

RECESSED MEETING OF THE UNIVERSITY FACULTY SENATE

May 13, 1974

MINUTES

The recessed meeting of the University Faculty Senate was called to order at 4:05 PM. Senators not in attendance were:

Julio Acunha	Irwin G. Greenfield	John P. McLaughlin
David A. Barlow	Andrew Hepburn	Richard Norman
P. Timothy Brown	Robert C. Hodson	Edward H. Rosenberry
L. Leon Campbell	Robert Hogenson	Stanley I. Sandler
Mary K. Carl	Svend E. Holsoe	Barbara Stafford
Richard I. Dick	Mohammed Ilyas	Richard W. Tarpley
Stephen L. Finner	Kenneth Lewis	Edward A. Trabant
Colin Flaherty	William E. McDaniel	
William S. Gaither	Helen F. McHugh	

Prof. L. Mosberg announced the results of the preferential ballots for the Nominating Committee as follows: J. Acunha, R. N. Hill, A. L. Morehart, A. I. Rasmussen, and J. C. Wriston.

Prof. Mosberg had been informed several days before the meeting by Prof. Kleinman, representing the AAUP, and by Prof. Gibson, representing the administration, that a contract being considered contained a clause having to do with grievances and complaints. As a result of this clause, a University review committee would have to be established; five faculty members would be nominated by the Committee on Committees. He informed both parties that the clause would not conflict with the charge to the Committee on Committees. Being no comment or objection from the floor, Prof. Mosberg ruled the decision as standing.

Prof. Morton M. Denn, Chairman, Committee on Promotions and Tenure, reported on tenure-policy recommendations. Many questions and comments were directed to Prof. Denn. One senator's assumption was that the tenure procedure did not apply to adjunct faculty; Prof. Denn acknowledged that assumption as correct.

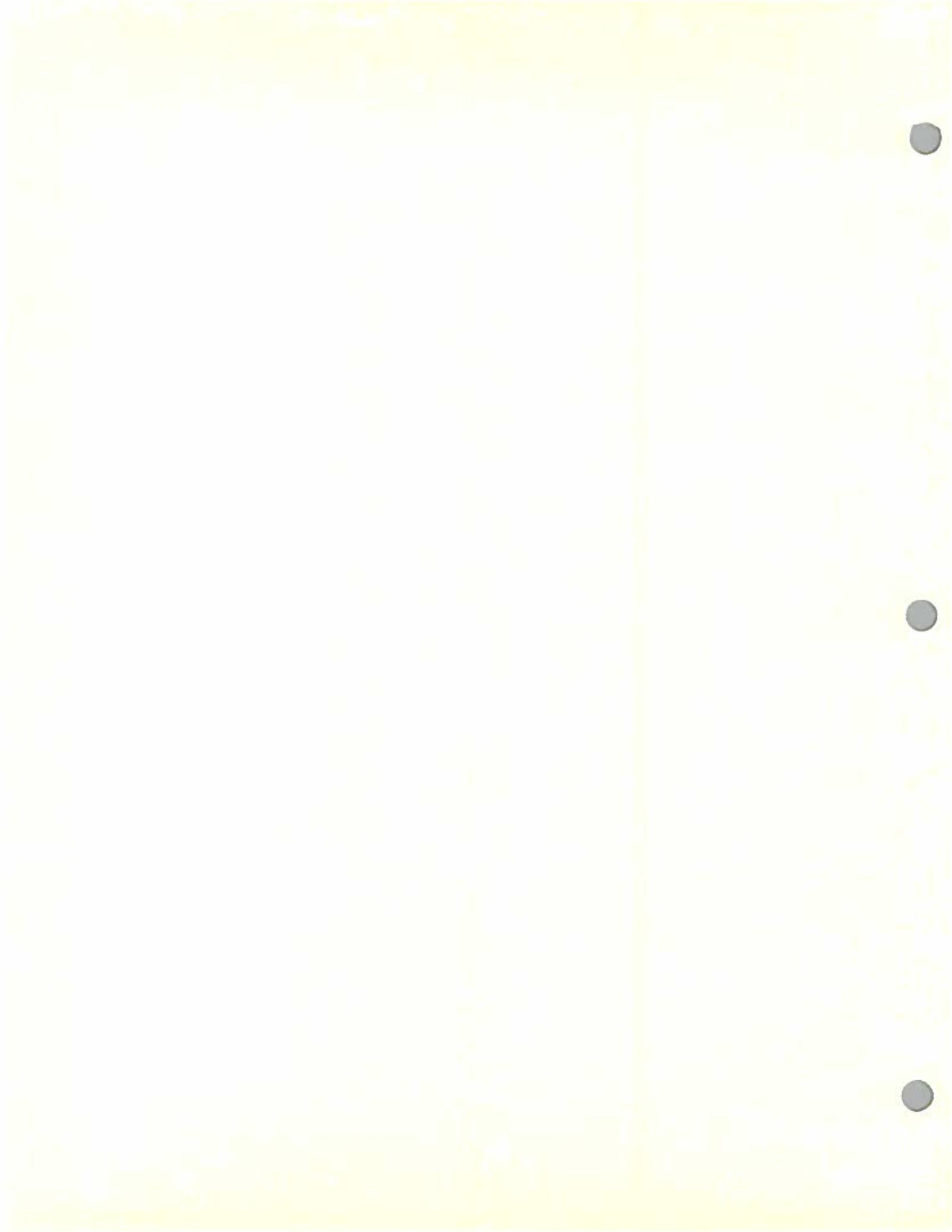
Dean Lippert made a motion to amend the resolution by adding a sixth item as follows:

- "6. The above provisions 1 through 5 shall apply to discontinuous as well as continuous faculty appointments."

The motion was seconded and accepted.

Dean Lippert made a second motion to amend the resolution by adding a seventh item as follows:

- "7. The above provisions 1 through 6 shall not apply to the rank of instructor."



The motion was seconded. During the discussion of the motion the interpretation of the motion was viewed differently by several members. Dean Lippert amended his motion to change "faculty member" to "assistant professor" in the third paragraph. Following even further discussion, Prof. Feely made a motion to postpone a decision until the Senate obtained a clarification in regard to a quota, who can be tenured and who cannot be tenured. His motion was seconded but when put to a vote failed 14-17.

Dean Lippert made a motion to: (1) Add the following to the third paragraph: "In the case of assistant professors, the appointments at the instructor level should be included in the probationary period;" and (2) Add a seventh item: "The above provisions 1 through 6, except for the probationary period for instructors, should not apply for the rank of instructor." When put to a vote the motion failed 12-17.

Prof. Hutchinson made a motion calling for a referendum of the faculty and providing all faculty with a copy of the tenure-policy recommendations. The motion passed 19-9.

Prof. Ellis made a motion to immediately consider Item H of the agenda. An objection was made from the floor and the agenda was followed as originally adopted.

Prof. J. Mather, Chairman, Committee on Graduate Studies, reported on the proposed Master of Science Degree options in Occupational Education. The proposal had been reviewed and recommended by both the Committee on Graduate Studies and the Coordinating Committee on Education. The proposal passed unanimously.

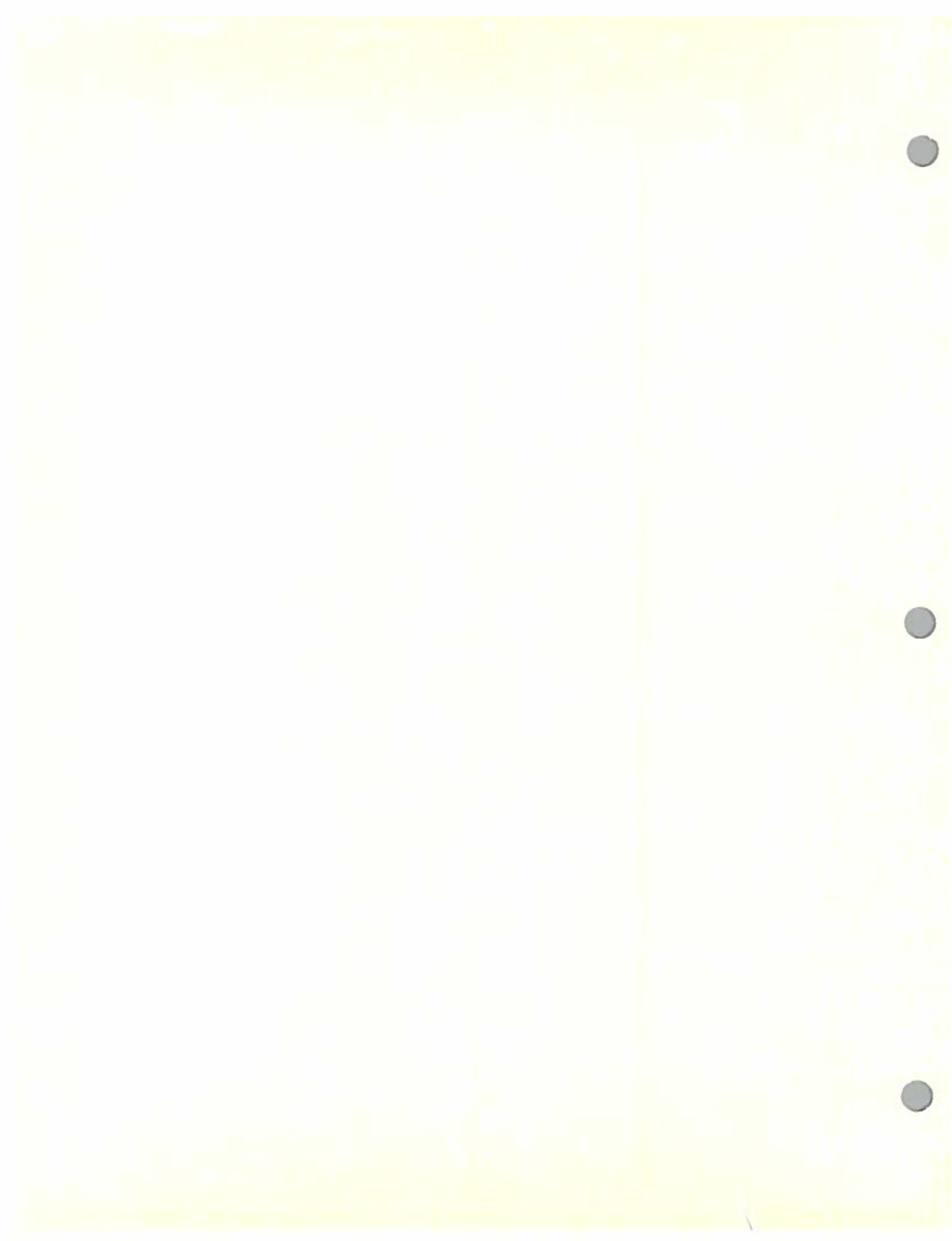
Prof. E. Schweizer made a motion to recess until the following week at the same time and the motion carried.

The meeting recessed at 5:40 PM.

Sheila A. McMahon dpe

Sheila A. McMahon, Secretary
University Faculty Senate

SAM/dpe



University of Delaware
Proposed Master of Science Degree Options
in
Occupational Education

Committee Members

College of Education
Dr. John I. Matthews, Chairman

College of Business and Economics
James L. Morrison, Ed.D.

College of Agriculture
Ralph P. Barwick, Ed.D.

College of Home Economics
Mary Lou Thomas, Ph.D.



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Proposed Master of Science Degree Options
in
Occupational Education

Program Objectives: This program, ideally and operationally, should

1. make available to the teachers of occupational/vocational subjects in Delaware, a systematic, professional graduate program leading to the Master of Science degree.
2. provide a common core of studies to more adequately bring together the occupationally oriented studies in *agriculture education, business and distributive education, home-economics education, and industrial education.*
3. enhance the capabilities of occupational-education teachers to assume leadership positions in the field, e.g. department heads, placement coordinators, program leaders, or assistant principals.
4. broaden the teacher's understanding of the historical heritage and contemporary problems facing students and teachers in occupational education.
5. where possible, increase or update the technical competencies of teachers who have not had recent exposure to new developments.
6. establish more cooperative efforts between the College of Education and the other professional colleges involved in any way with occupational/vocational education.
7. remove the need for non-Delaware universities to provide graduate occupational-education degree programs in Delaware.

Introduction: These proposed options, under the existing Master of Science degrees in Education and Home Economics Education, will provide new graduate-professional education for the occupational/vocational teachers in agriculture, business education, distributive education, home economics, and industrial education. Its design should provide each candidate with the most recent, as well as historical, perspectives in occupational education. The opportunity is made available to blend both the scholarly and professional approach to graduate education into one degree program. Completion of this degree should equip its holder to more adequately solve the professional problems to be faced.

Background: Graduate education in agriculture and home economics has been available at the University of Delaware for some time. This is in keeping with the intent and purposes for which land-grant colleges were established, as in the Morrill Acts, the Smith-Lever Act, and the Smith-Hughes Acts; however, because of its smallness and other priorities, the State of Delaware has had no graduate program for the other curricular areas of occupational teacher education.

In 1972, in order to meet the vocational teacher's professional advancement needs, the Department of Public Instruction entered into a contract agreement with Temple University to provide Master's-degree programs in Delaware for business education, distributive education, and industrial education teachers. The University of Delaware did not, at that time, have programs to support these degree offerings.

This proposed degree program will *replace* the present M.Ed. program in Agriculture education. It will provide *new graduate degree options* for vocational home economics teachers under existing Master of Science in Home Economics Education.

During the 1972-73 year, the Occupational Teacher Education degree program was approved at the University of Delaware, and the Department of Secretarial Studies/Business Education was further strengthened. Library holdings in Occupational Education were and are being greatly expanded through both State and Federal funding. These are both undergraduate programs. They do not meet or serve the needs of graduate education.

In business education, distributive education, industrial arts, and trade and industry education, Delaware's teachers must presently go to some other state to obtain a program of graduate preparation in their field. For this reason, little real incentive has existed to cause many of these teachers to seek additional education to extend or update their basic or professional competencies. Many have not taken any significant course work since completion of the bachelor's degree.

Delaware State College has an undergraduate distributive-education program which produces a sufficient number of teachers to meet Delaware's needs. However, it does not currently offer graduate courses or degrees. The College of Business and Economics, University of Delaware, feels a combinational option in Business and Distributive Education can be developed without having the undergraduate Distributive Education program at the University.

For a number of reasons, including transportation, there is a growing interest being expressed by occupational-education teachers living and working in nearby counties of Maryland in any applicable Master's Degree program we may develop. The distance to the University of Maryland precludes extensive participation. They see this proposed graduate program as an obvious alternative to traveling. When approved, a full-time faculty member will be housed in Georgetown to extend this program to teachers on the southern Delmarva peninsula.

This extension can broaden the base of support for this degree across state lines as suggested by the U.S. Office of Education, and also bolster University support.

The Degree Program: The proposed Master of Science Degree options in Occupational Education will require a ~~minimum~~ of thirty semester hours of graduate-level work in either a thesis or non-thesis pattern. A core program of three three-semester-hour courses will commonly serve all curricular options and may be taken at any time during the degree program. Additionally, each area of specialization will require nine semester hours of course work in the concentration. The remaining program will be elective, suggested elective, or partially required depending upon the curricular area of study and the thesis or non-thesis pattern.

Because of the variety of existing policies and established procedures from college to college, these proposed Master of Science degree options, *except for Home Economics Education*, will be administered through the College of Education, but

coordinated by a Coordinating Committee with representation from the individual colleges where the areas of specialization occur. In this way, the elective portion of the degree program may be determined by the student in conference with the faculty advisor as designated by college policy.

PROPOSED PROGRAM LAYOUT

The Core Program	9 Hours
EDP6XX Organization, Administration, and Supervision of Occupational Education	3 Hrs.
EDP6XX Cooperative Education, Guidance, and Placement	3 Hrs.
EDP6XX Seminar: Contemporary Issues in Occupational Education	3 Hrs.
Curricular Specialization	9 Hours
Remaining Program	12 Hours

<u>Thesis Pattern</u>		<u>Non-thesis Pattern</u>	
HE 650	Research Methods	HE 650	Research Methods
EDF 607	Educational Research Procedures, or equivalent	EDF 607	Educational Research Procedures, or equivalent
	3 Hrs.		3 Hrs.
XX 869	Master's Thesis		
	3-6 Hrs.		
Electives	3-6 Hrs.	Electives	9 Hrs.
Total (Minimum)			<u>30 Hours</u>

PROPOSED CURRICULAR SPECIALIZATIONS AND NON THESIS PATTERNS

College of Agriculture - Agriculture Education

Required: 9 Hours of courses must be selected from the following list, in conference with a graduate advisor.

- AEC 604 Food Marketing (3)
- AEC 606 Agricultural Policy (3)
- APS 622 Monogastric Nutrition (3)
- APS 631 Animal Hygiene (3)
- AGE 601 Engineering Aspects of Agricultural Processes (3)
- AGE 602 Instrumentation (3)
- ENT 611 Economic Entomology (3)
- ENT 619 Principles of Biological Control of Insects (3)

PLS 606 Soil Genesis and Classification (4)
PLS 621 Plants and Design (3)
AEC, APS, AGE, ENT, or PLS 666 or 866 Special Problems (1-6)

Electives: 9 Hours to be selected from appropriate graduate offerings of any college, subject to approval by candidate's graduate advisor.

College of Business and Economics - Business and Distributive Education

Required: 9 Hours

BDE 6XX Curriculum Design in Business and Distributive Education (3)
BDE 8XX Field Study and Seminar in Business and Distributive Education (3)

Select one of the following courses:

BDE 6XX Instructional Systems in Office Occupations (3)
BDE 6XX Instructional Development in Social Business Subjects (3)
BDE 6XX Instructional Approaches in Distributive Education (3)

Electives: 9 Hours*

*At least 6 hours must be selected from the appropriate graduate offerings in Business or Economics. Where applicable, at least 3 credit hours out of the 6 must be in the area of teaching specialization: e.g. a graduate course in accounting for an accounting teacher, etc. The remaining 3 hours may be selected from graduate offerings from any college, independent study, or graduate workshops. Selection of all elective courses are subject to the approval of the candidate's graduate advisor.

College of Home Economics - Home Economics Education

Required: 9 Hours, six of which must be taken from one of the following areas of concentration other than Home Economics Education:

Child Development (CD)

Food and Nutrition (FN)

Home Economics Education (HEE)

Home Management (HM)

Textiles and Clothing (TC)

Electives: 6 Hours from any college, subject to approval of candidate's graduate advisor.

Research requirements: 6 Hours (Non-thesis Pattern)

HE 650 Research Methods (3) or EDF 607 Educational Research Procedures (3)

Field Study in Occupational Education (3)

College of Education - Occupational/Industrial Education

Required: 6 Hours selected from the following topics which will be offered initially using EDP 667 Seminar - Special Topics number.

1. History and Philosophy of Industrial Education (3)
2. Planning Occupational Education Facilities (3)
3. Field Study in Occupational Education (3)
4. Curriculum Design in Occupational Education (3)
5. Special Problems - Recent Technological Advancements (3)

Electives: 9 Hours from any college, subject to approval of candidate's graduate advisor. Suggested electives: EDP 610, 611, 815, 816, 650, 651, 652, 615, 632, 882, EDF 555, 561, 630, 638, 640, 647, 648, 665, EDC 677, 881

Industrial Education: Rationale for Degree Program Structure

Industrial Education is a general term used at the graduate level to include industrial arts and trade and industry teachers. Industrial-arts teachers in regular secondary schools typically obtain their undergraduate preparation in a four-year college or university program which includes training in shop- and lab-based trade skills. The trade and industry teachers normally develop the trade skills and competencies in apprenticeship and on-the-job training, often completing the bachelor's degree while teaching in a vocational school.

The technology mastery level that must be maintained by these teachers is somewhat different from many other curricular emphases. However, most industrial-education teachers do seek to maintain up-to-date skills and competencies when opportunities are available.

The performance-type skills, as well as related skills needed by the industrial educator must frequently evolve quite rapidly with technology changes. Some teaching techniques employed in the usual industrial-education classroom are similar to other conventional classrooms. However, much of the shop and lab instruction must be individualized since many different activities on many different kinds of machines, tools, or instrumentation must occur simultaneously. This is distinctly different from having everyone working individually at his own pace on the same or similar work.

The regular curriculum, research, or evaluation and measurement courses cannot possibly serve the needs of all other curricular emphases and have time to adequately serve the special needs and emphases of the vocational/industrial educator. It seems reasonable to state that a student will get more from a class designed to serve a narrow spread of curricular interest in his field than one set up for general interests.

Practically all industrial educators are called upon to deal with a wide variety of tasks not really associated with most conventional classroom teaching. They must develop and deal with industrial advisory committees, organize school-industry programs, provide cooperative school-industry learning situations, act as counselors and guidance personnel, be active in student placement, design shops and labs, equip facilities, design curriculum sequences and packages, and constantly evaluate performance in the shops and labs as well as the classroom.

Because the normal undergraduate preparation is so full of basic and skill preparation, little time is given to even alerting the teacher to the indicated

problem areas. Evaluation by the State Department of Public Instruction indicates that most of these teachers are not adequately prepared to deal with these tasks. Graduate instruction must somehow be allowed to be specifically oriented to the very real problems and possible solutions. Of course, whenever possible, recently developed technical content courses should be included in the program for updating technical competencies. The National Occupational Competency Testing Program and other such performance oriented exams assist in isolating weak areas.

These teachers are not generally involved in doing research in the sense of psychological statistical sampling research. They do need to be users of available research, however, and to be able to discern quality, validity, and reliability of research findings. Perhaps, more importantly, they need to know of the sources of research and location techniques. In general, vocational educators are more involved with developmental and applications research than basic or psychologically oriented research.

Program Funding Rationale: In order to realistically meet the objectives of a good professional program and stay within budgetary limitations, a shared *common core* of course work is to be used. These three courses must serve all four colleges and have sufficient demand to be offered on a regular basis. This arrangement should reduce the personnel demands and allow one faculty position to serve a wider audience.

The entire graduate offering in Occupational/Industrial Education and the Business /Distributive Education will be new, but Agriculture and Home Economics require no new courses, at least not at this time.

Since the program is expected to serve most of its participants on a part time basis for at least two years, additional faculty positions are at a minimum. In some cases regular faculty will teach courses in Continuing Education and in

summer sessions. One additional faculty position is budgeted in Occupational Teacher Education for the 1974-75 year. Additionally, federal funds will become available through the Education Professions Development Act to support such temporary faculty as are needed. Such would be budgeted through the Occupational Teacher Education Consortium.

The current library holdings are presently being quickly expanded to meet the projected program requirements. These holdings are being purchased using federal EPDA and Occupational Teacher Education resources. Additionally, the entire ERIC and AIM and ARM research collections (on microfiche) are being negotiated for to serve both this program and other graduate-education programs and local school districts.

The Need for Graduate Programs: The unavailability of graduate program offerings in the various need areas of occupational education works a professional and financial hardship on the vocational teachers of Delaware. Inservice-education programs, by their nature, have been ineffective in developing real professional growth in these teachers. With increasing emphasis being placed on a more *practical* or *applied* career education, graduate education seems to be the only successful vehicle to bring teachers in for updating or retooling.

The data concerning the degree status of Delaware vocational teachers in 1973-74 are attached. These data show quite a substantial pool of teachers to be served both at the Master's and Master's plus thirty level as well as the Bachelor's plus thirty level. Additionally, a large number of instructors from Delaware Technical and Community College wish to seek this degree when approved.

The desire for graduate preparation has been demonstrated by the number, about 50, who are currently enrolled in the contract program between Temple University and the Delaware State Department of Instruction. Those aspiring to positions of leadership have deemed it necessary to be admitted into this program while waiting for the University M.S. program development. Most of these

VOCATIONAL EDUCATORS DATA 1973-74

Agriculture

New Teachers 3

Elementary 0
Middle 0
Secondary 29

29 Total Number of Teachers in Public Schools

Educational Levels

High School Diploma 3
Bachelors Degree 21
Bachelors + 30 0
Masters Degree 5
Masters + 30 0
Doctors Degree 0
Total 29

Age Levels

20 - 29 10
30 - 39 9
40 - 49 1
50 - 59 8
60 - 1
Total 29

Business & Office

New Teachers 1

Elementary 0
Middle 4
Secondary 197

201 Total Number of Teachers in Public Schools

Educational Levels

High School Diploma 3
Bachelors Degree 146
Bachelors + 30 10
Masters Degree 29
Masters + 30 13
Doctors Degree 0
Total 201

Age Levels

20 - 29 72
30 - 39 52
40 - 49 42
50 - 59 28
60 - 7
Total 201

Distributive Education

New Teachers 4

Elementary 0
Middle 0
Secondary 40

40 Total Number of Teachers in Public Schools

Distributive Education (Continued)

<u>Educational Levels</u>		<u>Age Levels</u>	
High School Diploma	1	20 - 29	13
Bachelors Degree	23	30 - 39	12
Bachelors + 30	3	40 - 49	8
Masters	6	50 - 59	6
Masters + 30	7	60 -	1
Doctors Degree	0		
Total	<u>40</u>	Total	<u>40</u>

Home EconomicsNew Teachers - 2

Elementary	0
Middle	43
Secondary	<u>112</u>

155 Total Number of Teachers in Public Schools

<u>Educational Levels</u>		<u>Age Levels</u>	
Bachelors Degree	115	20 - 29	46
Bachelors + 30	12	30 - 39	39
Masters Degree	24	40 - 49	33
Masters + 30	4	50 - 59	31
Doctors Degree	0	60 -	6
Total	<u>155</u>	Total	<u>155</u>

Industrial ArtsNew Teachers 7

Elementary	0
Middle	43
Secondary	<u>117</u>

160 Total Number of Teachers in Public Schools

<u>Educational Levels</u>		<u>Age Levels</u>	
High School Diploma	4	20 - 29	53
Bachelors Degree	103	30 - 39	36
Bachelors + 30	10	40 - 49	37
Masters Degree	34	50 - 59	29
Masters + 30	9	60 -	5
Doctors Degree	0		
Total	<u>160</u>	Total	<u>160</u>

Trades & Industry

Elementary 0
 Middle 1
 Secondary 133

134 Total Number of Teachers in Public Schools

Educational Levels

High School Diploma 80
 Bachelors Degree 31
 Bachelors + 30 7
 Masters Degree 10
 Masters + 30 6
 Doctors Degree 0
 Total 134

New Teachers 11

Age Levels

20 - 29 15
 30 - 39 26
 40 - 49 51
 50 - 59 36
 60 - 6

Total 134

Health Occupations

Secondary 14

Educational Levels

High School Diploma 9
 Bachelors Degree 3
 Bachelors + 30 0
 Masters Degree 2
 Masters + 30 0
 Doctors Degree 0
 Total 14

New Teachers -2

Age Levels

20 - 29 1
 30 - 39 3
 40 - 49 3
 50 - 59 6
 60 - 1

Total 14

Technical Education

Secondary 2

Educational Levels

High School Diploma 0
 Bachelors Degree 1
 Bachelors + 30 1
 Masters Degree 0

Total 2

Age Levels

20 - 29 1
 30 - 39 0
 40 - 49 1
 50 - 59 0
 60 - 0

Total 2

Total Vocational Teachers		Degree Level					Doctors Degree
		High School Diploma	Bachelors Degree	Bachelors + 30	Masters Degree	Masters + 30	
Agriculture	29	3	21	0	5	0	0
Business & Office	201	3	146	10	29	13	0
Distributive	40	1	23	3	6	7	0
Home Economics	155	0	115	12	24	4	0
Industrial Arts	160	4	103	10	34	9	0
Trade & Industries	134	80	31	7	10	6	0
Health Occupations	14	9	3	0	2	0	0
Technical Education	2	0	1	1	0	0	0
Totals-'74-	735	100	443	43	110	39	0
Totals-'73-	713	90	429	44	107	42	1

teachers, however, have expressed a desire to transfer into the University of Delaware program when it becomes available. An equitable arrangement for transfer of more than the usual amount of course work from the Temple University program seems advisable for these teachers who meet the University of Delaware admission requirements.

Thesis, Non-thesis Patterns: In keeping with the national move toward professional, yet non-thesis degrees, both patterns will be provided. In each case, the study of pertinent research designs and the analysis and review of recent occupational education and/or industrial research will provide the basis for either the thesis or future action research in the field. Perhaps, more importantly, it should make aware how to locate and use research already done in the field.

The thesis pattern may point the graduate toward possible future graduate work and research; however, the non-thesis pattern will provide more professional work aimed at increasing strengths in teaching and leadership roles. The non-thesis pattern is expected to play a major role in updating vocational educators with little recent formal university study.

Comprehensive Exam: A formal written comprehensive exam will be required of all candidates during or at the completion of the last six hours of course work. The degree program Coordinating Committee will be responsible for exam compilation and evaluation.

Admission: Students being considered for admission to the various options of this degree must have earned an undergraduate degree in that or a closely related field, or by some alternative means establish teaching competency. Additionally, preference will be given to those candidates with teaching and/or occupational experience. Normal academic admissions criteria will be used.

Faculty and Course Offerings: The graduate courses in agriculture and home economics are already established and staffed. Business and distributive education, and

and industrial education courses, as well as the core occupational-education courses will be new. A new graduate faculty member and an assistantship is budgeted for Occupational Teacher Education in 1974-75, and one is to be allocated in the College of Business and Economics to handle the new load of course offerings in business and distributive education.

The most probable graduate students will be Delaware secondary and post-secondary school teachers. Since they will be attending part-time, there will be no need to offer all the new courses the first year. The other new courses will be offered at a rate corresponding to expressed need. Graduate faculty from each participating college may share the teaching load of core courses as course demand dictates.

In the College of Education, the on-campus graduate course offering is expected to be three courses each semester with two additional during the first summer session. This load will be shared by: Dr. John I. Matthews, associate professor, Dr. Clifton P. Campbell, assistant professor, the budgeted new graduate faculty member in Occupational Teacher Education, and appropriate part-time faculty as needed, especially in the Dover area.

In order to best serve the graduate-education needs of occupational-education teachers in the southern end of the state, a faculty member may be located full-time on the Georgetown campus of Delaware Technical and Community College. The position is to be funded, at the present time, with available federal funding, serving both graduate and undergraduate classes.

Faculty to support the core offering for this degree may come from each of the colleges represented:

College of Education
 John I. Matthews, Ph.D.
 Clifton P. Campbell, Ed.D.
 One new faculty member yet to be selected

College of Business and Economics
 James L. Morrison, Ed.D.
 One new faculty member yet to be selected

College of Agriculture
Ralph P. Barwick, Ed.D.

College of Home Economics
Mary Lou Thomas, Ph.D.

Part-time faculty from DPI
Burt Braverman, Ed.D.
Myron Corman Ed.D. (Now with Rutgers University)

Coordinating Committee:

Since this degree core serves four colleges, a committee composed of the Director of Occupational Teacher Education from the College of Education and one member each from agriculture education, business education, and home economics education will coordinate the degree program. As a member of the College of Education, the Director of Occupational Teacher Education will act as chairman of this coordinating committee. Its charge will be to schedule and sequence the core courses, recommend admissions, initiate any program changes, compile and evaluate comprehensive exams, and sign degree applications.

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

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

May 14, 1974

MEMORANDUM

TO: University Faculty

FROM: Lou Mosberg, President
University Faculty Senate

SUBJECT: Tenure Policy

The University Faculty Senate, in its meeting of May 13, 1974, considered the attached tenure policy recommended by the Senate Promotion and Tenure Committee. After considerable debate on the issues, a motion was approved to hold a faculty referendum on this policy prior to further Senate consideration of this matter. The results of this referendum will be advisory to the Senate in its further deliberations of the recommended tenure policy. Please read the policy carefully and consult your Senators as to the issues raised in the Senate debate.

Indicate your approval or disapproval of the attached tenure policy on the ballot below and return to the University Faculty Senate Office, 303 Hullihen Hall by May 21, 1974.

Your participation in this referendum will help insure that the action of the Senate will reflect the views of the faculty.

LM/dpe

TO: University Faculty Senate Office
303 Hullihen Hall

I ☐ approve the tenure policy as recommended by the
☐ disapprove Promotions and Tenure Committee.

Additional comments: _____



COMMITTEE ON PROMOTION AND TENURE

REPORT ON TENURE POLICY

This Committee has been charged to study the present tenure policy at the University of Delaware and to recommend modifications in that policy, if appropriate, for Senate consideration and ultimate transmission to the Board of Trustees. The role of tenure on the Delaware campus and at universities generally has been reviewed recently by an ad hoc committee of the Senate.¹ That committee and the Senate reaffirmed the central role of tenure in maintaining academic freedom at universities. A similar position was taken by the Commission on Academic Tenure in Higher Education:

"...We believe that [tenure's] value in protecting academic freedom is paramount. Academic freedom is so central to the integrity of new knowledge, in conservation of the values and wisdom of the past, and in promotion of the critical inquiry essential to self-renewal, that academic tenure, in the Commission's view, should be retained as our most tested and reliable instrument for incorporating academic freedom into the heart of our institutions."²

Academic freedom today must include not only the more traditional notions of scholarship and teaching, but also the freedom to participate fully in faculty governance, as, for example, in Senate debates.

Tenure is different from job security. Tenure does not require employment of faculty members whose services are not needed because of program reductions, such as those necessitated by long-term changes in enrollment patterns. Nor does tenure require continued employment of faculty members whose academic performance fails to meet accepted standards. The University of Delaware faculty has recently affirmed the policy of periodic peer review of tenured faculty members.³

The policy which we propose below requires that, with few exceptions, no faculty member may be retained beyond seven years unless his or her performance and potential have been carefully evaluated relative to established criteria and a contract with continuing tenure has been awarded. There is a great deal of faculty responsibility in the implementation of such a policy, for difficult academic judgments must be made by faculty peers. The recommended policy establishes a central role for the departmental promotion and tenure committee in the annual evaluation of untenured faculty during the probationary period.

¹Considerations and Approaches to Instituting Revisions of Academic Tenure at the University of Delaware, S.B. 84.

²Quoted from a paper by W. R. Keast, presented at the Annual Meeting of the Association of American Colleges, San Francisco, January 15, 1973. The complete Commission report has been published as "Faculty Tenure: A Report and Recommendations," W. R. Keast and J. W. Macey, Jr., eds., Jossey-Bass, San Francisco, 1973.

³Report of the Committee on Faculty Welfare and Privileges Concerning Periodic Review of Faculty, S.B. 73. Implemented December 28, 1972, as modified by the Council of Deans under the title "University Policy on Evaluation of Faculty Members."

Many academic units of the University of Delaware expect faculty members to engage in scholarly activities as well as in teaching and professional and University service. In such units long-term commitments to a faculty member would normally be based on demonstrated competence and promise in all areas. These are the same qualities that are reflected in present promotion criteria, and in such units it is appropriate to couple tenure with promotion to Associate Professor.

In other units, however, scholarly activity is not normally expected of some faculty members. These faculty might not satisfy the established criteria for promotion to Associate Professor. Yet, if they are carrying out their teaching responsibilities in a satisfactory manner and they have demonstrated their long-range value to the University then they should be retained. Such faculty are eligible to participate in university governance and, after a suitable probationary period, they are entitled to the same sense of academic freedom as their tenured colleagues. Therefore, we propose the following policy for attainment of tenure:

1. (a) Tenure is awarded to a faculty member upon promotion to Associate Professor. Promotion follows a review of credentials by appropriate faculty committees and administrative officers using departmental criteria as established under present University policy.⁴
(b) A faculty member appointed initially as an Associate Professor is awarded tenure following a review of credentials by appropriate faculty committees and administrative officers. This review will be based on departmental criteria for Associate Professor and would normally be made following three years' service at the University.
(c) Tenure is normally awarded to Professors upon initial appointment.
2. With the approval of the Provost and following a review for University-wide rough comparability by the Senate Committee on Promotions and Tenure, a department, college, or division may designate particular programs (areas of instruction) in which the criteria for tenure differ from those for promotion to Associate Professor. Recommendations for the awarding of tenure within these specific programs will be reviewed according to the criteria, using the same procedures as those used for promotion.
3. No faculty member, except as defined in (4) and (5), below, may be retained beyond an initial probationary period unless a review has been carried out and tenure has been awarded. The probationary period prior to the awarding of tenure shall not exceed seven years. In exceptional circumstances, upon request of the faculty member, with the recommendation of the department chairman or the departmental Committee on Promotion and Tenure, and with the approval of the Provost, the probationary period may be extended up to a maximum of nine years. After the initial three years of the probationary period the departmental Promotion and Tenure Committee must participate in the annual departmental review of the progress of faculty who have not achieved tenure.

⁴Present policy is defined in this Committee's Report on Promotion Procedures, S.B. 85. Implementation is discussed in the annual reports of the Committee on Promotion and Tenure for 1973 and 1974.

The limit of the probationary period should be recognized as a maximum, and earlier tenure decisions should be made whenever possible.

4. A faculty member who is hired with nonrecurrent special funds may not be awarded tenure. A faculty member employed with special funds will be notified of this fact and will have an appropriate notation to that effect on all subsequent contracts. If he/she is subsequently employed on a regular contract then his/her years of service on special funds will be included in the probationary period only to the extent that they are relevant to his/her new position.
5. This policy will take effect one year from the time of its approval, except in the case of faculty who will have served six or more years at the time of approval. In such cases a review must be carried out within two years and tenure awarded or employment terminated within three years from the time of approval of this policy.
6. The above provisions 1 through 5 shall apply to discontinuous as well as continuous faculty appointments.

5/14/74

