

REGULAR MEETING OF THE UNIVERSITY FACULTY SENATE

October 4, 1982

MINUTES

The regular meeting of the University Faculty Senate was called to order on Monday, October 4, 1982 at 4:00 p.m., with President Hoffecker presiding. Senators not in attendance were:

Barbara Larsen	David Nelson	Peter Warter
Jack Levine	John O'Neill	Leslie Winkler .
Fred Masterson	Edward Schweizer	

Senators excused were: Thomas Angell, Eric Brucker, Julio daCunha, Alexander Doberenz, David Ermann, Irwin Greenfield, Lucia Palmer, Stuart Sharkey, David Stixrude, E.A. Trabant.

I. ADOPTION OF THE AGENDA.

In the absence of objection, the Agenda was declared adopted as published.

II. APPROVAL OF THE MINUTES,

President Hoffecker requested the following correction to the September Minutes: Page 4, top: Graduate Studies, Committee on, the first line should be corrected to read:

William Bailey, member, Education - term expires 1984 .

She also reported that the title of the M.A. degree which was approved without challenge (page 2 of the Minutes) was inaccurate, and that the correct title would be presented for challenge on the November Agenda.

Provost Campbell called attention to an inaccuracy in a statement (on page 4, Item D, last paragraph) regarding academic decisions; he noted that academic decisions by definition are not grievable, but are subject to the complaint procedure.

There were no further additions or corrections and the Minutes were adopted as corrected.

III. REMARKS.

Provost Campbell announced that the Senate President, Professor Carol Hoffecker, had been named to the Richards Chair in History, effective September 1. The senators expressed their congratulations with applause for Professor Hoffecker.

IV. ANNOUNCEMENTS.

1. President Hoffecker reminded the senators that the semi-annual general meeting of the faculty would be held on October 18, when Mr. Gordon Pfeiffer, President of the Library Associates, will address the faculty.

2. Dean Gouldner addressed the Senate on the topic: The College of Arts and Science: Four Cultures or One? Her remarks are attached.

In the discussion following her remarks Dean Gouldner was asked if she foresaw any movements which would call for breaking the College into separate units; she responded that she did not see any at present, but that it could happen as a result of the rapid changes in the areas of knowledge she had referred to, and would be most likely to occur in a professional area seeking a more practical and structured curriculum.

Senator Glymph asked about the role of students in the College, and Dean Gouldner said that although a college council was elected each year, direct student involvement has usually been largely at the departmental level because of the difficulty of pulling together the diverse standards at the college level. She added that this year may be different because a strong council president has been elected.

In response to a question from Senator Mangone about the role of the Honors Program in the College, Dean Gouldner said she thought it should continue as it is, with a set of honors courses in each department and with the special seminars, and that for most faculty in the College the idea of a separate honors college is something of an anathema. Senator Mangone also asked if the College, when planning its revised curriculum, had considered using comprehensive exams to test students in the required curriculum areas. Dean Gouldner said it had been considered, and Associate Dean Rees added that although it had been discussed in a number of the committees, including this year's, so far no committee had been willing to come to grips with the difficulty of establishing the mechanisms, not to say the wisdom of doing so.

VI. NEW BUSINESS.

Item A, a pair of resolutions from the Committee on Promotions and Tenure to establish a policy for promotion without tenure for professional employees who also hold academic appointments, was introduced by Prof. Scarpitti. President Hoffecker determined that it was the Committee's intent to treat the two resolutions as a unit, and the Senate concurred in this.

Senator Levin asked whether the proposal implied that a tenured faculty member who accepted a professional contract would thereby lose tenure. Prof. Scarpitti responded that the Committee's only objective had been to establish a means by which professionals with faculty appointments--primarily people in the Counseling Center who have faculty appointments in the College of Education--could be elevated in rank if they achieved in the same way as full-time faculty members. He said that at present such people must remain assistant professors, despite their individual achievements, and the Committee had unanimously supported the proposals because they felt the present policy was unfair since it impeded the careers of those professionals, limited their earnings when they taught evening or Summer/Winter Session courses, and

to some extent affected their mobility if they wished to apply for an academic appointment or move to another college. Provost Campbell added that the proposal could not affect the faculty member who already held a tenured appointment. Prof. Scarpitti said the proposal was intended only for those whose primary appointments were as professionals but who held secondary appointments in academic departments. Senator Smith asked how many people were in this category, and Prof. Scarpitti said they had not done a census, but he thought there were about a dozen across campus, primarily in the Counseling Center.

Senator Mangone said he was confused by this, and asked why the professional appointees were given the title of assistant professor; he said he understood that the use of "Lecturer," at any rank, is very common for people who come in with a certain expertise and make a contribution in an academic department, but he did not see how people with full-time professional contracts could do what was required to become associate and full professors. Prof. Scarpitti responded that the proposed policy change would only make such promotion possible, and that the candidate would still have to meet criteria which had been developed by the departments in keeping with other promotion criteria, and which had been approved by the University committee and the Provost.

Senator Kingsbury asked why, if such employees were functioning as faculty, they didn't have faculty positions, and whether the question would be raised in the future--particularly for any who achieved the rank of full professor--if they shouldn't have tenure. Prof. Scarpitti said he didn't foresee that, but in any case such a policy change would have to go through the approval process.

Dean Ames pointed out that the proposed change did not apply to all professional staff, but only those who held a secondary appointment in an academic department. He added that in the College of Urban Affairs members of the professional staff were often employees who held the same academic credentials as faculty, but who had developed areas of special expertise and did their teaching on overload, and he supported the proposal as an appropriate way to recognize, through criteria defined by the units, their contributions to the academic program. Dean Murray said he was also in favor of the resolutions if the professional employees were required to meet the same criteria for promotion as those with academic appointments. He made a motion, which was seconded, to amend the first sentence of the first resolution to read as follows:

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

Prof. Scarpitti said he thought the amendment was in keeping with the intent of the Promotions and Tenure Committee.

Senator Bonner expressed his concern that the Senate was being asked to vote on a category of employees that was not well defined, and the size of which was unknown, and he also questioned excluding the group from tenure. He asked whether a department was prohibited from promoting and/or recommending for tenure those who held such dual appointments, or if the problem was the lack of budget lines in the departments. Dean Murray responded that he didn't have the necessary budget lines, and Prof. Scarpitti added that it was the Committee's understanding that it was impossible to elevate such employees under the present policy.

Senator Smith opposed the resolution because he felt it blurred the distinction between faculty and professional staff; he said he could accept adjunct appointments, but he thought anyone who was required to meet the same standards as faculty should be hired as faculty. In response to a question from Senator Little about the appropriateness of using adjunct appointments, Provost Campbell explained that that rank was used for people whose primary employment was external, and that the resolution was addressed to the group of University professionals--primarily in the Counseling Center--who run graduate programs, who have the doctorate and publish, and who hold secondary appointments--in Psychology, Educational Studies, or Educational Development. Senator Kingsbury asked why they did not have regular faculty appointments, and Provost Campbell responded that they were hired primarily as professionals in the Counseling Center, and their secondary faculty appointments were not on budgeted lines.

A senator questioned whether professionals could be evaluated using the existing criteria because, although they might be accomplished in their field and therefore more productive in research, they might not fit the requirements for supervising students, and he thought a policy allowing promotion but not tenure would create confusion and a new set of promotion and tenure rules. Dean Murray replied that the criteria would stay the same, and the question to be asked was whether or not candidates for promotion met the criteria currently in use, not how they managed to do it.

Senator Glymph called for the question; several senators objected that they needed more information. Vice President Culley asked what would prevent a unit from writing a professional track into its promotion document, and Prof. Scarpitti responded that there was protection insofar as any changes in the document must have the approval of the Senate Promotions and Tenure Committee and the Provost. Dean Ames noted that the initial appointment and faculty rank of such professionals was made with the consent of their departmental colleagues, and that each professional had a detailed job description, so it was not a question of their becoming faculty, but only of allowing them, over a long period of time--and again, with the consent of their colleagues--to become eligible for promotion in rank.

President Hoffecker then called for a hand vote on Dean Murray's amendment to the first resolution, and it was approved. She called for discussion on the amended resolution, and Dean Gaither expressed concern that making professional staff eligible for promotion could result in a large increase in their numbers. Provost Campbell pointed out that the granting of secondary academic appointments was entirely under the control of the academic units. Senator Bonner spoke against the resolution, arguing that in requiring the same criteria but denying tenure it would create a second class of citizens, with professionals who have met the qualifications for the academic rank of full professor but are denied tenure, and faculty with associate professor rank who are tenured. He said that academic tenure was not the same thing as economic tenure, and he did not like the implications of having a group of colleagues who have to be a little more careful in the classroom.

Senator Taylor made a motion, which was seconded, to call the question; the motion failed on a voice vote.

Dean Gouldner asked how the proposal would affect those whose initial University appointment was as a faculty member, but who subsequently accepted a professional appointment--for example, as an associate dean. Prof. Scarpitti responded that they would be regarded as retaining their tenure track academic appointment while serving a temporary period as an associate dean.

In response to Senator Bonner's concerns, Senator Neale noted that the Counseling Center was originally designed to include an academic program for training college counselors, and while the primary responsibilities of the staff were in the Center, they were also granted academic appointments so they could operate the academic program. He said he felt the proposal would not create a new second-class group, but would get people out of a second-class situation by providing for their promotion. Senator Kingsbury asked why it was not possible to give them primary faculty appointments; Senator Neale responded that the primary purpose of their appointments was to provide counseling services, and staffing decisions were based on the needs of the Counseling Center rather than on the needs of the academic department, where the grounds for expansion or the creation of a new budget line would be entirely different.

Senator Bowen asked whether the policy would prohibit those who were initially hired as administrators, for example the University president or department chairs, from having tenure. Senator Mangone noted that such people were usually also appointed to the faculty when they were hired; Provost Campbell added that such administrators were all described as being members of the faculty in the Trustee Bylaws.

Dean Gaither made a motion, which was seconded, to amend the first sentence of the first resolution to read:

University employees involved with the counseling degree program who also hold faculty appointments in academic units are eligible for promotion without tenure, and will meet the same criteria for promotion as do members of the unit who hold academic appointments.

Senator Taylor objected that the original proposal involved more than the people in the Counseling Center, and Senator Schwartz asked how many people were involved. Provost Campbell responded that the number is irrelevant if the academic units control the issue; Prof. Scarpitti agreed, and said the question the Senate should address was the appropriateness of changing the present policy, to allow such employees to achieve higher academic rank. President Hoffecker called for a voice vote on Dean Gaither's motion to amend the first resolution, and the motion failed.

Dr. Bishop, Director of the Counseling Center, noted that not every member of the counseling staff is granted an academic appointment, and that the decision to do so was made only after a review of the candidate's credentials by the academic unit and the dean of the college concerned. He agreed that such professional employees should be required to meet the same criteria for promotion as any other faculty member, adding that, given their other responsibilities, they would probably only become eligible after 8 or 10 years.

Senator Gallagher suggested that the problem might be resolved by the creation of a parallel promotion policy, with different academic titles for this group. Senator Little made a motion, which was seconded, to return the second resolution to committee; President Hoffecker reminded the Senate that it had chosen earlier to deal with the two resolutions as a unit. Dean Crossan suggested that two factors the Committee should consider were the year-to-year nature of the appointments of professional faculty, and the effect of the proposed policy on academic units. Senator R. Murray suggested they could also consider redefining and broadening the meaning of adjunct appointments, so the term could include this group.

Senator Mosberg objected to voting on the resolutions as a unit; he said he thought the first resolution had been thoroughly discussed and could be voted on.

After a brief discussion the chair ruled that the decision to deal with the resolutions as a unit would stand. The motion to return the entire issue to the committee was then approved by a hand vote.

Item B, the call for the introduction of new business, was responded to by Senator Collins, who introduced the following resolution for discussion at the next Senate meeting:

Due to changes in University Policy, an increasing number of Continuing Education students are taking courses between 0800 and 1700 hours. According to the Undergraduate Academic Programs and Policies Catalog, the normal load for these students is six (or seven) credit hours per semester.

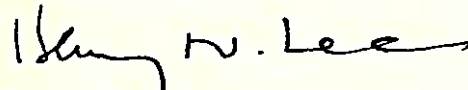
WHEREAS, an increasing number of these students are enrolling, with the deans' or their representatives' permission, for more than seven credit hours per semester, consistent standards need to be adopted for all students. For example, if the Continuing Education student elects to drop a course after the drop-add period, only the instructor and an advisor in Continuing Education are involved in the process.

BE IT RESOLVED, to insure that all students meet the same standards, the deans or their representatives must approve the conditions of all withdrawals after the drop-add period.

BE IT FURTHER RESOLVED, that Continuing Education students be required to attain a 2.0 the previous semester before they are permitted to enroll for more than six (or seven) credits.

No further business was introduced, and President Hoffecker declared the meeting adjourned at 5:25 p.m.

Respectfully submitted,



Henry N. Lee
Secretary
University Faculty Senate

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Attachment: Remarks by Dean Gouldner

COMMENTS TO THE UNIVERSITY OF DELAWARE SENATE
OCTOBER 1982

The College of Arts and Science:
Four Cultures or One

Helen Gouldner, Dean

1. The College of Arts and Science includes four broad areas: The Arts; the Humanities; the Behavioral and Social Sciences; the Natural Sciences and Mathematics.

It has 21 departments and 7 programs. There are 5 centers and 2 institutes. Our full-time undergraduates number 7,253; our full-time graduates number 832; our full-time faculty number more than 400.

Our disciplines range from Art Conservation to Geography; from Music to Mathematics; from Psychology to Geology; from Physics to Theatre.

2. How can this diversity be a college? What holds it together? Is this collectivity not really four colleges at best? Four traditional divisions of knowledge? Is it governable? Is it a college in name only? A college for administrative convenience?

Faculty in the College may not often ask these questions but our colleagues in other colleges do. Let me try to answer them and argue the point that we are very clearly one college, and that a coherent College of Arts and Science is both vital and central to any university. We should not be embarrassed, on occasion, to state our mission.

One: Our faculty are very much aware of the basic interconnectedness of all knowledge, of the interrelation of all things, and have the awareness that in some dim future we will have common explanations for the complexities we now seek to understand through specializations. To this end, we keep the barriers between our disciplines as low as possible and know that departments are merely bureaucratic conveniences--however much we may go to the barricades in defending their integrity.

Tomorrow there will be new disciplines, different programs, and some of the departments defended so virorously today will have disappeared in the decades to come. Although, as C. P. Snow has noted, change in academia seems glacial, in evolutionary terms it is unbelievably rapid.

It is with utter fascination that we watch the ebb and flow of disciplines, of the cross-currents of ideas, of the opening of new shows and the closing of others, of the blending of the strands of knowledge:

Thus: A) Our American students studying an 18th century garbage dump in Odessa must know something of history, archaeology, geology, culture, sociology and geography.

Thus: B) New disciplines constantly emerge on the boundaries of older ones--geology and physics in geophysics; biology and chemistry in biochemistry; biology and engineering in bioengineering; mathematics and statistics in operations research; and now, indeed, astronomy and archaeology in archaeoastronomy.

Thus: C) We recognize the common elements and growing strengths in the combinations of museum studies, art conservation, art history, early American literature and culture, vernacular architecture, public history, modern archaeology, and historical preservation.

I can cite many other examples. The point is that even as we must organize ourselves into specialties to gain knowledge, we are aware, if we infrequently talk about it, that the disciplines in our College not only share common roots but are even now embedded in a web of interconnectedness.

Two: We share a deep commitment to a liberal education for our students. There is, as you know, strenuous debate about what constitutes a liberal education. But we now have in place a set of general education requirements--brought about through collegial debate. There are, it is true, a few bloodied egos, but the battlefield is certainly not strewn with corpses.

Perhaps what is most important about our new requirements is that they represent a College decision about liberal education, not a disciplinary or departmental decision.

THE COLLEGE has decided that its graduates should have some understanding and appreciation of the creative arts and humanities, and an understanding of the impact of history upon the way we live and think.

THE COLLEGE has decided our students should understand the characteristics of individual behavior and an awareness of various forms of political, economic, and institutional organizations developed by human societies.

And, finally, THE COLLEGE has decided that our students should understand the concepts on which the physical and natural sciences have been built, the phenomena which have been discovered, and the methods that scientists use to approach and attempt to solve problems.

In sum, THE COLLEGE has made its statement on liberal education.

The goal of a liberal education is a moving target. The debate will continue. The implementation of the requirements is yet to be seen. The new requirements will change. I'm quite certain there will be, sooner or later, more emphasis on the understanding of technology and on computing literacy. While I am sometimes tempted to declare a three-year moratorium on debates about these issues, there is no way now the genie can be put back in the bottle.

Three: The faculty in the College share a number of other beliefs and goals. We know that the College, like the University, is a hybrid--neither solely an undergraduate college nor a comprehensive university.

Thus: We aspire to provide the intellectual climate for our undergraduates which is often assumed to exist at small colleges. At the same time, we have developed an extensive list of graduate programs both because of their value to the State and region and their importance to the continuing development and vitality of our faculty. We emphasize scholarship and creativity because we believe such enquiry and exploration are critical to existence, to pleasure, to the quality of life in general, and to the long-range impact of our educational programs on our students. Finally, as a College of Arts and Science embedded in a state-assisted land-grant university, we use our resources and expertise to serve our constituencies in the broader community.

In essence, we are attempting to serve the same array of needs that both our much larger sister land-grant institutions and small liberal arts colleges are serving. With respect to its purposes and programs, then, the College of Arts and Science is a hybrid--neither solely an undergraduate college nor a comprehensive university. We are sometimes not completely comfortable with this but, like life in general, we somehow muddle through.

Four: Finally, let me speak to collegiality. To be collegial is, literally, what gives a college its coherence and purpose. Without collegiality, no college can function. Our faculty, I believe, even in their wide diversity, hold, for the most part, deep mutual respect for each other's research and discipline. There are few frictions across groups. If there were serious strains across disciplines, they would certainly have appeared in our College Promotion and Tenure Committee. This does not seem to be the case. Nor do they appear among chairs of departments, even though each of our chairs knows in some detail the allocation of resources from the Dean's Office to every other department. Maybe the strain is not there because they do know.

We are governed by a College Senate that grows stronger every year. The Dean has an elected smaller group of chairs who advise on supplemental grants and general policy. In addition to the regular Chair meetings, we have smaller Councils of Chairs in the Arts and Humanities, Natural Science and Mathematics, and Social and Behavioral Sciences that meet to discuss issues specifically pertaining to their disciplines.

In truth, of course, when people ask us how it is possible to govern the College, we often say that we pray a lot.

So, in contrast to the liberal arts in some other universities which, like living cells, have divided and sub-divided into a myriad of smaller colleges, we remain a College of Arts and Science--complex, diverse, sometimes fractious, occasionally unwieldy but still engaged in common pursuits and having common interests.

Furthermore, we remain a bulwark against narrow specialization in an increasingly specialized world. It is admittedly a particular philosophical position, but we all continue to believe breadth of inquiry can advance us farther as a human society than narrowly focused and independent inquiry.

We want to make sure that art historians continue to talk to chemists, that biologists know the philosophers, and that political scientists understand mathematicians. In our view, this is the best way to create a climate that assures the liberal education of our students and the continuous advancement of knowledge.