows no intellectual, political, or bureaucratic bounds; the Sherwin Williams of necessity that covers the world, spanning all points of view.

. . . I wish that we lived in a golden age, where ethical behavior was assumed; where technically competent programmers respected the privacy of others; where we didn't need locks on our computers. . . .

Fears for security really do louse up the free flow of information. Science and social progress only take place in the open. The paranoia that hackers leave in their wake only stifles our work.

-Cliff Stoll, in *The Cuckoo's Egg: Tracking a spy through the maze of computer espionage*

One of the interesting facets of Cliff Stoll's *The Cuckoo's Egg* is his growing awareness of the responsibilities all computer users have to each other. It is our hope that this set of Guidelines can foster that same understanding in the University of Delaware community.

It is imperative that all users of the University's computing and information resources realize how much these resources require responsible behavior from all users. Simply put, we are all responsible for the well-being of the computing, network, and information resources we use.

Universities do try to promote the open exchange of ideas; however, an open, cooperative computing network can be vulnerable to abuse or misuse. As more and more schools, colleges, universities, businesses, government agencies, and other enterprises become attached to the world-wide computing and information networks, it is more important than ever that this University educate its students, faculty, and staff about proper ethical behavior, acceptable computing practices, and how "computer vandalism" interferes with the exchange of ideas that is integral to a modern education.

The first item in the body of this document is the Policy for Responsible Computing at the University of Delaware, approved by the Faculty Senate of the University of Delaware on (*date will go here*). The remainder of this document consists of recommended guidelines for implementing this policy. If you have any questions about the policy or the guidelines, please consult with your system administrator, with the staff in Computing and Network Services, or with your dean, project director, supervisor, chair, or advisor.

Definition of Terms

- Administrative Officer:** vice-president, dean, chair, or director to whom an individual reports.
- Computer Account:** the combination of a user number, username, or userid and a password that allows an individual access to a mainframe computer or some other shared computer.
- Data Owner:** the individual or department that can authorize access to information, data, or software and that is responsible for the integrity and accuracy of that information, data, or software. Specifically, the data owner can be the author of the information, data, or software or can be the individual or department that has negotiated a license for the University's use of the information, data, or software.
- Desktop Computers, Microcomputers, Advanced Workstations:** different classes of smaller computers, some shared, some single-user systems. If owned or leased by the University or if owned by an individual and connected to a University-owned, leased, or operated network, use of these computers is covered by the Policy for Responsible Computing.
- Information Resources:** In the context of these Guidelines, this phrase refers to data or information and the software and hardware that makes that data or information available to users.
- Mainframe Computers:** "central" computers capable of use by several people at once. Also referred to as "time-sharing systems."
- Network:** a group of computers and peripherals that share information electronically, typically connected to each other by either cable or satellite link.
- Normal Resource Limits:** the amount of disk space, memory, printing, etc. allocated to your computer account by that computer's system administrator.
- Peripherals:** special-purpose devices attached to a computer or computer network—for example, printers, scanners, plotters, etc.
- Project Director:** person charged with administering a group of computer accounts and the computing resources used by the people using those computer accounts.
- Server:** a computer that contains information shared by other computers on a network.
- Software:** programs, data, or information stored on magnetic media (tapes, disks, diskettes, cassettes, etc.). Usually used to refer to computer programs.
- System Administrator:** staff employed by a central computing agency such as Computing and Network Services whose responsibilities include system, site, or network administration *and* staff employed by other University departments whose duties include system, site, or network administration. System administrators perform functions including, but not limited to, installing hardware and software, managing a computer or network, and keeping a computer operational. If you have a computer on your desk, you may be acting, in whole or in part, as that system's system administrator.
- User:** someone who does not have system administrator responsibilities for a computer system or network but who makes use of that computer system or network. A user is still responsible for his or her use of the computer and for learning proper data management strategies.

User Responsibilities

If you use the University's computing resources or facilities, you have the following responsibilities:

- Use the University's computing facilities and information resources, including hardware, software, networks, and computer accounts, responsibly and appropriately, respecting the rights of other computing users and respecting all contractual and license agreements.¹
- Use only those computers and computer accounts for which you have authorization.
- Use mainframe accounts only for the purpose(s) for which they have been issued. Use University-owned microcomputers and advanced workstations for University-related projects only.
- Be responsible for all use of your accounts and for protecting each account's password. In other words, do not share computer accounts. If someone else learns your password, you must change it.
- Report unauthorized use of your accounts to your project director, instructor, supervisor, system administrator, or other appropriate University authority.
- Cooperate with system administrator requests for information about computing activities. Under certain unusual circumstances, a system administrator is authorized to access your computer files.
- Take reasonable and appropriate steps to see that all hardware and software license agreements are faithfully executed on any system, network, or server that you operate.

Each user is ultimately responsible for his or her own computing and his or her own work using a computer. Take this responsibility seriously. For example, users should remember to make backup copies of their data, files, programs, diskettes, and tapes, particularly those created on microcomputers and those used on individually- or departmentally-operated systems. Furthermore, users with desktop computers or other computers that they operate themselves must remember that they may be acting as the system administrators for those computers and need to take that responsibility very seriously.

If you are a project director for a group of mainframe computing users, a supervisor whose staff use computers, or a faculty member whose students use computers, you must help your project members, staff, or students learn more about ethical computing practices. You should also help your project members, staff, or students learn about good computing practices and data management.

¹ The software made available by the University has been licensed by the University for your use. As a result, its use may be subject to certain limitations.

System Administrator Responsibilities

This document uses the phrase system administrator to refer to all of the following University personnel:

- staff employed by a central computing agency such as Computing and Network Services whose responsibilities include system, site, or network administration
- staff employed by other University departments whose duties include system, site, or network administration.

A system administrator's use of the University's computing resources is governed by the same guidelines as any other user's computing activity. However, a system administrator has additional responsibilities to the users of the network, site, system, or systems he or she administers:

- A system administrator manages systems, networks, and servers to provide available software and hardware to users for their University computing.
- A system administrator is responsible for the security of a system, network, or server.
- A system administrator must take reasonable and appropriate steps to see that all hardware and software license agreements are faithfully executed on all systems, networks, and servers for which he or she has responsibility.
- A system administrator must take reasonable precautions to guard against corruption of data or software or damage to hardware or facilities.²
- A system administrator must treat information about and information stored by the system's users as confidential.

As an aid to a better understanding of responsible computing practices, all departments that own or lease computing equipment are encouraged to develop "Conditions Of Use" or "Guidelines for Responsible Computing" documentation for all systems that they operate and to make these documents available to users. These documents should be consistent with the "Policy for Responsible Computing at the University of Delaware" (reprinted on pages 1-2 of these Guidelines) and should be approved by the department's administrative officer or other individual designated by that administrative officer.

² The University is not responsible for loss of information from computing misuse, malfunction of computing hardware, malfunction of computing software, or external contamination of data or programs. The staff in central computing units such as Computing and Network Services and all other system administrators must make every effort to ensure the integrity of the University's computer systems and the information stored thereon. However, users must be aware that no security or back-up system is 100.00% foolproof.

Misuse of Computing and Information Resource Privileges

The University characterizes misuse of computing and information resources and privileges as unethical and unacceptable and as just cause for taking disciplinary action. Misuse of computing and information resources and privileges includes, but is not restricted to, the following:

- attempting to modify or remove computer equipment, software, or peripherals without proper authorization
- accessing computers, computer software, computer data or information, or networks without proper authorization, regardless of whether the computer, software, data, information, or network in question is owned by the University (That is, if you abuse the networks to which the University belongs or the computers at other sites connected to those networks, the University will treat this matter as an abuse of your University of Delaware computing privileges.)
- circumventing or attempting to circumvent normal resource limits, logon procedures, and security regulations
- using computing facilities, computer accounts, or computer data for purposes other than those for which they were intended or authorized
- sending fraudulent computer mail, breaking into another user's electronic mailbox, or reading someone else's electronic mail without his or her permission
- sending *any* fraudulent electronic transmission, including but not limited to fraudulent requests for confidential information, fraudulent submission of electronic purchase requisitions or journal vouchers, and fraudulent electronic authorization of purchase requisitions or journal vouchers
- violating any software license agreement or copyright, including copying or redistributing copyrighted computer software, data, or reports without proper, recorded authorization
- violating the property rights of copyright holders who are in possession of computer-generated data, reports, or software
- harassing or threatening other users or interfering with their access to the University's computing facilities
- taking advantage of another user's naivete or negligence to gain access to any computer account, data, software, or file other than your own
- encroaching on others' use of the University's computers (e.g., disrupting others' computer use by excessive game playing; sending frivolous or excessive messages, either locally or off-campus; printing excess copies of documents, files, data, or programs; modifying system facilities, operating systems, or disk partitions; attempting to crash or tie up a University computer; damaging or vandalizing University computing facilities, equipment, software, or computer files)
- disclosing or removing proprietary information, software, printed output or magnetic media without the explicit permission of the owner
- reading other users' data, information, files, or programs on a display screen, as printed output, or via electronic means, without the owner's explicit permission.

User Confidentiality and System Integrity

If a system administrator is an eyewitness to a computing abuse; notices an unusual degradation of service or other aberrant behavior on the system, network, or server for which he or she is responsible; or receives a complaint of computing abuse or degradation of service, he or she should investigate and take steps to maintain the integrity of the system(s). If a system administrator has evidence that leads to a user's computing activity as the probable source of a problem or abuse under investigation, he or she must weigh the potential danger to the system and its users against the confidentiality of that user's information.

While investigating a suspected abuse of computing; a suspected hardware failure; a disruption of service; or a suspected bug in an application program, compiler, network, operating system, or system utility, a system administrator should ordinarily ask a user's permission before inspecting that user's files, diskettes, or tapes. The next two paragraphs outline exceptions to this rule.

If, in the best judgement of the system administrator, the action of one user threatens other users or if a system or network for which the system administrator is responsible is in grave, imminent danger of crashing, sustaining damage to its hardware or software, or sustaining damage to user jobs, the system administrator should act quickly to protect the system and its users. In the event that he or she has had to inspect user files in the pursuit of this important responsibility, he or she must notify, as soon as possible, his or her own administrative officer or other individual designated by that administrative officer of his or her action and the reasons for taking that action. The administrative officer needs to be certain that one of the following are also notified: the user or users whose files were inspected; the user's supervisor, project director, administrative officer, or academic advisor. It is a departmental responsibility that this notification occur, not a personal responsibility of the system administrator.

In cases in which the user is not available in a timely fashion, in which the user is suspected of malicious intent to damage a computer system, or in which notifying the user would impede a sensitive investigation of serious computer abuse, the system administrator may inspect the information in question so long as he notifies his or her own administrative officer or other individual designated by the administrative officer of his or her actions and the reasons for taking those actions. The administrative officer needs to be certain that the user's supervisor, project director, administrative officer, or academic advisor is notified of the situation. In the case of suspected malicious intent, the administrative officer may also need to refer the matter to the appropriate University judicial body or to the Department of Public Safety.

A system administrator may find it necessary to suspend or restrict a user's computing privileges during the investigation of a problem. The system administrator should confer with his or her administrative officer or other person designated by that administrative officer before taking this step. A user may appeal such a suspension or restriction and petition for reinstatement of computing privileges through the University's judicial system, through the grievance procedures outlined in University collective bargaining agreements, or by petition to the Dean of Students.

In general, then, a system administrator should

- protect the integrity of the system entrusted to his or her care
- respect the confidentiality of the information users have stored on the system
- notify appropriate individuals when the above two aims have come into conflict
- assist his or her administrative officer in referring cases of suspected abuse to the appropriate University judicial process.

**Judicial Process for Cases of
Alleged Misuse of Computing and Information Resource Privileges and
Penalties for Misuse of Computing and Information Resource Privileges**

If staff in the Department of Public Safety or system administrators have a preponderance of evidence that intentional or malicious misuse of computing resources has occurred, and if that evidence points to the computing activities or the computer files of an individual, they have the obligation to pursue **any or all** of the following steps to protect the user community:

- Take action to protect the system(s), user jobs, and user files from damage.
- Notify the alleged abuser's project director, instructor, academic advisor, dean, or administrative officer of the investigation.
- Refer the matter for processing through the appropriate University judicial system. If necessary, staff members from a central computing agency such as Computing and Network Services as well as faculty members with computing expertise may be called upon to advise the University judicial officers on the implications of the evidence presented and, in the event of a finding of guilt, of the seriousness of the offense.
- Suspend or restrict the alleged abuser's computing privileges during the investigation and judicial processing. A user may appeal such a suspension or restriction and petition for reinstatement of computing privileges through the University's judicial system, through the grievance procedures outlined in University collective bargaining agreements, or by petition to the Dean of Students.
- Inspect the alleged abuser's files, diskettes, and/or tapes. System administrators must be certain that the trail of evidence leads to the user's computing activities or computing files before inspecting any user's files. (See "User Confidentiality and System Integrity" on page 6 of these Guidelines for more information.)

Ordinarily, the administrative officer whose department is responsible for the computing system on which the alleged misuse occurred should initiate judicial proceedings. As the case develops, other administrative officers may, by mutual agreement, assume part of the responsibility for prosecuting the case.

Abuse of computing privileges is subject to disciplinary action. Disciplinary action may include the loss of computing privileges and other disciplinary sanctions up to and including non-reappointment, discharge, and/or dismissal. An abuser of the University's computing resources may also be liable for civil or criminal prosecution.

It should be understood that nothing in these guidelines precludes enforcement under the laws and regulations of the State of Delaware, any municipality or county therein, and/or the United States of America. For example, if a user is found guilty of committing a computer crime as outlined in Title 11 §932-§936 of the Delaware Code, he or she could be subject to the penalties for a class B felony.

Academic Honesty

Faculty and students are reminded that computer-assisted plagiarism is still plagiarism. Unless specifically authorized by a class instructor, all of the following uses of a computer are violations of the University's guidelines for academic honesty and are punishable as acts of plagiarism:

- copying a computer file that contains another student's assignment and submitting it as your own work
- copying a computer file that contains another student's assignment and using it as a model for your own assignment
- working together on an assignment, sharing the computer files or programs involved, and then submitting individual copies of the assignment as your own individual work
- knowingly allowing another student to copy or use one of your computer files and to submit that file, or a modification thereof, as his or her individual work.

For further information on this topic, students are urged to consult the University of Delaware *Official Student Handbook*, to consult with their individual instructors, and to refer to the pamphlet "Academic Honesty & Dishonesty: Important information for faculty and students."

Faculty members are urged to develop specific policies regarding all aspects of academic honesty and to communicate those policies to their students in writing.

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UNIVERSITY FACULTY SENATE

GREEK LIFE TASK FORCE REPORT

MAY 4, 1992

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1 **UNIVERSITY FACULTY SENATE**
2 **GREEK LIFE TASK FORCE REPORT**

3 **May 4, 1992**

4 The Greek Life Task Force was charged by the University Faculty
5 Senate to examine Greek life at the University of Delaware,
6 including the academic performance and the disciplinary problems
7 of the student members. As part of this examination, student
8 representatives of the Panhellenic Council (sororities), the
9 Interfraternity Council (traditionally white fraternities), and the
10 National Pan Hellenic Council (black fraternities) were asked to
11 prepare written statements describing the roles, contributions,
12 goals, problems, and needs of the University's Greek organizations.
13 These written statements provide the Task Force and the Senate with
14 students' self-assessment of the Greek community. Copies of their
15 unedited reports are attached (Attachments 3 and 4). In addition,
16 a copy of an American Council on Education report (1989 draft)
17 entitled "Greek Organizations on the College Campus" is attached
18 to our report (Attachment 2) to provide an additional perspective
19 on Greek life at universities and recommendations for addressing
20 common problems.

21 Our questions and discussions lead us to conclude that records and
22 data relating to academic progress and disciplinary problems of
23 University of Delaware undergraduate students are insufficient to
24 unambiguously establish that students who are members of Greek
25 organizations and students who are not members are significantly

1 different in any way. The Task Force members, as well as the
2 writers of the paper for the American Council on Education, would
3 like to point out that the problems sometimes identified with being
4 "Greek" (poor academic performance, discrimination, harassment,
5 sexual assault, etc.) are problems that occur among non-Greek-
6 affiliated students as well. The Task Force cautions everyone to
7 avoid focusing too much of the attention on the relationship
8 between being a member of a Greek organization and
9 behavior/performance that is inappropriate because there does not
10 appear to be any logical basis for concluding that simply ending
11 the student's affiliation with a Greek organization, or eliminating
12 that organization completely, will make the problem go away. The
13 reality that must not be overlooked during any effort to address
14 the issues of academic performance and conduct at the University
15 of Delaware is that all of the individuals involved are students.
16 The real issue, then, is the underlying motivation for poor
17 performance and inappropriate behavior among University of Delaware
18 students in general.

19 The Task Force notes that individual Greek organizations differ so
20 markedly that no simple generalizations about them can be made.
21 One of the better general comments about fraternities and
22 sororities was made by Chief of Police William Hogan (paraphrased):

23 Their [fraternities and sororities] greatest strength is
24 their organization. Good organization fosters good
25 leadership and that fosters responsible behavior.
26 However, the strength is potentially the greatest

1 weakness; poor organization and poor leadership increase
2 the chances for irresponsible behavior.

3 In spite of the diversity just acknowledged, the Task Force
4 recognizes some problem areas that are shared by many of the groups
5 and that should be addressed in a manner that is equitable to
6 fraternities and sororities. These areas, related comments, and
7 recommendations are presented below. Specific resolutions to be
8 acted on by the University Faculty Senate appear as Attachment 1.
9 Probably none of the problem areas can be addressed in any
10 significant way without disrupting the status quo, and because of
11 that disruption none of the following recommendations are likely
12 to find unanimous support. Many of the recommendations are quite
13 far-reaching and their consequences appear to be potentially
14 painful, but it seems advisable to propose these long-term
15 solutions that direct the development of the Greek system and
16 anticipate the position that we should be in down the road, rather
17 than to recommend implementing short-term measures that respond to
18 very specific problems. The magnitude of change associated with
19 some of the recommendations will require periods of adjustment for
20 the students who are affiliated with Greek organizations, for the
21 national sponsors of organizations with local chapters, and for the
22 faculty and administrators of the University of Delaware. The Task
23 Force hopes that a more progressive, vital, responsive,
24 responsible, and attractive Greek system at the University of
25 Delaware will emerge.

1 The members of the Greek Life Task Force make the following
2 recommendations to the University Faculty Senate regarding several
3 aspects of Greek life and the relationship between the University
4 and Greek organizations.

5 1. Students have the right, under the freedom of association
6 guaranteed to them in The Official Student Handbook, to
7 establish fraternities and sororities. Students also have the
8 obligation to act in a socially responsible manner defined by
9 that document, local ordinances, and community standards. The
10 University is obligated to recognize fraternities and
11 sororities as official student organizations subject to
12 limitations appearing in The Official Student Handbook.
13 Consequently, there is a logical basis to conclude that the
14 University should provide a nurturing environment for all
15 aspects of student life that contribute toward student
16 development as described in the above-mentioned document and
17 Greek organizations are unquestionably one aspect of student
18 life. Clearly this nurturing environment can, to use the
19 words of the report from the American Council on Education,
20 "blunt the negative consequences of the Greek system while
21 enhancing its opportunities to fulfill its potential."

22 Therefore, the Task Force recommends that the University
23 Faculty Senate actions regarding fraternities and sororities

1 be directed towards enhancing the quality of the experiences
2 offered to University of Delaware students and to the
3 University community at large by and through fraternities and
4 sororities as long as fraternities and sororities operate in
5 accordance with University goals outlined in The Official
6 Student Handbook.

7 2. The Task Force recognizes that a critical period in the life
8 of students seeking membership in Greek organizations occurs
9 during pledging (see attached reports from Panhellenic and
10 Interfraternity Councils for information about pledging).
11 During this period of "education," prospective members can be
12 pressured to demonstrate their willingness to "fit" into the
13 group, and this period of vulnerability increases the
14 opportunities for abuse in the form of hazing, particularly
15 when pledging is prolonged for many weeks. There are already
16 numerous commitments to eliminate hazing in all of its forms
17 from this campus and substantial penalties for hazing exist,
18 but the practice continues on a clandestine level. The Task
19 Force believes that there is a relationship between hazing and
20 pledging. The Task Force is also aware that some national
21 organizations have voluntarily significantly reduced the
22 pledge period and some have even eliminated pledging. The
23 Task Force feels that the latter is the direction in which to
24 move and that the University of Delaware should insist that

1 national sponsors of local chapters that retain pledging re-
2 examine that process and its appropriateness in light of its
3 potential for harm. The national organizations should be sent
4 a clear message: adopt an intake process for new members that
5 encourages upper-class Greeks to serve as positive role models
6 who assist new members without resorting to domination,
7 intimidation, humiliation or servile control. The Task Force
8 believes that this message can be conveyed by electing to
9 establish a "pledge-free" Greek system at the University of
10 Delaware by denying official recognition to any student
11 organization that retains pledging or a pledge status for
12 prospective members. To allow national organizations time to
13 make the change, a two-step timetable with a deadline for
14 complying is recommended (see Resolution No. 1).

- 15 3. The Task Force discussed the criteria for joining Greek
16 organizations. These criteria are largely standards set by
17 the national organizations or the governing councils
18 representing the local chapters and the criteria vary from
19 group to group. For example, undergraduates may rush and
20 pledge but may not be accepted into the group if their
21 cumulative index falls below a certain level. While this
22 protects the group from accepting a student whose poor
23 academic record affects the group's scholastic status, this
24 policy does not protect the student from suffering

1 academically because he/she naively over commits to rushing
2 and pledging activities. First-semester freshmen and transfer
3 students are clearly most vulnerable because they have no
4 resident track record. These students would likely benefit
5 from a period of transition during which they can adjust to
6 the University of Delaware's environment, learn to recognize
7 the time commitment necessary for meeting their academic
8 responsibilities, and begin to demonstrate their academic
9 capabilities. The report from the American Council on
10 Education highly recommends delaying rush to at least the
11 second semester of the freshman year. Moreover, some
12 institutions (Bucknell) have established a sophomore rush.
13 The Task Force does not recommend establishing a sophomore
14 rush but does believe that deferring rush until students have
15 established an academic record at the University of Delaware
16 is desirable. Also, although a student's academic record is
17 a factor in gaining membership, a student's judicial standing
18 is not. If reducing disciplinary problems among members is
19 a genuine goal of the Greek organizations, as it should be,
20 then requesting that students seeking membership demonstrate
21 that they can live responsibly at the University of Delaware
22 and that they are not prone to disciplinary problems also
23 seems desirable.

1 The Task Force believes that new criteria for undergraduate
2 students seeking membership in fraternities and sororities
3 should be established. These criteria should be designed to
4 protect students who are interested in membership as well as
5 to assist the Greek organizations in establishing a more
6 positive image. The changes proposed will result in temporary
7 inconveniences to the Greek organizations because they will
8 affect the pool of potential members. The new criteria should
9 take effect after a one-year delay to allow fraternities and
10 sororities to adjust their rushing/pledging processes to
11 counteract the temporary negative effects of making the
12 changes (see Resolution No. 2).

- 13 4. The Task Force believes that academic performance and
14 disciplinary problems of Greek-affiliated students
15 (individuals) needs to be followed in a more rigorous manner.
16 However, standard formats for collecting particular types of
17 data about academic performance and conduct of all
18 undergraduate students must first be established to ensure
19 fairness and accuracy. These data, when collected fairly, can
20 be used to establish a "collective profile" (term used by
21 Prof. Herman) for each group which can, in turn, be used to
22 compare and evaluate Greek organizations. The Task Force
23 recommends that yearly profiles for each Greek organization
24 should be made, and that copies of these yearly profiles for

1 each organization should be kept on file in the Office of the
2 Dean of Students (see Resolution No. 3).

3 5. The Task Force is aware of the differences between Greek
4 organizations. Some Greek organizations are clearly more
5 successful than others; evidence of this success is their
6 ability to attract greater numbers of qualified student
7 members and their strong financial status. Some Greek
8 organizations also have better average academic indicators,
9 and some have far fewer disciplinary problems. One goal for
10 the University should be to assist all fraternities and
11 sororities to become better organizations and greater assets
12 to the University community. One Task Force member (Prof.
13 Herman) pointed out that the collective profile of an
14 individual Greek organization will very likely remain
15 unchanged if there is no outside impetus for change because
16 selection of and affiliation with Greek organizations is based
17 largely on one's "fit." The Task Force feels that it is
18 reasonable for the University to provide that impetus and to
19 guide the growth of the local chapters.

20 The Task Force believes that one mechanism to provide this
21 guidance is to institute periodic reviews of local chapters.
22 (The impetus for change will be provided, in part, by
23 recommendations found in Sections 8 and 9 of this report.)

1 The Task Force recommends that the initial review survey the
2 past three years and set goals projected for four years into
3 the future that can be evaluated at two-year intervals. After
4 this initial review, the Task Force recommends that each
5 chapter be fully reviewed on rotating four-year intervals.
6 These reviews will assist the groups in long-range planning
7 by helping them to evaluate their strengths and weaknesses and
8 to set goals that are in line with the University's vision of
9 student development. A rationale for adopting a periodic
10 review process is that assessing a group's strengths and
11 weaknesses will likely result in strengthening the local
12 chapter's organization. Strengthening the organizations will,
13 in turn, likely foster better leadership and that increases
14 the potential for responsible behavior among the members (see
15 Resolution No. 4).

- 16 6. The Task Force identifies an immediate need to deal with
17 "renegade" Greek organizations. "Renegades" are groups of
18 students who wish to become recognized Greek units but are
19 prevented from accomplishing this, or delayed in accomplishing
20 this, by the existing expansion policies of the governing
21 bodies of local chapters of Greek organizations (i.e., the
22 Panhellenic, Interfraternity and National Pan Hellenic
23 Councils). The "renegade" groups are simply not going to
24 disappear if ignored nor are "renegade" groups a one-time

1 phenomenon. "Renegade" groups pose a particular problem
2 because they fall outside of the jurisdictions of all
3 governing bodies of the University student organizations (they
4 are not recognized by DUSC or the Interfraternity, National
5 Pan Hellenic, or Panhellenic Councils); "renegade" groups do
6 not receive any benefits from the University such as access
7 to space and facilities, assistance with budgeting, etc. that
8 might assist them in their growth; and the behaviors of the
9 members and of the whole "renegade" group are not subject to
10 reasonable supervision because they do not have to follow
11 rules and regulations that apply to registered student
12 organizations. These "renegade" groups have a right to become
13 recognized student organizations, although they have not yet
14 capitalized on that right by forcing the issue through legal
15 channels, and their progress towards becoming officially
16 recognized local chapters of national organizations should be
17 encouraged because this benefits everyone. The existing Greek
18 groups should assume some responsibility for assisting
19 "renegade" groups in attaining official recognition by
20 offering "renegade" groups access to their organizational and
21 leadership skills.

22 The Task Force suggests that one mechanism to deal with
23 "renegade" groups might be to grant the status of "official
24 student organization/Greek-interest group" for an 18-month

1 interim period to groups of students who legitimately seek to
2 establish local chapters of national organizations. The
3 expressed purpose of this temporary status would be to
4 evaluate the group's candidacy for official Greek status at
5 the University of Delaware and prepare them for this
6 transition. During the 18-month interim period, Greek-
7 interest groups should receive the same benefits as all
8 recognized student organizations and should be subject to the
9 same rules and regulations. During the 18-month interim
10 period, Greek-interest groups should also be subject to the
11 rules, regulations, and requirements of official Greek
12 organizations and, accordingly, they should be represented by
13 non-voting members on the appropriate governing body of the
14 recognized Greek organizations. The Greek-interest groups
15 should receive written guidelines that detail the process for
16 progressing to official recognition, written requirements to
17 be met for recognition, and the criteria by which their
18 interest group will be evaluated for gaining that recognition
19 (see Resolution No. 5).

- 20 7. The Task Force discussed the matter of liability insurance as
21 well as the dollar figures of settlements for damages due to
22 hazing incidents and accidents. The present levels of
23 liability coverage required for local chapters (\$1 million for
24 organizations with a residence, and \$25,000 for groups without

1 a residence) seem inadequate by comparison to what is required
2 at some other universities and therefore appear to expose the
3 University of Delaware to greater financial risks in cases
4 where the settlements for damages exceed the group's coverage.
5 The Task Force believes that the present levels of coverage
6 probably should be increased, but the Task Force could not get
7 enough information about the cost of present levels of
8 coverage or the cost to individuals or groups of higher levels
9 of coverage. The Task Force recommends that the issue of
10 liability insurance coverage should be examined to determine
11 what level of coverage is appropriate.

12 8. The Task Force discussed the progress and present status of
13 the house monitor "experiment" requested by the University
14 Faculty Senate last year. Members of the Task Force
15 acknowledge that there is a benefit to having, as well as a
16 need for, monitors in the residences of local chapters of
17 Greek organizations. However, the Task Force also recognizes
18 that these monitors must be properly trained, financed, and
19 have the authority to deal with the problems that may arise.
20 The present attempt to place monitors in several residences
21 has been overwhelmingly unsuccessful. The Task Force members
22 believe that the house monitor "experiment" only contributes
23 directly to solving a small subset of the problems that Greek
24 students face. The present "experiment" is so narrow in its

1 scope by being restricted to so few groups, so unfair because
2 it places the expense on only the "experimental" groups, and
3 so unsuccessful because it lacks the commitment and/or
4 resources and/or authority to make is successful, that the
5 Task Force cannot avoid commenting on it after only one year's
6 time. The Task Force believes that the expenses and time
7 invested can be more appropriately committed to solving
8 problems that affect greater numbers of individuals (see
9 Resolution No. 6).

10 In searching for alternatives to the present situation, three
11 are identified. The first is for the University of Delaware
12 to select, train, and pay for individuals to serve as resident
13 monitors in each house, or in only those houses of a certain
14 size. This solution would make Greek housing equivalent to
15 resident housing in terms of supervision. This solution
16 would, however, be very costly, and the cost prohibits the
17 Task Force from recommending this as the solution at the
18 present time. There is also the problem of how assuming the
19 responsibility for supervision affects the University's
20 liability in cases of accident, negligence and/or malicious
21 behavior. The Task Force notes that the University is
22 unfortunately already being forced to share liability under
23 the present, unsupervised situation.

1 A second option is to insist that national sponsors place
2 their own monitors in their residences that house
3 undergraduate students. This could be a viable option if
4 nationals are given sufficient time, and incentive, to
5 implement this program. While presented to the Task Force,
6 this option did not make it to resolution form.

7 A third option is to identify groups who demonstrate that they
8 need supervision and to get their national organizations to
9 provide that supervision. This could be accomplished by
10 establishing a policy to report annually information about
11 local chapters to each of their national organizations. The
12 reports to national organizations with local chapters that
13 have poor annual reviews, track records of poor behavior, and
14 that reside in Greek housing would carry with them an official
15 recommendation from the University that the national
16 organization provide appropriate supervision to reduce the
17 chances that future problems will occur. Reporting the
18 information to national organizations may not force them to
19 comply. However, reporting the information clearly
20 establishes that the national organization was notified of
21 conditions warranting its intervention and may draw the
22 national organization into possible lawsuits stemming from
23 negligence due to the lack of supervision. Currently,
24 national organizations seem to exempt themselves of most, if

1 not all, of this liability by claiming to be uninformed of
2 the record of conduct suggesting a potential for problems.
3 The cost of resident monitors under this option falls directly
4 on only those groups whose conduct/performance clearly
5 warrants supervision. Again, this option does not come from
6 the Task Force as a resolution.

7 9. The Task Force discussed the relationship between the
8 University administration and recognized (registered) Greek
9 organizations. The official status granted to Greek
10 organizations at the University of Delaware by its President
11 appears to be permanent. In its present form, granting
12 organizations this type of tenure promotes long-term financial
13 commitments but has contributed to a lack of incentive for
14 critically evaluating local chapters or getting local chapters
15 to modify themselves in ways that bring them into greater
16 accordance with University goals for student development. The
17 Task Force believes that there are alternative approaches for
18 dealing with Greek organizations that should be studied and
19 implemented. One suggestion in the report from the American
20 Council on Education is to base institutional recognition on
21 performance and to grant recognition for a reasonable period
22 of time with a requirement for re-application. Renewal at the
23 time of re-application could be tied to the organization's
24 vitality, its progress in meeting the goals established in the

1 periodic review process, and its ability to move in concert
2 with the University of Delaware's vision of a positive force
3 in its community. While this renewal requirement does not
4 encourage long-term financial commitments, this process
5 increases the responsiveness of Greek organizations to changes
6 in the University's goals. Clearly one outcome is an
7 environment of healthy competition between national
8 organizations for local representation on this campus. If one
9 national organization does not wish to modify itself to meet
10 University of Delaware requirements (i.e., "pledge-free"
11 campus, higher minimum standards for membership, etc.),
12 perhaps another will. The Task Force recognizes the need for
13 sufficient time to establish the procedures for this process,
14 and believes that information relevant to making fair
15 evaluations of the applications of existing Greek
16 organizations will be available to the President of the
17 University of Delaware by the 1997-1998 academic year (see
18 Resolution No. 7).

- 19 10. The Task Force realizes that there are likely to be unforeseen
20 problems, as well as changes in the circumstances, that make
21 some or all of these recommendations ineffective. The Task
22 Force has suggested a five-year timetable for implementing
23 these recommendations, focusing on the 1997-1998 academic year
24 for their full implementation. By that time the national

1 sponsors will have had time to comply with the proposed
2 conditions for University of Delaware recognition, the data
3 to critically evaluate the academic and disciplinary status
4 of individual Greek organizations will be available, the first
5 reviews of each Greek organization will have been completed,
6 and the President will have had time to evaluate the process
7 of granting renewable recognition to Greek organizations (see
8 Resolution No. 8).

RESOLUTION 1

- WHEREAS, that students seeking membership in Greek organizations will benefit by terminating the pledging process, and
- WHEREAS, the faculty of the University of Delaware have the responsibility for student welfare, therefore be it
- RESOLVED, that The Official Student Handbook of the University of Delaware be modified by the 1994-1995 academic year to limit the pledging period of all officially recognized student organizations to not more than four weeks, and be it further
- RESOLVED, that The Official Student Handbook of the University of Delaware be modified by the 1997-1998 academic year to state that organizations having a pledging process or pledge status for prospective members will be denied official recognition, and be it further
- RESOLVED, that the national Greek organizations with local chapters at the University of Delaware and those seeking official status for local chapters be informed of this impending permanent change at the University of Delaware.

RESOLUTION 2

- WHEREAS, the first priority of students must be academic matters, and
- WHEREAS, students also have an obligation for responsible social conduct, and
- WHEREAS, Greek organizations will benefit from more stringent membership requirements, therefore be it
- RESOLVED, that the University Faculty Senate requests the Panhellenic, Interfraternity, and National Pan Hellenic Councils adopt new minimum criteria for students seeking to join local chapters of Greek organizations, and be it further
- RESOLVED, that students seeking to join local chapters of Greek organizations must have completed successfully 12 credit hours at the University of Delaware, and be it further

RESOLVED, that students seeking to join local chapters of Greek organizations must also have a minimum cumulative index of 2.33 (C+), and be it further

RESOLVED, that students seeking to join local chapters of Greek organizations must also be free of all current judicial sanctions imposed by the University's student judicial system, and be it further

RESOLVED, that these minimum criteria be in effect at the start of the 1993-1994 academic year.

RESOLUTION 3

WHEREAS, the University of Delaware should have a comprehensive system for monitoring the academic performance, disciplinary problems, and conduct of all students, therefore be it

RESOLVED, that the Office of the Dean of Students, in consultation with the Office of Women's Affairs, establish a system of record keeping that will allow, among other things, an accurate and impartial measure of each Greek organization's collective profile, and be it further

RESOLVED, that the Administration provide sufficient resources to enable the Office of the Dean of Students to establish and maintain such a record system.

RESOLUTION 4

WHEREAS, all organizations benefit from long-range planning and periodic assessment of strengths and weaknesses, therefore be it

RESOLVED, that a process of periodic review of all local chapters of Greek organizations be established, the format and schedule for such reviews to be determined by representatives from the Office of the Dean of Students and the Interfraternity, Panhellenic, and National Pan Hellenic Councils, and be it further

RESOLVED, that the first review of the local chapter of each Greek organization shall be completed by the 1997-1998 academic year, and be it further

RESOLVED, that the Office of the Dean of Students establish a procedure for collating and summarizing the information regarding local chapters so it is available to governing or decision-making bodies reviewing the status of Greek life at the University of Delaware, and be it further

RESOLVED, that the Administration provide sufficient resources to enable the Office of the Dean of Students to undertake and complete such reviews on an ongoing basis.

RESOLUTION 5

WHEREAS, the existing procedures for expanding the local Greek system encourage groups of students to exist and operate outside of reasonable rules and regulations guiding student behavior and protecting student welfare, and

WHEREAS, groups of students have a right to promote their common interest by being registered student organizations subject to reasonable, equitable, and defined limits, and

WHEREAS, the existing Greek councils representing local registered chapters must be accountable to explain their expansion decisions, therefore be it

RESOLVED, that the Offices of the Dean of Students and of the Vice President for Student Affairs cooperate to review and modify existing University criteria, procedures and policies used to identify registered student organizations in order to incorporate Greek-interest groups, and be it further

RESOLVED, that the Offices of the Dean of Students and of the Vice President for Student Affairs, with the cooperation of the Panhellenic, Interfraternity, and National Pan Hellenic Councils, establish reasonable and fair procedures that direct the development of Greek-interest groups towards full University recognition.

RESOLUTION 6

WHEREAS, the house monitor "experiment" instituted by the University Faculty Senate in the spring of 1991 is inadequate to the tasks for which it was intended, therefore be it

RESOLVED, that the University Faculty Senate terminate the house monitor "experiment" immediately.

RESOLUTION 7

WHEREAS, periodic and equitable reviews of Greek organizations will be conducted, and

WHEREAS, reviews of these organizations will allow for determining that these organizations operate in accordance with the University's goals for student development, and

WHEREAS, establishing that an organization is not willing to operate or capable of operating in accordance with the University's goals for student development could be used to deny recognition to or withdraw recognition from student organizations, and

WHEREAS, the Faculty have the responsibility to set the course of student development and to protect student welfare, therefore be it

RESOLVED, that the University Faculty Senate asks the President of the University of Delaware to institute a policy of granting renewable charters to Greek organizations, and be it further

RESOLVED, that official recognition of Greek organizations be based on their performance determined by periodic review, and be it further

RESOLVED, that the University Faculty Senate Committee on Student Life and representatives from the Offices of the Dean of Students, of Women's Affairs, and of the Vice President for Student Affairs establish procedures for making recommendations to the President of the University of Delaware regarding the initial application of, or the re-application of, Greek organizations seeking

charters at the University of Delaware, and be it further

RESOLVED, that this policy take effect in the 1997-1998 academic year.

RESOLUTION 8

WHEREAS, the changes proposed by the Greek Life Task Force are diverse and far reaching, therefore be it

RESOLVED, that the University Faculty Senate establish a new task force in the academic year 1997-1998 to re-evaluate the status of Greek life at the University of Delaware and to determine the effectiveness of all of the recommendations of the 1991-1992 Greek Life Task Force and to propose their continuation, modification, or elimination.

**TASK FORCE PAPER
WRITTEN BY THE AMERICAN COUNCIL ON EDUCATION**

DRAFT 9/1/89

**GREEK ORGANIZATIONS ON THE COLLEGE CAMPUS:
GUIDELINES FOR INSTITUTIONAL ACTION**

GREEK ORGANIZATIONS AND THE QUALITY OF STUDENT LIFE

The quality of student life on campus is a subject of increasing concern to higher education leaders and observers. Substance abuse, escalating violence, racial and sexual harassment, and acquaintance rape pose a serious threat to the entire campus community.

Although problems associated with Greek organizations, and fraternities in particular, have received national attention, they are not restricted to Greek life. Discrimination, harassment, and date rape occur in residence halls, off-campus apartments and public places, and in campus organizations. However, fraternities and sororities, referred to as Greek organizations in this document, pose a particular problem. Fraternities have been the site of excessive drinking as well as of raucous and sometimes unlawful behaviors; also, sororities and fraternities pose some special problems with respect to discriminatory behaviors. This paper concentrates on Greek organizations not because they are the only ones associated with the problems of campus life, but because

1 they are particularly visible and susceptible to a series of
2 regulatory actions by national Greek organizations and
3 institutional administrators as well as to self-regulatory measures
4 that can address these issues. To put this paper and its
5 recommendations in perspective, it is important to note that all
6 student organizations recognized by or registered with an
7 institution should be required to meet standards of conduct
8 established by the institution and be held accountable for their
9 behaviors. Regulations and sanctions should be equitably applied.

10 Fraternities and sororities have a long history and a special
11 place in campus life. They can offer their members a range of
12 promising possibilities that can affect their lives before and
13 after graduation. The Greek system has the potential for
14 developing leadership, creating long-lasting friendships, providing
15 a sense of community that otherwise might be absent on campus, and
16 encouraging community service. Members of Greek organizations are
17 frequently the most active and supportive alumni.

18 Despite the potential of the Greek system, numerous problems
19 have come increasingly into public view, including behavior that
20 ranges from the disruptive and antisocial to the violent and
21 destructive. These behaviors are often associated with excessive
22 drinking and substance abuse. The control of drinking on and off
23 campus, enforcement of state laws, and the encouragement of

1 responsible legal drinking are fundamental to improving the quality
2 of student life. (A Resource Document of the Office of Self-
3 Regulation Initiatives was published by the American Council on
4 Education in 1988. Alcohol and Other Substance Abuse: Resources
5 for Institutional Action contains recommendations on policies and
6 education programs.)

7 Also, discriminatory actions, often justified as part of the
8 process of selection and inherent in the right of affiliation, are
9 now increasingly exposed as fundamentally racist or sexist.
10 Moreover, the larger public is decreasingly tolerant of violent and
11 discriminatory behaviors. Although Greek organizations have stated
12 ideals concerning moral and intellectual development, the tendency
13 of some of the chapters toward anti-intellectualism is also a
14 source of dissonance between Greek life and higher education
15 institutions.

16 Academic leaders, many of whom are attempting to tighten
17 standards and who are concerned with strengthening the educational
18 mission of their institutions at every level, find it inappropriate
19 to have groups on their campuses whose actions undermine the larger
20 goals of the college or university. Indeed, many colleges and
21 universities with Greek organizations on their campuses are now
22 finding the relationship between their educational mission as

1 academic institutions and the interfraternity system to be in a
2 state of tension.

3 A careful review and re-evaluation by academic leaders of the
4 activities of Greek organizations on their campuses seem imperative
5 at this time. This document is addressed to college and university
6 administrators to help them deal constructively with the need to
7 ensure that Greek organizations conform to the mission and values
8 of the host institution.

9 **THE LEGAL CONTEXT**

10 The problems associated with Greek organizations, sufficiently
11 disturbing in themselves and obviously warranting administrative
12 action, are compounded by the growing threat of litigation against
13 the academy. Indeed, a number of unfortunate incidents in recent
14 years involving members of fraternities have resulted in lawsuits
15 in which the fraternity is increasingly deemed the responsible--
16 and culpable--party to the incident. Often, institutions have been
17 named as co-defendants in litigation involving fraternities,
18 incurring substantial legal fees to extricate themselves from
19 liability.

20 The subject of potential tort liability of educational
21 institutions for injuries caused by, or occurring on the premises

1 of, fraternal organizations is a complicated one; a separate paper
2 devoted to the exploration of this thorny topic is available upon
3 request from the American Council on Education. What does seem
4 clear at this point, on the basis of several cases, is that trial
5 level courts have been willing to assert that universities have an
6 obligation to prevent misconduct by fraternity members and to
7 impose multi-million dollar verdicts against them. The fact that
8 all of these verdicts have been reversed in no way mitigates the
9 potentially serious implications of the findings. Nor does it
10 repay the universities for the enormous costs--financial and
11 reputational--involved in defending themselves.

12 INSTITUTIONAL RESPONSES TO GREEK ORGANIZATIONS

13 Institutions have a range of choices for defining their
14 relationship with Greek organizations. Institutions have chosen
15 quite different paths, depending on their values and missions,
16 their relationships to students, their resources, their legal
17 status (e.g. public or private), their capacity to influence
18 student behavior, the influence of alumni, and their dependency on
19 the Greek system for housing and/or dining.

20 Some institutions have chosen to deal with matters or
21 incidents in the Greek system as they arise, that is, in a reactive
22 mode. Each crisis is viewed, to a large extent, as an

1 idiosyncratic event, not connected to long-term planning
2 obligations or general institutional management strategy. This
3 approach constitutes a non-policy rather than a conscious decision
4 on the institutional relationship to Greek organizations. A second
5 approach is to establish as much distance as possible between the
6 institution and the Greek system. This hands-off stance requires
7 adopting policies which emphasize the difference between the two.

8 Yet others take an activist approach, promoting the
9 integration of the Greek system into the campus life of the host
10 institution, generally placing it under the aegis of the division
11 of student affairs. This approach requires clear supervision and
12 insistence on performance requirements, and is designed to blunt
13 the negative consequences of the Greek system while enhancing its
14 opportunities to fulfill its potential.

15 Finally, some institutions have chosen to sever their
16 relationships with Greek organizations, either selectively,
17 refusing to recognize a particular chapter, or terminating all
18 Greek organizations on their campus.

19 The recommendations that follow support an activist approach
20 for institutions that choose to have a Greek system on their
21 campuses. They reflect the reality that on the legal front
22 institutions must enforce all existing policies to minimize

1 liability; they also reflect the conviction that it is
2 educationally sound practice to take an active stance in promoting
3 responsible behavior by all members of the campus community. Every
4 institution will have different needs and circumstances surrounding
5 the implementation of these recommendations. They are purposely
6 broad to permit institutional flexibility. Where appropriate,
7 institutional leaders should encourage broad participation in the
8 formulation and implementation of standards and policies, including
9 in the process trustees, administrators, faculty and alumni
10 advisors, students and the national Greek organizations. The
11 national organizations have a particularly important leadership
12 role to play in setting the tone and developing and enforcing
13 standards for local chapters.

14 RECOMMENDATIONS FOR INSTITUTIONAL STRATEGIES

15 1. Base institutional recognition of Greek organizations on
16 performance. Recognition is the key to institutional control
17 of Greek organizations. Institutions should specify
18 conditions to be met by each chapter; these may include
19 financial, safety, membership, academic, behavioral and any
20 other standards the institution deems reasonable. Recognition
21 should be granted for specified time periods with a
22 requirement for application for re-recognition at the end of
23 that period.

- 1 2. Institutions should develop a set of standards for their Greek
2 organizations and explicit sanctions for failure to meet those
3 standards. These standards should include "critical
4 indicators" by which the chapters will be evaluated on a
5 regular basis in a formal review process. Indicators might
6 include the grade point averages of the membership, numbers
7 of complaints, police interventions, or charges of sexual
8 assault. Violations of institutional standards should be
9 reported by the institution to the national Greek
10 organizations to encourage them to impose appropriate
11 sanctions as well.

- 12 3. Require a minimum grade point average for students to apply
13 for or retain membership in a Greek organization. Requiring
14 minimum GPA for application for membership in a Greek
15 organization requires deferring rush, as outlined in
16 Recommendation 10.

- 17 4. Conduct regular reviews of the relationship of the institution
18 with its Greek system to determine how best to align Greek
19 organizations with the institution's educational goals. As
20 part of these reviews, institutions should require Greek
21 organizations to conduct regular self-studies and to develop
22 procedures for monitoring their activities and behavior on an
23 ongoing basis. Institutions may also wish to develop a

1 mechanism for third-party review of the self-study. The
2 results of the self-studies should be submitted to the chief
3 student personnel officer for review and necessary action.

4 5. Establish policies and actively enforce penalties for hazing
5 violations. Institutions should establish penalties and
6 sanctions for individuals, for chapter officers, and for
7 organizations responsible for infractions of anti-hazing
8 rules. Guidelines can be found in the anti-hazing legislation
9 passed by 32 states and the anti-hazing policies created by
10 student personnel administrators and national Greek
11 organizations.

12 6. Designate an institutional officer with the responsibility of
13 overseeing the performance of Greek organizations. This
14 individual would implement the assessment and monitoring of
15 "critical indicators."

16 7. Establish standards for supervision of campus chapters.
17 Encourage faculty and staff to serve as advisors to Greek
18 organizations by providing appropriate institutional rewards.
19 These rewards may include release time, supplemental
20 compensation, or recognition for the service components of the
21 promotion and tenure process.

1 8. Develop educational strategies and performance criteria to
2 eliminate discriminatory behavior toward women, handicapped
3 individuals, and racial and ethnic minority group members.
4 Such behavior is reflected in membership criteria, harassment,
5 stereotyping, and role definition, and members of the Greek
6 system should be required to avoid all forms of discriminatory
7 activity. Appropriate penalties should be designated.

8 9. Provide education programs for members of Greek organizations
9 on alcohol and other substance abuse. Education on substance
10 abuse should also be included in training programs for leaders
11 of Greek organizations. Such programs should be provided to
12 all members of the campus community, but special programs for
13 Greek organizations would enhance overall institutional
14 efforts in this important area.

15 10. Assess the rush process in the context of the institution's
16 educational goals, and other programs and services available.
17 Issues to consider include discriminatory practices, the
18 timing and duration of the rush process, the consumption of
19 alcoholic beverages, conflicts with orientation and other
20 scheduled campus activities. Defer rushing until at least the
21 second term of the freshman year or later. While this may not
22 be feasible at all institutions, it is highly recommended.
23 The practice of rushing at the start of the freshman year may

1 interrupt friendships, forming in residence halls and disrupt
2 adjustment to the academic demands of college life.

3 11. Require Greek organizations to eliminate pledge status as a
4 requirement for institutional recognition or support. Several
5 national fraternities have already taken this step, aiming to
6 remove opportunities for hazing. When coupled with postponing
7 rush until the latter part of the freshman year or later, this
8 strategy will also help students adjust to campus life and
9 explore options before joining a Greek organization.

10 12. Require all chapters to have adequate liability insurance.
11 Each chapter should submit evidence of insurance protection
12 (including an indemnification of the host institution)
13 sufficient to cover potential losses.

GREEK LIFE TASK FORCE REPORT:
Sorority Life
April 9, 1992

The Panhellenic Council has been charged by the Greek Life Task Force to prepare a report which will include a thorough examination of sorority life at the University of Delaware. The purpose of this report is to summarize the positive aspects of sororities and areas of concern which are pertinent when examining this aspect of the Greek System. There are 10 recognized sororities. They are: Alpha Chi Omega, Alpha Epsilon Phi, Alpha Omicron Pi, Alpha Phi, Alpha Xi Delta, Chi Omega, Phi Sigma Sigma, Sigma Kappa, Alpha Sigma Alpha, Kappa Delta.

RUSH

Rush is the first and most important activity that sororities do every year. Rush is the process in which sorority women increase their membership. The Panhellenic Council (Panhel) conducts sorority rush every fall. All of the sororities are included. Fall formal rush usually takes place in Clayton Hall because it is the only building large enough to accommodate the large number of women interested in rushing a sorority each year.

Rush is the event each year that requires the most work. The Panhel Rush Chair is responsible for the planning and coordination of Rush. During the summer, Panhel sends a summer mailing to all freshmen women, containing information about each sorority and a rush registration form. The summer mailing is an opportunity for sororities, in general, to be presented to all freshmen women in the spirit of fairness, not specifically to promote one particular sorority.

Before the rush process begins, the Panhel rush chair is responsible for the selection and education of Rho Chi's. Rho Chi's are rush counselors. Their responsibility is to help all the rushees during fall formal rush. They are the leader of a rush group averaging about 20 rushees per Rho-Chi. Each Rho-Chi separates herself from her sorority and remains anonymous throughout rush because it is very important for the new and incoming women to receive an impartial view about Greek life. The members of Panhel also remain anonymous during rush and are constantly available for rushees when questions arise.

The Panhellenic Fall Formal Rush is over a period of two weeks. This period is the most hectic, yet enjoyable times for all sorority sisters. Rush allows the members to personally meet and talk to women who are interested in membership. The rushees have 10 sororities with large memberships in which they are able to be matched with the group of women with which they feel most comfortable.

One of the major concerns with which Panhel must deal each year is not being able to let every woman who is interested into a sorority. Every year, there is a large number of women who do not receive bids. A bid is a written acceptance form given to a rushee when she is accepted into an organization. Panhel's goal is to give every woman a bid.

PLEDGE EDUCATION

The Greek System is a collateral association of students, each organized under a distinct set of principles, ideals and traditions. However, they have been established to foster friendships, to encourage sociability, and to provide a forum for free expression and free association. Greek organizations also foster the education of the whole person, intellectually, socially, and spiritually. They are developed to identify and develop leaders in the student community today, and for the local, national, and global communities of tomorrow. In order to accomplish this development, each chapter implements a PLEDGE EDUCATION PROGRAM.

Although each program is tailored to the needs of each individual chapter, common purposes are intended to be accomplished. These include:

DEVELOPING SKILLS TO ENSURE SCHOLASTIC SUCCESS-Pledge members are required to achieve a cumulative GPA of at least 2.0 after pledging to meet initiation requirements. Mandatory study hours, tutoring, and chapter programs on time management and study skills are developed to ensure the scholastic success of each pledge member.

ENHANCING PERSONAL CONFIDENCE-Early programs are used to notify pledges of their rights and responsibilities as members, as well as individuals.

ESTABLISHING KNOWLEDGE OF LOCAL CHAPTER HISTORY-Pledge members learn about the establishment of their organization along with the history of their individual chapter.

DEVELOPING A SENSE OF SOCIAL RESPONSIBILITY-Members encourage a sense of duty to one's community. Community service projects include: visiting nursing homes, adopting highways, giving parties to children in orphanages, and participating in Delaware's community activities.

UNDERSTANDING THE GREEK COMMUNITY-To orient pledges fully to Greek life, officers familiarize them with the University's policies on hazing, encourage them to attend Panhel meetings, and to become knowledgeable about the rules and regulations of the Greek System.

DEVELOPING LEADERSHIP AND GROUP ACTION SKILLS-Pledges are involved in chapter committees so that they will understand how the collegiate chapters function. All pledges are encouraged to participate in other extracurricular activities within the university community.

HAZING

Hazing is defined as an activity which endangers the physical safety of another person; produces mental or physical discomfort; causes embarrassment, fright, humiliation, or ridicule; or degrades the individual. The University of Delaware Hazing Policy (found in the Student Guide to Policies) also has statements defining "hazing" and "nonconstructive" activities.

At the University level, hazing activities will NOT be tolerated (on or off campus). Greek organizations that are found engaging in such activities will be subject to action within the University Judicial System, as will those individuals who engage in the activities. In addition, every individual chapter supports the university and their national chapters in discouraging hazing. The chapters' Executive Boards will investigate any report of hazing done by any pledge or initiated member. Confirmation of such activities will be followed by disciplinary action as determined by the chapters' constitution. This action may include termination of membership for individuals involved in hazing and/or charter removal for entire chapters. [Each chapter's National Advisor will not hesitate to place sanctions on their charter.]

Many Greeks think that irresponsibility is at the root of the problem. Most members feel that pledges need to be educated on the responsibility they will have as members. Chapters' pledge education programs require seminars and workshops about hazing to pledges and initiated members. Members are also required to sign the University Hazing Compliance Form along with their own chapter's agreement.

Some chapters have an "adopt a pledge" (older sisters being responsible for the well-being of pledges and act as role models) making it a personal commitment to eliminate hazing. Executive Boards are creating positive activities to replace older hazing traditions (bowling, movie nights, sleep-overs, pizza parties, etc.). Programs are being implemented to eliminate the liability faced by Greeks.

The University should continue taking an active role in Greek affairs due to the large and growing population of Greeks on this campus. Now that rules have been established, they must be enforced. The University should make certain that the proper educational programs are provided and mandatory for all Greek members. If the administration is worried about its liability, then it must be willing to provide the needed and desired advisory services for the Greek community. [Dean Brooks' attendance at chapter meetings to discuss hazing was one extremely effective way to discourage this event].

Greek organizations must also provide programs for their members to discuss liability problems. There have been great improvements in each chapter's responsibility and respect for the Greek system as a whole. Together, both the University and the Greeks may grow together to prevent any future problems.

ALCOHOL AND DRUGS

Regulation of alcohol at the University of Delaware has become much more effective, even within the last few years. As sorority sisters, we are required to attend several educational programs concerning alcohol and drugs. Each sorority has a responsibility to its active members, alumnae, and National headquarters to educate their membership. In addition, the Panhellenic system places requirements on each sorority to attend a specific number of programs dealing with alcohol and drugs each semester. Panhellenic shows their strong support for this rule by establishing fines for those sororities who do not have their full membership in

attendance. The main purposes of the programs are to educate women about the problems that go hand and hand with alcohol and drug use. One sorority, for example, has a program called "Aware," which consists of a variety of activities which help students understand and cope with the problems facing college students today, mainly alcohol.

There are also programs which are specifically meant for the new members of sororities, pledges. There are pledge policies within every sorority's guidelines which mandate certain teachings to the pledges. The law, of course, states that the legal drinking age is 21. A majority of pledges fall under this law, and, therefore, must understand that the sororities will not tolerate underage drinking.

The Panhellenic Council has taken action against these problems by mandating policies to prohibit the distribution and consumption of alcohol by minors during any Greek function. The Interfraternity Council and Panhellenic have a joint alcohol policy which regulates the amount of alcohol with an establishment, to whom the alcohol is being given, and the way the alcohol is brought into the establishment. They also created a "Bring Your Own Beer" (BYOB) policy, which no longer allows any fraternity or sorority to use any of its funds toward the purchasing of alcohol for any social functions.

The Panhellenic Council, along with each individual chapter, have ways in which they handle any situation involving alcohol and drugs among its members. The Council has a judicial committee, which consists of the Panhellenic Judicial Chair and two judicial committee representatives from each chapter. This committee is the body which has the final say in any situation in which Panhel takes action against any group(s). The committee is a good way for all the sororities to be represented in the final decision.

SEXUAL ASSAULT

The Panhellenic Council prides itself on diversity. Each sorority offers a different flair to the Greek System and somewhere there is a place where everyone belongs. One thing that all of us have in common, whether we have achieved alumnae status or still attend the university, is that we are all Panhel sisters and we are all WOMEN. Unfortunately, as women, there is one problem we all have in common: the potential to be raped by someone with which we are acquainted. Approximately one out of every three women will be raped in her lifetime which is a devastating statistic. That would mean that approximately forty women from each sorority at the university may be raped in her lifetime. According to the FBI, in 98% of reported rapes, a male is the perpetrator and a woman is the victim/survivor. Therefore, women appear to be the most likely to be victimized when it comes to the issue of sexual assault and harassment.

Acquaintance rape refers to forced penetration by someone who is known by the survivor, for example, a classmate, friend, or acquaintance met at a party. As sorority women, the potential of being sexually assaulted or harassed tends to increase. However, in a recent undergraduate study conducted at the University of Delaware, about 78% of all women questioned, responded that they

worried about rape to a moderate extent. When the responses of Greek affiliated members were compared to those who were non-affiliated, among women there were very few differences between their responses.

A book published in 1988, titled *Avoiding Rape On and Off Campus*, cited that 80% of all sexual assaults are alcohol related. Therefore, the fact that most social activities such as mixers, formals and date parties sponsored by Greeks at the university involve alcohol, increases the chances for a sorority woman to be sexually assaulted or raped. According to a nationwide collegiate study, 21% of the men questioned replied that coercive intercourse was "acceptable" if a woman was stoned or drunk, and six percent of the women agreed. Unfortunately, attitudes such as this tend to make acquaintance rape seem "okay." Sex role stereotypes tend to play a large factor in this statistic. Men are usually viewed as aggressive, dominant, and controlling in sexually related situations whereas women are viewed as more teasing, passive, and compliant.

What can we do to prevent sexual assault or harassment to occur within the Greek community at the University of Delaware? According to Kappa Sigma alumni, John Fuze, a Southern Methodist University graduate, rape is an uphill battle. It can be compared to a game of dodge-ball in which the women are lined up on one side of the room and are trying to learn how to dodge the ball or avoid rape. John Fuze also claims that what needs to be done to remedy this is to line guys up on the other side of the room and teach them not to throw the ball in the first place. The bottom line is, education is a must. Women and men alike, must be educated on the topic of rape.

At the University of Delaware, all Greek organizations set aside time for educational programming on their agenda within their own chapter. This programming usually involves demonstrations, guest speakers, or students describing their own personal experiences. In the past year, programs have been offered to various chapters with topics including AIDS awareness, rape, eating disorders, self-defense, alcohol abuse and insurance precautions. In addition to private programs, each semester there is at least one program which all Greek members are encouraged to attend. Perhaps more programs such as these would be an effective way of more fully educating the members of the Greek community on the topic of rape. A public panel discussion with representatives from each chapter on the panel could also be an effective means of making members of the opposite sex see the fears that exist within each group. Resources such as Wellspring, Survivors of Sexual Assault (SOS), and local Rape Crisis Center could provide a variety of ideas and assistance.

Since alcohol plays a major role in many instances of acquaintance rape, it is essential that this topic is seriously assessed among the members of the Greek community. Over the past year, many advances have been made to discourage the consumption of alcohol among minors and to limit the consumption of alcohol among those who are of age at Greek-sponsored events. Although these changes are a step in the right direction, the elimination of alcohol at mixers would be a logical solution to preventing

instances of acquaintance rape among Greek organizations. Although women are most often the victims of survivors of sexual harassment, when comes to alcohol, the ball is in their court. A suggested solution would be to encourage more afternoon mixers where the focus is on something other than alcohol such as a sport or a barbecue.

Walking alone in poorly lit, open spaces at night, increases the potential for rape to occur. Although mixers and formals do occur during the nighttime hours, Greek organizations have taken precautions to protect women. For example, at every mixer a safe-ride service is available where anyone who needs a ride home at any time will receive one. The Greek community has also made a conscious effort to create thematic mixers to deter the emphasis on alcohol. In the past year, some themes have included a seventies mixer, Halloween costume mixers, Winter Wonderland mixers, and "Wake For Doctor Seuss" mixers, which encouraged everyone to talk in rhyme and view Seuss cartoons provided on a wide screen television. Among sororities, they have set up their own precautions. For example; sisters are only allowed to remain in designated areas of the fraternity house and under NO circumstances are they allowed upstairs or in the bedroom of a brother during Greek events. Sisters are also not permitted to participate in public displays of affection at Greek events and under no circumstances is a sister allowed to leave the fraternity house alone with a brother. Sisters are always encouraged to walk in pairs or small groups and to "watch out for each other."

The solution is not an easy one. Although each Greek organization claims to be diverse, the bottom line is we all have one thing in common- we are all Greeks and any incidents that occur in any chapter reflects on the Greek community as a whole. Therefore, it is essential for the Greeks to continue to make progress in the area of education on current issues reflecting college students, prevent problems triggered by Greek activities, scholastic achievement, philanthropy and with the aid of the University, continue to make our campus a pleasant and secure environment for everyone.

SOCIAL LIFE

Greek life gives a student more opportunities to become involved with many social programs and events. It is an asset to a student attending the University of Delaware where the population is approximately 14,000. A student that is involved in the Greek life expands her horizons. Sorority life allows a member to intermingle with friends inside and outside of the Greek system, to become involved with social events in the community and the university, and to grow and experience times that will shape their identity.

There is a great amount of social contact among the Greeks, therefore, Greek life provides a member a lot of social activities. Every fraternal organization has mixers (fraternity and sorority social functions) throughout the year. The mixer schedules are pre-determined at the Kappa Alpha social dinner. This dinner is a good opportunity to get together and set up social functions because a representative from every fraternity and sorority is

invited.

There are many social events within Greek life in which Greeks come together and host, as well as participate, in philanthropic events. The activities include Rock-A-Thons, Twist-A-Thons, 5-K For Bruce, and Hands Across Campus. These and many more events allow the Greeks to interact and aid the community. One of the biggest social Greek events that occurs every spring semester is Greek Week. It is an event where the Greeks show unity within the Greek system and competition among each other.

There are areas of concern within the Greek social system. Greek organizations are stereotyped as clique-ish, self-centered, wild, and "heavy partiers" without much control or responsibility. However, it is not like this at all. In the past social functions were unsupervised and uncontrolled, but now the Panhellenic Council has implemented policies which govern such activities.

The Panhellenic Council has a Risk Management Chair, who is responsible for the prevention of violations during sorority social; functions. The Interfraternity Council and the Panhellenic Council have a Joint Policy on Co-Sponsored Social Functions which both groups adhere to. The members of Panhellenic are also responsible for mixer patrols. Mixer patrols are a group of Panhellenic members who go to mixers and observe for any problems or violations. If violations are noted, then there is a system of fines which the sororities will be required to pay. The mixer patrols have worksheets that they fill out and turn to the Risk Management Chair. If violations are noted, action will be taken.

Each sorority has a Risk Management Chairperson responsible for assigning "sober sisters" for every social function in which alcohol is present. The purpose of "sober sisters" is for supervision and to provide safe rides home if needed. The "sober sister" can and will ask a member to leave if she is intoxicated or out of control, and provide her with a safe ride home. Mixers are B.Y.O.B (bring your own beer) which prevents under age drinking. There is a 21 list available at the door of these functions which is used to assure that the legal members are the only ones allowed to drink.. According to the B.Y.O.B policy, each sister, of legal age, is only allowed to bring one 6-pack of beer (in cans) to the function.

RELATIONSHIPS WITH NON-GREEK STUDENTS

Greek life in the past has been viewed by non-Greeks as exclusive and elitist. This view is invalid. As members of the Greek community, we believe that we must all join together to create a strong and unified campus. Non-Greeks need to be better informed of what Greek life is all about, and there is no better source to refer to than Greek students themselves. People need to realize that we encourage the qualities of leadership, scholarship, loyalty, and unity.

Greeks represent only 16% of the university student population, and as a result, do not place a great deal of pressure to join a Greek organization. The University of Delaware is NOT a Greek campus. Students have the freedom to choose which organizations to join without the fear of non "fitting in."

Because Greek organizations and their members believe in the

qualities mentioned above, we would like to present to the Greek Life Task Force our views of our relationships with non-Greek students. In the past, Greeks have sponsored events involving the entire student body, such as Spike for Life, Musical Chairs, Hands Across Campus, and the 5K for Bruce. In addition to philanthropic events, Greeks welcome all students to join in social events like parties given by fraternities and open house gatherings at sororities and fraternities. We serve the campus as a whole with safe walks home from the library, by helping freshmen move into the residence halls, and "Clean and Green" during Greek Week.

As can be seen by the many activities in which we partake, we believe that we make a strong effort to involve the entire university community. However, we do realize that not enough activities are being sponsored by Greeks and non-Greeks together. This is our main objective: to get Greeks and non-Greeks to co-sponsor events. A few ideas have been discussed to increase involvement. These range from a day of activities and barbecues that is similar to our Greek Games, to having non-Greeks and Greeks pick a philanthropy that we can support. This will enhance the image of Greek life as well as create a bond between all students. In order to get these ideas off the ground, we need to close the gap between the student body and the Greek system. We also need the help and support of both faculty and students. We ask that you, the Greek Life Task Force, take these ideas into consideration and allow all students to understand our view. This is only the beginning of improving relations between non-Greeks and Greeks, but we feel that it is a step in the right direction.

PHILANTHROPY

The word philanthropy is defined as "goodwill toward one's fellow men, especially as expressed through active efforts to promote human welfare." The sororities at the University of Delaware display these efforts through many different activities and events through the course of the year. Each chapter chooses to spend their time and efforts to help different people on the local as well as national level. Some examples of these philanthropic events are the following:

1. Alpha Phi: Donate money to the American Heart Association. Every fall they have a Teeter Totter Marathon to raise money to "save heart." They also sell lollipops in the spring for the AHA as well.

2. Alpha Xi Delta: Co-sponsor a rock-a-thon with Sigma Nu Fraternity to raise money for diabetes research. This is done 24 hours a day for an entire week. They have "Daffodil Day" in the spring where they sell daffodils to raise money for the American Cancer Society. This year they are sponsoring an Aerobic Marathon to benefit the American Heart and Lung Association. The marathon will be open to big groups and many chapters on campus will participate. Alpha Xi Delta also assists the Salvation Army with their collections over the holidays as well as correspondence with soldiers during the Gulf War.

3. Chi Omega: Because Chi Omega has no national philanthropy, the women donate their time and effort to help local causes. Sisters tutor children at the Brookside Elementary School as well

as decorate Main Street during Halloween. They also travel to the Newark Senior Center during the holidays and help children wrap presents for a craft sale held there. They can also be found helping out at the Wilmington Flower Market annually and are considering developing a program to help Delaware's autistic children.

4. Alpha Sigma Alpha: Aid to the mentally retarded is the national philanthropy of the Alpha Sigma Alpha sisters. They help with Special Olympics held at the Fieldhouse each semester doing things from scorekeeping and cheering to thinking of activities for the kids to be involved in. In the past they have also held a Tennis Marathon where the sisters play tennis to raise money for their philanthropy as well. They have participated in the March of Dimes Walk-a-thon as well as building a playground for a nearby school in Newark. They are also currently setting up a Rock-a-thon with a fraternity on campus.

5. Alpha Chi Omega; Their national philanthropy is Cystic Fibrosis for which they sponsor a Rock-a-thon. They also raise money through the Alpha Chi Omega Foundation as well as participate in Lambda Chi Alpha's "Spike For Life."

6. Alpha Omicron Pi: Their national philanthropy is Arthritis research. They also have a Halloween Escort Service for elementary school children every year.

7. Sigma Kappa: Their national philanthropy is the Alzheimer's Research Foundation for which they raise money by having the annual "Airborne for Alzheimer's" balloon send off. They also have what is called a "Week of Giving" where volunteers wash windows on Main Street, distribute apples to notable professors and send cookies to other Greek houses.

In addition to their own specific philanthropic events, each sorority, through Panhellenic, travels to "Food Conservers." Approximately twelve women from each chapter go and help sort food into boxes being shipped to the needy. Not only is this a very important event, but the women enjoy it and feel a great sense of satisfaction afterwards.

Overall, the sororities on campus are very busy helping others. Through their time and aid, they make a difference. Each chapter understands the importance of helping others and through philanthropy, make major accomplishments for large causes like The American Heart Association or on a more local scale, like children here in Newark. Regardless of who is being helped, the point is that they are being helped.

COMMUNITY AND UNIVERSITY INVOLVEMENT

Upon reviewing the university's Greek organizations, there are many campus activities in which Greek members are involved. The most recent activity is the Russian Relief Program. This program involved each fraternity and sorority to collect a variety of food products and monetary donations. The proceeds were gathered at one central place and then sent to Russia. Another activity, which is increasing rapidly, is the adopt-a-building program. Various buildings in the Newark area are recycling sites hosted by Greek organizations. Greeks are also very concerned about the safety of students. On-campus students are offered safe walks from the

library to their residence hall by members of fraternities and sororities. The off-campus student association and the Greek organizations also have an off-campus safety escort service. Volunteers will meet students at off-campus bus stops and walk them back to their apartments or houses. Moving into residence hall rooms is a very hard time for some people. As a result, Greeks are combining their efforts and returning to school early to help new students move in.

Upon graduating, most alumnae would like to stay in touch with the university. The Greek community helps alumnae stay involved in many ways. Greeks often correspond with alumnae about upcoming activities and events. Homecoming is a popular event for graduates of the university. For example, all sororities send invitations to each graduate for the annual Homecoming tailgate. Sororities and fraternities have luncheons and dinners honoring alumnae or invite them to fundraising activities. Sorority members are also involved in other university organizations. The majority of non-Greek and Greek Honor organizations are represented by sorority members.

HOUSING

Sorority housing on this campus has been an area of concern for sororities for many years. Sororities are in need of a central location for the entire membership because the size of sorority chapters is rapidly increasing. Currently, three sororities, Alpha Chi Omega, Alpha Omicron Pi, and Phi Sigma Sigma have recognized houses. There are three other sororities, Alpha Phi, Chi Omega, and Sigma Kappa, who are in the process of getting houses for the fall semester(fall 92). In order for a sorority to be fully capable of handling one hundred plus members, housing is needed for all sororities. The Panhellenic Council housing delegate is responsible for the information about available housing.

NEIGHBOR RELATIONS

The relationship with the neighbors of sororities with houses is very positive. Sororities are not allowed to have parties or have alcohol in their houses, so are no problems with bad neighbor relations.

ACADEMIC PERFORMANCE

Academic performance among sorority women is above average. Recent statistics show that the all sorority average is higher than both the non-sorority average and the all-womens average.

Each sorority has its own scholarship program for its members. Being a part of an organization with so many commitments and responsibilities requires guidance and help from the sorority to maintain a high academic standing. All sororities have study hours for members and pledges, where a room is reserved just for the purpose of studying. Some of the sororities provide tutor lists, creating their own tutor groups and study groups within the sorority. This helps to enhance the overall grade point averages of the members and improve study skills. Each sorority also keeps a test file which contains copies of old tests, quizzes, and notebooks from a variety of different classes. Sororities, through better time management, make time for scholastics as well as for

fun.

LEADERSHIP OPPORTUNITIES

The University of Delaware offers a number of foundations for an undergraduate to develop and enhance her leadership capabilities. In particular we would like to discuss the benefits surrounding ones involvement within the Greek community.

First and foremost is the experience that one can gain within ones individual Greek organization. The most obvious and prominent leadership positions in a sorority are held by the executive board members; however, leadership opportunities extend far beyond the obvious. Due to the diverse purposes of any Greek organization, numerous leaders are required within the groups hierarchy to ensure the success of the sorority. Chairperson positions serve as a network, striving together to achieve common objectives such as scholarship, community service, and campus relations. The sorority also provides a platform upon which these leaders, as well as other members, can practice and perfect their leadership skills. Given the situation, perspective leaders are more receptive to the constructive feedback that is readily available. In conjunction with this friendly atmosphere, there is the facet of Greek life that is shared by no other group on campus: the alumni. A growing leader in the Greek community gets many opportunities to mingle and work closely with individuals well established within their respective fields. As alumni, they share in the bonds of sisterhood, yet they can often present a different outlook, perspective, or opinion on any or all issues facing a Greek leader. Their advice and criticism are invaluable in the functioning of any Greek organization.

Another facet of Greek life that provides many opportunities for leadership skills enhancement is that of the Panhellenic Council. The Panhellenic Council governs sororities and provides numerous platforms upon which individual Greeks can participate and express ideas that concern the campus as a whole. In doing this, these leaders must collectively represent the entire Greeks system, putting aside individual sorority preferences. In addition to working within the Greek community, the Panhellenic Council serves as a symbolic representation of sorority life to the University community at large.

Involvement in a Greek organization does not limit an individuals leadership potential to activities strictly within the Greek system. As Greeks, we are often encouraged to participate in many activities that our campus offers to us as undergraduates. Honor societies, religious groups, and special interest organizations are examples of opportunities that appeal to different aspects of our careers as students. It is imperative that one takes advantage of these in addition to Greek involvement; however, none of these compare to the rich and fulfilling experiences that one can receive as a member of a sorority.

THIS SEMESTERS ACTIVITIES

The Panhellenic Council has a calendar full of activities for the spring semester. In preparation for our fall formal rush, the

Interfraternity Council and the Panhellenic Council are sending a Greek summer mailing with the specific intent to provide information for rush. The packet will contain a magazine full of information, pictures, and financial obligations for both fraternities and sororities. A rush pre-registration form will be included, as well, to all freshmen men and women. The purpose of the joint mailing is to promote Greek unity among fraternities and sororities.

Greeks at the University are very interested in doing work for philanthropies. This spring, an all-Greek fashion show fundraiser is being planned for the fall. The Interfraternity Council, the Panhellenic Council, and the National Pan-Hellenic Council will be involved in the planning and coordination of the event. The philanthropy that we will be raising money for is the Emmaus House, here in Newark. It is an organization which is involved in the aid of homeless people within the community. If this idea is accepted, it will become an annual Greek fundraiser.

There has been interest among the Greek community to petition for information from the Order of Omega. The Order of Omega is an honorary organization for Greek leaders. For more information about the Order of Omega, see the attached pamphlet.

The Panhellenic Council has expressed interest in having a National Panhellenic Visiting Team come to Delaware and evaluate our current system. One of the reasons why Panhellenic requested this is because we want our current policies and regulations to be evaluated for their effectiveness and quality. We are looking for new ideas for improvement in all areas in which concerns have been raised.

CONCLUSION

Sororities are a perfect way for all women to learn more about themselves and what they can accomplish. Greek life contains all the proper channels in preparation for future goals. The sorority opportunity is key for providing the necessary leadership qualities for advancement beyond the University.

ATTACHMENT PAGES
PAGES FOR REFERENCE

1991 FALL FORMAL RUSH SORORITY RULES AND PROCEDURES

1. All Panhellenic Council Members will have assigned tasks during rush and will not be allowed to identify with their individual sororities, and their pictures should be blocked out to the house composites for the Rush Expo, Spring Open Houses, and from the beginning of the academic year to the end of Formal Rush. No Panhellenic Member shall wear letters from the beginning of the academic year to the end of Fall Formal Rush.

2. Because of the importance in keeping Panhellenic members and rush counselors anonymous, no woman's fraternity house may answer the phone by title (i.e. Alpha Beta house) during the Formal Rush period.

3. Panhellenic strongly urges each sorority to invite only those rushees to the Preference party who will be included on their bid lists, and no more than 2 and 1/2 times quota. The Panhellenic Rush Chairwoman and Assistant Rush Chairwoman, and the Rush Chairwoman and Advisor of the individual sororities will set a percentage of girls to be cut after the first set of invitations and acceptances have been distributed. We would like to also strongly suggest that when you make each round of cuts, you do indeed cut and we will cut girls off the bottom of your list. This will make your selection process easier in the long run as well as avoid "leading girls on" to a certain extent.

4. All sororities will follow Formal Rush Rules and will promote the Panhellenic system upon returning to school; this means no banners, flyers, pamphlets, personal, or any ads in the Review, unless Panhellenic oriented. The only contact allowed with the rushee will be in a letter form from Panhellenic. This letter will be mailed during the summer to perspective rushees and have a general description (i.e. philanthropies, formals, tailgates, number of years on campus, active membership, etc.) all of the individual sororities. Under no circumstances are phone numbers of any sister allowed in the letter.

5. A factual list of all financial responsibilities, cumulative average requirements, and class restrictions (i.e. pledging upperclassmen) will be given to each rushee by Panhellenic at orientation.

6. Only the alumnae advisors will be permitted to see the individual sororities bid lists at any time; all activities will be unaware of the names of the women who received and accepted a bid until the women report to the house from which accepted a bid.

7. Sorority members can not make oral or written promises of membership to a rushee. This includes implied bids such as; "Please be a sister," etc. A standardized preference note is acceptable; but, not a personalized signed note. This note must be approved by the Rush Chairwoman and Assistant Rush Chairwoman.

8. Personal belongings (i.e. pins, shirts, or letters) can be worn by sorority members during Formal Fall Rush, with the exception of personal belongings made specifically for current year's rush parties. *Members (advisors will be permitted to wear sorority jewelry) are not permitted to go or to leave parties wearing rushwear (i.e. identifying costumes), letters, pins, badges, and other sorority jewelry. Preference being the only exception to this rule.

9. No individual sorority functions, with the exception of chapter meetings and rush practices, may occur from the first day of rush orientation until the close of Formal Rush.

10. Silence is the period from the beginning of the rushee's first party until she reports to the sorority from which she accepts a bid. During this period, all communication concerning Rush outside the designated rush parties must encourage support of Panhellenic only and not any individual sorority.

11. Strict Silence is the period from the end of the rushees last party until she reports to the sorority from which she accepts a bid. During this period, no conversation or contact whatsoever with the rushees by sorority members, except necessary during class, is permitted. An exception to this rule would be natural sisters. Letters, badges and sorority jewelry will also not be allowed to be worn by sisters at this time either.

12. Sororities shall direct ALL questions concerning rush at all times to Panhellenic Rush Chairwoman and Assistant Rush Chairwoman.

13. No sorority member may buy anything for a rushee and no rushee may buy anything for a sorority member during Formal Rush, except for Preference gifts given by the sorority.

14. Rush counselors are not to be discussed or recognized as being a member of a specific sorority from the beginning of the academic year until the close of Formal Rush. Rush counselors may not associate publicly with sorority and, out of the house composites. Rush counselors are also not allowed to attend their sororities' Preference parties, nor their sororities' rush parties during fall rush. The rush counselors may also not attend their sorority's spring Open House parties, nor any other sorority's Open House. They are not permitted to wear any paraphernalia directly relating to rush during the Rush Expo, the Spring Open House period, and Fall Formal Rush.

15. Quota will be set by Panhellenic Executive Board members only, after discussion with one member of the alumnae rush advisor. The alumnae will be asked to leave the room while the executive board votes on quota, after the First Invitational.
16. For all scheduled parties, a sorority may only entertain the rushees for the designated times. An exception to this would be schedule changes made by the Panhellenic Rush Chairwoman or the Assistant Rush Chairwoman due to conflicting class schedule and rush parties.
17. The use of alcohol, bales of hay, and sparklers, glitter (except on nametags) and candles, as well as the presence of males (except advisors) at rush parties is prohibited. This holds true for all rush functions held anywhere at any time. Panhellenic Council reserves the right to determine what constitutes a rush infraction as functions occur.
18. Only individual chapter rush pamphlets may be given out as favors at the Formal Rush Open Party. The only other nights any other favors may be given out is at the Preference Party.
19. No sorority members, including holdovers, pledges or alumnae, may visit a rushee in her dorm, apartment, or place of residence during Formal Fall Rush. An exception to this rule is natural sisters.
20. Only initiated members, holdovers, house directors, alumnae, advisors, and pledges of the sorority may assist the chapter with rushing during the Formal Rush Period. Mothers of members may assist with beverage serving and clean-up.
21. Each sorority shall submit a list (pledges and actives) of current chapter members to the Panhellenic Rush Chairwoman or Assistant Rush Chairwoman by the first Panhellenic meeting after Formal Rush.
22. Panhellenic Rush Chairwoman and Assistant Rush Chairwoman officially deal only with each sorority's Rush Chairwoman, Assistant Rush Chairwoman, President, and advisors during Formal Rush.
23. Sororities occupying a rush room outside designated time limits will be fined \$5.00 for each minute they are found within the room. This will also be considered a rush infraction.
24. If Panhellenic members or rush counselors must clean-up after a sororities rush party, the sorority will be fined \$5.00 for each minute spent cleaning. This will also be considered a rush infraction.
25. Sororities with the above fines will not be permitted in their rush room for the next round of parties until the fine has been paid to the Panhellenic Rush Chairwoman personally.