

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

MAY 6, 1996

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: April 1, 1996
- III. ELECTION OF SENATE OFFICERS AND CERTAIN COMMITTEE MEMBERS
- IV. REMARKS BY UNIVERSITY PROVOST SCHIAVELLI
- V. ANNOUNCEMENTS: Senate President Hall

ANNOUNCEMENTS FOR CHALLENGE

- 1. Modification of degrees and modification of GPA requirements for admission to EDDV 400 Student Teaching
- 2. Revision of the Master's in Business Administration: Creation of concentration in Leadership and Management of Museums

V. OLD BUSINESS - None

VI. NEW BUSINESS

- A. Request for confirmation of committee appointments
- B. Election of chairperson for the Committee on Committees and Nominations
- C. Recommendation for revisions to the *Promotion Policy* and to the charge of the Committee on Promotions and Tenure as stated in the Faculty Handbook
- D. Recommendation for a change to the Faculty Handbook and Undergraduate Catalog relating to student class attendance.
- E. Introduction of new business





UNIVERSITY FACULTY SENATE

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April 26, 1996

TO: All Faculty Members

FROM: Michael Keefe, Vice President
University Faculty Senate

A handwritten signature in black ink, appearing to read "Michael Keefe".

SUBJECT: Regular Faculty Senate Meeting, May 6, 1996

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, May 6, 1996 at 4:00 p.m. in room 110 Memorial Hall. The agenda will be as follows:

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the minutes of the Senate meeting of April 1, 1996.
- III. Election of Senate officers, one member of the Committee on Committees and Nominations, and two members of the Rules Committee. [Note: A slate of nominees prepared by the Committee on Committees and Nominations (C. Denson, Chairperson) is presented in Attachment 1. Biographies of the nominees are presented in 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.]
- IV. Remarks by University Provost Schiavelli.
- V. Announcements: Senate President Hall
Announcements for Challenge
 1. Modification of degrees and modification of GPA requirements for admission to EDDV 400 Student Teaching (Attachment 3)

2. Revision of the Master's in Business Administration: Creation of concentration in Leadership and Management of Museums (Attachment 4)

VI. Old Business - None

VII. New Business

- A. Request from the Committee on Committees and Nominations (C. Denson, Chairperson) for Senate confirmation of appointments. (Attachment 5)

RESOLVED, that the appointments to Senate committees and the appointments of Senate committee chairpersons, as presented in Attachment 5 of this Agenda, are hereby confirmed.

- B. Election of a chairperson for the Committee on Committees and Nominations to be chosen from the committee members elected by the Senate.

Carol Denson
Textiles Design &
Consumer Economics

Charles Mason
Entomology & Applied Ecology

- C. Recommendation from the Faculty Senate Executive Committee for revision to the Promotion Policy as stated in the Faculty Handbook, Section III, *Personnel Policies for Faculty*, Section K, pages III-24 through III-33. The revised policy is at Attachment 6. [Additions are in brackets and bolded, deletions in italics and underlined.] Also included, as Attachment 7, is a revision to the charge to the Faculty Senate Committee on Promotions and Tenure as stated in the Faculty Handbook, page I-19.

WHEREAS, the Faculty Senate Committee on Promotions and Tenure has been involved in a two-year self-study of its policies and procedures which has resulted in recommending a number of minor revisions aimed at improving the information submitted to the Committee, making its efforts more efficient, and producing the best judgment of which a faculty committee is capable, and

WHEREAS, a subcommittee of the Committee on Committees and Nominations has recently completed a routine review of the Committee on Promotions and Tenure and recommended several minor revisions to its procedures and constitution, therefore be it

RESOLVED, that the revised Promotion Policy, as attached, be approved by the University Faculty Senate,

AND BE IT FURTHER RESOLVED,

that the revised charge to the Committee on Promotions and Tenure, as stated in the Faculty Handbook, page I-19, be approved.

- D. Recommendation from the Committee on Undergraduate Studies (R. Taggart, Chairperson), for a change to the Faculty Handbook and Undergraduate Catalog pertaining to student class attendance.

WHEREAS, many students have children or other family members for whom they are responsible, and

WHEREAS, these family members may have medical emergencies that make it impossible for the student to attend class, therefore be it

RESOLVED, that the following additions in wording be made to the section on *Student Class Attendance* in the Faculty Handbook, page II-9, section d., second paragraph, and to the Undergraduate Catalog, page 17, section d., second paragraph: [Additions in bold and underlined]

- d. [Second paragraph] For relatively minor, short-term illnesses of students (e.g. colds and flu, where attendance in class is undesirable) or their immediate family, the University system depends upon reasonable communication between students and faculty. If possible, students should report such illnesses before the affected class, following the directions of the instructor provided at the start of the term.

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

MK/rg

Attachments: Committee Activities Report

1. Slate of Nominees
2. Biographies of Nominees
3. Modification of degrees and modification of GPA requirements
4. Revision of the MBA
5. Confirmation of Appointments
6. Present and Revised Promotion Policy
7. Charge to the Committee on Promotions and Tenure

COMMITTEE ACTIVITIES REPORT

ACADEMIC APPEALS, COMMITTEE ON (Norman Collins)

Preparing for a Step 4 grade grievance hearing.

ACADEMIC PRIORITIES REVIEW COMMITTEE (Bonnie Kime Scott)

1. Discussing access to periodicals via the web
2. Discussing Research and Graduate Offices

COMMITTEES AND NOMINATIONS, CTE. ON (Carol Denson)

Continuing to fill 1996-97 committee positions

CULTURAL ACTIVITIES AND PUBLIC EVENTS, CTE. ON (Joann Browning)

Accepting funding proposals for Fall 1996 semester (due by 5/1/96)

FACULTY WELFARE AND PRIVILEGES, COMMITTEE ON (Judy B. McInnis)

No items before the committee

GRADUATE STUDIES, COMMITTEE ON (Kenneth Koford)

No items before the committee

INSTRUCTIONAL, COMPUTING, AND RESEARCH SUPPORT SERVICES, CTE. ON (L. Leon Campbell)

Met on 4/15/96 and continuing discussion on "Fair Use Guidelines for Educational Multimedia"

RESEARCH, COMMITTEE ON (Teresa Cooney)

1. Reviewing and revising GUR guidelines
2. Requesting Research Committee member as new voting member of Faculty Senate

STUDENT LIFE, CTE. ON (Robert Bennett)

1. Considering Accreditation Policy in lieu of ban on pledging--Greek Life
2. Discussing coordination of attendance policies in University handbooks and bulletins
3. Considering scheduling conflicts with athletic practices

The following individuals have been nominated by the Committee on Committees and Nominations for various Senate offices during the academic year 1996-1997:

President Elect	Robert Carroll Jon Olson
Vice President	Joann Browning Ludwig Mosberg
Secretary	Frank Dilley Michael Keefe
Member, Committee on Committees and Nominations (1 vacancy)	Gabriella Hermon Barbara Viera
Members, Committee on Rules (2 vacancies)	Mary Carroll Nancy Cotugna Joseph Glutting James Kent

* * * * *

Biographies of the nominees and statements by the candidates for President Elect are at Attachment 2.

PRESIDENT ELECT (VOTE FOR ONE)

NAME: Robert B. Carroll DEPARTMENT: Plant & Soil Sciences

NAME: Jon Olson DEPARTMENT: Chemical Engineering

RANK: Professor DATE OF HIRE (FULL TIME): 7/1/71

RANK: Professor DATE OF HIRE (FULL TIME): 1992

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. Faculty Senator	1978-80	Senator
Faculty Welfare and Privileges	1979-81	Member
Student and Faculty Honors	1979-81	Member and chair
2. Promotions & Tenure	1981-83	Member
Academic Appeals	1983-84	Member
3. Faculty Senator	1984-86	Senator
4. Research	1991-93	Member
5. Graduate Studies	1993-95	Member
6. Univ. Faculty Senate	1970-1971	President
7. Univ. Faculty Senate	1992-1994	Secretary
8. Univ. Faculty Senate	1994-1996	Member
9. Cte. on Committees and Nominations	1986-1988	Member
10. Cte. on Committees and Nominations	1988-1990	Chair
	1991-1993	Member
	1989-1994	Member
	1986-1988	Chair
	1992-1993	Chair

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Executive Committee	1989-1991	Member
2. Instructional Resources	1989-1991	Member
3. Promotions and Tenure	1986-1988	Chair
4. Promotions and Tenure	1992-1993	Chair

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

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I have served on many of the important committees of the Faculty Senate and have chaired the Student and Faculty Honors Committee. I have also served on and chaired most of the important committees in my Department and College and was an Assistant Department Chair. Service also includes member-at-large of the Executive Committee and President of the AAUP. I have a strong resolve about the importance of faculty governance and believe that faculty must execute well when provided opportunities to govern.

PRESIDENT-ELECT CANDIDATES' STATEMENTS

Caroll, Robert

Effective faculty governance is essential for the University to advance into the 21st century as a leading institution of higher learning. When faculty are an integral part of the decision-making process there is better morale, higher productivity, better relationships with administration and improved collegiality. The Faculty Senate is the instrument to ensure that effective faculty governance continues on our campus and I would welcome the challenge to help direct this process.

During 25 years at the University of Delaware I have gained valuable experience and insight into the teaching and research aspects of an academic institution. Service has been extensive at the department, college and University levels. Two terms were served as a faculty senator and I was a member of six important Senate committees, including Chair of the Committee on Student and Faculty Honors. As a faculty representative for collective bargaining during three contract negotiations and as President of the University Chapter of the American Association of University Professors, I gained a valuable perspective on governance issues, faculty-administration relationships and the critical importance of academic freedom. As a leader of the Faculty Senate I would foster greater collaboration between the Senate and other representative groups to ensure that faculty voice is not only heard but is a key element in the future direction of our University.

Olson, Jon

The University Faculty Senate has changed over the years in response to the many modifications of this institution. For the last several years the growing use of the challenge list, efficient committee work and a greater harmony on campus has shortened our meetings near to vanishing. Next year will be different, for the major reorganizations of this institution will bring critical issues of governance, functions and structure for consideration.

In the year following these reorganizations many issues not yet discovered will need to be resolved. Effective faculty governance requires leadership of the students and faculty and a willingness to find effective solutions to difficult questions. I expect the intensity of our meetings will increase.

If elected I plan to have the Senate become more deliberative in the discussion of critical issues. For example, this institution is making a major change in the overhead and temporary replacement funds for units. The goals and intended gains for these changes were presented with admirable clarity to the Senate by Provost Schiavelli this year, and it may be appropriate to review the devil in the details in '97-'98. The transition to fiscal decentralization may not be bumpless.

I believe strongly in collaboration of students, faculty, staff and administration in the governance of the institution. The University Faculty Senate should be an important component in governing this institution.

VICE PRESIDENT (VOTE FOR ONE)

NAME: Ludwig Mosberg DEPARTMENT: Educational Studies
 RANK: Associate Professor DATE OF HIRE (FULL TIME): 1970
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? YES NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Univ. Faculty Senate	1974-1975	President
2. Coord. Cte. on Educ.	1976	Chair
3. Academic Freedom	1982	Chair
4. Faculty Welfare and Privileges	1985-1987	Chair
5. Budgetary and Space Priorities	1993-Present	Chair
6. Educational Planning and Innovation	1973	Member
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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

NAME: Joann Browning DEPARTMENT: Theatre
 RANK: Associate Professor DATE OF HIRE (FULL TIME): 9/1/89
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? YES NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. CAPE	1993-1995	Member
2. CAPE	1995-1996	Chair
3. Senate Ad Hoc Cte. on Freedom of Expression	1993-1994	Member
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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

I have also served as President of the Arts and Science Senate and for four years as an at-large representative to the University Faculty Senate.

SECRETARY (VOTE FOR ONE)

NAME: Frank Dilley DEPARTMENT: Philosophy
 RANK: Professor DATE OF HIRE (FULL TIME): 9/1/67
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? YES NO
 IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

	COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1.	Senate President		
2.	Senator (2 terms)		
3.	COCAN		Chaired, member many times, current
4.	Executive Committee Cultural Activities & Public Events		Chair twice
5.	Rules		Chair, member
6.			Current member
7.			
8.			
9.			
10.			

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

NAME: Michael Keeffe DEPARTMENT: Mechanical Engg.
 RANK: Associate Professor DATE OF HIRE (FULL TIME): 9/85
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? YES NO
 IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

	COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1.	Univ. Faculty Senate Executive Committee	1995-1996	Vice President
2.	Undergraduate Studies	1991-1994	Chair
3.	Undergraduate Studies Cte. on Committees and Nominations	1990-1991	Member
4.		1989-1990	Member
5.			
6.			
7.			
8.			
9.			
10.			

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

Also served as senator 1987-1989. Faculty observer to Trustee Committee on Education 1991-1992.

MEMBER, COMMITTEE ON COMMITTEES AND NOMINATIONS (VOTE FOR ONE)

NAME: Barbara L. Viera DEPARTMENT: Physical Education

RANK: Professor DATE OF HIRE (FULL TIME): 8/1/72

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

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Visiting Scholars and Speakers Subcommittee	1980-86	Member
2. Cultural Activities & Public Events	1983-84	Chairperson
3. Student and Faculty Honors	1981-84	Member
4. Ctr. on Committees and Nominations	1984-85 1988-89	Member Chairperson
5. Undergraduate Studies	1990-94	Member
6. _____	1993-95	Member and Acting Chair Jan.-June 1995
7. _____		
8. _____		
9. _____		
10. _____		

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

Faculty representative on Board of Trustees Committee on Physical Education, Athletics and Recreation 1987-88

NAME: Gabriella Hermon DEPARTMENT: Educ. Studies/Ling.

RANK: Associate Professor DATE OF HIRE (FULL TIME): August 1988

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

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Committee on Committees and Nominations	1994-1995	Member
2. COCAN Subcte. to Review Univ. P&T Cta.	1995-1996	Chair
3. _____		
4. _____		
5. _____		
6. _____		
7. _____		
8. _____		
9. _____		
10. _____		

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

MEMBERS, COMMITTEE ON RULES (VOTE FOR TWO OF THE FOUR)

NAME: Joseph J. Glutting DEPARTMENT: Educational Studies
 RANK: Associate Professor DATE OF HIRE (FULL TIME): 9/86

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

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Faculty Welfare and Privileges	1990-present	Member (see comments below)
2. Ad Hoc Cte. on UD's Smoking Policy	1992-1995	Member
3. Cte. on Committees and Nominations	1991	Member
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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

I have served on the Committee on Faculty Welfare and Privileges continuously since 1990. I mediated a faculty/administration dispute and chaired a hearing panel that conducted a faculty/administration hearing.

NAME: James W. Kent DEPARTMENT: Physical Education
 RANK: Associate Professor DATE OF HIRE (FULL TIME): 1974

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

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Faculty Sen.	75-77, 79-81	Chair
2. Bev. Alcohol Rev.	77-81	_____
3. Academic Ceremonies	78-80	_____
4. Library	79-80	_____
5. Hearing Board	81-83	Chair
6. Student and Faculty Honors	82-83	_____
7. Undergraduate Studies	87-91	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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Faculty Senate representative to Board of Trustees Committees on Student Affairs (79-81) and Physical Education, Athletics and Recreation (81-83)

MEMBERS, COMMITTEE ON RULES (VOTE FOR TWO OF THE FOUR)

NAME: Nancy Cotugno DEPARTMENT: Nutrition & Dietetics
 RANK: Associate Professor DATE OF HIRE (FULL TIME): 9/1/80
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? YES NO
 IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

NAME: Mary Carroll DEPARTMENT: Nursing
 RANK: Associate Professor DATE OF HIRE (FULL TIME): January 1978
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? YES NO
 IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Undergraduate Studies	1991-1993	Member
2. Graduate Studies	Spring 1996	Member (Sabb. replacement)
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. Library	1996	Member
2. Cte. on Faculty Welfare and Privileges	1994-95	Member
3. Cte. on Diversity & Affirmative Action	1993	Member
4. Senate representative	1983-85	Rep., College of Nursing
5. International Studies	1983-85	Member
6. Student and Faculty Honors	1980-81	Member
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

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Member of 2 Board of Directors that formulated rules and regulations: Delaware's Alliance for Health Care and Delaware/Panama Partners. Past Chairperson of the College of Nursing's Organization and Rules Committee. Presently member of the Executive Committee Delaware's Alliance for Health Care. Chairperson National League for Nurses Self Study on Faculty at the U of D College of Nursing. Reviewing rules and regulations that pertain to faculty members in the College of Nursing.

1. History Education

The proposed changes in the History Education major affect the course requirements in both the major and in the related areas within the college. The proposed changes in the major are presented below in section A. The proposed changes in the related areas requirement within the college are presented in section 3. The course requirements in professional studies remain the same, but the grade point requirements of the program should be set forth as the conclusion of the degree requirements in the catalog. These requirements are explained in section C.

A. Proposed changes in the major.

Existing Requirements

DEGREE: BACHELOR OF ARTS
MAJOR: HISTORY EDUCATION

CURRICULUM

CREDITS*

See page 68 for University and College requirements.

MAJOR REQUIREMENTS

Within the Department

HIST 101	Western Civilization to 1648	3	14
HIST 102	Western Civilization: 1648 to the Present	3	14
HIST 268	Seminar	3	2
	History course on the history of Asia, Africa, Latin America, or the Ancient World	3	14
	History courses at or above the 300-level	12	24
	History seminar at the 400-level or above (excluding HIST 491 and 493 and Independent Study)	3	24
	History course	3	14

Proposed Requirements

Within the Department

Hist 101	Western Civilization to 1648	3
Hist 102	Western Civilization to Present	3
Hist 103	World History to 1648	3
Hist 104	World History to Present	3
Hist 268	*Seminar	3
	History courses on the history of Europe including Ancient Greece and Rome	6
	History courses on the history of the United States	12
	History courses on the history of Asia, Africa, or Latin America	6

*Depending on its emphasis, this course can count as three of the required credits in European, American, or Third World history. The total number of credits required in the major is 36.

Course work must include a three credit History seminar at or above the 400 level (excluding Hist 491, 493, and independent study) and twelve additional credits at or above the 300 level.

- Changes:
- Adds two World History courses to the major.
 - Requires students to complete 12 credits in each of three areas—European History, American History, and World History.
 - Allows students to use Hist 268 as part of one area requirement.
 - Includes Ancient Greece and Rome as an option in the European history requirement.
 - Increases the total number of credits required in the major from 30 to 36.

Rationale: Delaware's recommended 'Social Studies Content Standards' include standards in world history and in American history. Our graduates have a 50% chance of teaching world history and a 50% chance of teaching American history. Our current program does not prepare students to teach world history as a survey of student transcripts indicates. If our graduates are to help Delaware students to achieve the State's new content standards in world history, they must have a deeper understanding of the history of the world themselves.

B. Proposed changes in courses required "Within the College"

Existing Requirements

Within the College	
Twenty-four credits in the following social sciences with at least three credits in each department	24 1-4
Anthropology course.....	3
Economics course.....	3
Geography course.....	3
Political Science course.....	3
Sociology course.....	3
PSYC 201 General Psychology.....	3 1-4
Six additional credits selected from the departments listed.....	6 1-4

Proposed Requirements

Within the College

Econ 151 Introduction to Microeconomics	3
Econ 152 Introduction to Macroeconomics	3
Polsc 105 The American Political System	3
Geog 120 World Regional Geography	3
Additional credits to total 27 with nine credits in each discipline (Economics, Political Science, and Geography)	15

- Changes:**
- a. Limits the "related areas" requirements within the college to Political Science, Economics and Geography.
 - b. Requires students to have nine credits in each of the "related areas" disciplines.
 - c. Specifies two specific courses students must have in Economics and one specific course in Political Science and Geography.
 - d. Increases the "related areas" requirement within the college from 24 to 27 credits.

Rationale: The Delaware Social Studies Framework Commission, part of the New Directions initiative, has purposely established content standards only in the disciplines of history, economics, political science, and geography. The Commission intends that the content and methodology of these four disciplines be the basis of the new assessment program that will measure students' mastery of the content standards. In order for our graduates to help their students achieve Delaware's new content standards, they must be well prepared in economics, political science, and geography.

- C. There are no changes in the professional studies component of the History Education degree. The requirements shown below continue in the revised program.

Professional Studies

EDST 201	Education in a Multicultural Society	3	1-4
EDST 304	Educational Psychology - Social Aspects	3	1-4
EDST 305	Educational Psychology - Cognitive Aspects	3	1-4
HIST 491	Planning a Course of Instruction	3	4
HIST 493	Seminar: Problems in Teaching History and Social Sciences	3	4
EDST 420	Reading in the Content Areas	1	1-4
EDDV 400	Student Teaching	9	4

CREDITS TO TOTAL A MINIMUM OF 124

The following statement appears at the conclusion of the program requirements in the Undergraduate catalog.

Students planning to enroll in EDDV 400 Student Teaching in their senior year must submit a student teaching application in February of their junior year. Applications may be obtained from the History Department Office, or from the program director, Dr. William E. Pulliam, by the end of the preceding semester. To continue in the program in their senior year, students must have a 3.0 in their major and a 2.75 cumulative g.p.a.

Changes: The new statement to appear at the conclusion of the program requirements should read as follows;

To be eligible to student teach, History Education students must have a g.p.a. of 3.0 in their major and an overall g.p.a. of 2.75. Students should consult the teacher education program coordinator (see list on p. 143) to obtain the student teaching application and other information concerning student teaching policies.

Rationale: The purpose is to inform students of the grade point and other requirements of the program. We have made the wording consistent with the other Social Studies Education statements.

2. Political Science Education

The proposed changes in the Political Science Education degree involve only the related areas requirement within the college and the three statements that should appear at the conclusion of the degree requirements in the Undergraduate catalog. The reason for the proposed changes is to prepare future secondary school teachers to help the State achieve the content standards set forth in the New Directions initiative and to inform students of the grade point and other requirements of the program.

A. Proposed changes in the related areas requirement within the college

Existing Requirements:

<u>Within the College</u>	
Twenty-four credits in the following social sciences with at least three credits in each department	24 1-4
Anthropology course	3
Economics course	3
Geography course	3
History course	3
Sociology course	3
PSYC 201 General Psychology	3 1-4
Six additional credits selected from the departments listed above	6 1-4

Proposed Requirements:

<u>Within the College</u>	
Econ 151 Introduction to Microeconomics	3
Econ 152 Introduction to Macroeconomics	3
Geog 120 World Regional Geography	3
Hist 104 World History 1648 to Present	3
Hist 206 U S History 1865 to the Present	3
Additional credits to total 27 with nine credits in each discipline (Geography, Economics, and History)	12

- Changes:
- a. Requires students to have nine credits in each of the three "related areas" disciplines outside their major.
 - b. Specifies two specific courses students must have in History and Economics and one specific course in Geography.
 - c. Increases the "related areas" requirement from 24 to 27 credits.
 - d. Eliminates "related areas" requirements in Psychology, Sociology, and Anthropology.

Rationale: The rationale for this change is to bring the Political Science Education requirements in line with the new directions in the school curriculum mandated by the Department of Public Instruction. Future social studies teachers must help Delaware students achieve the content standards set forth in the New Directions initiative. The State has set standards in social studies only in the disciplines of history, political science, economics, and geography. Consequently, students majoring in History, Political Science, Economics, and Geography Education must be well prepared in these disciplines.

The following statement should appear at the conclusion of the program requirements in the Undergraduate catalog.

To be eligible to student teach, Political Science Education students must have a g.p.a of 3.0 in their major and an overall g.p.a. of 2.75. Students should consult the teacher education program coordinator (see list on p. 143) to obtain the student teaching application and other information concerning student teaching policies.

3. Economics Education

The proposed changes in the Economics Education degree involve only the related areas requirement within the college and the three statements that should appear at the conclusion of the degree requirements in the Undergraduate catalog. The reason for the proposed changes is to prepare future secondary school teachers to help the State achieve the content standards set forth in the New Directions initiative and to inform students of the grade point and other requirements of the program.

A. Proposed changes in the related areas requirement "Within the College"

Existing Requirements:

<u>Within the College:</u>		
STAT 201	Introduction to Statistics I.....	3 1-4
or		
STAT 370	Introduction to Statistical Analysis I.....	3
STAT 202	Introduction to Statistics II.....	3 1-4
or		
STAT 371	Introduction to Statistical Analysis II.....	3
PSYC 201	General Psychology.....	3 1-4
Fifteen credits in the following social sciences with at least		15 1-4
three credits in each department: Anthropology, Geography, History,		
Political Science and International Relations, and Sociology.		

Proposed Requirements:

<u>Within the College</u>		
Polc 105	The American Political System	3
Geog 120	World Regional Geography	3
Hist 104	World History 1648 to Present	3
Hist 206	United States History since 1865	3
Additional credits to total 27 with nine credits in each discipline (Political Science, Geography, and History)		15

- Changes:
- a. Requires students to have nine credits in each of the three "related areas" disciplines outside their major.
 - b. Specifies two specific courses students must have in History and one specific course in Political Science and one specific course in Geography.
 - c. Increases the "related areas" requirement from 24 to 27 credits.
 - d. Eliminates "related areas" requirements in Psychology, Sociology, and Anthropology.

Rationale: The rationale for this change is to bring the Economics Education requirements in line with the new directions in the school curriculum mandated by the Department of Public Instruction. Future social studies teachers must help Delaware students achieve the content standards set forth in the New Directions initiative. The State has set standards in social studies only in the disciplines of history, political science, economics, and geography. Consequently, students majoring in History, Political Science, Economics, and Geography Education must be well prepared in these disciplines.

The following statement should appear at the conclusion of the program requirements in the Undergraduate catalog.

To be eligible to student teach, Economics Education students must have a g.p.a of 3.0 in their major and an overall g.p.a. of 2.75. Students should consult the teacher education program coordinator (see list on p. 143) to obtain the student teaching application and other information concerning student teaching policies.

4. Geography Education

The proposed changes in the Geography Education degree involve only the related areas requirement within the college and the three statements that should appear at the conclusion of the degree requirements in the Undergraduate catalog. The reason for the proposed changes is to prepare future secondary school teachers to help the State achieve the content standards set forth in the New Directions initiative and to inform students of the grade point and other requirements of the program.

A. Proposed changes in the related areas requirement "Within the College"

Existing Requirements:

<u>Within the College</u>	
Twenty-four credits in the following social sciences with at least three credits in each department	24 1-4
Anthropology course	3
Economics course	3
History course	3
Political Science course	3
Sociology course	3
PSYC 201 General Psychology	3 1-4
Six additional credits selected from the departments listed above.	6 1-4

Proposed Requirements:

<u>Within the College</u>	
Econ 151 Introduction to Microeconomics	3
Econ 152 Introduction to Macroeconomics	3
POSC 105 The American Political System	3
HIST 104 World History 1648 to Present	3
HIST 206 United States History since 1865	3
Additional credits to total 27 with nine credits in each discipline (Economics, Political Science, and History)	12

- Changes:
- a. Requires students to have nine credits in each of the three "related areas" disciplines outside their major.
 - b. Specifies two specific courses students must have in History and two specific courses in Economics and one specific course in Political Science.
 - c. Increases the "related areas" requirement from 24 to 27 credits.
 - d. Eliminates "related areas" requirements in Psychology, Sociology, and Anthropology.

Rationale: The rationale for this change is to bring the Economics Education requirements in line with the new directions in the school curriculum mandated by the Department of Public Instruction. Future social studies teachers must help Delaware students achieve the content standards set forth in the New Directions initiative. The State has set standards in social studies only in the disciplines of history, political science, economics, and geography. Consequently, students majoring in History, Political Science, Economics, and Geography Education must be well prepared in these disciplines.

The following statement should appear at the conclusion of the program requirements in the Undergraduate catalog.

To be eligible to student teach, Geography Education students must have a g.p.a of 3.0 in their major and an overall g.p.a. of 2.75. Students should consult the teacher education program coordinator (see list on p. 143) to obtain the student teaching application and other information concerning student teaching policies.

PROPOSAL FOR A MUSEUM STUDIES CONCENTRATION AND MUSEUM
STUDIES CERTIFICATE COMPONENT IN THE MBA PROGRAM

We are pleased to present a proposal calling for the establishment of formal ties between the Museum Studies Program, College of Arts and Science, and the Master of Business Administration Program, College of Business and Economics. The implementation of this proposal will establish a new MBA concentration in Museum Leadership and Management, and a Museum Studies certificate component to the MBA degree, an action which should be highly beneficial to both programs.

Most significantly, such a linkage will open up new options for MBA candidates seeking professional career and/or volunteer opportunities with museums and historical organizations, or other associated non-profit groups. Over recent years, there has been a growing need in the museum community for professionals with training in an appropriate academic discipline, as well as additional training in critical areas of business management and museology. In today's museum realm, increasingly museum CEOs, CFOs, and other second-level administrators are seeking this kind of undergraduate and graduate-level educational background as they prepare for the often daunting challenges of museum leadership and management, conditioned by our rapidly changing national social and economic climate.

The creation of such a joint program within the University would, to the best of our knowledge, be unique in American higher education. We know of no other institution of higher learning in the United States where there is currently in place a Museum Studies certificate option tied directly to an MBA course of study. Hence, the opportunity exists here at Delaware to achieve something that would be pioneering, and that should attract national notice in higher education, as well as in the community of museums and historical organizations. We expect that it will provide new learning experiences for larger numbers of students enrolled in both the Museum Studies and MBA programs. One of the traditional strengths of both programs has been the eclectic composition of students, and "cross-pollinization" effect of student interaction, both within and outside of the classroom.

MBA students would enroll in three of the MSST courses listed below to attain the concentration in Museum Leadership and Management. MBA students could also complete the requirements for certification in Museum Studies by completing a fourth MSST course outside of the formal degree requirements. The MSST-804 internship course, oriented toward management (particularly fiscal, development or marketing) and required for certification, would serve as an excellent choice as the fourth course. Although the MBA program does not award degree credit for internships, it has established a formal MBA Internship Program to promote employment opportunities for its students and its graduates.

MBA CONCENTRATIONS

Several concentrations are available in the MBA curriculum to allow students to explore an area of special interest in depth. A concentration requires that nine credit hours be taken as electives, in a single area beyond any core required course(s) in that area.

To attain the concentration in Museum Leadership and Management, MBA students are required to complete, as an elective, The Leadership and Management of Museums (MSST 802) and two other courses listed below.

MSST 801 -- Museum Curatorship -- Collections Management

MSST 802 -- The Leadership and Management of Museums

MSST 805 -- Historic Properties

MSST 807 -- Museum Curatorship -- Temporary and Economical

MSST 808 -- Museum Education and Interpretation

MSST 810 -- Environmental Institution Management

Additional electives will be added as courses are developed.

APPOINTMENTS FOR CONFIRMATION

ACADEMIC APPEALS, CTE. ON

Chair: Norman Collins
Member: Susan McGrath-Powell

BUDGETARY AND SPACE PRIORITIES, CTE. ON

Chair: Alexander Cheng
Member: James B. Mehl

CULTURAL ACTIVITIES AND PUBLIC EVENTS, CTE. ON

Chair: Harris Ross
Member: Mary Jane Matranga
Member: Jerome Siegel
Member: Bill Lawson
Member: Juliet Dee

DIVERSITY AND AFFIRMATIVE ACTION, CTE. ON

Chair: Victor Martuza
Member: Lucia Palmer
Member: Ali A. Poorani

EDUCATION, COORDINATING CTE. ON

Member: Robert Kraft

FACULTY WELFARE AND PRIVILEGES, CTE. ON

Member: Frances Mayhew
Member & Chair: John McLaughlin
Member: Marvin Zuckerman
Member: Christine Cannon

GRADUATE STUDIES, CTE. ON

Member: Leslie Goldstein
Member: David W. Kaplan
Member: Mary Ann Miller

HONORARY DEGREES, CTE. ON

Chair: Leo Lemay
Member: Carol E. Hoffecker
Member: James R. Soles
Member: Donald L. Sparks
Member: Jack Vinson

INSTRUCTIONAL, COMPUTING AND RESEARCH SUPPORT SERVICES, CTE. ON

Chair: Ronald Cole
Member: Carmine Balascio
Member: Marcia Peoples Halio

Member: Moshen Badiey
Member: William Johnson
Member: Robert Wilson

INTERNATIONAL STUDIES, CTE. ON

Member & Chair: Dewey Caron
Member: Vivian Klaff
Member: Barbara Sheer

LIBRARY COMMITTEE

Chair: Raymond Wolters
Member: Jin Yan
Member: Elizabeth Perse
Member: Ramarao Desiraju
Member: Patrick Gaffney
Member: Raelene Maser

PROMOTIONS AND TENURE, CTE. ON

Chair: Lawrence Nees
Member: Connie Vickery
Member: Palaniappa Krishnan
Member: James R. Soles

RESEARCH, CTE. ON

Member: Ratna Nandakumar
Member: John MacKenzie
Member: C. P. Huang

RETIRING, RETIRED AND EMERITI FACULTY, SUBCTE. ON

Member: Paul H. Sammelwitz
Member: C. Roy Rylander

STUDENT AND FACULTY HONORS, CTE. ON

Chair: Lesa G. Griffiths
Member: Kevin Kerrane
Member: Azar Parvizi-Majidi
Member: Marie Kuczmariski
Member: Frank Hall
Member: Mary E. Miele

STUDENT LIFE, CTE. ON

Member: Marcia Peoples Halio
Member & Chair: Cynthia Robbins

UNDERGRADUATE STUDIES, CTE. ON

Chair: Robert Taggart
Member: William Idsardi
Member: William Meyer
Member: Robert Kent
Member: Ardeshir Faghri

1 K. PROMOTION POLICY

2 The present system of promotion and tenure [procedure] is a parallel structure allowing for
 3 faculty proposal, evaluation and appeal, as well as administrative evaluation at the several [each]
 4 levels of organization of the University. While this system is somewhat cumbersome, it does insure that
 5 no case is treated capriciously. There is no single element that controls enough of the variance to sway the
 6 decision one way or the other.

7 [This document governs the University process of review at every level. Departments,
 8 units, and colleges may make additions to and clarifications of this document to address
 9 their special circumstances. These elaborations, which must be approved by the
 10 University Committee on Promotions and Tenure and by the Provost, will constitute the
 11 departmental document.

12 Departmental documents should also include the procedure for choosing the
 13 departmental promotion and tenure committee and should specify required levels of
 14 achievement for each rank, such as excellence in research or teaching or in both.
 15 Appropriate modes of scholarly publication may also be specified.]

16 The promotion steps appear on the next chart [below]. Appeals may be made at each step.
 17 Procedures are discussed in detail below.

18 Individual
 19 (Prepares dossier)
 20

21 Department:
 22 1. Committee on Promotion & Tenure
 23 2. Chairperson

24 College:
 25 1. Committee on Promotion & Tenure
 26 2. Dean

27 University Senate Committee
 28 on Promotion & Tenure

29 Provost

30 President

Board of Trustees

1. Introduction

The ultimate objectives of promotion policies at the University of Delaware are [faculty] excellence and [procedural] fairness. In order to preserve and enhance its reputation as an institution of higher education, the University must establish and maintain high standards of teaching, scholarly and artistic activity, and service. At the same time, it must treat each faculty member with decency and respect. Thus, these procedures seek to promote the individual's welfare and professional development while at the same time fostering the University's growth toward excellence.

The process rests firmly on peer evaluations, for the faculty itself is best able to establish and apply promotion criteria. Furthermore, the promotion system recognizes the uniqueness of the disciplines that comprise the University *community* [faculty]. Indeed, departments have the major responsibility *of* [for] establishing and administering guidelines (*subject to wider approval*) and making initial promotion and tenure recommendations.

One should recognize, however, that Such [departmental] decisions affect the University as a whole, and consequently, college and University committees together with appropriate administrators [at each level,] also play an important role. They insure that policies and decisions serve the interests of the University and are roughly comparable across its many divisions.

2. Minimum Standards for Promotion

Since the mission of the University encompasses teaching, scholarship, and service, faculty members must strive for excellence in all three areas. Scholarship, whether in the form of research, publications, professional development, or artistic creativity, is a significant part of each person's contribution to the academic community. Everyone must pursue some form of scholarly activity. How this work is made available to other scholars obviously depends upon the particular discipline, but promotion requires evidence that significant achievements have been and will continue to be made.

The University's obligation to scholarship notwithstanding, a major goal of any educational institution is to encourage and [to] demonstrate excellence in teaching. Hence, faculty members with teaching responsibilities must demonstrate high-quality teaching performance.

Service at all levels--department, college, University, community, profession, or nation--is also an integral part of the University's mission and must not be neglected on the grounds that scholarship and teaching have higher priority.

These considerations suggest University expectations for promotion to various academic ranks. Although departments [may] write specific criteria to fit their particular circumstances and needs, they must conform to the spirit of these standards. Unsatisfactory performance in any of the three areas, for example, precludes promotion. To provide comparability across the University, then, the following minimum

1 achievements should be met [for promotion to these ranks:]

2 Assistant Professor: Apart from earning the doctorate or other appropriate terminal
3 degree, the primary requirement is the demonstrated ability and desire to achieve
4 excellence in scholarship and teaching and to make positive contributions in all three
5 areas. At [For] this rank, past achievements are not so important as evidence of future
6 growth and accomplishment.

7 Associate Professor: Inasmuch as promotion within the University to this rank
8 [generally] carries tenure--a binding commitment on the part of the University--the
9 qualifications must be especially rigorous. At a minimum, the individual should show
10 excellent achievement in scholarship or teaching and high quality performance in all
11 areas. Furthermore, there should be unmistakable evidence that the individual has
12 progressed and will continue to do so. A merely satisfactory or adequate record as an
13 assistant professor is not sufficient: there must be very clear indications, based on hard
14 evidence and outside peer evaluations, that the candidate has in fact attained high levels
15 of accomplishment.

16 Professor: This rank is reserved for individuals who have established [national or
17 international] reputations [for scholarship] in their disciplines and whose
18 contributions to [their profession and] the University's mission are unquestioned
19 [excellent]. There should be unmistakable evidence of significant development and
20 achievement [in teaching, scholarship and service] since the last promotion. Once
21 again, the candidate's claim to have met these requirements must be thoroughly and
22 completely documented by outside peer evaluations and other material.

23 University employees with professional contracts who also hold faculty appointments in
24 academic units are eligible for promotion without tenure and will meet the same criteria
25 for promotion as do members of the unit who hold academic appointments.

26 3. Candidate's [Rights and] Responsibilities

27 Faculty members have the right and responsibility to know all relevant departmental,
28 college and University promotion criteria, policies, and practices. They should exercise
29 this right at the earliest possible time and [should] plan their academic development
30 and activities with the guidelines in mind. (** The evaluation procedures described in the*
31 *section, "Evaluation of Faculty" provide an excellent opportunity for making such plans on a regular*
32 *basis. Also see Parts 10 and 11 of this section.)**

33 A faculty member has the right to apply for promotion at any time [in any academic
34 year] (subject to the provisions pertaining to tenure described previously in the section,
35 "Evaluation of Faculty") and has the sole right to advance or withdraw the dossier from the
36 promotion process [schedule provided in section 8). However, tenure-track faculty in
37 their terminal year may not apply for promotion.

38 Time and rank is not a criterion for promotion. However, candidates must
39 compile a record sufficient to warrant promotion prior to starting this process.

40 Each candidate will submit a promotion dossier to the department by September
41 1. This dossier is the basis of promotion decisions and it is the responsibility of
42 the candidate to prepare an organized and cogent dossier, representing the case

1 for promotion as well as possible. The organization of the dossier is described in
2 section 9.

3 A candidate for promotion has the sole right to withdraw from the promotion
4 process at any step. Otherwise, after review, the dossier is transmitted to the
5 next level.]

6 A candidate for promotion also [will be provided the written recommendations of]
7 has the right to be informed in writing by each reviewing body--department committee,
8 chairperson, college committee, dean, University Promotions and Tenure Committee,
9 and Provost--of its decision. The reasons for adverse [All] recommendations must be
10 explained to the candidate as specifically and [by such bodies must be justified as]
11 completely as possible. and reasonable.

12 Keeping in mind the schedule given in Part 8, which requires that dossiers be submitted
13 for departmental review no later than September 30 [1], a candidate has the
14 responsibility to consult with the department chairperson, promotion committees or any
15 other appropriate person regarding the content and preparation of the dossier. (* Note,
16 however, that the schedule does not preclude the addition by the department of new evidence (e.g.,
17 recent publications or acceptances) at any time so long as the candidate concurs.)

18 [Other than letters from solicited peer reviewers and those individuals in the
19 promotion ladder shown above, only materials approved by the candidate may
20 be added to the dossier. These materials might be recent publications or journal
21 acceptances and may be added to the dossier at any time during the promotion
22 process.

23 Any appeals by the candidate will also be added to the dossier, along with any
24 rebuttals from the appropriate committee or individual in the promotion ladder.]

- 25
26 4. Departmental Responsibilities (** In colleges, schools, or divisions without departments,
27 all of the requirements for departmental action devolve upon the college or division.)

28 The department bears the major burden of defining standards, specifying the procedures
29 to be followed in deciding whether the standards are met, and judging the credentials
30 submitted in support of each application for promotion. Minimum requirements for the
31 satisfactory discharge of these departmental responsibilities include:

32 a. After approval by the [departmental faculty,] appropriate college committee,
33 dean, the University Committee on Promotions and Tenure, and the University
34 Provost (see below), promotion criteria, policies, and practices [adding to,
35 clarifying or expanding those in this document] must be published and
36 distributed to all members of the department, to the appropriate committees
37 and University officials, and to the University Faculty Senate through its
38 Committee on Promotions and Tenure.

39 b. Changes in promotion and tenure statements, which should be made only for
40 the most compelling reasons, should first be sent to the appropriate college
41 committee and dean. [If approved,] they should then be forwarded to the
42 University Committee on Promotions and Tenure and to the University
43 Provost, both of whom will review the proposals for compliance with general

1 University guidelines [, including this document,] and suggest revisions if
2 necessary. Upon acceptance of the revised document, they will sign and date it
3 to signify its approval. Proposed changes to existing statements must be
4 submitted to the University Committee and Provost by March 1 to become
5 effective by September 1.

6 c. The specific criteria upon which recommendations are based must be clearly set
7 forth in the formal statement of promotion policies and procedures of the
8 [University, college, and] department. The qualities and achievements taken
9 into account by the department in making its decisions *have to* [should] be
10 explicitly described. The kinds of evidence by which the attainment of the
11 stated criteria is to be judged *must* [should] also be specified in the published
12 statement, as *must* [should] the specific weight given the various criteria and the
13 kinds of evidence to be submitted in support of their having been met.

14 d. Departmental promotion and tenure procedures must be democratic. Although
15 the application of this principle will obviously vary from department to
16 department, certain ground rules *have to* [must] be observed. The department's
17 promotion and tenure committee should *be constituted and operated in such a*
18 *fashion that due respect is given to the opinions and advice* [consist] of all faculty who
19 are at or above the rank to which a candidate seeks promotion [or an elected
20 subcommittee of such faculty.] (* Departments lacking [a sufficient number
21 of faculty at the appropriate rank] *one or several full professors* should solicit
22 participation [of faculty] *by full professors* from kindred departments
23 *whenever a person seeks promotion to that rank.* [Procedures for this
24 solicitation must be specified in the department's document.]) The
25 committee should also consult with the department chairperson, who should
26 offer counsel but *not* [neither] participate in its final deliberations nor vote on
27 its recommendation. The committee should meet formally and follow *recognized*
28 [established] procedures.

29 e. The department's *statement* [letter] of recommendations, *and decisions*, which
30 *should* [must] indicate the numerical vote, describe the committee's composition
31 and explain the reasons for the decision, must be transmitted in [full and in]
32 writing to the candidate and [be signed by all committee members.] *to other*
33 *individuals and committees reviewing the dossier.* [The recommendations of the
34 department committee shall be addressed to the department chairperson
35 and inserted into the dossier.] When they arise, signed minority opinions *may*
36 [will] be forwarded as appendices to the committee's recommendations.

37 f. The [departmental chairperson] *recommendations of the department committee shall*
38 *be forwarded to the department chairperson, who* will review the *evidence* [dossier]
39 submitted by the candidate, the report of the committee, and the stated criteria
40 and make a recommendation supporting or failing to support the candidacy.
41 The chairperson should explain, in writing, the decision to the candidate and to
42 the department committee. [The chairperson's recommendation is
43 transmitted in full and in writing to the candidate and also inserted into
44 the candidate's dossier.]

45 g. *If the department committee and chairperson agree in recommending promotion, or if either*

1 or both recommend against promotion but the candidate chooses not to withdraw it, the
2 application goes forward to the college committee and the dean, together with the
3 committee's and the chairperson's recommendations.

4 5. Promotion Procedures at the College Level

5 In order to assure that both candidates and the University are well served, each college
6 or division will establish and maintain a promotion and tenure committee [comprised
7 of tenured faculty of the college.]. These committees must be sensitive to the special needs of
8 their colleges while still observing these guidelines.

9 a. A Promotion and Tenure Committee, elected by the faculty of the college (or its
10 representatives), shall evaluate the merits of each candidate's dossier as well as
11 review departmental criteria to insure reasonable uniformity. (** In colleges,
12 schools, or divisions lacking departments, this [evaluation of the candidate's
13 dossier] review will be the initial peer evaluation and will assume the
14 responsibilities described for departments in part 4 above.) The college
15 committee should be broadly representative of the major fields within its
16 purview. Not every discipline can be represented, of course, but the committee
17 should be sufficiently large to encompass a wide range of viewpoints. Like
18 departmental committees, it should publish and distribute its policies and practices and
19 make every effort to see that they are applied consistently from year to year.

20 [b. Like departmental committees, a college promotion and tenure committee
21 should publish and distribute its policies and practices and make every
22 effort to see that they are applied consistently from year to year. These
23 policies must be approved by the University Committee on Promotions
24 and Tenure and by the Provost.

25 c. Faculty members serving on college committees may neither participate in
26 the discussion of, nor vote on, candidates from their own department at
27 the college level.]

28 [d] The results of the review by the college committee shall be promptly reported in
29 [full and in] writing to the candidate, and department [committee,] and
30 [department chairperson and be] forwarded with the dossier for review and
31 recommendation by [to] the dean or director. Fairness to the candidate and
32 department requires that the committee explain its disagreements (if any) with
33 recommendations made at an earlier stage.

34 e. Before reaching a final decision, however, the committee may ~~indeed~~ is encouraged
35 to-- consult with the candidate or department regarding additional
36 evidence that might clarify the promotion dossier. The committee should allow
37 a reasonable amount of time for this purpose.

38 f. The dean or director shall review the dossier and shall either endorse or
39 recommend against the promotion in a written notification to the candidate,
40 department committee, [chairperson] and college committee. The dean or
41 director shall also forward the dossiers and statements of action on them to the
42 University Committee on Promotions and Tenure and to the University
43 Provost.

1 g. Each college committee and dean will establish and publish procedures and
2 schedules (consistent with Part 8) for hearing appeals to their decisions. [These
3 procedures will be included in the college document.]

4 6. The University Committee on Promotions and Tenure

5 This committee serves two major functions: first, it, together with the University Provost, assists
6 departments (or colleges or divisions) in developing or revising their criteria for promotion and
7 tenure; and, second, it makes recommendations to and consults with the University Provost
8 concerning every candidacy for promotion and tenure.

9 [This committee serves two major functions. It recommends to and consults
10 with the Provost concerning every candidacy for promotion and tenure. Just as
11 departmental and college committees work in concert with chairs and deans, the
12 University committee works with the Provost to oversee the promotion process
13 from a faculty point of view. The committee also, together with the Provost,
14 assists departments in developing or revising their criteria for promotion and
15 tenure.]

16
17 a [b] [In addition,] the committee shall receive, consider, and confer with the
18 University Provost and with the initiating unit on any proposed new statement
19 or criteria for promotion or on any proposed changes in existing statements. No
20 statement or revision shall become effective until approved by the Committee
21 and the University Provost. (See #2. "Minimum Standards for Promotion" and #4.
22 "Departmental Responsibilities" described earlier in this section.)

23
24 b.[a] The committee receives from the deans and directors all promotion dossiers and
25 [(except those withdrawn by candidates)] makes a recommendation about
26 each. In reviewing applications for promotion, the committee judges the
27 relevance and appropriateness of the credentials offered to support the request
28 for promotion. In doing so, the committee exercises its best judgment as to the
29 adequacy of the evidence in meeting the unit's [relevant] published criteria.

30 [Before reaching a final decision the committee may solicit additional
31 information from the candidate, the department promotion committee,
32 the department chair, the college committee, or the dean of the college
33 regarding additional evidence that might clarify the promotion dossier.

34 Committee members may neither participate in the discussion of, nor
35 vote on, candidates from their own department at the university level.]
36 Following its review, the committee will forward the dossier, together with its
37 recommendations to the University Provost and will notify [, in full and in
38 writing,] the candidate, the department committee, the department
39 chairperson, and the dean or director of its recommendation and the reasons for
40 it.

41 c. The committee, in the course of its reviews of applications and the criteria statements
42 applicable to them, may discover deficiencies in the statements. It shall communicate such
43 inadequacies to the University Provost and to the unit and shall assist in the satisfactory
44 amendment of the statement.

1 7. The University Provost

2 The final review of applications for promotion is made by the University Provost.
3 Before the University Provost rejects recommendations made by the [University]
4 committee, he or she must report to it the reasons for the rejection and will meet with
5 the committee to try to resolve the disagreement.

6 Following consultation with the [University] committee, the University Provost
7 forwards approved recommendations to the President for approval by the Board of
8 Trustees. Should the University Provost fail to support an application for promotion,
9 the reasons for the decision will be given to the candidate, the department committee,
10 the department chairperson, the college committee, the dean or director, and the
11 University Committee on Promotions and Tenure.

12 8. Schedule

13 The time schedule for the promotion process is [shown below]: Whenever possible,
14 these dates [deadlines] should be anticipated and dossiers forwarded (with
15 recommendations) at an earlier date. (Note: Candidates should [can] not be required
16 to submit dossiers before September 1.)

17 [15 March Candidate notifies chair of intention to apply for promotion in
18 writing. Departmental Promotion and Tenure Committee begins
19 the process of soliciting peer evaluations.]

20 30
21 [1] September Dossiers to Department Committee and Chairperson

22 [1 October Department's recommendation to the Chairperson]

23
24 1 November
25 [15 October] Department's [Chairperson's] recommendation to the College
26 Committee and Dean

27
28 [1 December College Committee's recommendation to the Dean.]

29 15 [2] January College Committee and Dean's recommendation to the University
30 Promotions and Tenure Committee

31 1 March
32 [15 February] University Promotions and Tenure Committee recommendations [to
33 University Provost]

34 10 March
35 [25 February] Provost's recommendations

36
37 As noted above, each college and dean will establish schedules for hearing appeals. The University
38 Senate Committee on Promotions and Tenure and the University Provost's Office will receive and
39 hear appeals up to but not beyond March 30. The deadlines are established to provide candidates
40 with an adequate period of reconsideration consistent with deliberate reviews by the appropriate
41 persons and to prepare final recommendations to the Trustee Committee on Education and

1 Training, which meets in early April. Any appeals not filed and heard by March 30 must be
2 carried over to the following academic year.

3 [Appeals are possible at every level. An intention to appeal must be given to the
4 appropriate body within two working days of notification of the decision.
5 Appeals must be handled within two weeks, except under extenuating
6 circumstances. The University Faculty Senate Committee on Promotions and
7 Tenure will hear no appeals beyond March 1, and the Provost's Office will hear
8 no appeals beyond March 15. Any appeals not heard by these dates must be
9 carried over to the following academic year.]

10 9. Promotion Dossiers

11 It is the individual's responsibility to present the best case for promotion since he or she is most
12 clearly involved in the outcome. It is extremely important that the dossier be well organized
13 and carefully prepared for [because] redundant, superfluous or confusing information
14 that may obscure more than it clarifies [enhances] one's qualifications and
15 achievements.

16 All dossiers should be organized under the following headings in this order.

17 a. Preliminary Matter [Introductory Material
18

19 1. Contents and Guidelines

- 20 * Recommendation for Promotion form]
21 o A table of contents
22 o A copy of the [college's and] department's promotion and
23 tenure criteria

24 [2. Application for Promotion

- 25 * Candidate's letter requesting promotion]
26 o A curriculum vitae
27 [* Candidate's statement (optional)
28

29 3. Internal Recommendations]

- 30 o The department committee's recommendation
31 o The chairperson's recommendation
32 o College committee's recommendation (if any)
33 o Dean or director's recommendation or endorsement
34 o University committee's recommendation
35 [* Any appeal materials (appeals and rebuttals)

36 4. External Recommendations]

- 37 o Copies of Letters of evaluation from peer reviewers together with
38 supporting material. (see below) [These letters will be
39 numbered sequentially for reference.]
40 o Candidate's statement (optional)
41

1 b. Evidential Materials

2 1. Teaching

3 Teaching is an extremely important factor in promotion decisions and
4 one must incorporate into the dossier several kinds of evidence.

5 The Possibilities include:

- 6 o Peer evaluations that attest to the candidate's pedagogical
7 competence, knowledge of the subject matter, organization and
8 preparation, ability to stimulate intellectual curiosity and
9 willingness to work, innovative capacity, and such. [These
10 evaluations will be solicited by the departmental
11 Promotion and Tenure Committee.]

- 12 o Student evaluations, properly tabulated and summarized, with
13 means, standard deviations, and the rate of return for each question.
14 The procedures used in administering the evaluations should
15 also be described. Where available comparable departmental
16 evaluations and past measures of the candidate's performance
17 should be provided. (* Note: Student evaluations should only
18 be used in conjunction with other indicators and only to measure
19 teaching competence, not [just] popularity. Also The type and
20 size of courses should be taken into account.)

- 21 o Verbatim copies [Samples] of student comments from student
22 evaluations. [The means by which these samples were
23 selected should be provided.]

- 24 o Testimonials from a random selection of former and current
25 undergraduate and graduate students. The procedures for
26 drawing the sample should be clearly described.

- 27 o Criterion-referenced measurement

- 28 o Course portfolio evaluation

- 29 o Student performance in later sequential courses

- 30 o Standardized test scores

- 31 o Self-evaluation

- 32 o Long-term follow-up of students

33 2. Scholarship

34 As in the case of teaching, the evaluation of scholarship requires much thought
35 and care. Some professional activities count more than others, and units should
36 indicate their weighting of these activities.

1 The main types of evidence of scholarly attainment include:

2 a. Solicited Peer Evaluations

3 Solicited peer evaluations [serve as a major indicator of an
4 individual's impact on the profession. (These evaluations
5 will appear in the dossier under I.D.)]

6 Solicited [These] peer evaluations are always required for
7 promotion. Although the number will [may] vary by rank and
8 department or division, every dossier should [must] include
9 outside peer reviews, [solicited by the departmental
10 committee and] written by individuals with established
11 reputations in the candidate's field. These statements should
12 analyze and evaluate critically the candidate's work and
13 accomplishments and they should also comment on the
14 candidate's potential for future development.

15 Since peer evaluations are such an important indicator of a person's
16 achievements, they should be included in the preliminary matter of the
17 dossier where they are easily accessible.

18 Furthermore. The solicitation of these evaluations must follow
19 certain [these] guidelines.

- 20 (1) A candidate may [will] submit a list of potential
21 reviewers, but the department committee should suggest
22 additional names. [some of whom will be approached
23 for recommendations. The department committee
24 will suggest additional reviewers. This total list of
25 names will be greater than the total number of
26 letters solicited.] Although the candidate must be
27 informed of all potential reviewers and have an
28 opportunity to comment on them, [it is] the
29 department [committee], and not the candidate,
30 [that] makes the final selection. [The final list of
31 names will not be given to the candidate so as to
32 preserve confidentiality of the reviewers.]
- 33 [(2) Candidates must not contact potential reviewers
34 about the promotion process at any time.]
- 35 (2) [3] Letters of evaluation should [will] be confidential [and
36 peer reviewers will not be mentioned by name or
37 affiliation in any recommendations or evaluations.
38 Reviewers may be referred to by number.]
- 39 (4) Each peer review should be accompanied by the letter
40 requesting the evaluation, and a curriculum vita or
41 biographical statement describing the reviewer's
42 credentials, [and a statement of] relationship to the
43 candidate. Insofar as reasonable and possible, only
44 reviewers without personal ties to the candidate should
45 be selected.

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(5) *If a person jointly authors an article, it must be known what the individual contributions of each contributor are to the finished work. Where authors are listed alphabetically or an individual is the junior author on a number of joint publications, it is important that the individual's contributions to each scholarly publication be assessed.* [If a candidate has collaborative works, it must be clear to the peer evaluator what the candidate's contributions were to the finished work.] Reviewers must be able to determine whether an individual can execute research in his or her own right.

[* Evidence of scholarly attainment include:

a) **Published Materials**

Books, refereed and other articles, conference proceedings, works of art, recordings, and other permanent additions to the candidate's field are to be listed in the dossier.

For all of these works, the candidate should make clear the extent to which the work has been peer reviewed.

For collaborative works, the candidate's contributions should be clearly indicated. Different fields have entirely different traditions that determine the order of names associated with these works (e.g., alphabetically, by seniority) and the significance of the order of the names should be clearly stated in the dossier.

b) **Awards and prizes**

c) **Lectures/presentations/performances at other institutions or conferences.]**

b) **Unsolicited Peer Evaluations**

There are other kinds of information that can be interpreted as peer evaluations, although not of the same kind as derived through solicitation. This material, which should also be included in the dossier since it too describes the candidate's accomplishments, includes among others: articles citing the individual's work and the reasons for its importance; *reviews of books, particularly when the reviews are in depth*; reprinting of articles or parts of books in collections of distinguished contributions to a subject, and so forth.

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c) Professional Activity Prior to University Employment
Scholarly productivity for promotion to the rank of associate professor generally cannot be based on work completed in earning the doctorate or other appropriate terminal degree prior to arrival at the University of Delaware. The research involved for that degree was one of the reasons for initial employment; promotion, on the other hand, must consider evidence of scholarship accomplished subsequent to that performed for the degree.

This requirement does not mean that publications based on the dissertation should be totally ignored. Rather, the candidate must offer clear evidence of substantial scholarly achievement made after the awarding of the doctorate or other appropriate terminal degree.

Like research, any prior teaching or service plays its role in the hiring contract, the level of monies involved, and the responsibilities attached to it. Prior activity plays little or no role in the promotion except to form a meaningful context against which later development and accomplishments can be judged. *The point is simply that* There must be evidence of continuing productivity.

d) Prestigious Grants
The acquisition of research or other grants, such as Guggenheim or NSF awards, is obviously a testimony to a person's competence and reputation and should be described in the dossiers.

[e) Reviews of Published Materials, Performances or Exhibits]

e) [f] Unpublished Material
Unpublished material may in some circumstances be an important indicator of a candidate's competence and achievements. Its evaluation, however, must be especially thoughtful. In particular, if it is to be a formal part of the dossier, it should be sent to outside reviewers for a critical assessment of its merits. The comments are meant to apply to unpublished manuscripts as well as so-called "in house" publications, such as research reports that are not subject to an external review process.

[g) Other Evidence of Scholarship Appropriate to the Profession
This type of evidence, if important for a department, should be indicated in the department's promotion and tenure document.]

3. Service

1 Service includes innumerable types of activities rendered for the benefit
2 of the department, college, university, community, profession, or nation.
3 Willingness to undertake such work and competence in performing it
4 are taken into account in the promotion process.
5

6 Evaluating service, however, is difficult. Promotion and tenure
7 committees need to know when there has been an outstanding level of
8 service that has taken appreciable effort or service that has been done in
9 some way that can be noted as excellent. Other than that, the main
10 concern is that a person has fulfilled his or her service commitment
11 under the criteria of the academic unit concerned and that the unit is
12 satisfied. Administrative responsibilities can be considered as part of
13 the service component, but they may not be used as a substitute for
14 accomplishment in a scholarly discipline.

15 10. Career Development of Assistant Professors

16 There should be a major plan worked out with every new arrival to a unit so that there
17 is an orderly progression to a stated goal, in this case, promotion, within a reasonable time.
18 Participation should be offered in a number of activities, and help and assistance given
19 as needed. A coordinated plan of development suited to the academic unit and the
20 candidate concerned should be devised and updated annually.

21 In units that have a considered plan for their members, this progression is worked out in
22 great detail with allowance for an orderly development in all of the three categories that
23 are concerned in promotion. Teaching functions and the setting up of courses should
24 take priority. Then, in those units where scholarly output is heavily weighted, a research
25 program should be mounted and, finally, some shouldering of service responsibilities
26 should be undertaken. A new assistant professor should not be heavily laden with
27 service commitments in the first year. The entire commitment should be under the
28 guidance of senior people [, or a single designated mentor,] who should take an
29 active role in career development.

30 11. Changes in Departmental Priorities

31 When departments and colleges change priorities (e.g., development of a graduate
32 program, reorientation of the direction of departmental teaching at all levels) there are
33 faculty members hired when their departments had one set of priorities that are now at
34 some disadvantage because of the change. Departments have clear obligations to
35 recognize such situations and to provide such faculty members with both the time and
36 the resources to accommodate themselves to the new priorities.

37 (Senate 4/7/80; Trustees 12/10/80)

Promotions and Tenure, Committee on

[Note: The first two sentences of the first paragraph have been moved to the end of the same paragraph and are double-underlined.]

1 The [This] committee shall review proposed promotions and the
2 granting of tenure to ensure compliance with the units' [relevant]
3 published criteria, and shall either endorse or question
4 recommendations. The committee shall also review adverse
5 recommendations by departments, colleges, or other administrative
6 units that are formally brought to its attention by individual
7 faculty members, and shall advise the appropriate departments and
8 colleges in such cases. In all cases considered, the committee's
9 formal recommendation shall be made known to all appropriate
10 faculty and officers of the University, but unendorsed
11 recommendations and the reasons thereof shall be made known only to
12 the individual faculty member concerned, the department chairperson
13 and/or dean of the college, and the Provost. [the committee will
14 forward the dossier, together with its recommendations to the
15 University Provost and will notify, in full and in writing, the
16 candidate, the department committee, the department chairperson,
17 and the dean or director of its recommendation and the reasons for
18 it.] Whenever the committee discovers a violation of appropriate
19 procedures the committee will so inform the Provost at the same
20 time as it makes its recommendation to the Provost on the said
21 candidate's promotion and tenure. This [The] committee shall
22 recommend to the Senate University-wide policies and procedures
23 relating to promotion and tenure and shall advise the faculties of
24 the colleges and departments and the President of the University on
25 the formulations of these policies. It shall ensure that these
26 University-wide policies and procedures are made known within each
27 department and throughout the University, and that unit criteria
28 are roughly comparable throughout the University.

29 No individual (including department chairs) serving on this
30 committee may vote on candidates from his or her own department.

1 although they may [or] participate in the discussion of such
2 candidates. No individual may serve on this committee
3 during the same year in which s/he serves on a college-level
4 promotion and tenure committee.

5 This committee shall consist of four tenured professors and two
6 tenured associate professors. Two of these six shall be from the
7 College of Arts and Science. At least one member of the Committee
8 shall be a woman and at least one member shall be a man. [No
9 administrative officers (including department chairs) should be
10 appointed to serve on this committee.

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