

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

September 19, 1988

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: May 2, 1988
- III. REMARKS BY PRESIDENT JONES and/or ACTING PROVOST PIERCE
- IV. ANNOUNCEMENTS
  1. Senate President Dilley

"Board of Trustees' Resolution on Apartheid in South Africa"
- ANNOUNCEMENT FOR CHALLENGE
  1. Revision of the major in Elementary Teacher Education: All Concentrations
    - a. Special Education
    - b. Elementary Education
    - c. Special Education and Elementary Education
- V. OLD BUSINESS
  - A. Confirmation of Committee on Committees' appointments
  - B. Resolution, introduced by Senator John Morgan at the March 14, 1988 Faculty Senate Meeting on a change to the projected plus/minus grading system
- VI. NEW BUSINESS
  - A. Election of the chairperson of the Committee on Committees
  - B. Report of the COPE Evaluation
  - C. Recommendation on the plus/minus grading system
  - D. Introduction of new business





# University of Delaware

(302) 451-2921

UNIVERSITY FACULTY SENATE  
301 HULLIHEN HALL  
NEWARK, DELAWARE 19716

September 9, 1988

TO: All Faculty Members

FROM: Arthur Halprin, Vice President  
University Faculty Senate

*Arthur Halprin*

SUBJECT: Regular Faculty Senate Meeting, September 19, 1988

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, September 19, 1988 at 4:00 p.m. in room 110 Memorial Hall.

## AGENDA

- I. Adoption of the Agenda.
- II. Approval of the minutes of the Senate meeting of May 2, 1988.
- III. Remarks by President Jones and/or Acting Provost Pierce.
- IV. Announcements
  1. Senate President Dilley

"Board of Trustees' Resolution on Apartheid in South Africa"  
(See Attachment 1)
  - Announcement for Challenge
    1. Revision of the major in Elementary Teacher Education: All Concentrations (Attachment 2)
      - a. Special Education
      - b. Elementary Education
      - c. Special Education and Elementary Education
- V. Old Business
  - A. Request from the Committee on Committees (F. Dilley, Chairperson), for Senate confirmation of committee appointments. (Attachment 3)

RESOLVED, that the appointments to Senate committees, as presented in Attachment 3 of this Agenda, are hereby confirmed.

- B. Resolution, introduced by Senator John Morgan (tabled from May 2, 1988 meeting), with the concurrence of the Committee on Undergraduate Studies (P. Durbin, past Chairperson), on a change to the projected plus/minus grading system.

WHEREAS: Outstanding performance by students should be recognized as such, be it

RESOLVED: That a grade of A+ worth 4.0 quality points be added to the projected plus/minus grading system.

#### VI. New Business

- A. Election of a chairperson of the Committee on Committees from among the committee members elected by the Senate.

Barry Seidel (Mechanical Engineering)

- B. Report of the COPE Evaluation from Professor Harrison Hall, past Chairperson, Coordinating Committee on Education. (Attachment 4)
- C. Recommendation from the Committee on Graduate Studies (L. Lemay, past Chairperson) on the plus/minus grading system.

WHEREAS, in order to be supported a graduate student must maintain a 3.0 grade point index, and

WHEREAS, under the projected +/- grading system a student who receives two B+ grades and one C+ grade will have a grade point index of 2.96666 ... and hence be ineligible for support, therefore be it

RESOLVED, that +/- letter grades (with the exception of A+) will carry +/- one-third of a quality point above/below the ordinary letter grade.

- D. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

rg

#### Attachments:

1. Resolution of the Board of Trustees
2. Revision of the major in Elementary Teacher Education: All Concentrations
3. Committee appointments
4. COPE Report

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Board of Trustees  
May 19, 1988

19. Pages 5-7  
of the  
Minutes

WHEREAS, it is important to the University of Delaware to respond to the repugnance of apartheid and the needs of blacks in South Africa, and

WHEREAS, the total withdrawal of businesses conducted by international companies in South Africa and the imposition of sanctions on South Africa by all countries may contribute to worsening of the conditions of South African blacks, and

WHEREAS, the University owns common stock of American companies which abide by the statement of principles and it is felt that these signatory companies have a positive impact on the civil rights and economic and living conditions of some blacks in South Africa, and

WHEREAS, there is considerable need for improvement of the educational opportunities of black South Africans,

NOW, THEREFORE, BE IT RESOLVED, that the University will:

1. Continue to support the statement of principles by encouraging companies with operations in

Reference in "Reports  
of Standing Committees"

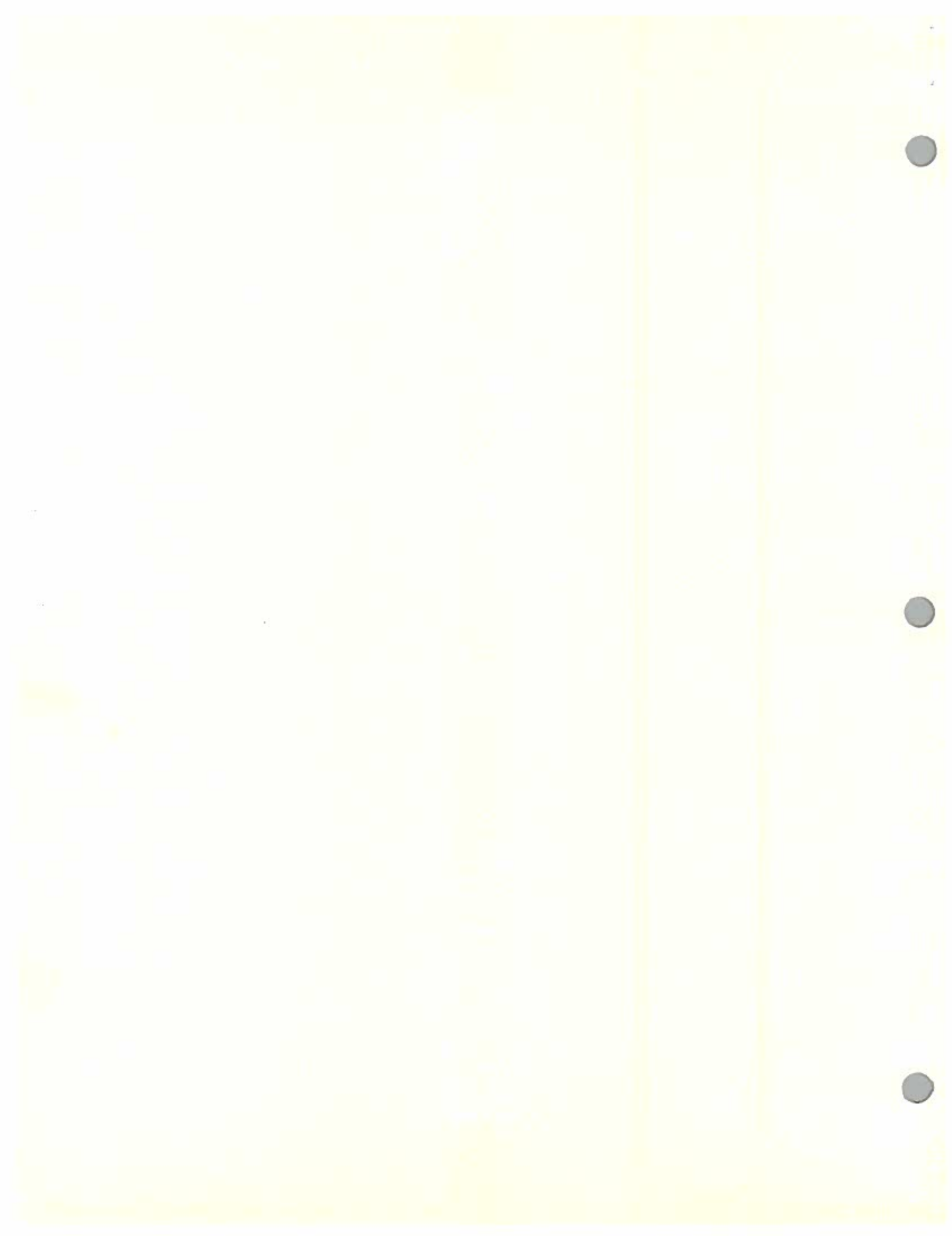
South Africa to maintain a high rating in implementing social responsibility projects, including activities to help eliminate laws and customs that impede the attainment of political, economic and social justice by blacks.

2. Adopt programs of its own to improve primary, secondary, university, vocational and technical education to help integrate blacks into the South African economy on the basis of equality, including:
  - a. granting of scholarships by the University through the U.S. - South African Education Program.
  - b. encouraging students to raise funds for scholarships.
  - c. encouraging churches, foundations and all firms that conduct business with South Africa to provide assistance for education of South African blacks.
  - d. developing faculty/student exchange programs involving South African educational institutions.
  - e. taking leadership as a member of the consortium of 47 universities to encourage direct representation to the South African government to promote adoption of a unitary educational system and the end of apartheid.
  - f. supporting educational aid programs of the U.S. government and encouraging other governments, especially Japan, the United Kingdom, the Federal Republic of Germany and Canada to expand funding for the development of professional and technical skills of blacks in South Africa.
3. Take action as appropriate to help insure equality of opportunity at U.S. colleges and universities and

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Reference in "Reports  
of Standing Committees"

thereby demonstrate to South Africans that integrated educational institutions work in a just, fair and efficient manner in achieving their fundamental mission of teaching, public service and research.





Proposal

Institute the following change in the "social science" requirements for the undergraduate programs in Elementary Teacher Education Concentration: Special Education; Elementary Teacher Education Concentration: Elementary Education; and Elementary Teacher Education Concentration: Special Education and Elementary Education:

Students may choose 1 of the following 4 courses to complete the 3 credit requirement in history.

- ⊙ History 101 Western Civilization to 1648
- ⊙ History 102 Western Civilization: 1648 to the Present
- ⊙ History 205 United States History
- ⊙ History 206 United States History

Curriculum change as it is to appear in the Academic  
Programs and Policies Catalog

Social Science

Nine credits to be completed as follows:

One of the following four courses:

- H 101 Western Civilization to 1648
- H 102 Western Civilization: 1648 to the Present
- H 205 United States History
- H 206 United States History

One of the following four courses:

- G 102 Human Geography
- G 120 World Regional Geography
- G 210 Economic Geography
- G 203 Cultural Geography

Three additional credits in Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology or Sociology.

COLLEGE: EDUCATION  
 DEPARTMENT: EDUCATIONAL DEVELOPMENT  
 DEGREE: BACHELOR OF SCIENCE IN EDUCATION  
 MAJOR: ELEMENTARY TEACHER EDUCATION  
 CONCENTRATION: SPECIAL EDUCATION (ETE/SPEC ED)

<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>
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UNIVERSITY REQUIREMENTS

E 110 Critical Reading and Writing	3	X			
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MAJOR REQUIREMENTS

External to the College

Natural Science

GEO 113 Earth Science	4	X			
SC 101 Physical Science	4	X			
or					
SC 102 Physical Science	4				
B 103 General Biology	3		X		
B 113 General Biology Laboratory	1		X		
or					
B 207 Introductory Biology I	4				

Mathematics

M 251 Mathematics for the Elementary School I	3	X			
M 252 Mathematics for the Elementary School II	3	X			

Social Science

9	X	X		X
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~~Six of the nine credit hours must be completed in either Economics, Political Science, Anthropology, Geography, or History. Three credit hours may be completed in Psychology, Sociology or Philosophy.~~

← Insert description of proposed curriculum change.

English/Communication

3		X		
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Three credits from either English or Communication.

Fine Arts

6	X			X
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Six credits from the Fine Arts to include courses in Art, Art History, Music or Theatre.

COLLEGE: EDUCATION  
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<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>Discipline</u>	18		X	X	X
Eighteen credits of study from any single department outside the College of Education, with at least nine at the advanced study (300-400) level. Those interested in certification in kindergarten must follow a prescribed discipline area in the Department of Individual and Family Studies and must complete an additional student teaching assignment in that area. Those interested in bilingual education must complete a prescribed discipline area in language studies and must complete an additional student teaching assignment in that area.					

Within the College

EDS 147	Historical Foundations of Education	3	X		
EDS 101	Human Development and Educational Practice	3	X		
EDS 258	Sociological Foundations of Education	3		X	
EDS 340	Philosophical Foundations of Education	3			X
EDS 390	Instructional Strategies	3		X	
EDS 230	Introduction to Exceptional Children	3		X	
EDS 431	Applied Behavior Analysis	3			X
EDS 432	Curriculum for School-Age Exceptional Children	3			X
EDS 461	Measurement Theory and Techniques for Classroom Teachers	3			X
EDS 435	Educational Evaluation for Exceptional Children	3			X

Within the Department

EDD 220	Introduction to the Teaching of Reading	3		X	
EDD 305	Elementary Curriculum: Language Arts	3			X
EDD 320	Elementary Curriculum: Reading	3			X
EDD 335	Elementary Curriculum: Mathematics	3			X
EDD 341	Elementary Curriculum: Science	3			X
EDD 346	Elementary Curriculum: Social Studies	3			X
EDD 400	Student Teaching	9			X

COLLEGE: EDUCATION  
DEPARTMENT: EDUCATIONAL DEVELOPMENT  
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<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>
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**ELECTIVES**

<u>Electives</u>	15		X	X	X
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CREDITS TO TOTAL A MINIMUM OF 129

Note: Students electing to obtain certification in both regular elementary education and special education must complete requirements for both concentrations.

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 CONCENTRATION: ELEMENTARY EDUCATION (ETE/ELEN ED)

<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>
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UNIVERSITY REQUIREMENTS

E 110 Critical Reading and Writing	3	X			
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MAJOR REQUIREMENTS

External to the College

Natural Science

GEO 113 Earth Science	4	X			
SC 101 Physical Science	4	X			
or					
SC 102 Physical Science	4				
B 103 General Biology	3		X		
B 113 General Biology Laboratory	1		X		
or					
B 207 Introductory Biology I	4				

Mathematics

M 251 Mathematics for the Elementary School I	3	X			
M 252 Mathematics for the Elementary School II	3	X			

Social Science

<del>Six of the nine credits must be completed in either Economics, Political Science, Anthropology, Geography or History. Three credit hours may be completed in Psychology, Sociology or Philosophy.</del>	9	X	X		X
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← Insert description of proposed curriculum change.

English/Communication

Three credits from either English or Communication.	3		X		
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Fine Arts

Six credits from the Fine Arts to include courses in Art, Art History, Music or Theatre.	6	X			X
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COLLEGE: EDUCATION  
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Discipline

18

X

X

X

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Within the College

EDS 147	Historical Foundations of Education	3	X		
EDS 101	Human Development and Educational Practice	3	X		
EDS 258	Sociological Foundations of Education	3		X	
EDS 340	Philosophical Foundations of Education	3			X
EDS 390	Instructional Strategies	3		X	
EDS 230	Introduction to Exceptional Children	3		X	
EDS 461	Measurement Theory and Techniques for Classroom Teachers	3			X
EDS 435	Educational Evaluation for Exceptional Children	3			X

Within the Department

EDD 205	Children's Literature	3		X	
EDD 220	Introduction to the Teaching of Reading	3		X	
EDD 305	Elementary Curriculum: Language Arts	3			X
EDD 320	Elementary Curriculum: Reading	3			X
EDD 322	Reading in Content Areas	3			X
EDD 335	Elementary Curriculum: Mathematics	3			X
EDD 341	Elementary Curriculum: Science	3			X
EDD 346	Elementary Curriculum: Social Studies	3			X
EDD 400	Student Teaching	9			

COLLEGE: EDUCATION  
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<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>
<b>ELECTIVES</b>					
<u>Electives</u>	15			X	X
CREDITS TO TOTAL A MINIMUM OF	129				



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 CONCENTRATION: SPECIAL EDUCATION AND ELEMENTARY EDUCATION (ETE/SPEC ED-EL ED)

<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>
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UNIVERSITY REQUIREMENTS

E 110 Critical Reading and Writing	3	X			
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MAJOR REQUIREMENTS

External to the College

Natural Science

GEO 113 Earth Science	4	X			
SC 101 Physical Science	4	X			
or					
SC 102 Physical Science	4				
B 103 General Biology	3		X		
B 113 General Biology Laboratory	1		X		
or					
B 207 Introductory Biology I	4				

Mathematics

M 251 Mathematics for the Elementary School I	3	X			
M 252 Mathematics for the Elementary School II	3	X			

Social Science

<del>Six of the nine credits must be completed in either Economics, Political Science, Anthropology, Geography or History. Three credit hours may be completed in Psychology, Sociology or Philosophy.</del>	9	X	X		X
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← Insert description of proposed curriculum change.

English/Communication

Three credits from either English or Communication.	3		X		
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Fine Arts

Six credits from the Fine Arts to include courses in Art, Art History, Music or Theatre.	6	X			X
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<u>Within the College</u>					
EDS 147 Historical foundations of Education	3	X			
EDS 101 Human Development and Educational Practice	3	X			
EDS 258 Sociological Foundations of Education	3		X		
EDS 340 Philosophical Foundations of Education	3			X	
EDS 390 Instructional Strategies	3		X		
EDS 230 Introduction to Exceptional Children	3		X		
EDS 431 Applied Behavior Analysis	3			X	
EDS 432 Curriculum for School-Age Exceptional Children	3			X	
EDS 461 Measurement Theory and Techniques for Classroom Teachers	3			X	
EOS 435 Educational Evaluation for Exceptional Children	3			X	
<u>Within the Department</u>					
EOD 205 Children's Literature	3		X		
EDD 220 Introduction to the Teaching of Reading	3		X		
EOD 305 Elementary Curriculum: Language Arts	3			X	
EDD 320 Elementary Curriculum: Reading	3			X	
EDD 322 Reading in Content Areas	3			X	
EDD 335 Elementary Curriculum: Mathematics	3			X	
EDD 341 Elementary Curriculum: Science	3			X	
EDD 346 Elementary Curriculum: Social Studies	3			X	
EDD 400 Student Teaching	12				X

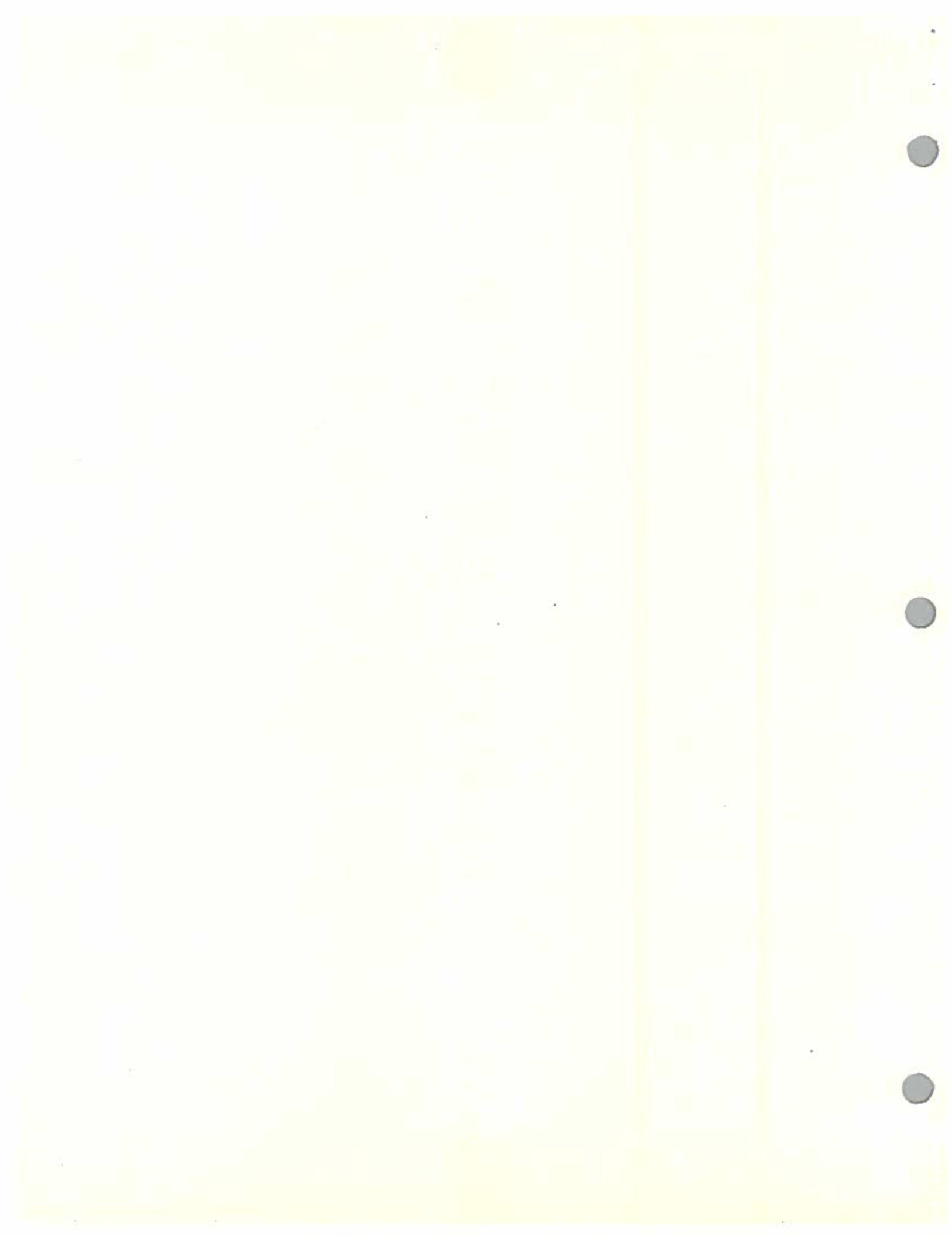
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ELECTIVES
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<u>Electives</u>	6	.		X	X
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CREDITS TO TOTAL A MINIMUM OF 129



COMMITTEE APPOINTMENTS FOR SENATE CONFIRMATION

COMMITTEE ON FACULTY WELFARE AND PRIVILEGES

Chair: Anne McCourt-Lewis

COMMITTEE ON GRADUATE STUDIES

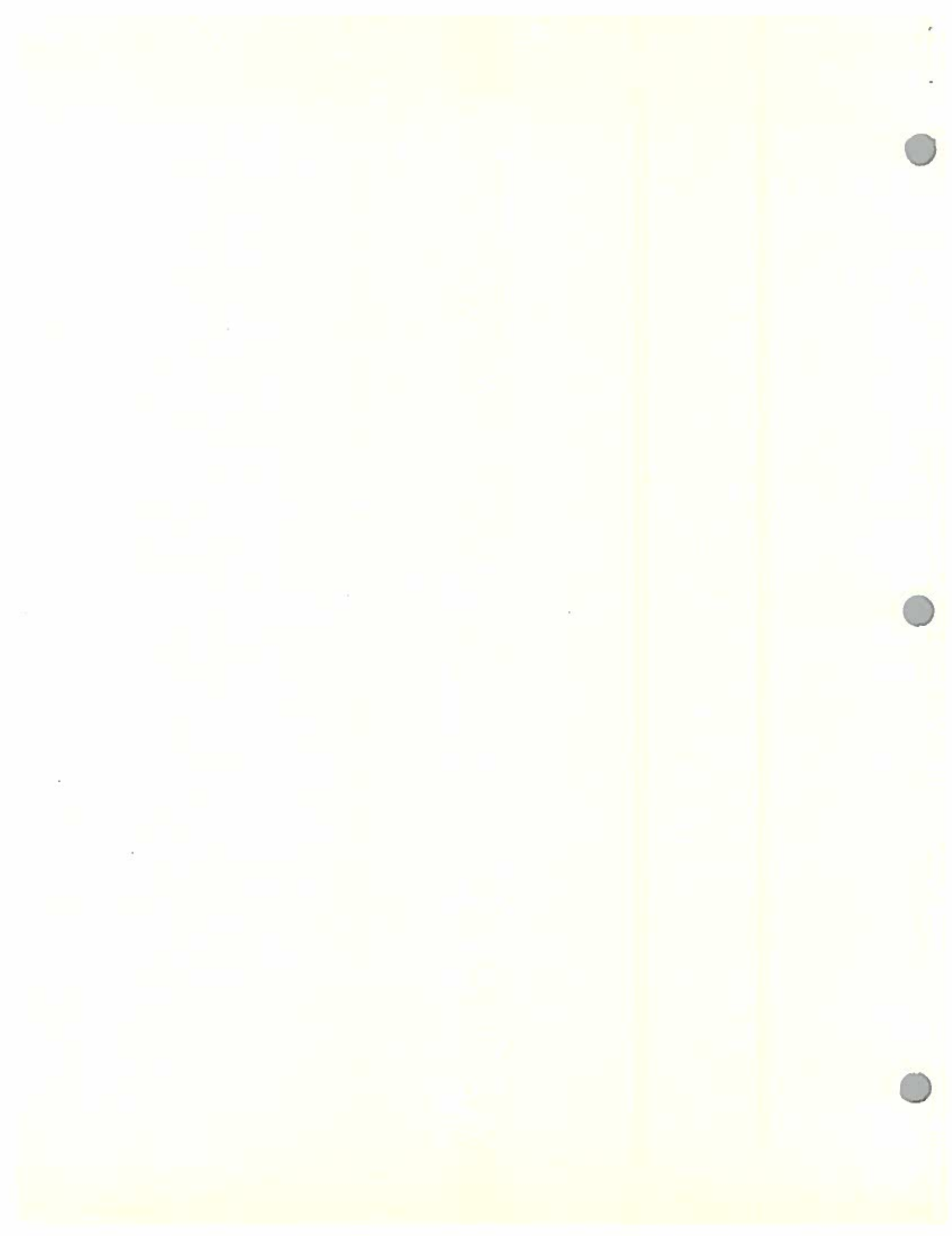
Chair: Ralph Exline

COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STANDING

Chair: John Hurt

COMMITTEE ON UNDERGRADUATE STUDIES

Chair: James Morrison  
Member: Joseph Pika



## EVALUATION OF C.O.P.E.

Periodic evaluation of programs by the faculty is essential to faculty governance at the University. It is an important part of our responsibility and potentially of great benefit to the entire institution. As the vehicle for discharging such responsibility, the Council on Program Evaluation (COPE) has served us well. This is certainly not to say that each of its task forces has been a model of efficiency and effectiveness, but that for the most part the task has been taken very seriously by those involved and that the review documents produced have proven useful to the faculty and administrators concerned.

In an ideal world, faculty review of programs would result in prompt and expert appraisals and recommendations, would take only negligible time away from the normal activities of the faculty reviewers and would interfere minimally in the routine business of units being reviewed. C.O.P.E. has had to function in the real world, of course, where the ideal gives way to tradeoffs of various kinds. When we say that C.O.P.E. has been successful, we mean that the gains from the process have more than offset the losses. In what follows we will list the items that figure prominently on C.O.P.E.'s balance sheet, and then suggest some ways to cut the losses and move the procedure closer to the ideal.

### ON THE PLUS SIDE

- (1) C.O.P.E. reports have been useful to several units in bringing about needed changes and to University administrators in connection with accreditation reviews.
- (2) C.O.P.E. review has stimulated units to engage in self-evaluation, review and planning.
- (3) C.O.P.E. evaluations have provided an opportunity for faculty to learn about the operation and activities of units far removed from their own disciplines.

### ON THE MINUS SIDE

- (1) C.O.P.E. evaluations typically involve a tremendous commitment of time (relative to routine University service activities) on the part of faculty evaluators and a significant burden to the unit being evaluated due to interruption of its normal activities.
- (2) C.O.P.E. reviews frequently involve appraisals and recommendations by faculty entirely unfamiliar with the units being evaluated. This increases the likelihood of inaccurate evaluation and inappropriate recommended changes, as well as slowing down the evaluation process itself due to the need for a lengthy familiarization period.
- (3) C.O.P.E. reviews have differed dramatically in length and thoroughness of the evaluation process itself, and in the detail and timeliness of the final report.



## RECOMMENDED CHANGES

1. Outside evaluators should be used to supplement University personnel conducting program reviews. We suggest a team of two per task force in the discipline or area of the unit being evaluated, from comparable institutions, and chosen by the Council in consultation with the unit.
2. The interval between successive reviews of any one unit should be as long as possible. We suggest six to eight years. In addition, C.O.P.E. reviews should be combined with any other required reviews whenever possible, even when this requires a slight adjustment to the normal intervals involved.
3. Non-academic units not directly connected with the academic activities of the University should be excluded from the C.O.P.E. process. (This is not to say that they should not be reviewed or that faculty should not be involved in such reviews.)
4. C.O.P.E. reviews should be conducted on a stricter timetable, under clearer guidelines and with standardization of format as far as practical and appropriate.
5. There should be more service recognition for those faculty who agree to share the burden of C.O.P.E. reviews. (This may need to include released time for the Council and individual task force chairs.) Hand in hand with this increased recognition should go increased responsibility for the quality of C.O.P.E. reviews and the timeliness of their completion.
6. There should be clear and timely administrative feedback on C.O.P.E. appraisals and recommendations at both the council and task force levels. This will allow faculty involved to have some sense of accomplishment where appropriate.

