

REGULAR MEETING OF THE UNIVERSITY FACULTY SENATE

November 5, 1984

MINUTES

The regular meeting of the University Faculty Senate was called to order on Monday, November 5, at 4:00 p.m., with President Kuhlman presiding.

Senators not in attendance were:

Wallace Dynes  
David Lamb

James Soles  
Richard Venezky .

Senators excused were: David Ames, Dewey Caron, H. Perry Chapman, Donald Crossan, Helen Gouldner, Selcuck Guceri, John Kraft, Thomas Meierding, John Morgan, James Richards, E.A. Trabant, James Wiggins, Robert Wilson.

I. ADOPTION OF THE AGENDA

At the request of R. Brown (Chair, Committee on Undergraduate Studies) a motion was made, and seconded, to change two Announcements for Challenge and their attachments:

4. change the program title to: B.S. in Physical Education and Health Education;
- 4.1 add the revisions to the Mechanical and Aerospace Engineering major requirements, and Electrical Engineering major requirements.

The motion to amend the Agenda was seconded and carried. In the absence of objections, the amended Agenda was adopted by unanimous consent.

II. APPROVAL OF THE MINUTES

The Minutes for the September 10 and October 7, 1984 meetings of the Senate were approved.

III. ANNOUNCEMENTS

1. Professor Beth Haslett (Department of Communication, and 1982-84 Chair of the Commission on the Status of Women) reported to the Senate some of the findings of the "Institutional Self-Study on Sex-Equity for Postsecondary Institutions" conducted by the Commission this year. Based on the Study the Commission made several recommendations, including that: more female role models and mentors be included in the University faculty and in the professional and salaried staffs; a systematic sex equity salary review be



conducted annually; a "more rigorous system" be implemented to monitor departmental compliance with University affirmative action policies.

The full report, "Results of the Institutional Self-Study Guide on Sex Equity," is appended here (Attachment 1).

2. President Kuhlman reminded Senators to pick up their name cards at the start of each meeting and return them at the close of each meeting, since these cards are used to help keep the Senate's attendance records straight.

Prof. A. Mooney, (Chair, Committee on Committees) spoke to the Senate about the importance of having all faculty members involved in the Senate's committee activities. In particular, she noted that the Committee to Regulate the Use of Beverage Alcohol, a sensitive committee at a time when the Newark municipal laws are being altered regarding the legal drinking age, needs one additional faculty member.

#### ANNOUNCEMENTS FOR CHALLENGE

In the absence of any challenge, the proposed revisions were approved for the B.S. in Human Resources: Nursery-Kindergarten Education (Attachment 2); B.S. in Accounting (Attachment 3); B.A. in Psychology, Major and Minor (Attachment 4); B.S. in Physical Education and Health Education (Attachment 5); B.S. in Mechanical and Aerospace Engineering; and B.S. in Electrical Engineering (Attachment 6).

#### IV. OLD BUSINESS

No old business was pending before the Senate.

#### V. NEW BUSINESS

Item A, a recommendation from the Committee on Committees (A. Mooney, Chair) to change the charge to the Committee on Student Life, came to the floor moved and seconded.

*WHEREAS, the current structure of the Committee on Student Life includes only one graduate student representative; and*

*WHEREAS, it is important to encourage continuity in the representation of graduate student interests on matters before this committee,*

*BE IT RESOLVED,*

*that the University Faculty Bylaws, Section III: Standing Committee System of the Faculty and its Senate; Committee on Student Life, second paragraph (page I-24 of the current Faculty Handbook) shall read:*

*This committee shall consist of two designees of the Vice President for Student Affairs; one representative of the Office of Graduate Studies, designated by the Coordinator for Graduate Studies; four faculty members, one of whom shall be chairperson; three undergraduate students; and one graduate student appointed by the Committee on Graduate Studies.*



In response to a question whether the representative of the Office of Graduate Studies would be a student, Chairperson Mooney and Senator Murray (Coordinator for Graduate Studies) said that the representative would be an administrator, probably Virginia Burt. When asked why the graduate student representative was appointed by the Committee on Graduate Studies, Senator Murray explained that, unlike the undergraduate student body, the graduate students have no official student organization.

The motion to call the question was seconded and carried by a hand vote.

The motion to amend the charge to the Committee on Student Life was seconded and carried by a hand vote.

Item B, a recommendation from the Coordinating Committee on Education (U.C. Toensmeyer, Chair), with the concurrence of the Committee on Graduate Studies, for final approval of the programs for and degrees of Master of Science and Doctor of Philosophy in Operations Research (Attachment 6) came to the floor moved and seconded. [NB: These programs and degrees were provisionally approved by the Senate on April 10, 1978; provisional approval was extended for one year on March 1, 1982.]

*RESOLVED, that the Faculty Senate approves the permanent establishment of programs for and degrees of Master of Science and Doctor of Philosophy in Operations Research.*

Chairperson Toensmeyer called the Senate's attention to the revised format for the presentation of the Operations Research program, saying that the new material made the argument for the program clearer and better organized.

The motion to call the question was seconded, and carried by a hand vote.

The motion to grant final approval to the M.S. and Ph.D. in Operations Research was seconded and carried by a hand vote.



After the vote, Senator Schweizer asked that some effort be made to supply senators with materials from previous Senate discussions regarding programs and policies, so that senators will be better informed of the nature of the arguments supporting a resolution.

Following the motion from the floor to adjourn, President Kuhlman declared the meeting adjourned at 4:35 p.m.

Dutifully submitted,



Mark Amsler  
Secretary  
University Faculty Senate

MA/b

- Attachments:
1. Results of the Institutional Self-Study Guide on Sex Equity
  2. Revision of the B.S. in Human Resources: Nursery-Kindergarten Education
  3. Revision of the B.S. in Accounting
  4. Revisions in the B.A. in Psychology: Major and Minor
  5. Revision in the B.S. in Physical Education and Health Education
  6. Revision in the B.S. in Mechanical and Aerospace Engineering; Revision in the B.S. in Electrical Engineering.





**RESULTS OF THE INSTITUTIONAL SELF-STUDY**  
**GUIDE ON SEX EQUITY**

**INTRODUCTION**

At the request of President E. A. Trabant, the Commission administered the Institutional Self-Study on Sex Equity for Postsecondary Institutions (ISSG). The ISSG, developed by the American Institutes for Research with a grant from the Carnegie Corporation, is designed to aid postsecondary institutions in assessing their policies with regard to sex equity issues. The ISSG questions range over a broad spectrum of sex equity issues of concern to faculty, administrators, professionals, salaried staff and students. As the ISSG introduction points out

No institution will be expected to respond positively to all items, since not all options may be congruent with its mission, or viewed as increasing educational quality for that institution, or as financially feasible. At the same time, it is hoped that the ISSG will assist postsecondary institutions to define tangible and specific goals to increase sex equity, to establish priorities, and to measure progress toward their goals (ISSG, p. 2).

An initial meeting was held last spring with the study's designer, Dr. Karen Bogart of the American Institutes for Research. CSW members next met to review topics to be covered in the interviews. Following these meetings, the interviews were arranged with 23 central administrators concerning their responses to the survey questions in relation to their job functions. Questions were also asked regarding the implementation of institutional policies related to sex equity.

Relevant survey questions were also sent to a representative stratified sample from each of three groups: faculty, professionals, and salaried staff. These samples were randomly generated by the Office of Institutional Research. The content of the questionnaire related to the respondents' knowledge of institutional policies on sex equity in addition to their perceptions of how these policies are implemented. Graduate and undergraduate students were also represented in the study through information obtained in interviews with them.



The format of this report begins with the action recommendations developed from the survey. Each major sub-section of the report, faculty, administrators, professionals, salaried staff, students and the socio-educational climate, will be dealt with separately. Secondly, we will report our interviews with the chief administrators at the University dealing with sex equity policies in their areas of responsibility, and the results of a survey of a representative sample of faculty, professionals, and salaried staff. In addition, our discussions with student leaders will be reported.

Full information on the survey results and copies of the ISSG are available from the Office of Women's Affairs.



OVERVIEW

The wealth of information and detail in the ISSG enables the institution to look carefully at very specific sex equity issues. Yet, it is also necessary to step back and look at the general themes that emerge from such an in-depth analysis.

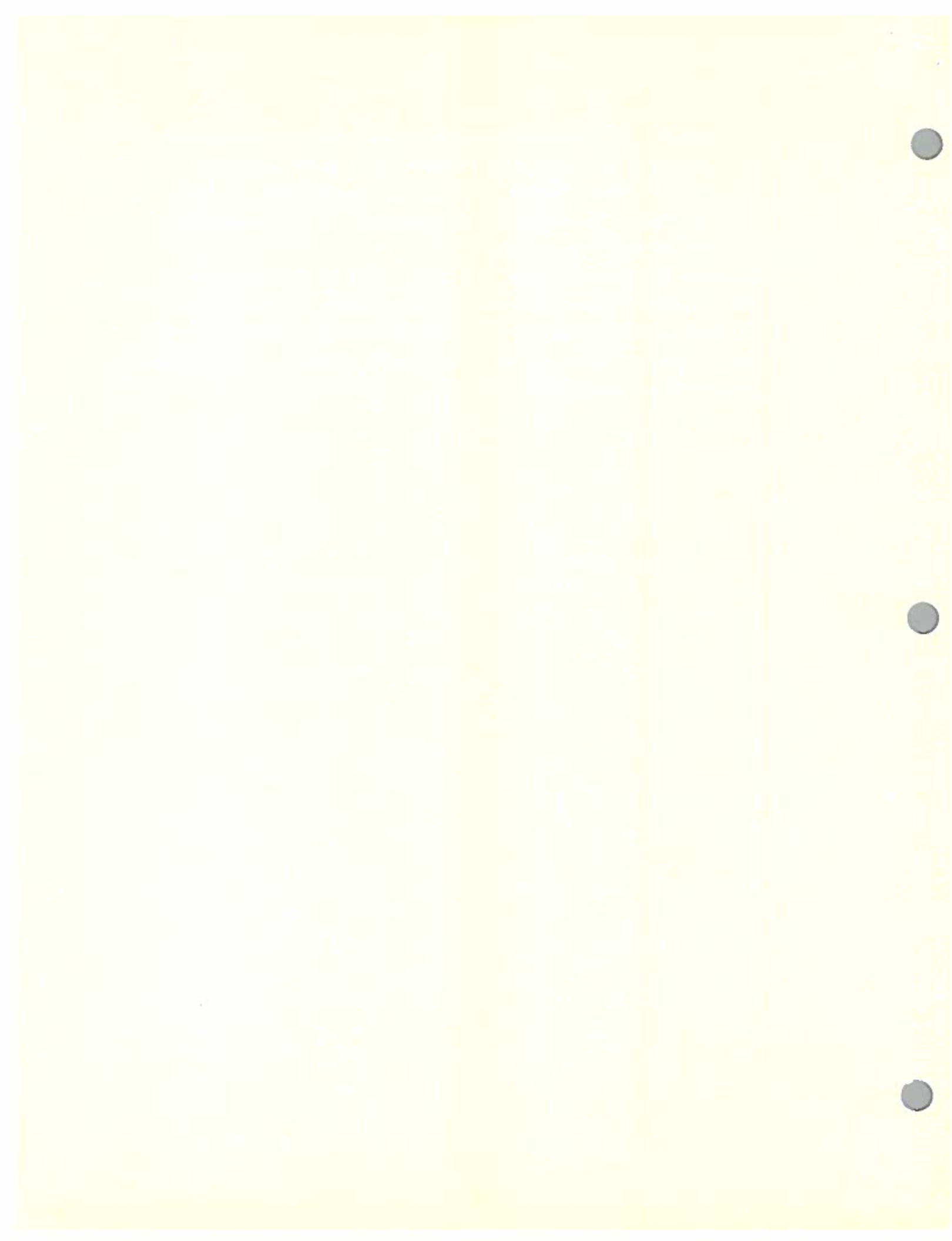
Four major concerns seem to clearly emerge:

1. High awareness of important issues and clear, open communication about those issues is fundamental to a successful, effective institution. If there is any single outstanding finding of the ISSG, it is a high lack of awareness on the part of the University community - administrators, faculty, professional and salaried staff, and students - concerning sex equity issues, policies, and practices at the University. Such neglect, whether benign or malevolent, conscious or unconscious, is not in the best interests of the institution.
2. The equity of opportunity and advancement for those within the system is considerably less positive than equity in the initial recruitment and hiring. The University needs to begin to monitor development of and access to various support systems within the University for women.
3. Monitoring of sex equity concerns needs to be changed in two significant ways.
  - (a) a wider range of activities must be reviewed in order to eliminate, if it exists, subtle or multiple discrimination against women. Further elaboration of specific activities for various groups, faculty, professionals, salaried staff, students, is provided in the body of the report.
  - (b) Monitoring of equity needs to occur at the lowest administrative levels and at each successive administrative level. Having the Affirmative Action Office act as a "watchdog" for the entire institution overburdens that office excessively. It seems reasonable to suggest that multiple layers of responsibility be assumed, especially since those

Year	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100																				
Population	150,000,000	155,000,000	160,000,000	165,000,000	170,000,000	175,000,000	180,000,000	185,000,000	190,000,000	195,000,000	200,000,000	205,000,000	210,000,000	215,000,000	220,000,000	225,000,000	230,000,000	235,000,000	240,000,000	245,000,000	250,000,000	255,000,000	260,000,000	265,000,000	270,000,000	275,000,000	280,000,000	285,000,000	290,000,000	295,000,000	300,000,000	305,000,000	310,000,000	315,000,000	320,000,000	325,000,000	330,000,000	335,000,000	340,000,000	345,000,000	350,000,000	355,000,000	360,000,000	365,000,000	370,000,000	375,000,000	380,000,000	385,000,000	390,000,000	395,000,000	400,000,000	405,000,000	410,000,000	415,000,000	420,000,000	425,000,000	430,000,000	435,000,000	440,000,000	445,000,000	450,000,000	455,000,000	460,000,000	465,000,000	470,000,000	475,000,000	480,000,000	485,000,000	490,000,000	495,000,000	500,000,000	505,000,000	510,000,000	515,000,000	520,000,000	525,000,000	530,000,000	535,000,000	540,000,000	545,000,000	550,000,000	555,000,000	560,000,000	565,000,000	570,000,000	575,000,000	580,000,000	585,000,000	590,000,000	595,000,000	600,000,000	605,000,000	610,000,000	615,000,000	620,000,000	625,000,000	630,000,000	635,000,000	640,000,000	645,000,000	650,000,000	655,000,000	660,000,000	665,000,000	670,000,000	675,000,000	680,000,000	685,000,000	690,000,000	695,000,000	700,000,000	705,000,000	710,000,000	715,000,000	720,000,000	725,000,000	730,000,000	735,000,000	740,000,000	745,000,000	750,000,000	755,000,000	760,000,000	765,000,000	770,000,000	775,000,000	780,000,000	785,000,000	790,000,000	795,000,000	800,000,000	805,000,000	810,000,000	815,000,000	820,000,000	825,000,000	830,000,000	835,000,000	840,000,000	845,000,000	850,000,000	855,000,000	860,000,000	865,000,000	870,000,000	875,000,000	880,000,000	885,000,000	890,000,000	895,000,000	900,000,000	905,000,000	910,000,000	915,000,000	920,000,000	925,000,000	930,000,000	935,000,000	940,000,000	945,000,000	950,000,000	955,000,000	960,000,000	965,000,000	970,000,000	975,000,000	980,000,000	985,000,000	990,000,000	995,000,000	1,000,000,000
GDP	100,000,000,000	110,000,000,000	120,000,000,000	130,000,000,000	140,000,000,000	150,000,000,000	160,000,000,000	170,000,000,000	180,000,000,000	190,000,000,000	200,000,000,000	210,000,000,000	220,000,000,000	230,000,000,000	240,000,000,000	250,000,000,000	260,000,000,000	270,000,000,000	280,000,000,000	290,000,000,000	300,000,000,000	310,000,000,000	320,000,000,000	330,000,000,000	340,000,000,000	350,000,000,000	360,000,000,000	370,000,000,000	380,000,000,000	390,000,000,000	400,000,000,000	410,000,000,000	420,000,000,000	430,000,000,000	440,000,000,000	450,000,000,000	460,000,000,000	470,000,000,000	480,000,000,000	490,000,000,000	500,000,000,000	510,000,000,000	520,000,000,000	530,000,000,000	540,000,000,000	550,000,000,000	560,000,000,000	570,000,000,000	580,000,000,000	590,000,000,000	600,000,000,000	610,000,000,000	620,000,000,000	630,000,000,000	640,000,000,000	650,000,000,000	660,000,000,000	670,000,000,000	680,000,000,000	690,000,000,000	700,000,000,000	710,000,000,000	720,000,000,000	730,000,000,000	740,000,000,000	750,000,000,000	760,000,000,000	770,000,000,000	780,000,000,000	790,000,000,000	800,000,000,000	810,000,000,000	820,000,000,000	830,000,000,000	840,000,000,000	850,000,000,000	860,000,000,000	870,000,000,000	880,000,000,000	890,000,000,000	900,000,000,000	910,000,000,000	920,000,000,000	930,000,000,000	940,000,000,000	950,000,000,000	960,000,000,000	970,000,000,000	980,000,000,000	990,000,000,000	1,000,000,000,000																																																																																
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closest to the decision-making possess the most information about the process. This recommendation seems consistent with President Trabant's recent memorandum (June 11, 1984) reaffirming an institutional commitment to and responsibility for affirmative action.

4. A systematic, yearly review of salary equity is required. This was initially called for by 1976 CSW report and continues to be an issue of increasing concern. Despite the complexities of undertaking such a review, the University needs to take the initiative in addressing this issue.





## SUMMARY OF ACTION RECOMMENDATIONS

These recommendations developed from the CSW's interviews with administrators at the University, the ISSG questionnaire survey of faculty, professionals and salaried staff, and discussions with students.

### Faculty

The Commission on the Status of Women recommends that:

1. an annual, systematic sex equity salary review be conducted.
2. systematic studies of equity in a range of support systems, for example, workload and committee assignments, be conducted by the Office of Institutional Research.
3. equal access to resources and support services be routinely assured for all faculty.
4. a study on time in rank and promotion be done to ascertain if there are differences between male and female faculty. This would include a comprehensive yearly review of promotion and tenure decisions by sex and the results of that review publicly disseminated.
5. statistics on contract renewal/non-renewal, suspension, dismissal or resignation be kept by sex, rank, and department and reviewed annually.
6. a more rigorous system of monitoring departmental compliance with University affirmative action policies and procedures be adopted, for example, have systematic, unit-by-unit reviews.
7. women be hired in areas where there are no women or where they are underrepresented.
8. representation of minority women be increased in tenure-track positions.
9. more women be represented in the University's administration.
10. administrative internships for faculty women interested in higher education administration be established.
11. the institution publicize its policies with regard to sex equity issues more widely.
12. exit interviews be conducted by Office of Women's Affairs.
13. an incentive travel fund on a matching basis be established to enable untenured tenure-track women faculty to present research papers at professional meetings.



Administrators

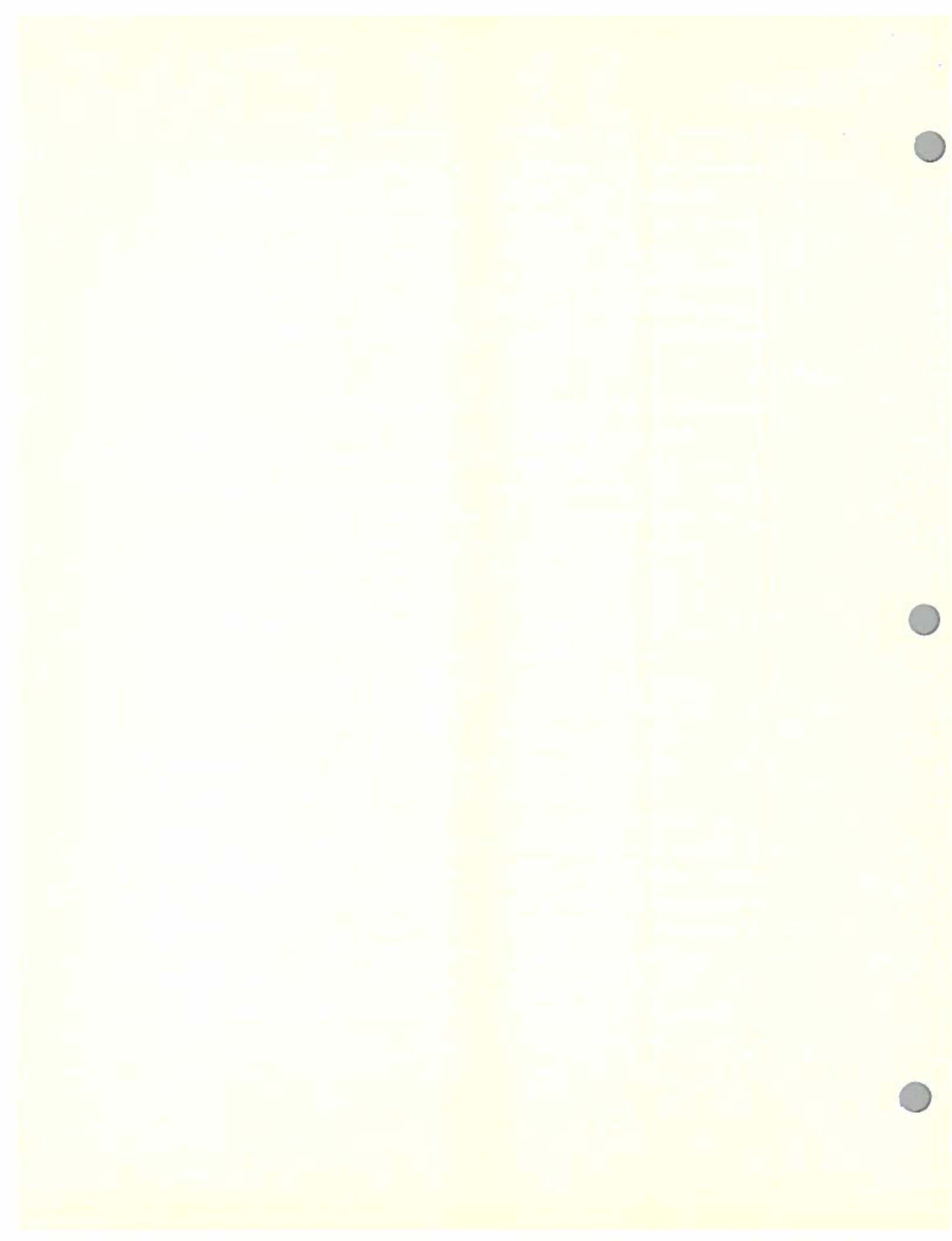
The Commission on the Status of Women recommends that:

1. greater efforts be made to provide access for women to enter administration. This will call for more intensive efforts to identify and recruit women, especially minority women.
2. greater dissemination of information about sex equity issues needs to occur, especially since administrators, who are responsible for establishing and interpreting policy in many of these areas, answered that they did not know about sex equity policies.

Professionals

The Commission on the Status of Women recommends that:

1. the University implement a consistent, annual procedure to evaluate salary equity between male and female professionals.
2. more opportunities for professional development be made available for women professionals to enable upward mobility.
  - a) regular, consistent studies to assure male/female equity in professional development opportunities, support services such as office space, secretarial support and assignments necessary to develop specific skills for promotion be done including a plan for improvement if necessary.
  - b) training and professional development opportunities such as internships and leaves of absence for development purposes be provided on a consistent basis.
3. a job classification system be developed for professionals so that career ladders are established and job responsibilities and salary level are clarified.
4. institutional guidelines for merit pay increases be developed.
5. job interviewing guidelines be developed and disseminated.
6. more information be publicized regarding written plans, availability of plans, and goal statements that are in existence at the University which deal with access for professional women.
7. a record of attrition, who, why, and when, be kept and analyzed.
8. University policies and procedures be more widely accessible to professionals.



### Salaried Staff

The Commission on the Status of Women recommends that:

1. the University quickly publicize job vacancies to all units, through the distribution of the bulletin listing position announcements that is currently compiled by the Office of Personnel Services.
2. formal guidelines for interviewing be established and disseminated by the Affirmative Action Office with the assistance of the Office of Personnel Services.
3. the University be encouraged to continue giving preference to current employees when filling positions and to enhance the recruitment of presently employed salaried staff for promotional opportunities by doing a more visible job vacancy search.
4. the University announce the skills-testing procedure initiated in the spring of 1983 for salaried staff employees. Nearly 75% of the respondents were unaware of this procedure which impacts on promotional opportunities.
5. salaried staff be informed of professional development opportunities and be encouraged by supervisors to take advantage of the fee waiver program and workshops for their professional development and to enable upward mobility.
6. institutional guidelines for special merit pay increases be developed.
7. that relevant grievance procedures be publicized and readily accessible to salaried staff.
8. a record of attrition, who, why, and when, be kept and analyzed.

### Students

Research data was not available for the Student area due to the fact that no survey instrument was developed to gather "hands on" facts and figures. However, as a part of the Institutional Self-Study Guide, interviews and discussions were held with undergraduate women in major student organization leadership roles. High level Office of Student Affairs administrators were also interviewed with emphasis on sex equity policies and issues. This summary is based on the results of interview sessions, discussions and general perceptions shared by undergraduate and graduate women at the University of Delaware.

The following concerns were raised by representative graduate and undergraduate women.



### Graduate Women Students

The Commission on the Status of Women recommends that:

1. more women faculty be acquired as role models and mentors.
2. child care for graduate students' children on campus be established.
3. a study be made on graduate student support through teaching assistantships and research assistantships by department, sex, and number of years.
4. a study be completed to determine if there is discrimination in the number of supported graduate students obtained by women faculty members compared to the number of supported students obtained by men faculty members.
5. women and minorities and their contributions be systematically included in the curriculum.

### Undergraduate Women Students

The Commission on the Status of Women recommends that:

1. faculty awareness concerning sexist or racist behavior in the classroom be increased thereby promoting equity.
2. a well balanced faculty representing women and minority populations and related course offerings be provided. The proportion of women faculty to men faculty in some departments and colleges is of concern -- for example, one woman in the College of Agriculture and one woman in the College of Engineering. Also, on the undergraduate level on the Newark campus, there are 10 male students for every male faculty member and 43 female students for every female faculty member.
3. the quantity of female leadership in registered student organizations across campus be increased. Providing developmental workshops, training sessions and discussions aimed at increasing and enhancing the leadership roles of our undergraduate women in organizations is not only necessary, but a continued responsibility.
4. the campus community be educated on the University policies regarding sexual harassment. Harassment issues need to be addressed through available University channels and this process publicized for all members of the University community.

Year	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024																																																																																																
Population	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220	225	230	235	240	245	250	255	260	265	270	275	280	285	290	295	300	305	310	315	320	325	330	335	340	345	350	355	360	365	370	375	380	385	390	395	400	405	410	415	420	425	430	435	440	445	450	455	460	465	470	475	480	485	490	495	500	505	510	515	520	525	530	535	540	545	550	555	560	565	570	575	580	585	590	595	600	605	610	615	620	625	630	635	640	645	650	655	660	665	670	675	680	685	690	695	700	705	710	715	720	725	730	735	740	745	750	755	760	765	770	775	780	785	790	795	800	805	810	815	820	825	830	835	840	845	850	855	860	865	870	875	880	885	890	895	900	905	910	915	920	925	930	935	940	945	950	955	960	965	970	975	980	985	990	995	1000



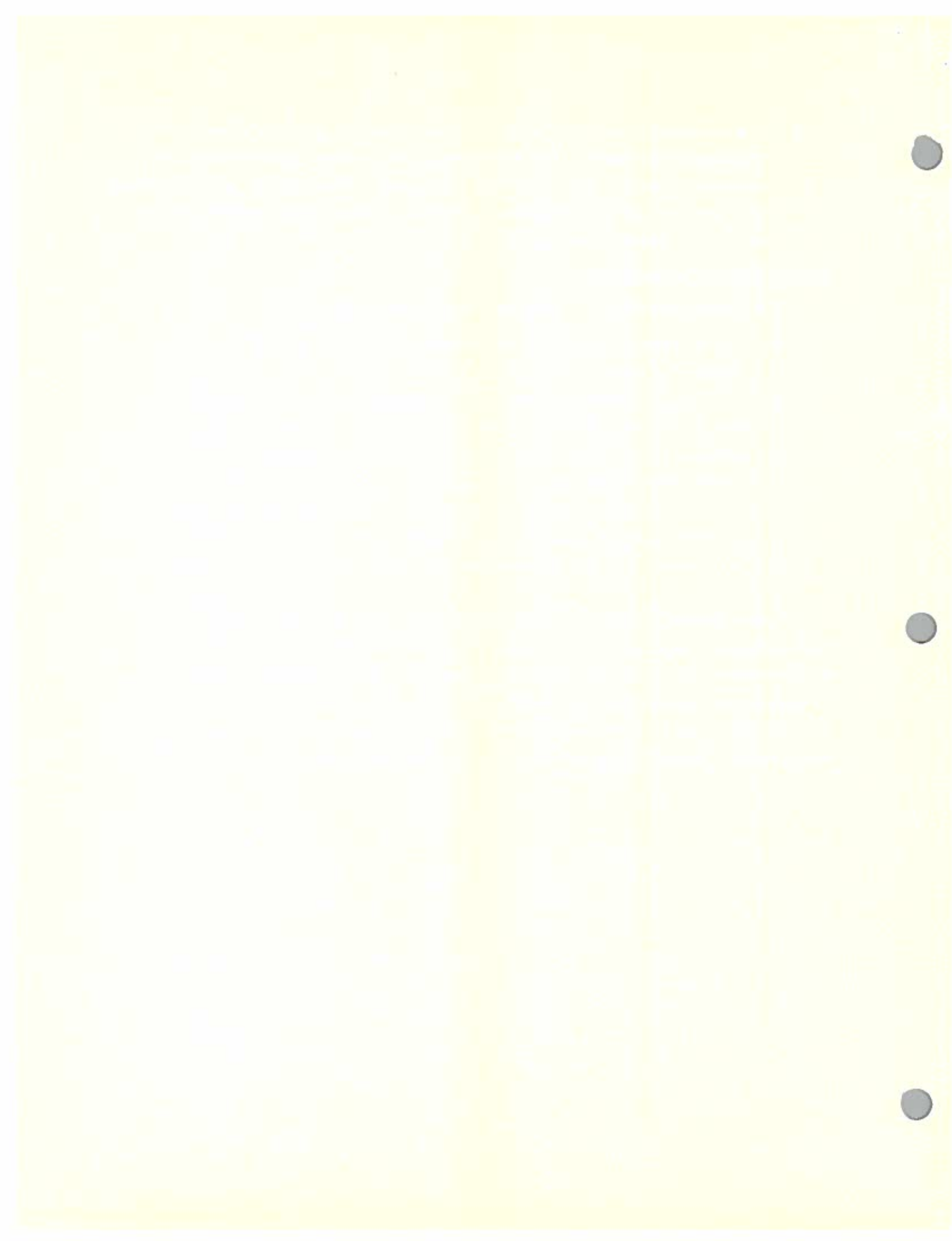
5. the Commission on the Status of Women continue to have contact with undergraduate women. Too few undergraduate women realize that such advocacy channels are available to them for information and assistance. The Student Advisory Committee has been an excellent addition to the Office of Women's Affairs and the Commission.

#### Socio-Educational Climate

The Commission on the Status of Women recommends that:

1. The University community be educated on subtle sexism and racism, as well as equity issues.
2. Existing policies and practices at the University regarding hiring, firing, evaluation and pay increases be publicized.
3. Monitoring of existing equity policies be strengthened to insure compliance with such policies.
4. Child care facilities be provided for the University community; this is regarded as a crucial need.
5. Exit interviews of employees be conducted on a systematic basis.

These general action recommendations are drawn from the CSW's interviews with administrators; representatives of DUSC, SSAC and PAC, and the respondents to the ISSG questionnaire. In the section that follows, each separate sub-section of the ISSG will be discussed in more detail; current University of Delaware policy in each area will be highlighted and respondents' perception of these policies also discussed.



## UNIVERSITY OF DELAWARE POLICIES AND PERCEPTIONS OF THOSE POLICIES

### FACULTY

The ISSG questionnaire pertaining to faculty covered the following sex equity areas: contract renewal, compensation and fringe benefits, tenure and promotion, faculty development, faculty access, recruitment, hiring, subtle discrimination and sexual harassment.

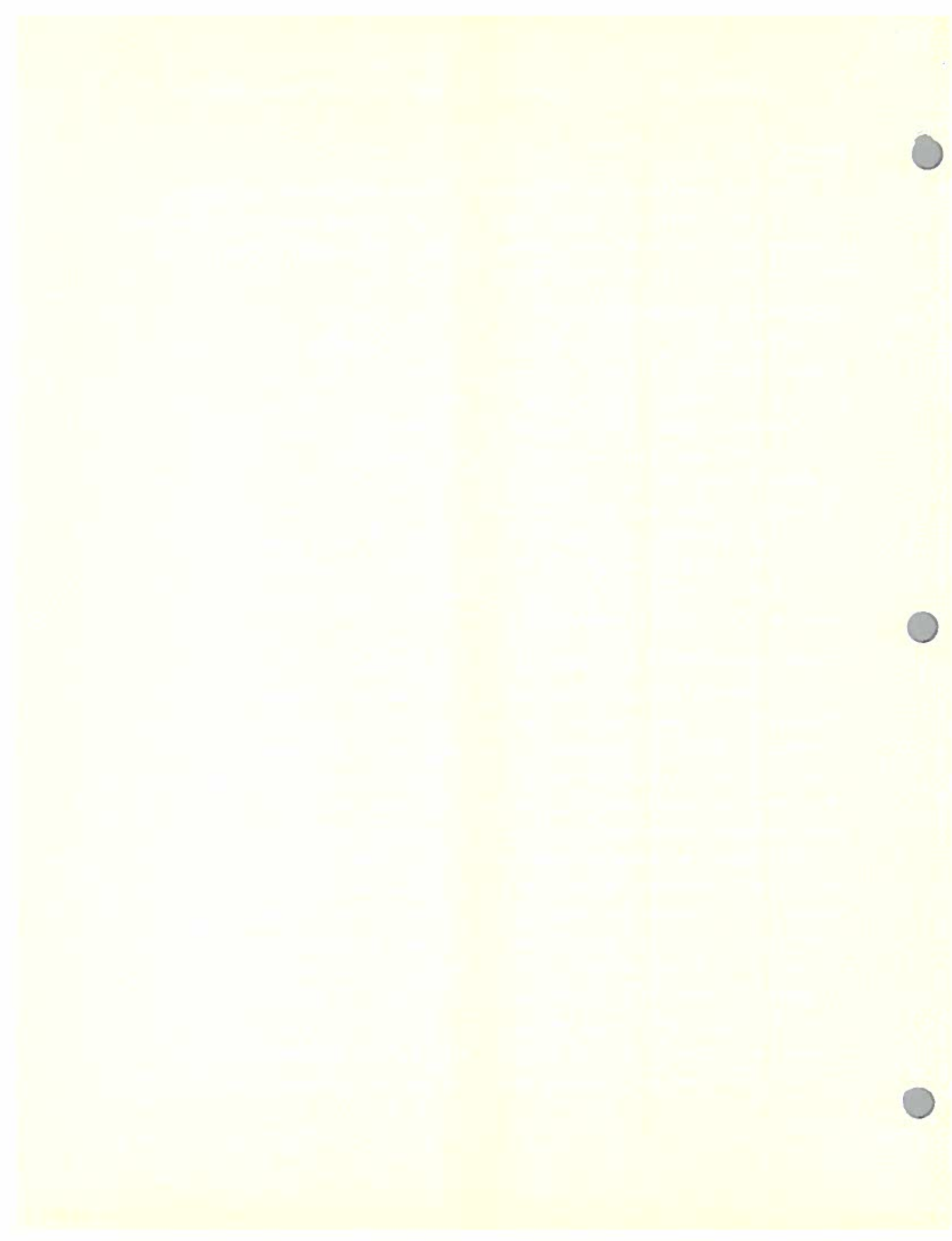
#### University of Delaware Policies

The University, on a unit by unit basis, has explicit written criteria by which faculty performance is evaluated and faculty are considered for promotion and/or tenure. Compensation and fringe benefits are negotiated by the AAUP Bargaining Team. Some compensation discretion is allowed through merit pay increases assigned by departmental chairpersons; however, the relationship between yearly evaluations and merit pay increases has been problematic because past practices have not been consistent across units. Recruitment and hiring are governed by institutional guidelines monitored by the Affirmative Action Office. Faculty development may be provided for by sabbaticals although no other systematic University program currently exists on a widespread basis.

#### Faculty Perceptions of University of Delaware Policies

A representative stratified sample of 300 faculty, selected by the Office of Institutional Research, was sent the ISSG Faculty sub-session. In summary, each of 73 respondents (males=50, females=23), provided a "yes," "no," or "do not know" score (a proportion) in each of the seven subscales of the questionnaire. The average of each response in each subscale across all respondents is shown in Figure 1 (See page ).

With regard to contract renewal, most faculty were aware of the institutional requirement of written annual evaluation, and most faculty either did not know (36%) or said the University did not encourage senior faculty to mentor junior women faculty (68% of females, 30% of males). Most faculty (73%) did not know if the institution consistently applied procedures for identifying salary inequities between men and women faculty. Current University of Delaware policy is to undertake such reviews, if requested by individual faculty members. Most faculty (80-90% on various questions) perceived the promotion and tenure process to be explicitly



detailed in written policies. Some faculty perceived their departments as reviewing tenure criteria to determine that women and men are evaluated equally stringently (40%), while a substantial portion did not know (47%). Also a large percentage (76-79%) did not know if any central administrative unit reviewed, by sex, tenure decisions at each level; if inappropriate patterns of tenure decisions by sex are identified, 84% of the faculty perceived no remedial action would be taken. Most faculty did not know (56%) that baseline information on sex distribution across ranks was gathered and that plans to increase access for women have been developed (57%). Most faculty were aware of policies against discrimination and sexual harassment.

In all cases (in each subscale), "no" was the least likely response, ranging from a low of 3% (Harassment) to a high of 11% (Promotion/Tenure, and Compensation/Fringe Benefits). And, in all but one case (Harassment), "do not know" was the most likely response, ranging from 68% (Compensation/Fringe Benefits) to 36% (Harassment). The "yes" response was intermediate, relative to "no" and "do not know", in all subscales with the exception of Harassment, where it was most likely. "Yes" ranged from 14% (Compensation/Fringe Benefits) to 52% (Harassment).

The results mentioned thus far indicate: (a) in general, where respondents professed something other than ignorance of University policy on matters of sex equity, they indicated a stronger favorable impression than an unfavorable one; (the average "yes" response across the 7 subscales was 32.7%, while it was 8.86% for "no"). (b) with the exception of Harassment, respondents most often indicated ignorance of University sex-equity policies, or their absence, and (c), the University received the "best marks" in the judgment of these 73 respondents, in the area of Harassment, and the poorest in Compensation/Fringe Benefits. See Figure 1. for average responses across subscales (See Appendices).

#### ADMINISTRATORS

Administrators (N = 27, males = 24, females = 3) were asked about the following sex equity issues: sexual harassment, multiple discrimination; knowledge of laws and regulations; dissent, mediation and grievance; educational programs and extra curricular activities and institutional leadership.

#### University of Delaware Policies

The University now has a formal policy on sexual harassment. All areas,



students, faculty, salaried staff and professionals, have explicit grievance processes. The Affirmative Action Office is charged with securing compliance with various laws and regulations regarding sex equity issues; the Office of Personnel and Employee Relations also shares responsibility in this area.

Administrator's Perceptions of University of Delaware Policy

With regard to sexual harassment, most administrators were aware that the University has a formal policy on sexual harassment (90%), but only about 60% were familiar with the specific processes and procedures of this policy. With respect to the concerns of minority and re-entry women (the section on multiple discrimination), most administrators were aware of statistics that were gathered on minority and re-entry women (60%), but did not know about such activities as mentorship, development workshops, and sensitivity training, offered to support and recognize their unique needs and problems.

With regard to knowledge of laws and regulations pertaining to sex equity issues, like Title IX or the Equal Pay Act, approximately 37% of administrators polled believed that responsible University of Delaware officials were aware of relevant policies, another 37% did not know, and the remaining 26% said responsible officials did not know relevant policies. On the question of whether or not affected parties are informed of their rights and responsibilities, one third of the administrators said "yes," one third "no," and one third "do not know." Some of this discrepancy may be due to the fact, as one administrator put it, "you learn what you want to know when needed."

When asked about educational programs and extracurricular activities such as workshops and training sessions on sex equity concerns, about one third of the administrators said such programs were offered and about two thirds of administrators did not know. With respect to institutional leadership, all administrators were aware that senior officials "consistently and coherently express commitment to sex equity in education and employment." However, administrators were less knowledgeable about specific efforts to recruit women for administrative positions and the success of these efforts. All administrators agreed there was an institutional official responsible for women's issues and periodic review of the status of women.





## PROFESSIONALS

The ISSG questionnaire for professionals ( N = 76, males 42, females = 34) consisted of the following sex equity areas: access for professional staff, plans and timetables, advertising, recruitment, hiring, contract renewals, professional development, promotion, and compensation and fringe benefits.

### University of Delaware Policies

In keeping with the EEO guidelines, the University's Office of Affirmative Action works to assure compliance by applying meaningful promotion policies that will achieve a balance in all job classes. Although the University does attempt to correct male/female salary inequities when identified, there is no consistent procedure to determine such differences. The University is on record as actively supporting access through affirmative action for professional staff. No special efforts have been made to equalize between male and female professionals at the same level in regard to office space and equipment, secretarial and other support services, or assignments necessary to develop specific skills needed for promotion, such as program management and budgeting.

### Professional's Perceptions of University of Delaware Policies

With regard to promotion, a very high percentage of respondents answered "don't know" to the questions, indicating a general lack of knowledge of policies in this area. Specifically, understanding of policy was especially limited in these items: search procedures for senior level positions, institutional studies on promotion issues, and the action taken to correct sex inequities.

In the area of salary equity between male and female professionals, the data indicates that University personnel are not aware of any attempts by the University administration to consistently determine and correct inequities in pay. In the Compensation and Fringe Benefits section, a low of 55% to a high of 61% of the respondents answered "don't know" across all categories.

Responses varied markedly in the category of access for professional staff. Over 61% of the responses to the Plans and Timetables section were "don't know" and almost one-half responded correctly to the advertising section. The Recruitment and Hiring sections fared less well, with correct responses ranging from a low of 13% to high of 65%.



### SALARIED STAFF

The ISSG questionnaire for salaried staff (N = 53, Females = 44, males = 9) areas: access for salaried staff, plans and timetables, advertising, recruitment, hiring, contract renewal, professional development, compensation and fringe benefits, and promotion.

### University of Delaware Policies

Salaried staff openings and the skills required for such are listed on an internal and external job information hotline and occasionally in the classified section of the local daily paper. Applicants are interviewed within the departments/administrative units and a decision is made either by a committee or an administrator as to who will be selected for the opening. There are no formal "guidelines" for the interviewing of potential employees by the departments/administrative units.

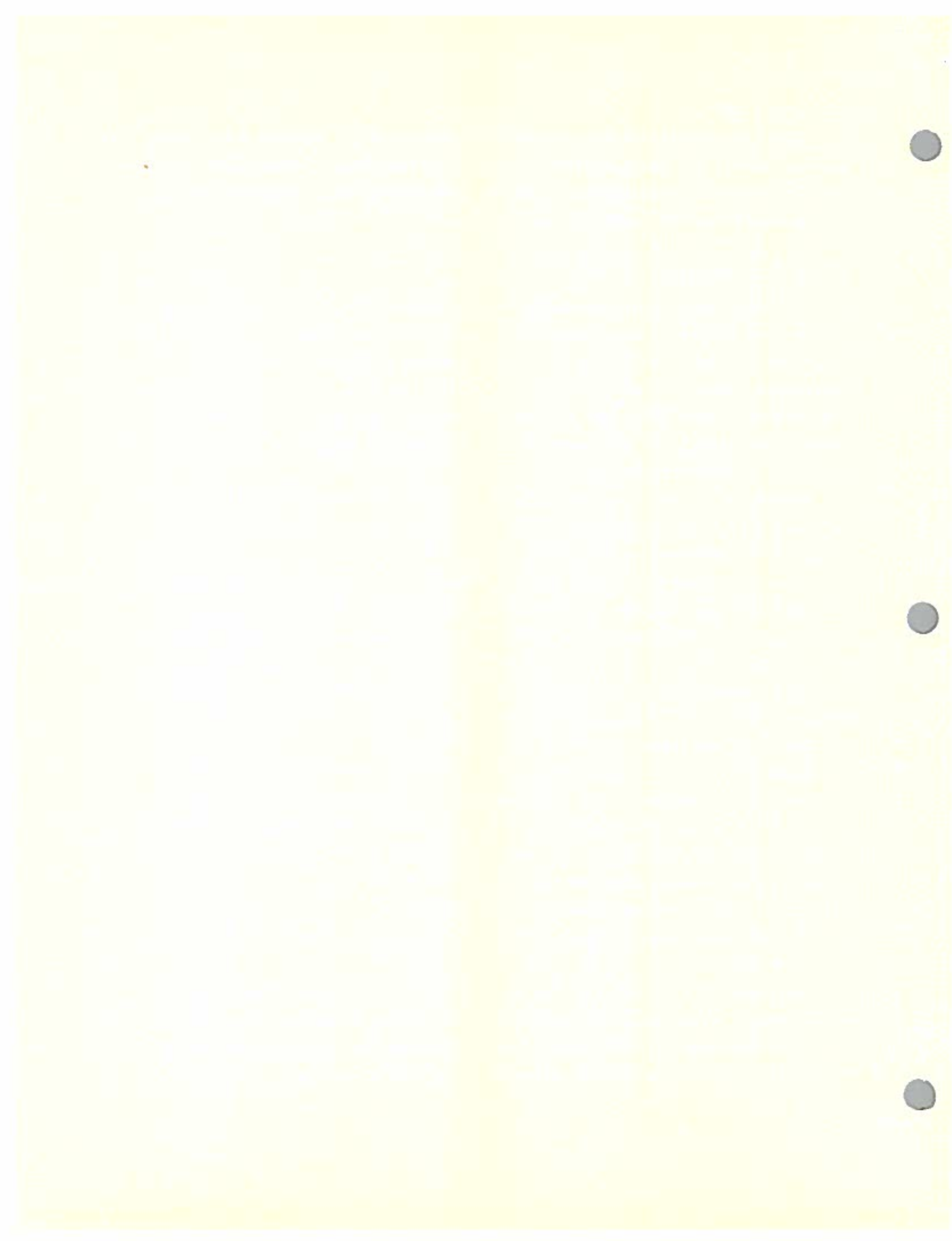
Statistics on distribution of sex, job title, and race/ethnicity for positions filled by salaried staff are kept by the Personnel Office of the University of Delaware.

After the first three months of employment and then yearly thereafter, each salaried staff member has his/her job performance evaluated by his/her supervisor. At the polling time, this was the effective policy but it has since been modified. The University has instituted a new evaluation procedure which makes the employee an active participant in the evaluation process. The University has established a formal procedure to hear grievances from its salaried staff employees about employment conditions.

Supervisors are not formally encouraged to take on the role of mentor for junior staff members. The University does, however, provide professional development programs and training through its offering of workshops, presentations, and the availability of the fee waiver program for coursework. Salaried staff members are encouraged to serve on University-wide as well as job classification related task-oriented committees.

The University has set salary ranges (minimum to maximum) for all salaried staff job families.

The University's stance on the internal and external recruitment for the replacement of salaried staff is dependent on the particular position. While the University does state through policy (Personnel Policies and Procedures Manual) that preference will be given to current employees when recruiting for



openings, there is no definite waiting time between the posting of the job opening internally and the recruitment off-campus. The University's Personnel Office reviews all upward movement of salaried staff by requiring that all employees being considered for promotion be tested on the skills required for the new position and then makes recommendations about the hiring.

#### Salaried Staff's Perceptions of University of Delaware Policies

The questionnaire's respondents were in agreement (62%) that duties and skills required for a position are clearly defined in the advertisements and that the advertisements invited application from interested/eligible people (51%). However, the respondents did not feel (40%) that announcements were specifically worded to invite the application of women and minorities.

In the Hiring Section, 19% of the employees who responded were aware of statistics kept on appointments of men and women in salaried staff positions at the University of Delaware. Due to the large percentage of salaried staff positions presently held by women at the University of Delaware, the distribution of sex in those positions seems inapplicable.

In the Contract Renewal Section, while most respondents (46%) indicated that there were written criteria for staff evaluation, a significant number (28%) did not believe this to be true and 17% either did not know or did not feel that the question was applicable. Forty-one percent of the respondents to this section indicated that they were not aware of any opportunities available to them at the University of Delaware for professional development, training or service on committees. In addition, 34% of the respondents stated that they were aware of procedures for formal grievance, while 66% either thought there were none, did not know if there were any, or thought that the question was not applicable to them.

Respondents to the question of sex equity in reference to salary most often (76%) reported that they did not know of established procedures in this area.

In the Promotion Section, a large percentage (53%) of the polled salaried staff were unaware of the job posting system as it exists on campus. An even greater percentage (72%) were unaware that the Personnel Office is responsible for the criteria for promotion.



### CONCLUSION

As can be seen from this summary of the ISSG results, lack of awareness of specific policies is quite prevalent throughout the University. This implies a need for increased knowledge of current university policies and for stronger commitment to sex equity issues.

The action recommendations put forth by the CSW need to be systematically implemented by the University. In most cases, these recommendations do not involve additional monies, but more comprehensive sex equity policies and rigorous monitoring of these policies.

To fall short in these efforts will result in failure to achieve excellence at this University. Failing to utilize a substantial part of the University community's resources automatically limits our achievements. Sex equity is not only a legal and moral obligation, but essential to enhance the quality of life at the University and to enable the University to continue to retain and enhance its reputation of excellence in higher education.





## ANNOUNCEMENTS FOR CHALLENGE

Attachment 2  
November 5 1984

## COLLEGE OF HUMAN RESOURCES

Bachelor of Science in Human Resources: Nursery-Kindergarten Education

Old requirement:	TDC or FSN electives	3	
New:	TDC course		3
	FSN 200		3
Old requirement:	EDS 209	3	
New:	EDS 101 Human Development & Ed. Practices		3
Old requirement:	electives	23	
New:	electives		19
New:	IFS 201 Issues in Life Span Development		3
New:	HR 101 Introduction to Human Services		1
Old requirement:	IFS 465 Seminar	1	
New:	IFS 465 Seminar		2
Old requirement:	IFS 445 Parent Resources	3	
New:	IFS 445 Parent Resources		2
Old requirement:	Psychology elective	3	
New:	Social Science elective		3
Old requirement:	English/Communication elective	3	
New:	Humanities elective		3

Course letter designations:

TDC = Textiles, Design and Consumer Economics  
 FSN = Food Science and Nutrition  
 EDS = Educational Studies  
 IFS = Individual and Family Studies  
 HR = Human Resources



Major Program: BS in Accounting

At the December 7, 1983 meeting of the College of Business and Economics faculty, the following changes were made in the requirements for a BA in Accounting:

1. Because of changes in the courses offered by the Department of Business Administration, the following change is needed:

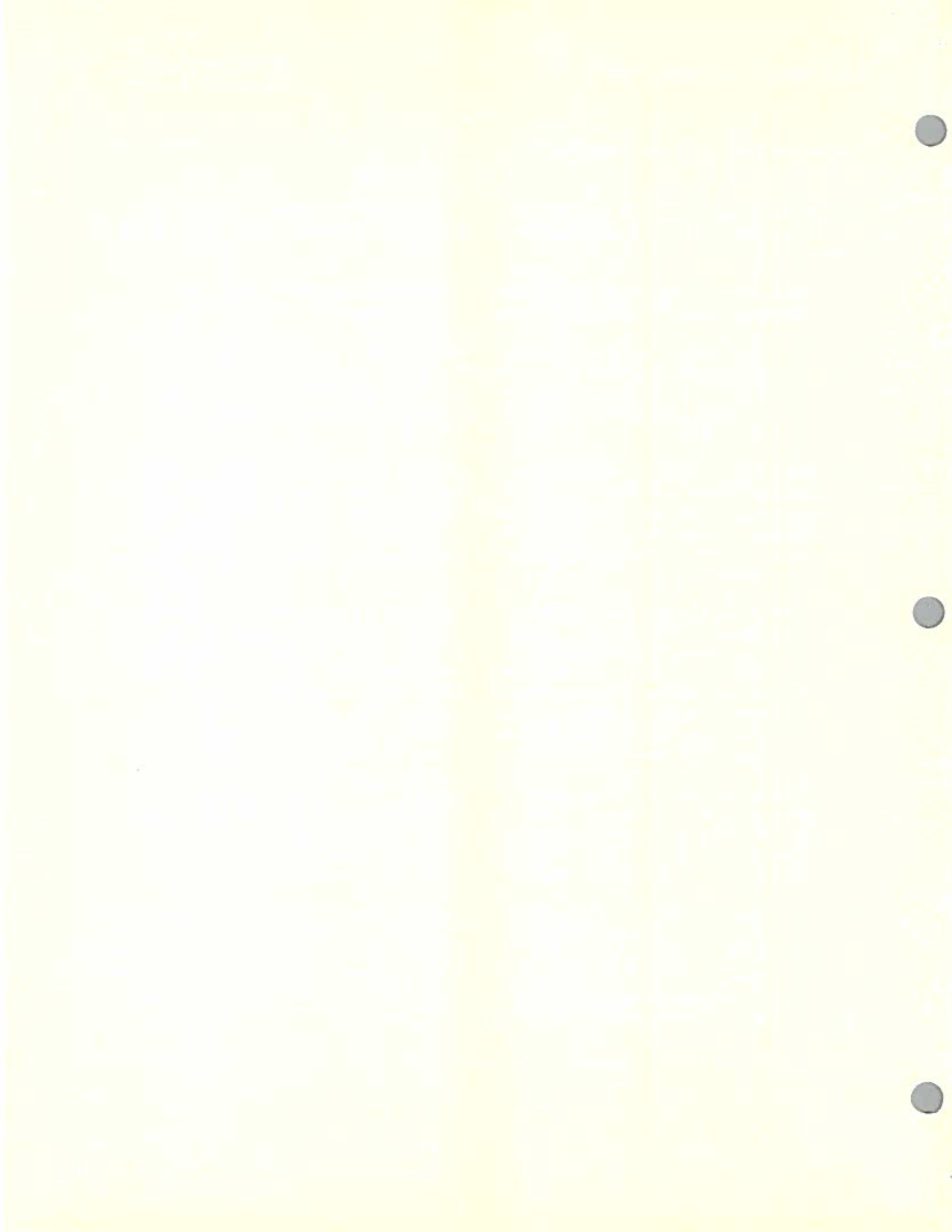
"Operations Management (BU306) to replace Introduction to Management (BU305) and Management and Organizational Behavior (BU309) to replace Organizational Personnel Behavior (BU339) for Undergraduate Accounting majors, effective with the class of 1986."

2. Because Accounting students only have one elective, 3 credit course in the "behavioral/social science group", the Accounting faculty voted to limit the choice of that course to courses in one of three areas. Other courses thought of as "behavioral/social science" courses can be taken as "free electives." The specific resolution is worded:

"Courses with the following prefixes to be accepted as the one elective "behavioral/social science" course for undergraduate Accounting majors effective with the class of 1988: Anthropology (ANT), Psychology (PSY), and Sociology (SOC). (At present the Department will accept courses with the following prefixes: Anthropology (ANT), Criminal Justice (CJ), Economics (EC), Geography (G), Political Science (PSC), Psychology (PSY), Sociology (SOC), and Individual and Family Studies (IFS)."

3. The Accounting Faculty voted to allow the following substitutions in Math courses to accept M221 and M230; M242 and M230; or M241, M242, and M243 as acceptable math sequences. The wording for this math requirement description was taken directly from that used by the Department of Business Administration. The resolution reads:

"For undergraduate Accounting majors, six credits of Mathematics, M221 and M230 are required. Allowable substitutions are M241 and M230, or M241, 242, 243. (At present the Department math requirement reads: "Six credits of Mathematics are required, and progression in course level is required. Possible combinations include M221 and M230, and M241 and M230.")



**Memorandum**ANNOUNCEMENT  
FOR CHALLENGEAttachment 4  
November 5, 1984

DATE: April 5, 1984

TO: Professor Robert Rothman, Chair  
Arts and Science Academic Affairs Committee

Professor Daniel F. Callahan, Chair  
Faculty Senate Undergraduate Studies Committee

FROM: Sam Gaertner, Chair, Psychology Department Undergraduate  
Program Committee  
and  
Ralph V. Exline, Acting Chair, Department of Psychology

RE: Slight Modification of the New Psychology Department Major Requirements

The Psychology Major. Currently, one portion of the Psychology major requirements (see attachment 1) requires students to select:

Two of the following three courses:

PSY 310 (Sensation and Perception)  
PSY 312 (Learning and Motivation)  
PSY 314 (Bio-psychology)

In that work in human cognition has advanced rapidly within the past few years, we would like to include our PSY 340 (Human Cognition) among the above course options for the Psychology major. We have offered PSY 340 for a number of years now and wish to make it more central to the requirements for the major.

Therefore we propose that the above portion of our major requirements be changed to read:

Two of the following four courses:

PSY 310 (Sensation and Perception)  
PSY 312 (Learning and Motivation)  
PSY 314 (Bio-psychology)  
PSY 340 (Cognition)

Please note that this proposed change does not increase the number of credits to be taken by Psychology majors, but only increases their number of options among our department's course offerings.

The Psychology Minor. In addition we propose that the requirements for the Psychology minor be changed in similar fashion.

Currently - A minor in Psychology requires 18 credits including PSY 201; 301, 303 or 325; 310, 312 or 314; and three Psychology electives with the restriction that only one elective can be special problems or research.

Proposed Psychology Minor - A minor in Psychology requires PSY 201; 301, 303 or 325; 310, 312, 314 or 340; and three Psychology electives with the restriction that only one elective can be special problems or research.

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COLLEGE OF ARTS AND SCIENCE

**DEGREE: BACHELOR OF ARTS  
MAJOR: PSYCHOLOGY**

**SUGGESTED CURRICULUM**

**CREDITS\***

**UNIVERSITY REQUIREMENTS**

**E 110** Critical Reading and Writing 3<sup>1</sup>

**COLLEGE REQUIREMENTS**

*Skill Requirements*

*Writing:* A writing course involving significant writing experience including two papers with a combined minimum of 3,000 words to be submitted for extended faculty critique of both composition and content. 3<sup>2,4</sup>

*Foreign Language:* Completion of the intermediate-level course (112) in a given language or satisfactory performance on a placement test in the language of the student's choice. 0-12<sup>1,4</sup>

*Mathematics:*

**M 114** Elementary Mathematics and Statistics 3<sup>1</sup>

or

**M 115** Pre-Calculus 3

or

Performing at a satisfactory level on a placement test.

*Breadth Requirements* (See page 5-1)

*Group A.* Understanding and appreciation of the creative arts and humanities. Twelve credits representing at least two areas. 12<sup>1,4</sup>

*Group B.* The study of culture and institutions over time. Twelve credits representing at least two areas. 12<sup>1,4</sup>

*Group C.* Empirically based study of human beings and their environment. Twelve credits representing at least two areas. 12<sup>1,4</sup>

*Group D.* The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two areas including a minimum of one course with an associated laboratory. 13<sup>1,4</sup>

**MAJOR REQUIREMENTS**

*Within the Department*

**PSY 201** General Psychology 3<sup>1,4</sup>

**PSY 309** Measurement and Statistics 3<sup>1,4</sup>

**PSY 415** History and Systems of Psychology 3<sup>1,4</sup>

Two of the following three courses: 3<sup>1,4</sup>

**PSY 301** Personality 3<sup>1,4</sup>

**PSY 303** Introduction to Social Psychology 3

**PSY 325** Child Psychology 3

Two of the following three courses: 3<sup>1,4</sup>

**PSY 310** Sensation and Perception 3

**PSY 312** Learning and Motivation 3

**PSY 314** Brain and Behavior 3

Nine credits of content electives. At least two courses must be at or above the 400 level; however, PSY 366, 466, 468 and 365 may not be used to fulfill this requirement. 9<sup>1,4</sup>

Three credits of any Psychology course including PSY 366, 466, 468 and 365. 3<sup>1,4</sup>

**ELECTIVES**

*Electives*

After required courses are completed sufficient elective credits must be taken to meet the minimum credit requirement for the degree. 12<sup>1,4</sup>

**CREDITS TO TOTAL A MINIMUM OF 124**

Students in the University Honors Program may major in psychology. In addition to the general requirements for a major, specific requirements for those in the Honors Program may be obtained from the department or the Honors Program office.

\* Superscript figures indicate year or years in which the course is normally taken, i.e., <sup>1</sup> freshman year, <sup>2</sup> sophomore year, etc.  
† A course may be applied both towards the major requirement and a breadth requirement, but credits are counted only once towards the total credits for graduation.





ANNOUNCEMENTS FOR CHALLENGE

Attachment 5  
November 5, 1984

COLLEGE OF PHYSICAL EDUCATION, ATHLETICS AND RECREATION

Bachelor of Science in Physical Education and Health Education:  
Physical Education and Health Education (PEH)

PEH Revisions:

Suggested Curriculum: Natural Science and Mathematics

Old	New
-----	Mathematics, 3 credits
6-9 credits (from specified department)	Up to 6 credits
-----	Delete: (except M251, 252)

External Requirements

Old	New
EDS 101 and EDS 209	EDS 101 or EDS 209 (actually just correction of a catalogue error)



COLLEGE: PHYSICAL EDUCATION, ATHLETICS AND RECREATION  
 DEPARTMENT: PHYSICAL EDUCATION  
 DEGREE: BACHELOR OF SCIENCE IN PHYSICAL EDUCATION AND HEALTH EDUCATION  
 MAJOR: PHYSICAL EDUCATION AND HEALTH EDUCATION (PEH)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
<u>Natural Science and Mathematics</u>					
FSN 200 Food, Culture and Dietary Adequacy	3		X		
<i>xx xxx</i> <del>Six to nine credits from at least two departments. Includes courses in</del> <i>Up to 9 credits may be taken from within the college.</i> <del>Anthropology (physical), Chemistry, Engineering, Entomology, Geography (physical and meteorology), Geology, Health Sciences (natural science area), Mathematics (except M-251, 252), Physics (including Astronomy), Physical Science, Plant Science, Psychology (physiological), Statistics and Computer Science. Specific courses from the College of Human Resources (Department of Food Science and Human Nutrition) and the College of Marine Studies.</del>	<del>6-9</del> 3	X		X	
	3		X		

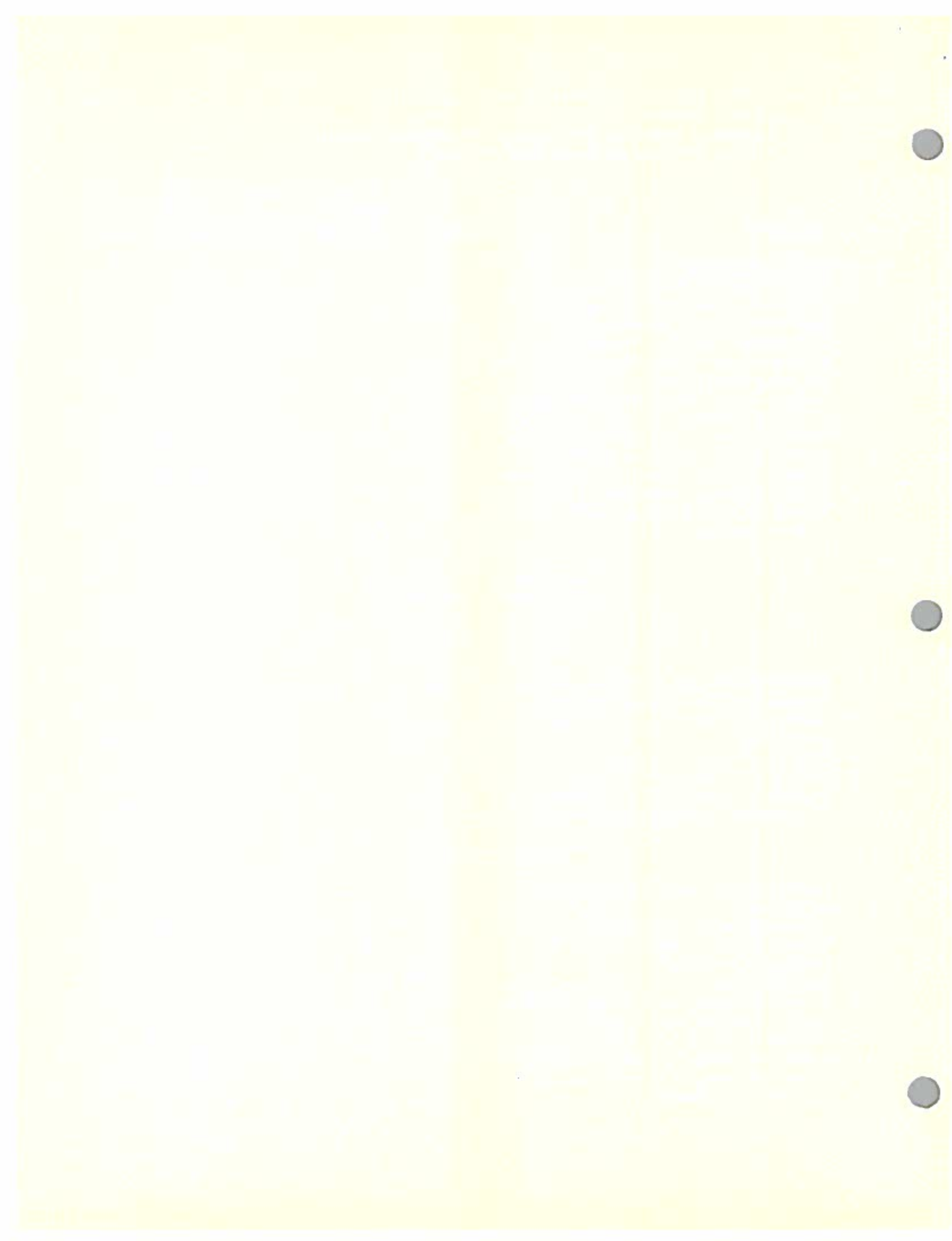
**MAJOR REQUIREMENTS**

External to the College

EDS 101 Human Development and Educational Practice	3	X			
EDS 209 Psychological Foundations of Education	3	X			
EDS 410 Educational Psychology	3				X
EDD 400 Student Teaching	9				X
One of the following three courses:					
EDS 147 Historical Foundations of Education	3			X	
EDS 258 Sociological Foundations of Education	3				
EDS 340 Philosophical Foundations of Education	3				

Within the Department

PE 130 Introduction to Health, Physical Education and Recreation	1	X			
PE 150 Movement Education for Children	3	X			
PE 214 Personal and Public Health	3	X			
PE 220 Anatomy and Physiology	3		X		
PE 250 Motor Development	3		X		
PE 300 History, Philosophy and Principles of Health, Physical Education and Recreation	3			X	
PE 305 Fundamentals of Athletic Training	3			X	
PE 314 Methods and Materials in Health Education	3			X	
PE 315 Methods and Materials in Drug Education	3		X		
PE 324 Measurement and Evaluation	3			X	



## COLLEGE OF ENGINEERING

**a. Mechanical and Aerospace Engineering Major Requirements**  
(Revisions apply to all concentration areas)

<u>Old Requirements</u>		<u>New Requirements</u>	
EG 125 (MAE)	2 credits	EG 125 (MAE)	3 credits
MEC 213	4	MAE 213 Principles of Mechanics I (formerly called MEC 213)	4
MEC 214	4	MAE 214 Principles of Mechanics II (formerly called MEC 214)	4
MAE 307	4	MAE 307	3
-----		MAE 308	3
MAE 348	4	( MAE 347 Mechanical Design I ( new course)	3
-----		( MAE 348 Mechanical Design II	3
		MAE 427 System Dynamics I (new course)	3
MAE 447	2	MAE 447	3
MAE 448	2	MAE 448	3
Technical Electives 18		Technical Electives	12
		(MAE 428 System Dynamics II - new course added to list of Technical Electives from which 12 credits are to be chosen)	

(Summary: Increase of total credits required for graduation by 4, to 132; specification of 6 credits formerly Technical Electives.)

**b. Electrical Engineering Major Requirements**  
(changes apply to all concentration areas)

<u>Old Requirements</u>		<u>New Requirements</u>	
EG 125 (EE)	3 credits	CIS 105	3 credits
---		EE 105 Introduction to Electrical Engineering	1 (pass/ fail)

Year	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024																																																																																																										
Population	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220	225	230	235	240	245	250	255	260	265	270	275	280	285	290	295	300	305	310	315	320	325	330	335	340	345	350	355	360	365	370	375	380	385	390	395	400	405	410	415	420	425	430	435	440	445	450	455	460	465	470	475	480	485	490	495	500	505	510	515	520	525	530	535	540	545	550	555	560	565	570	575	580	585	590	595	600	605	610	615	620	625	630	635	640	645	650	655	660	665	670	675	680	685	690	695	700	705	710	715	720	725	730	735	740	745	750	755	760	765	770	775	780	785	790	795	800	805	810	815	820	825	830	835	840	845	850	855	860	865	870	875	880	885	890	895	900	905	910	915	920	925	930	935	940	945	950	955	960	965	970	975	980	985	990	995	1000										
GDP	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220	225	230	235	240	245	250	255	260	265	270	275	280	285	290	295	300	305	310	315	320	325	330	335	340	345	350	355	360	365	370	375	380	385	390	395	400	405	410	415	420	425	430	435	440	445	450	455	460	465	470	475	480	485	490	495	500	505	510	515	520	525	530	535	540	545	550	555	560	565	570	575	580	585	590	595	600	605	610	615	620	625	630	635	640	645	650	655	660	665	670	675	680	685	690	695	700	705	710	715	720	725	730	735	740	745	750	755	760	765	770	775	780	785	790	795	800	805	810	815	820	825	830	835	840	845	850	855	860	865	870	875	880	885	890	895	900	905	910	915	920	925	930	935	940	945	950	955	960	965	970	975	980	985	990	995	1000