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## May 2022

1.3 Standing Committee System of the Faculty and its Senate  
GENERAL EDUCATION, COMMITTEE ON  
This committee shall recommend academic policies and standards for the General Education Program. It shall evaluate on a regular basis the implementation of the General Education Initiative and its goals. It shall also have the ability to develop and recommend new general education initiatives and to bring forward resolutions seeking to improve the ways in which the University fosters the goals of general education

This committee shall consist of 16 members, including the Provost or designee; a representative of the ~~office of Educational Assessment~~ Center for Teaching & Assessment of Learning; a Resident Life Division of Student Life representative; an Undergraduate Studies Committee representative; two faculty representatives from the College of Arts and Sciences (one representing humanities and social sciences, the other representing natural and mathematical sciences); one faculty representative from each of the remaining colleges or schools governed by Deans in which faculty have primary appointments; one graduate student; and two undergraduate students.

The faculty representatives will be different from faculty members serving on the Undergraduate Studies Committee, and they will be selected by the Committee on Committees and Nominations (COCAN). These representatives will serve two year terms, and they may be reappointed once. One of the faculty representatives will be ~~designated~~ elected chairperson of the committee by ~~COCAN~~ committee members during the first meeting of the committee each academic year.

The chairperson of the Committee may request the appointment of ~~up to two~~ additional representatives of ~~administrative offices (such as Admissions, Service Learning, Center for Teaching Effectiveness, Career Services, etc.)~~ faculty or administrative office relating to such matters as sustainability, diversity, inclusion, student life, and others if such appointments would assist the committee in developing or evaluating particular general education initiatives. These additional representatives shall not have voting privileges.

2.2 Academic Organization & the Roles of Academic Officers  
Department chairpersons (and School Directors) are appointed by the President and Provost for five-year terms upon the recommendation of the college dean. These appointments are renewable for like periods. The advice of a majority of the faculty, by a formal vote of the faculty, within the department or school is required for the appointment or reappointment of the chairperson or school director. After the conclusion of the formal vote of the faculty, the numerical result(s) of the ~~The~~ vote of the faculty must be communicated to all the faculty eligible to vote and then to the dean of the college and by the dean to the Provost upon the occasion of any recommendation for appointment or reappointment. Chairpersons are renewed annually by the college dean and serve at the pleasure of the President, the Provost and the Dean. Therefore, the President and Provost have the authority to replace a department chairperson at any time after consultation with the appropriate dean, if such action is in the best interests of the department or the University. Tenure as a faculty member is a separate right. (Rev. 3/2022)

## February 2022

1.1 Constitution of the Faculty of the University of Delaware

**SECTION IX:** This constitution may be amended in a meeting of the University Faculty by a two-thirds vote of a quorum of the faculty, conducted either in person or by such virtual or electronic means as the Senate shall establish for voting, members present, provided previous written notice of intent to amend has been received by the Faculty one week prior to the meeting in which the proposed amendment is to be considered. All proposed amendments will be presented in faculty meetings by the Faculty Senate Committee on Rules, which will give its recommendation for action

by the Faculty. Proposed amendments are presented in writing by faculty members to the Committee on Rules for possible clarification and wording changes. No faculty member may be denied the privilege of having his or her proposed amendment presented to the Faculty by the Committee on Rules.

~~With the specific exception of sections VIII and IX, this~~ This Constitution may also be amended by a two-thirds vote of the ~~Senators members~~ present in a regular or special meeting of the Faculty Senate provided announcement of intent to amend has been made at a preceding regular or special meeting of the Senate. The amendment must be included on the agenda of the Senate meeting at which it will be considered, and that agenda must be circulated to the full faculty at least one week prior to said meeting. However, no changes to this Constitution shall be made by the Faculty Senate that change or eliminate the ability of the Faculty or Faculty Senate to call or conduct a general or special meeting of the University Faculty, where the Faculty shall automatically resume and exercise all the powers vested in it by the Board of Trustees, and furthermore, this sentence shall be modified or deleted only at a general or special meeting of the University Faculty.

#### INSTRUCTIONAL, COMPUTING AND RESEARCH SUPPORT SERVICES, COMMITTEE ON

This committee will advise the Senate on policies, practices and needs for educational resource facilities and computer technology. Working with the Vice President for Information Technologies, the Director of the Library, and other individuals or units as appropriate, this committee will submit recommendations and reports to the Executive Committee of the Faculty Senate.

The Committee on Instructional, Computing and Research Support Services shall consist of one faculty member from each of the colleges of the University, one of whom shall be appointed as chairperson by the president of the Faculty Senate; an undergraduate student; a graduate student; a designee of the Director of the Library; a designee of the Director of the Office of Educational Technology; a designee of the Director of the Office of Professional and Continuing Studies; **a designee of the Center for Teaching and Assessment of Learning**; and a designee of the Vice President for Information Technologies.

(Committee added fall 1988; rev. 2/94, 4/10, 2/7/22)

## September 2021

#### 4.3.6 Categories of Faculty Activity

~~Workload Adjustments for Faculty Senate Responsibilities: In April 1991, the The Faculty Senate recommends "that the President of the Faculty Senate receive a one course load reduction each semester and the President elect receive a one course per year reduction as long as these reductions do not result in the elimination of all classroom teaching duties for the individuals in question." Whether such reductions are appropriate in the context of a department's teaching needs for a given year should be discussed at the time the faculty member and chair undertake conversations about the faculty member's workload for the upcoming year. The final decision rests with the chair who may find consultation with the dean valuable when making such a judgment.~~ The Faculty Senate President shall receive a one course load reduction each semester. The other Senate officers (Past-President, PresidentElect, Vice President, Secretary, Parliamentarian, and Chair of the Committee on Committees and Nominations) and the chairs of the Undergraduate Studies, Graduate Studies, and the Promotion & Tenure Committees shall receive a one-course load reduction during the academic year of their service. These Faculty Senate officers and chairs should discuss these course reductions with their respective department chairs and deans.

## May 2021

#### 4.2.5 Sexual and Other Unlawful Harassment

Revision to section:

If the Vice President for Administration, after deliberating with the parties named in paragraph one above, finds that there has been a violation of this policy, corrective action will be promptly taken. This may include one or more of the following actions depending on the severity of the offense:

- A verbal warning that a repetition of the reported impropriety will result in written action.
- Placement of a letter in the individual's personnel file indicating the nature of the improper behavior. The letter may include a notation about required counseling and any action that will be taken in the future should there be a repetition of the offensive behavior(s).
- Immediate removal of the individual from the classroom/work site and placement on leave of absence so that the individual can receive appropriate counseling. Return to teaching and/or professional duties will be guided by the individual's progress.

- Initiation of written action by the dean or appropriate vice president to dismiss the individual from the University's employ. For faculty, dismissal will follow the procedures set forth by the Faculty Senate Committee on ~~Welfare and Privileges~~ [Faculty Rights and Responsibilities](#). (rev. 5/2021)

**Formal Redress:** A more formal means of redress from sexual or other unlawful harassment may also be sought through grievance procedures, as described below.

For faculty, a complaint may be brought before the Faculty Senate Committee on ~~Welfare and Privileges~~ [Faculty Rights and Responsibilities](#). A faculty member may also appeal the results of the previous procedures to the same committee. Upon review of a written appeal, the Committee may elect to pursue the matter and make additional recommendations to the University Provost. A grievance may be commenced under the AAUP collective bargaining agreement if the previous procedures set forth above have not been properly followed. (rev. 5/2021)

#### 4.2.4 Disruptive Behavior

Revision to paragraph:

With respect to specific enforcement of the general policy against disruptive behavior, any faculty member so charged shall be entitled to a hearing before the Faculty ~~Welfare and Privileges~~ [Rights and Responsibilities](#) Committee before formal action is taken by the University. He or she shall be entitled to the safeguards described in the [Academic Freedom Statement](#). Disposition of these cases by the committee may range from dismissal of the charges to a recommendation to the President that the faculty person's contract be terminated. Charges of disruptive behavior against a faculty member may be brought by any voting member of the faculty. (rev. 5/2021)

#### 4.1.15 Terminations and Non- Renewals

**Terminations:** A clear understanding of the terms of the contract between the faculty member and the University is a prerequisite for a harmonious relationship. Within the terms of his or her contract, a faculty member at the University of Delaware is assured that an appointment will be terminated only for adequate cause-- incompetence, gross irresponsibility, or moral turpitude--except for termination caused by extraordinary financial circumstances.

Faculty members shall be terminated for cause only after being afforded a hearing before the Senate Committee on ~~Faculty Welfare and Privileges~~ [Faculty Rights and Responsibilities](#). Faculty members shall be informed in writing at least four weeks prior to the hearing of the reasons for the proposed termination, shall have the opportunity to be heard in their own defense, and shall be permitted to be advised and represented by persons of their own choosing. This committee shall render its advisory decision to the appropriate administrative officer within 14 working days after the hearing. The complete procedures of the committee are given in a document titled ~~Committee on Faculty Welfare and Privileges Termination and Complaint Procedures~~ [Committee on Faculty Rights and Responsibilities Termination and Complaint Procedures](#) which is kept on file in the Faculty Senate Office for consultation by interested individuals.

In the case of termination for cause, the burden of proof in the proceedings rests with the party or parties bringing the charge. In the case of proposed termination for moral turpitude, faculty members may be temporarily suspended in the event that their continued presence at the University would constitute a clear and present danger to the health, morals, or safety of members of the University community until the final decision is rendered. Termination for cause shall become effective after one year's notice of the final decision to terminate; however, the effective date for termination involving gross irresponsibility or moral turpitude may be immediate.

**Nonrenewals:** Proposals for the nonrenewal of continuing faculty members' contracts, and the reasons for them, shall be reviewed by the faculty or an appropriate group of the faculty of the departments/units concerned. The written recommendation resulting from such review shall be taken into consideration by all the administrative officers concerned before a final decision is made. Continuing faculty members shall be given notice in writing of the decisions and the reasons for them.

In the event of a decision not to renew, the faculty member shall have an opportunity to request a timely reconsideration by the appropriate decision-making body or person. A faculty member who alleges that academic freedom has been violated by the decision-making body or person, or that the decision-making body or person did not give adequate consideration to the circumstances, may petition the appropriate faculty committee. Notice of nonrenewal shall be given in accordance with the following standards recommended by the Faculty Senate and approved by the administration.

- Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one- year appointment terminates during an academic year, at least three months in advance of its termination.
- Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.

- At least twelve months before the expiration of an appointment after two or more years in the institution with the exception of instructors and lecturers with one-year appointments, who shall be notified not later than December 15.
- Notice for temporary faculty is customarily given at the time of appointment in the form of an appointment letter which stipulates the term of the appointment, and that the appointment is temporary. Additional notice of non renewal is not required. (10/13/05)
- **Tenure and Salary of Appointees to Positions Paid from Limited Term Grants:** Appointments to positions paid in whole or in part from limited term grants of funds for special purposes shall be subject to the following provision regarding termination of service and salary in event of cessation of funds from such special sources:

In case of persons not previously employed by the University, both the service and the salary shall forthwith terminate regardless of the rank or titles held.

The President of the University shall be permitted to omit at his or her discretion the above statement from the contracts of such faculty considered as regular members of the faculty whose salaries are paid in part from sponsored research.

**Mediation and Hearing of Complaints by the Committee on ~~Faculty Welfare and Privileges~~ Faculty Rights and Responsibilities:** The Committee on ~~Faculty Welfare and Privileges~~ Faculty Rights and Responsibilities is charged with mediating and hearing faculty complaints which are not "grievances" as defined in the Collective Bargaining Agreement. Disputes within the jurisdiction of the Committee on ~~Faculty Welfare and Privileges~~ Faculty Rights and Responsibilities include, but are not limited to, the areas of reappointment, dismissal, faculty evaluation and appraisal, salary adjustment, sabbatical leave, fringe benefits, academic freedom and other areas of personnel policy and conditions of faculty employment.

Before bringing a dispute before the Committee by lodging a complaint, a faculty member is expected to have exhausted all other reasonable means of resolving the dispute. Such reasonable means will usually include discussions with the faculty member's department Chairperson and/or college Dean.

Procedures for mediating and hearing complaints are detailed in "[Mediation and Hearing Procedures](#)," approved by the University Faculty Senate, April 6, 1992, available in the Faculty Senate Office. A flow chart summarizing the complaint process is attached to those procedures. The purpose of the procedures is the resolution of disputes in a fair and collegial manner.

An important feature of the Committee's procedures is to encourage the resolution of disputes by mediation, without resort to a formal hearing. If a formal hearing becomes necessary, all parties to the dispute are required to attend that hearing, and to participate honestly and fully. After the hearing, the Committee shall write an opinion which shall include its conclusions about the dispute and any remedies the Committee may recommend. This opinion shall be advisory to the University Provost, who has final authority in the disposition of all complaints. In addition, the Committee may recommend to the University Provost revisions in or additions to portions of University policy relevant to the dispute.

Ultimate authority for its committees is vested in the Senate, which therefore has responsibility to oversee committee operations and modifications in committee procedures. The Committee on ~~Faculty Welfare and Privileges~~ Faculty Rights and Responsibilities shall have the authority to initiate requests for amendment to the detailed procedures. These requests will be evaluated by the Committee on Committees and Nominations, which will determine whether the proposed changes are minor or major. Requests for minor changes may be decided by the Committee on Committees and Nominations. Requests for major changes require approval by the Senate. (rev. 5/2021)

#### 4.1.14.11 Emergency Involuntary Leave of Absence with Pay

The University of Delaware seeks to protect the safety of its students, faculty, and staff. At the same time the University seeks to preserve and respect the academic freedoms necessary for the intellectual life of a university.

In striking the appropriate balance between these interests, the University recognizes the importance of establishing a procedural framework that respects the right of faculty members to receive attention and care for limited periods of time without foregoing their salaries or incurring reputational harm.

Except as provided in this policy, the Vice President shall not be permitted to suspend a faculty member for non-disciplinary reasons unless the faculty member is given a prior opportunity to contest the action through the filing of a complaint with the Faculty Senate Committee on ~~Faculty Welfare and Privileges~~ Faculty Rights and Responsibilities.

#### 1. I. APPLICABLE DEFINITIONS

As used in this policy, the following terms shall have the meanings indicated.

- "Faculty member" means any Professor, Associate Professor, Assistant Professor, Lecturer, or Instructor employed on a full-time, part-time, or temporary basis by the University of Delaware or any affiliate, college, department, school, or operating unit of the University.

- B. "Provost" means the Provost of the University; and "Deputy Provost" means the Deputy Provost or other person at the rank of Vice, Senior Associate, or Associate Provost designated by the Provost.
- C. "Vice President" means the Vice President for Finance and Administration or, should the Vice President for Finance and Administration be unavailable, such other University employee designated by the Executive Vice President.
- D. "Dean" means the Dean of the college housing the faculty member.
- E. The "Consultative Panel" means the President of the Faculty Senate, the Vice President of the Faculty Senate, a designated representative from the AAUP, and the Deputy Provost; or, should any one of such panel's members be unavailable or unreachable, the remaining members of such panel so long as such panel consists of three members.
- F. "Emergency involuntary leave of absence" means a faculty member's involuntary and temporary suspension from the University for a definite period of time, during which time the faculty member is not permitted to perform work-related duties on campus.
- G. "With pay" means entitlement to current salary plus any benefits to which the faculty member and his or her dependents are entitled by virtue of the faculty member's University employment.
- H. "AAUP" means the University of Delaware chapter of the American Association of University Professors; and "Collective Bargaining Agreement" means the collective bargaining agreement entered into between the University and the AAUP and currently in effect.
- I. "Prior to imposition of the involuntary leave" means that the faculty member is entitled to a prior hearing by filing a complaint with the Faculty Senate Committee on ~~Faculty Welfare and Privileges~~ Faculty Rights and Responsibilities, consistent with Section 4.1.15 of the Faculty Handbook, before the imposition of an involuntary leave of absence with pay.
2. II. EMERGENCY INVOLUNTARY LEAVE OF ABSENCE WITH PAY
- A. The University may require a faculty member to take an emergency involuntary leave of absence with pay if, on the basis of observed conduct, there is credible evidence to believe that the individual has engaged, is engaging, or is likely to engage in behavior that represents an imminent danger of harm to self or others. Examples of behavior warranting action under this policy include, but are not limited to: (1) a suicidal threat or attempt; (2) ongoing substance abuse or addiction threatening immediate physical harm to self or others; (3) manifestations of severe emotional distress or other behavioral or emotional disorder threatening immediate physical harm to self or others; (4) engaging or threatening to engage in behavior that poses a high probability of substantial harm to self or others; (5) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the University; or (6) engaging or threatening to engage in any other form of destructive behavior.
- B. Before an involuntary leave of absence is ordered, the Vice President shall give the individual the option to take a voluntary leave of absence.
3. III. PROCEDURES
- A. Under exceptional and urgent circumstances which meet the conditions specified in Section II.A of this policy, as determined and documented in writing by the Vice President, the Vice President may place a faculty member on emergency involuntary leave of absence with pay for an initial period that shall not last more than seven calendar days. Should the Vice President determine that time permits, the Vice President shall make every reasonable effort to confer with and seek the advice of the Consultative Panel in advance.
- B. As soon as possible after placing a faculty member on emergency involuntary leave of absence with pay and in no event longer than 24 hours after taking that action, the Vice President shall convene the Dean and the Consultative Panel by telephone or in person; shall explain the action taken and the basis for such action; and shall seek input and advice.
- C. By no later than the end of each emergency involuntary leave of absence period, a meeting between the Vice President and the faculty member shall occur to further evaluate the need for a continuation of the emergency involuntary leave of absence with pay. The AAUP Contract Maintenance Officer shall inform the faculty member of her/his due process rights and the procedure under this policy. At the faculty member's request, the AAUP Contract Maintenance Officer shall attend the meeting, and at the faculty member's request, the faculty member can be

accompanied to the meeting with a University employee selected by the faculty member. At such meeting, the faculty member shall be (1) provided with the option of taking a voluntary leave of absence with pay for such period and upon such terms as the faculty member and the Vice President shall agree upon, and (2) given an opportunity to provide the Vice President with relevant materials or information pertinent to the situation; provided, however, that, should the Vice President be informed that the faculty member is unable or unwilling to attend such meeting, the Vice President, following consultation with the Consultative Panel, may dispense with such a meeting.

- D. The Vice President may place a faculty member on a second period of emergency involuntary leave of absence, provided that the requirements in Sections III.B and III.C of this policy have been satisfied. If at least three members of the Consultative Panel determine that the decision to impose a second emergency involuntary leave with pay is not warranted, then the second involuntary leave with pay will be rescinded. With respect to any vote of the Consultative Panel taken in accordance with Section III.D of this policy, the Deputy Provost shall be a non-voting member if all four members of the Consultative Panel are present.
- E. Should a faculty member be placed on involuntary leave for any reason other than an emergency described in Section II.A of this policy, the faculty member shall be entitled to contest the involuntary leave through the filing of a complaint with the Faculty Senate Committee on ~~Faculty Welfare and Privileges~~ Faculty Rights and Responsibilities. The complaint shall be adjudicated prior to imposition of the involuntary leave.

#### 4. IV. FACULTY REVIEW

Should an emergency involuntary leave of absence with pay be imposed, the faculty member may seek review as follows:

- A. Any faculty member placed on emergency involuntary leave of absence may seek review of the substance of the decision by the Vice President by filing a complaint with the Faculty Senate Committee on ~~Faculty Welfare and Privileges~~ Faculty Rights and Responsibilities as provided in the Faculty Handbook. In accordance with the "Mediation and Hearing Procedures" established by the Faculty Senate Committee on ~~Faculty Welfare and Privileges~~ Faculty Rights and Responsibilities, the Provost shall render the final decision on such complaint.
- B. If the faculty member is a member of the AAUP bargaining unit and entitled to file a grievance under Article VIII of the Collective Bargaining Agreement, then in addition to any other remedy the faculty member may file a grievance limited to allegations of procedural error under this policy. (rev. 5/2021)

#### 1.3 Standing Committee System of the Faculty and its Senate

#### ~~Faculty Welfare and Privileges~~ FACULTY RIGHTS AND RESPONSIBILITIES, COMMITTEE ON

This committee is charged to develop and review general policies in the areas of reappointment, dismissal, faculty evaluation and appraisal, academic freedom and other areas of personnel policy and conditions of faculty employment, and to prepare recommendations concerning such policies for transmission to the Trustees through the faculty or its Senate, and through the President of the University, in accordance with Trustee Bylaws.

This committee is charged with jurisdiction over faculty complaints which are not grievances as defined in the Collective Bargaining Agreement. Procedures for mediation and hearing of complaints are detailed in the ~~FWP~~ FRR Termination and Complaint Procedures which were approved by the University Faculty Senate on 12 January 2015 and are maintained in the office of the University Faculty Senate. (rev. 5/2021)

#### 1.2 Bylaws and Regulations of the University Faculty Senate

Committee reports are received (filed by being placed on the agenda). Following reception, the report may be adopted (endorsed) or recommendations for implementation may be made. Adoption of recommendations for implementation would adhere to prescribed rules of order. (This would include a motion to adopt or implement, cf. the latest edition of Robert's Rules of Order, revised 1970, pp 417 and following.) (rev. 5/2021)

#### 1.2 Bylaws and Regulations of the University Faculty Senate

The agenda of every regular Senate meeting shall include ~~(1) a list of matters currently before every standing committee of the Senate;~~ (2) an item giving the opportunity for remarks by the President of the University and/or the University Provost. (rev. 5/2021)

## April 2021

1.3 Standing Committee System of the Faculty and its Senate The Committee on International Studies shall ~~evaluate have oversight of all international educational studies for students and~~ review policies and practices pertaining to the global mission of the University of Delaware faculty such as (but not limited to) ~~short-term and semester~~ study abroad programs, international scholarship and partnership opportunities, World Scholars, international service learning and research programs, English Language and/or any academic programs program with an embedded global experience, ~~as well as~~. ~~The committee will review, make recommendations, and advise on curricula, and on policies and procedures to promote international educational development and activities. The committee will also provide oversight for programs for international students studying at on the University of Delaware. The committee shall inform the Faculty Senate about these activities and make recommendations to improve them if necessary. campus.~~

The Committee shall consist of a total of 10 members, including seven faculty, one provost representative, one undergraduate student and one graduate student. ~~six faculty.~~ Faculty shall be from at least five-four of the eight seven colleges or schools governed by Deans in which faculty have primary appointments. The Committee on Committees and Nominations shall appoint the faculty members for this committee for terms of three years. Appointments shall be scheduled such that the faculty member's terms will expire in a staggered manner. The Committee on Committees and Nominations shall appoint annually the chairperson from the seven ~~six~~ faculty members. An eighth ~~A seventh~~ member of the committee shall be the Associate Deputy Provost for international programs or his or her designee, and this member shall serve to facilitate interactions between the committee and relevant administrative offices, but will not be a voting member of the committee. ~~The committee will also include one undergraduate and one graduate student. (rev. 4/2021)~~

## March 2021

3.1.13 Student Class Attendance and Excused Absences Eid Al-Fitr, Eid al-Adha Eid al-Fitr, Eid al-Adha

## February 2021

3.1.1 Freedom of Inquiry and Expression The freedoms of inquiry and expression are vital to the educational mission of the university; and are central to shared governance, and the discovery and dissemination of knowledge. Consequently, mMembers of the University Community are free to examine and to discuss all questions of interest to them, and are free to express opinions ideas publicly and privately. They are free to support causes by orderly means, including any means of peaceful assembly or advocacy, ~~that~~ which do not infringe upon the rights or freedoms of others (see 4.2.1, 4.2.3, 4.2.4 & C.B.A. II).

Members of the University Community are allowed to invite, to hear, and to see speakers, creative performers, and artistic presentations of their own choosing. Guest appearances must not interfere with the University's regular instructional, research, and service programs. Except for ceremonial occasions, invited speakers and ~~art~~ presenters should be prepared for a reasonable public discussion of their expressed views.

Invited speakers and ~~art~~ presenters are accorded the full etiquette and protection appropriate to a university community. Individuals or groups who engage in actions designed to obstruct or ~~in any way~~ to prevent a the speaker from speaking and or the art presenter from speaking, presenting, or displaying any form of artistic expression are subject to discipline and to financial responsibility in the event of damage to property or person (see 4.2.4).

The institutional control of campus facilities is not to be used as a device of censorship. Sponsorship of guest speakers and ~~art~~ presenters does not imply approval or endorsement of the views expressed, either by the sponsoring unit or the University. (Faculty Senate, 12/94) (revised 3/2019)

3.4 Academic Program Review New paragraph added:  
It is crucially important that all faculty members in an academic unit be able to verify easily all information about their own achievements in scholarship and those of their colleagues before such information is used to evaluate their academic unit. Therefore, neither Academic Analytics nor any other database which is not readily accessible by all faculty members at the University of Delaware shall be used in the evaluation of academic units, including as a component of the data used during an Academic Program Review process (3/2019).

4.4.18 Temporary Covid A one-year extension to the tenure/contract clock is granted to all tenure track faculty and

Related Changes continuing track faculty ~~who are in their probationary period~~ as of the 2019-2020 or 2020-2021 academic years. This extension will also affect the timing of 2- and 4-year reviews for contract renewal. Faculty members can elect to opt out of this one-year extension and undergo peer review and apply for promotion and tenure on their original contract schedule. To opt out, a faculty member must notify the department chair in writing and before the next scheduled review that they wish to continue on their original clock. This universal extension does not affect a faculty member's eligibility to exercise "Stop-the-Clock" options; rather, it is in addition to those (rev. 2/23/21 corrected a typo for an amendment that was made on the floor of the senate)

4.4.18

Temporary Covid Related Changes In response to the COVID-19 pandemic of 2020 and 2021, the following changes to the Promotion & Tenure policies apply:

#### 1. Contract and Tenure Clock Extension

A one-year extension to the tenure/contract clock is granted to all tenure track faculty and continuing track faculty who are in their probationary period as of the 2019-2020 or 2020-2021 academic years. This extension will also affect the timing of 2- and 4-year reviews for contract renewal. Faculty members can elect to opt out of this one-year extension and undergo peer review and apply for promotion and tenure on their original contract schedule. To opt out, a faculty member must notify the department chair in writing and before the next scheduled review that they wish to continue on their original clock. This universal extension does not affect a faculty member's eligibility to exercise "Stop-the-Clock" options; rather, it is in addition to those.

#### 2. Evidential Materials, Teaching:

Student course feedback, solicited according to normal departmental practices in Spring 2020 through Summer 2021, may be included in future faculty evaluations and future peer reviews only at the discretion of the faculty member. Notwithstanding this provision, faculty members must provide evidence of quality teaching for promotion and tenure applications and peer reviews.

Student course feedback from the 2020-2021 academic year will be included in the annual faculty appraisal process.

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#### 3. COVID Impact Statements

Through the 2028-2029 academic year, all faculty members are required to include a "COVID Impact Statement" in their dossiers for peer reviews and promotion and/or tenure reviews. The purpose of the statement is to provide reviewers the information they need to perform a fair, contextual review; faculty members should not feel compelled to divulge personal information that they would prefer to keep private.

The COVID Impact Statement is separate from the required workload statement and the conventional candidate statement. Candidates are encouraged to describe both negative and positive impacts they have experienced as a result of the pandemic. The statement should identify impacts that help reviewers to understand how COVID-19 influenced their work, both in terms of the impacts on their workload, as well as unexpected opportunities and challenges.

If a candidate believes that there was no discernible impact, the candidate can use the statement to indicate that.

#### Guidance for Writing Your COVID Statement

The goal of the COVID statement is to give faculty members an opportunity to formally contextualize the impact of the pandemic on their work productivity across the areas of research, teaching, and service. This statement is not meant to replace language that discusses your accomplishments as references to COVID may make sense as you write-up other parts of your dossier. Below are some prompts to consider in writing your COVID statement. These prompts are not prescriptive; you can consider them or not.

- Provide details of how your work was impacted, steps you have taken or need to take to address the impacts, and any outcomes that have resulted from those actions.
- Was your program of research specifically impacted? If so, how? [lab closings, access to populations, team challenges, increased workload in another area, decreased attention to it due to caregiver responsibilities, new data etc.]
- What specific challenges, if any, did you encounter in shifting your courses to online delivery?

• Have you experienced increases/decreases in service load and/or ability to effectively meet current service obligations?



- Has your actual and/or assigned workload changed?

-

#### 4. External Reviewers

Letters to external peer reviewers should include the following language:

During the period from the beginning of the Spring 2020 term to the end of the Summer 2021 term, the Covid pandemic may have affected the candidate's teaching, service, and research record. We ask you to also recognize that not all candidates may have been affected the same way and to consider the particular circumstances that may have affected this candidate. Please consider those circumstances when evaluating the candidate's contributions from this period.

It is important to note two procedural adjustments made due to the pandemic. Please do not negatively view any candidate for exercising these options:

a. All faculty members had their tenure/contract clocks automatically extended by an additional year. Individual faculty members retained the right to opt out of this extension.

b. Faculty are not required to present results from student evaluations of teaching from the Spring 2020 through Summer 2021. They are, however, expected to provide evidence of teaching quality from that period.

#### 3.1.4 Examinations and Tests

#### 3.1.4 Examinations and Tests

Faculty exercise academic judgment in determining appropriate methods of evaluation in courses. However, the University sets the academic calendar and includes an examination week as the final week in a semester. Except in unusual circumstances, faculty are expected to use the examination week for evaluation and instructional purposes. Faculty should give the last examination in a course during that week according to the printed schedule issued by the Registrar's Office. Courses following very different instructional and evaluation formats (e.g., clinical experience, individual research, laboratory or student teaching) will not be restricted in this regard. If unusual circumstances exist, the department chair or dean will be informed of the method and timing of the final course assessment. Because the University does not operate with a formal honor system, faculty are responsible for proper monitoring of examinations and tests.

To minimize conflicts for students with other scheduled University courses and activities, a required examination, test or quiz (excluding make-up examinations for individuals and regularly scheduled final examinations) may be given only during regularly scheduled class or laboratory hours associated with that course, with the sole exception of common examinations given for multi-section courses when these various sections have different scheduled meeting times. For these permissible common examinations, the following will apply:

Common examinations will be scheduled only on Monday through Friday from 5:00 6:30 p.m. to 7:00 8:30 p.m., Monday thru Friday and Saturday from 9:00 a.m. to 5:00 p.m. (Rev. ~~4/2013-2/2021~~)

The Registrar's office will ~~insure ensure~~ that there are no conflicts among the common examinations scheduled and will announce the dates and times of the common examinations in the ~~Registration Booklet course schedule~~. Departments will determine the examination dates and times sufficiently far in advance that they will be printed in the ~~Registration Booklet course schedule~~ for that term.

In the few instances where it may be necessary for a student to schedule a course in conflict with a common examination, the instructor of the single section course will treat the student's absence from class on that day as excused.

Absences due to athletic participation or other extracurricular activities in which students are official representatives of the University will be recognized as excused when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester. Absences due to similar events that could not have been anticipated earlier in the semester will be recognized as excused absences upon advance notification of the instructor by an appropriate faculty advisor or athletic coach.

No examination, hourly examination, test, or quiz counting for 25 percent or more of the semester's grade for any class (except laboratory exams) shall be given during the last five class days of any regular semester. There shall be a break of at least 24 hours, designated Reading Day(s), at the beginning of Finals Week. No required examinations, tests, or quizzes may be given on Reading Day(s), to allow students to review for upcoming finals and to complete projects. Additionally, no student can be required to take any examination, test, or quiz on Reading Day(s). (Rev., Fac. Senate, 11/1/93; applicable only to Spring and Fall semesters beginning Spring '94; rev. Faculty Senate 5/3/99)

Scheduling,  
Cancellation and  
Assignments

The University's Academic Calendar in fall and spring semesters will normally contain 68 instructional days followed by a final examination period of at least 6 days. In years when the holiday calendar makes this impracticable, the length of the semester may be reduced to a minimum of 65 days. The Registrar's Office will make all reasonable efforts to maximize the number of instructional days. (Rev. 9/12)

**Weekly Timetable**

The University's weekly class schedule consists of the following standard meeting patterns:

**Monday/Wednesday/Friday****Tuesday/Thursday**

## Period 1

08:00 a.m. – 08:50 a.m.

08:00 a.m. – 09:15 a.m.

## Period 2

\* 09:05 a.m. – 9:55 a.m.

\* 09:30 a.m. – 10:45 a.m.

## Period 3

\* 10:10 a.m. – 11:00 a.m.

\* 11:00 a.m. – 12:15 p.m.

## Period 4

\* 11:15 a.m. – 12:05 p.m.

\* 12:30 p.m. – 01:45 p.m.

## Period 5

\* 12:20 p.m. – 01:10 p.m.

\* 02:00 p.m. – 03:15 p.m.

## Period 6

\* 01:25 p.m. – 02:15 p.m.

03:30 PM – 04:45 p.m.

## Period 7

\* 02:30 p.m. – 03:20 p.m.

## Period 8

03:35 p.m. – 04:25 p.m.

~~Period 9~~~~04:40 p.m. – 05:30 p.m.~~

\* Peak Times

~~Alternate 75 min. meeting pattern Monday/Wednesday, Wednesday/Friday, Monday/Friday (Rev. 9/12)~~

Monday/Wednesday, Wednesday/Friday, Monday/Friday

Tuesday/Thursday

Periods 1 & 2

\*08:40 a.m. – 09:55 a.m.

Period 8\* & 9

03:35 p.m. – 04:50 p.m.

Period 905:00 p.m. – 06:15 p.m.05:00 p.m. – 06:15 p.m.Period 1006:30 p.m. – 07:45 p.m.06:30 p.m. – 07:45 p.m.Alternate 3-hour meeting pattern for courses meeting one day per weekPeriod 9-1005:00 p.m. – 08:00 p.m.Period 1106:00 p.m. – 09:00 p.m.

Departments are encouraged to follow this weekly schedule as much as possible to insure efficient use of classroom space. Classes scheduled within these parameters will be assigned to classroom space before those that are scheduled 'off sequence.'

**Course Scheduling Guidelines are as Follows:**

Due to the limited availability of classrooms at certain times, the following guidelines apply:

## Meeting patterns:

- Monday/Wednesday/Friday – for 50 minutes classes that meet three times per week
- Tuesday/Thursday, Monday/Wednesday, Monday/Friday, Wednesday/Friday – for 75 minutes classes that meet two times per week
- Evening classes beginning at 5:00 p.m. or 6:00 p.m. – for 3 hours once per week

1. Of those courses taught between 8:00 a.m. and 5:00 p.m. at least 60 percent of each department's courses should be taught on Monday/Wednesday/Friday. No more than 40 percent should be offered on Tuesday/Thursday. Courses offered after 5:00 p.m. need not follow in the 60/40 mix.
2. No more than 55 percent of courses can be scheduled in peak time.
3. The absolute minimum enrollment for undergraduate courses is ten students and for graduate courses (500 level and above), six students. Courses without minimum enrollment should be canceled prior to the start of classes.
4. Dual listing will generally be permitted only between 400 and 600 level courses. The two course numbers should be symmetrical (e.g. QU407-QU607). The UDSIS course search will clearly inform students that courses are dual listed.
5. Spring ~~2000~~ 2021 forward, all classes must begin at the starting times listed above. Sections not meeting on the standard meeting times will not be included in the first pass when scheduling classrooms with the classroom scheduling software program.
6. Graduate level courses meeting one day a week must be balanced with another course meeting at the same time period on the approved meeting day. Example – A Monday section meeting from 9:05 a.m. -12:05 p.m. must be balanced with a Wednesday and a Friday section meeting from 9:05 a.m. to 12:05 p.m. There should be a reasonable spread of graduate- level courses scheduled throughout the week.

7. Discussions or labs using general purpose classrooms cannot schedule three Monday discussions or labs until a Wednesday and a Friday discussion or lab is scheduled. Example – A discussion section offered on Wednesday at 10:10 a.m. must be balanced with a discussion section meeting on Monday and Friday at 10:10 a.m.
8. Courses being offered for the first time should be scheduled during off-peak times. If the Scheduling Office is having difficulty finding classrooms during the peak times for other courses, courses offered for the first time will be moved to off-peak times.
9. Selecting times that depart from standard times limits the ability to successfully schedule courses in classrooms and restricts students' flexibility. Scheduling a course at a non-standard time requires the approval of the chair and college dean. Such exceptions will be approved only on the grounds of the educational benefit served, subject to the availability of space and not on the basis of convenience.

3.1.13 Student  
Class  
Attendance and  
Excused  
Absences

Religious Holidays: It is the policy of the University of Delaware not to cancel classes on religious holidays. However, students and faculty are encouraged to exercise their own judgment pertaining to their attendance on religious holidays. (Rev. 12/2020, 2/19/21)

In addition, faculty are encouraged not to schedule examinations or require the submission of special assignments on the following days: the evening before as well as the first two days of Rosh Hashanah, and Yom Kippur in the fall term, Diwali, Good Friday, ~~and the evenings before and the first two days of Passover in the spring semester.~~ Eid-Al-Fitr, Eid al-Adha, and the evenings prior to these holidays. To facilitate planning for the potentially large number of absences on these days the University shall include the dates of these holidays in the academic calendar. Adjacent to each of these dates the academic calendar will include a reminder to consult the University policy on excused absences. The academic calendar will also include a link to a website that maintains interfaith calendars of primary sacred times for world religions. As retrieved on March 21, 2011, the address for this site is: <http://www.interfaith-calendar.org>.

Absences on religious holidays listed in University calendars are recognized as excused absences. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday. (Rev. 12/2020, 2/19/21)

## December 2020

3.1 Instructional  
Program Policies

Student Class Attendance and Excused Absences

By action of the University faculty, the responsibility for defining attendance expectations is left to the individual faculty member, subject to the guidelines given below. Thus, it is of great importance that early in each course the instructor makes clear to ~~each the students~~ what attendance expectations are, and how absences due to "relatively minor" illnesses, as described below, ~~should are to be communicated. The use of the syllabus to list attendance expectations and means of communicating about illnesses is recommended. In order to be in compliance To be compliant~~ with Federal financial aid regulations, the University requests that the instructor of record for each course identify, to the registrar's office, individual students who have never attended class or participated in any class activities by the last day to register or add courses each term ~~or who fail to attend class after registering on the last day of the drop/add period.~~ (Rev 11/18, 12/20)

Inclement Weather: In inclement weather, when classes ~~have not been~~ are not cancelled, students ~~who are unable to attend class~~ should notify their ~~faculty instructors~~ promptly ~~if they are unable to attend class~~, as described in the policies on [Holding Classes and Inclement Weather](#).

Religious Holidays: It is the policy of the University of Delaware not to cancel classes on religious holidays. However, students and faculty are encouraged to exercise their own judgment pertaining to their attendance ~~on these days~~ religious holidays.

In addition, faculty are encouraged not to schedule examinations or require the submission of special assignments on the following days: the evening before as well as the first two days of Rosh Hashanah and Yom Kippur in the fall term, Good Friday and the evenings before and the first two days of Passover in the spring semester. To facilitate planning for the potentially large number of absences on these days the University shall include the dates of these holidays in the academic calendar. Adjacent to each of these dates the academic calendar will include a reminder to consult the University policy on excused absences. The academic calendar will also include a link to a website that maintains interfaith calendars of primary sacred times for world

religions. As retrieved on March 21, 2011, the address for this site is: <http://www.interfaith-calendar.org>.

Absences on religious holidays listed in University calendars are recognized as excused absences. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday.

Athletic Participation: ~~Absences on religious holidays not listed in University calendars, as well as absences~~ Absences due to athletic participation or other extracurricular activities in which students are official representatives of the University, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester. Absences due to similar events which could not have been anticipated earlier in the semester will be recognized as excused absences upon advanced notification of the instructor by an appropriate faculty adviser or athletic coach.

Serious Illness/ Death in the Family: Absences due to serious illness or death within a student's family, or other serious family emergency, are recognized as excused absences. To validate such absences, the student should present evidence to the Dean's Office of ~~his or her~~ their college. The Dean's Office will then provide a letter of verification to all of the student's instructors for the term.

Absences due to serious personal illness (e.g., hospitalization, surgery, mental illness, or protracted medical illness or convalescence) shall also be recognized as excused absences. To validate such absences, the student should present evidence of the illness to the Dean's Office of ~~his or her~~ their college. Supportive evidence will be provided on the student's request by the Student Health Service, Center for Counseling and Student Development, or other health care provider directly to the respective Dean. Students who experience long-term absences of a week or more should consult with their Assistant Dean; in such cases, it may be possible to negotiate with faculty for the opportunity to take an incomplete grade, or a withdrawal may be more prudent. The student's Assistant Dean will give guidance in these matters.

Minor Illness: For relatively minor, short-term impacts on the health and wellness of students (e.g., colds and flu; where attendance in class is undesirable, or where a mental health challenge impedes attendance to class) or their immediate family, the University system depends upon reasonable communication between students and faculty. If possible, students should 1) report anticipated absences before the affected class or 2) provide supportive evidence from Student Health Services (SHS) or the Center for Counseling and Student Development (CCSD) or other health care provider if treatment is received, following the directions of the instructor provided at the start of the term (Rev. 5/96). SHS and CCSD staff members actively work with students on health concerns and provide excuses when appropriate. Students should not be referred for excuses if they were not treated by SHS or CCSD for the illness. Faculty are encouraged to be understanding of these one day/minor illnesses. (Rev May 2019)

Military Duty: Absence due to short-term military duty in the National Guard or active reserve is recognized as an excused absence. To validate such an absence, the student should present evidence to the Dean's Office of ~~his or her~~ their college. The Dean's Office will then provide a letter of verification to all of the student's instructors for the term.

Students are not to be penalized if absent from an examination, lecture, laboratory, or other activity because of an excused absence. However, students are fully responsible for all material presented during their absence, and faculty members are encouraged to provide opportunities, when feasible, for students to make up examinations and other work missed because of an excused absence.

Authority for excusing all class absences rests with the instructor, subject to the abovementioned guidelines. (Rev. 4/87; 3/95; 5/99; 4/10, approved at 5/11 senate meeting, 12/20)

### 1.3 Standing Committee System of the Faculty and its Senate

#### LIBRARY COMMITTEE

This committee shall consist of the Vice Provost for Libraries and Museums; one faculty member from each of the ~~several~~ eight colleges or schools governed by Deans in which faculty have primary appointments (with the exception of the College of Arts and Sciences which shall have three, one of whom shall be from a discipline in the Humanities); two undergraduate students; two graduate students and two elected librarians or members of the library professional staff who may be the same librarians who serve as elected members of the Faculty Senate. All members of the Committee are voting members. One of the faculty members shall be appointed chairperson. Meetings of the committee shall be open to all librarians (workload permitting) unless a closed session is deemed necessary by the chairperson or the Vice Provost for Libraries and Museums. (Rev. 2/2018) (Rev. 12/2020)

#### EDUCATION, COORDINATING COMMITTEE ON

This committee shall oversee the broad educational affairs of the University in a larger context and will provide liaison and coordination among the various educational committees of the Senate and the Office of the Provost. It will examine educational proposals presented by other

Senate committees and will provide leadership for University-level educational initiatives, which may include initiating proposals to be considered by the Senate.

It shall survey academic impacts, weaknesses and strengths. It will help formulate and assess educational policies and practices and make recommendations. It will review the academic calendar proposed by the Provost's Office. It will consult with the Senate Budget Committee to assess the financial impact of academic proposals and initiatives as appropriate. (Rev 5/2016) (Rev. 12/2020)

### 3.1.13 Student Class Attendance and Excused Absences

By action of the University faculty, the responsibility for defining attendance expectations is left to the individual faculty member, subject to the guidelines given below. Thus it is of great importance that early in each course the instructor make clear to each student what attendance expectations are, and how absences due to "relatively minor" illnesses, as described below, are to be communicated. The use of the syllabus to list attendance expectations and means of communicating about illnesses is recommended. In order to be in compliance with Federal financial aid regulations, the University requests that the instructor of record for each course identify, to the registrar's office, individual students who have never attended class or participated in any class activities by the last day to register or add courses each term. (Rev 11/18)

In inclement weather, when classes have not been cancelled, students should notify their faculty promptly if they are unable to attend class, as described in the policies on [Holding Classes and Inclement Weather](#).

It is the policy of the University of Delaware not to cancel classes on religious holidays. However, students and faculty are encouraged to exercise their own judgment pertaining to their attendance on these days. In addition, faculty are encouraged not to schedule examinations or require the submission of special assignments on the following days: the evening before as well as the first two days of Rosh Hashanah and Yom Kippur in the fall term, Good Friday and the evenings before and the first two days of Passover in the spring semester. To facilitate planning for the potentially large number of absences on these days the University shall include the dates of these holidays in the academic calendar. Adjacent to each of these dates the academic calendar will include a reminder to consult the University policy on excused absences. The academic calendar will also include a link to a website that maintains interfaith calendars of primary sacred times for world religions. As retrieved on March 21, 2011, the address for this site is: <http://www.interfaithcalendar.org/>

Absences on religious holidays listed in University calendars ~~is~~ are recognized as excused absences. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday.

Absences on religious holidays not listed in University calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the University, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester. Absences due to similar events which could not have been anticipated earlier in the semester will be recognized as excused absences upon advance notification of the instructor by an appropriate faculty adviser or athletic coach.

Absences due to serious illness or death within a student's family, or other serious family emergency, are recognized as excused absences. To validate such absences, the student should present evidence to the Dean's Office of his or her college. The Dean's Office will then provide a letter of verification to all of the student's instructors for the term.

Absences due to serious personal illness (e.g., hospitalization, surgery, mental illness, or protracted medical illness or convalescence) shall also be recognized as excused absences. To validate such absences, the student should present evidence of the illness to the Dean's Office of his or her college. Supportive evidence will be provided on the student's request by the Student Health Service directly to the respective Dean. Students who experience long-term absences of a week or more should consult with their Assistant Dean; in such cases, it may be possible to negotiate with faculty for the opportunity to take an incomplete grade, or a withdrawal may be more prudent. The student's Assistant Dean will give guidance in these matters.

For relatively minor, short-term impacts on the health and wellness of students (e.g., colds and flu; where attendance in class is undesirable, or where a mental health challenge impedes attendance to class) or their immediate family, the University system depends upon reasonable communication between students and faculty. If possible, students should 1) report anticipated absences before the affected class or 2) provide supportive evidence from Student Health Services (SHS) or the Center for Counseling and Student Development (CCSD) or other health care provider if treatment is received, following the directions of the instructor provided at the start of the term (Rev. 5/96). SHS and CCSD staff members actively work with students on health concerns and provide excuses when appropriate. Students should not be referred for excuses if they were not treated by SHS or CCSD for the illness. Faculty are encouraged to be understanding of these one day/minor illnesses. (Rev May 2019)

Absence due to short-term military duty in the National Guard or active reserve is recognized as an excused absence. To validate such an absence, the student should present evidence to the Dean's Office of his or her college. The Dean's Office will then provide a letter of verification to all of the student's instructors for the term.

Students are not to be penalized if absent from an examination, lecture, laboratory, or other activity because of an excused absence. However, students are fully responsible for all material presented during their absence, and faculty members are encouraged to provide opportunities, when feasible, for students to make up examinations and other work missed because of an excused absence.

Authority for excusing all class absences rests with the instructor, subject to the abovementioned guidelines. (Rev. 4/87; 3/95; 5/99; 4/10, approved at 5/11 senate meeting)

## November 2020

### 1.3 Standing Committee System of the Faculty and its Senate

#### General Education

This committee shall recommend academic policies and standards for the General Education Program. It shall evaluate on a regular basis the implementation of the General Education Initiative and its goals. It shall also have the ability to develop and recommend new general education initiatives and to bring forward resolutions seeking to improve the ways in which the University fosters the goals of general education.

This committee shall consist of ~~45~~ 16 members, including the Provost or designee; a representative of the office of Educational Assessment; a Residence Life representative; an Undergraduate Studies Committee representative; two faculty representatives from the College of Arts and Sciences (one representing humanities and social sciences, the other representing natural and mathematical sciences); one faculty representative from each of the remaining ~~colleges~~; colleges or schools governed by Deans in which faculty have primary appointments; one graduate student; and two undergraduate students.

The faculty representatives will be different from faculty members serving on the Undergraduate Studies Committee, and they will be selected by the Committee on Committees and Nominations (COCAN). These representatives will serve two year terms, and they may be reappointed. One of the faculty representatives will be designated chairperson of the committee by COCAN.

The chairperson of the Committee may request the appointment of up to two additional representatives of administrative offices (such as Admissions, Service Learning, Center for Teaching Effectiveness, Career Services, etc.) if such appointments would assist the committee in developing or evaluating particular general education initiatives. These additional representatives shall not have voting privileges.

### 1.3 Standing Committee System of the Faculty and its Senate

#### Budget Committee

The University Faculty Senate Budget Committee is charged with the responsibilities of

1. becoming fully informed on the financial and planning issues of this University. Specifically, it shall examine University budgets, financial statements and other related documents used in developing budgetary plans.
2. reviewing and providing timely prospective advice, prior to finalizing budget turnaround decisions, concerning the University's annual budgets, the processes used to determine them, and their potential impact on the academic, research and outreach missions of the University to the President, Provost, Deans and other officers of administration with responsibility for the University's annual budgets.
3. reviewing budgets of newly proposed or substantially revised academic programs to determine their viability in conjunction with the Coordinating Committee on Education.
4. communicating information about the University's annual budgets and their potential impact on academic programs to the University Faculty Senate and to the University Faculty as a whole.

This committee is authorized to confer with other Senate committees and with University budget personnel as appropriate.

The Committee shall consist of seven faculty, the majority of whom shall be tenured. Faculty shall be from at least ~~four~~ five of the ~~seven~~ eight colleges or schools governed by Deans in which faculty have primary appointments. The Committee on Committees and Nominations shall appoint the faculty members for this committee for **terms of three years**. Appointments shall be scheduled such that the faculty member's terms will expire in a staggered manner. The

Committee on Committees and Nominations shall appoint annually the chairperson from the seven faculty members. An eighth member of the committee shall be appointed annually by the Provost as his or her designee, and this member shall serve to facilitate interactions between the committee and relevant administrative offices, but shall be a non-voting member of the committee.

(FS Rev. 12/2013) (Rev 11/2020)

#### Diversity and Inclusion

The committee shall consist of ~~six~~ eight faculty members who shall serve **three-year terms**, one of whom shall be appointed chair by the Committee on Committees and Nominations, one graduate student who shall serve a one-year term, and two undergraduates who shall serve one-year terms. The Committee will also consult regularly with the Vice Provost for Diversity in order to ensure open lines of communication between faculty and administration about diversity initiatives on campus. Initial appointments shall be staggered to ensure continuity on the committee. (5/21/90; title updated 2/98; 12/14/15; 2/2018) (Rev 11/2020)

## September 2020

#### 4.4.2 Mentoring for Faculty Promotion & Tenure

All instructors/assistant professors are entitled to receive formal mentoring to support an orderly and timely progression to promotion. Each ~~Department's and/or College's bylaws should include~~

Department and/or College shall maintain a formal mentoring protocol using available resources that is regularly appraised and updated for effectiveness. Chairs should consult with each assistant professor (mentee) in their unit to mutually identify a senior faculty mentor other than the chair. The minimum standard is one assigned mentor. The effectiveness of the mentor-mentee pairing should be evaluated by the faculty members at the end of each academic term. The main focus of formal mentoring is to support the mentee's familiarity with departmental and institutional culture, timelines, and interpretation of policies and departmental practices. Formal mentoring begins as early as possible, once a faculty member accepts the position; it becomes especially important surrounding career development opportunities such as workload planning, learning about the cultural aspects of promotion and appraisal, etc. There should be regular formal meetings of the mentor and mentee, ideally several times a semester but at minimum once per semester. The mentor should be recognized by the chair for this service during appraisal and review.

The need for mentoring for the purpose of career development and promotion does not end after the probationary period. Therefore, each Department's and/or College's ~~bylaws should~~ mentoring plan shall include formal mentoring protocols to provide advice for Associate Professors to support their advancement and growth. (Dec 2018)

#### 3.4 Academic Program Review

~~Academic Program Review (APR) is a function of the Office of the Provost in conjunction with the University Faculty Senate and is coordinated by the Deputy Provost for Academic Affairs. It is designed to evaluate the quality, productivity, and the role of each academic unit and program in the fulfillment of the University's mission and strategic goals. (The term "unit" herein refers to an academic department, a college, or a program.) APR serves to encourage self-study and planning within units, to ensure comparability among review reports, and to strengthen the linkages connecting the planning agendas and practices of individual units with those of their colleges and of the University as a whole. Reviews inform budgetary planning decisions at every level of administration.~~

~~The Provost and Deans select units for review. Academic units will normally be reviewed at ten year intervals, but this schedule may be accelerated in individual cases at the discretion of the Provost. The Senate Academic Priorities Review Committee will have the opportunity to suggest programs or programmatic areas for review. The Deputy Provost for Academic Affairs coordinates all reviews, working with the unit under review and with the review panel to ensure that the process will be fair, efficient, and effective.~~

~~Each review is conducted by a review panel, composed of five members, all from disciplines related to that of the unit under review. The Dean responsible for the unit under review in conjunction with the unit submits names of potential reviewers to the Deputy Provost for Academic Affairs for approval. Four reviewers are selected from the approved list of potential reviewers. The fifth reviewer is a University of Delaware faculty member of another unit and is chosen by the Faculty Senate Committee on Committees and Nominations.~~

~~Further information on the Academic Program Review process may be obtained [online](#) or from the Office of the Deputy Provost. (Rev. 8/15/16)~~

The Academic Program Review (APR) provides academic departments and programs with the opportunity to assess the quality of their teaching, research, and service/engagement activities.



as appropriate for the department and/or program. Further, the APRs evaluate the effectiveness of their use of resources and determine their progress toward meeting the unit's, college's, and University of Delaware's goals. If a department or program regularly undergoes an accreditation process, that accreditation can simultaneously be used to fulfill the department or program APR requirement. If all three areas are not addressed in the accreditation, the program or department must meet that requirement independently of the accreditation report.

The APR process includes both self-study and external review. It encourages planning within the unit and can strengthen the connection between the planning agendas and practices of individual units with those of their college and the university as a whole. Broadly, departments and programs may use APR's to improve their function via:

1. Assessment and progress in achieving the milestones of a unit's strategic plan. If a unit does not have a strategic plan, it can be used to build one.
2. Direction for hiring plans, budget setting, resource allocation, and development priorities.
3. Analysis of curriculum effectiveness and its impact on students.
4. Assessment of faculty productivity, as a whole, to allow a candid appraisal of the unit and consideration of areas of strength and improvement. Further it can re-evaluate workload policies and assignments of the department as a whole.
5. External review of the unit to assess past success and potential future directions.

Academic Program Review (APR) is a function of the Office of the Provost in conjunction with the University Faculty Senate and is coordinated by the deputy provost for academic affairs. The provost and the Faculty Senate must jointly select units for review. Units are scheduled to be reviewed once every seven years. The review process should be collaborative with frequent conversations between the department, college, and the Office of the Provost. The deputy provost for academic affairs, in conjunction with the Faculty Senate Academic Priorities and Presidential Advisory Committee, will keep a master list of units to be reviewed. The master list will be maintained and updated in a directory shared with the Office of Institutional Research and Effectiveness and will also be posted on the Office of the Provost website. Prior to the beginning of each fall and spring semester, the Office of Institutional Research and Effectiveness confirms with the unit leader and the dean of the appropriate college their participation in the self-study in the following semester.

The Office of the Provost website (LINK) will maintain guidelines on the recommended process which academic departments and programs should follow. It will be the responsibility of the Office of the Provost in conjunction with the Faculty Senate's Academic Priorities and Presidential Advisory Committee (APPA) to review these recommended procedures every two years. Other Faculty Senate responsibilities will also include: 1) The Committee on Committees and Nomination will select one reviewer from the University of Delaware Faculty, 2) Within 30 days of the Provost's receipt of the external reviewers' report, APPA will receive and review the document and provide a written report to the Provost, and 3) after the Provost receives the external reviewers' report and response letters (including the APPA letter), he/she may schedule a meeting with APPA once a semester to review the reports (with emphasis on academic program assessment) and provide any independent recommendations.

1.3 Standing  
Committee System of  
the Faculty and its  
Senate

#### **UNDERGRADUATE STUDIES, COMMITTEE ON**

This committee shall review and consider matters relating to undergraduate education and shall receive, and may stimulate and originate, proposals for its development.

This committee may initiate and shall consider and formulate specific recommendations to the colleges or to the Faculty Senate on undergraduate curricular changes and interdepartmental programs. It shall have the power to act on the alteration, addition or deletion of individual undergraduate courses recommended by college committees which do not involve curricular revision, in each case consulting the deans and department chairpersons concerned, and to delegate this authority to the individual colleges and Office of the University Registrar as it deems appropriate. It shall, further, review the academic standards of the several undergraduate colleges and review and prepare recommendations concerning procedures of undergraduate advisement.

(Rev. fall 1988)

This committee shall have the responsibility for setting policies concerning academic deficiency. This committee shall receive and review for policy consideration from the Undergraduate Records and Certification Committee an annual summary report of its activities. This committee shall recommend, for final determination by the Faculty Senate, the undergraduate educational and academic admission policies, and, in consultation with the Committee on Undergraduate Records and Certification, the policies of academic standing of undergraduates. The committee shall advise the Associate Provost for Admissions and Financial Aid, the Assistant Vice President for Counseling and Student Development, and the University Registrar in implementing these policies.

(Rev. 3/13/89)

This committee shall consist of the University Provost or ~~his or her~~ their designee; ~~the Associate Provost for Admissions and Financial Aid or his or her designee; the University Registrar or his or her designee;~~ three faculty members from the College of Arts and Science (if feasible, one from natural sciences and mathematics, one from arts and humanities, and one from social and behavioral sciences) and one faculty member from each other undergraduate college, one of whom shall be chairperson; one representative from the Associate in Arts Program, one representative of the Committee on Graduate Studies; and three undergraduate students. Non-voting members of the committee, who do not count toward a quorum, shall be the Chief Admissions Officer or their designee, the University Registrar or their designee, and the Vice Provost for Libraries and Museums or their designee.  
(Rev. ~~5/21/99; 12/9/16~~ 2/2020)

1.3 Standing  
Committee System of  
the Faculty and its  
Senate

#### GRADUATE STUDIES, COMMITTEE ON

This committee shall review and consider matters relating to graduate education and shall receive, and may stimulate and originate proposals for its development.

This committee shall formulate, for determination by the Faculty Senate, the policies for admission to graduate study. It shall have the power to act on the alteration, addition or deletion of individual graduate courses recommended by college committees and to delegate this authority to the individual colleges, Office of the University Registrar, or Office of ~~Graduate Studies, Graduate College,~~ Graduate College, as it deems appropriate. It shall have the power to act on ~~minor~~ modifications of approved graduate programs and shall make recommendations to the Faculty Senate on courses of study leading to graduate degrees and on matters of policy concerning graduate study, ~~and may employ outside consultants to this end.~~ The committee shall have the authority and responsibility for general policies concerning the judicial system for graduate students. In the absence of a duly constituted graduate student government, each academic year it shall appoint the graduate student member of the Committee on Student Life. (Detailed procedures for instituting or modifying graduate degree programs are on file in the Senate Office and ~~Office of Graduate Studies~~ Graduate College.)  
(Rev. 4/6/92)

The Faculty Senate Committee on Graduate Studies shall periodically request ~~receive~~ from the Vice Provost for Graduate and Professional Education/~~Dean of the Graduate College~~ (hereafter Dean of the Graduate College) a review of the status of ~~each graduate education at the University of Delaware department's program of graduate studies and appropriate recommendations for any action that may be deemed necessary. In addition, the affected unit or units shall be afforded an opportunity to review and comment on the Associate Provost's review. Such comments from the unit shall also be transmitted to the Graduate Studies Committee.~~

The Graduate Studies Committee shall, at its own discretion prepare its own recommendations pertaining to graduate education at the University of Delaware ~~periodic reviews of individual graduate programs.~~

On the recommendation of the ~~Vice Provost for Graduate and Professional Education~~ Dean of the Graduate College, this committee shall certify to the President students who have completed the requirements for advanced degrees and upon whom the faculty, with the approbation of the Trustees, is conferring such degrees; such certification shall be entered into the minutes of the faculty or its Senate.

1. The faculty members of the Graduate Studies Committee shall be selected by the Senate Committee on Committees and Nominations from among experienced scholars of the faculty, who shall possess established reputations in their fields, a strong commitment to the highest graduate standards, and experience with various types of graduate degree programs.
2. The chairperson of the Committee on Committees and Nominations shall annually solicit nominations for service on the Committee on Graduate Studies from the ~~Vice Provost for Graduate and Professional Education~~ Dean of the Graduate College, the Provost, and other sources.
3. The Committee shall consist of a chairperson, three faculty members from the College of Arts and Science (~~if feasible,~~ one from natural sciences and mathematics, one from arts and humanities, and one from social and behavioral sciences) and one representative from each other college offering a graduate program, serving for three-year terms to be arranged in sequence such that the terms of no more than four members shall expire in any academic year. In addition, there shall be ~~one~~ two ex officio members; ~~the Vice Provost for Graduate and Professional Education/ Dean of the Graduate College (or designee) and the Director of the University Library. There shall be three non voting advisory members including: the Vice~~

Provost for Libraries and Museums (to provide feedback on library support for new programs), the Associate Vice Provost for Graduate and Professional Education (unless chosen to be the voting designee for the Vice Provost for Graduate and Professional Education/Dean of the Graduate College, and the Registrar. There shall be two graduate student members appointed. In the absence of a duly constituted graduate student government, the Committee on Graduate Studies shall have the responsibility of arranging the election of graduate student senators. Members as they retire from the Committee shall be replaced by members with the new period of tenure. ~~(5/2015)~~

The Chairperson of the Graduate Studies Committee shall be selected by the Committee on Committees and Nominations, and shall be confirmed by the Senate for a two-year term. Nominations for this position shall be taken from a register maintained by the Faculty Senate Office of persons who have served at least one previous term of membership on the Graduate Studies Committee. (Rev. ~~4/6/92~~ 2/2020)

1.1 Constitution of the Faculty of the University of Delaware

1. The Senate shall consist of ~~the President of the University; the Provost; the Vice President for Research, Scholarship, and Innovation; the Vice President for Student Life; the Deans of the Colleges;~~ the elected Senate officers; the elected faculty senators of the Units; the elected President of the University of Delaware Chapter of the American Association of University Professors; (Rev May 2019) the President of the University; the Provost; the Deans of the Colleges or Schools in which faculty have primary appointments; other Senators appointed by the President and Provost from the University's Administration who hold faculty status; the Vice President for Student Life; two elected professional librarians; and four elected student senators (two graduate students and two undergraduate students) of the University. Each member of the Senate (hereinafter called a senator) shall have the right to vote. In no case shall the number of non-elected senators exceed twelve. For each upcoming academic year, the Senate office must be notified by August 15 as to the names/positions of those chosen by the President and/or the Provost for that academic year. (Rev May 2019)

(Rev. of titles, 11/15/93; rev. Fac. Sen. 2/10/97; 9/15/97) (Rev 11/18)

Each Unit, with the exception of the Graduate College and Honors College, shall elect a number of senators equal to the whole number part of the ratio of fifty (50) times the number of voting faculty (defined in the Constitution, Section III, Item 2 above) for that Unit to the number of such voting faculty of the University, with the added proviso that each Unit shall be granted at least two (2) senators. Should application of this recipe yield other than fifty (50) elected senators, the Senate shall review and approve recommendations to adjust this total to yield fifty (50). (Rev. Fac. Sen. 9/15/97)

## May 2020

1.2 Bylaws and Regulations of the University Faculty Senate

16. Emergency Academic Regulations

On rare occasions, a significant disruption to the University of Delaware could occur, causing a temporary suspension of classes or extended closure of the University preventing academic work from progressing normally. This could occur for reasons such as a state of emergency declaration from the Governor's Office, a natural disaster, civil unrest, pandemic illness, or other unforeseeable events.

In the event of a significant disruption of academic activities during a University of Delaware's academic session, the University Provost, acting in consultation with the University Faculty Senate Executive Committee, shall convene an Emergency Academic Regulations Task Force to consider whether or not temporary emergency academic policies are needed. The Task Force will be co-chaired by the Provost (or designee) and the President of the Faculty Senate (or designee). The Task force must include the chairs of the Committees on the Undergraduate Studies and Graduate Studies, the President (or designee) of the University of Delaware Chapter of the American Association of University Professors. Additional members may include student, faculty, and Dean representatives, as well as representatives from the Registrar's office, Student Life, and Student Financial Services, and other relevant representatives.

Examples of temporary measures may include changes to the academic calendar, registration, assignments and examinations, teaching format, grades, teaching evaluations, procedures for accepting

theses, awarding of degrees, and modifications to the schedule for promotion and tenure (See Faculty Handbook 1.2).

All Task Force temporary recommendations that will affect the Faculty Handbook and Course Catalog must be considered and voted on by the Faculty Senate. The Task Force shall submit formal resolutions for immediate Faculty Senate discussion and vote. If the Senate Executive Committee determines it is not practicable for the Senate to consider the resolutions (in a timely fashion or a quorum is not reached), the Senate Executive Committee shall act on the Senate's behalf.

Any temporary measures approved by the Senate or the Senate Executive Committee shall be in force for the current academic term only.

## March 2020

4.4.10 Appeals are possible at every level (see Section 4.4.3 for more information regarding the appeals  
Promotion process and schedule.)  
Process  
Schedule

2.3 There are seven colleges in the University that administer academic degree programs. ~~Six of the~~ All  
Academic seven colleges (Agriculture and Natural Resources; Arts and Sciences; Business and Economics;  
Units & Engineering; Health Sciences; Education and Human Development; and Earth, Ocean and Environment)  
University- offer both undergraduate and graduate degrees. (revised 3/26/2020)  
wide  
Offices

## May 2019

3.1.13 Absences due to serious personal illness (e.g., hospitalization, surgery, mental illness, or protracted  
Student medical illness or convalescence) shall also be recognized as excused absences. To validate such  
Class absences, the student should present evidence of the illness to the Dean's Office of his or her college.  
Attendance Supportive evidence will be provided on the student's request by the Student Health Service directly to  
and the respective Dean. Students who experience long-term absences of a week or more should consult  
Excused with their Assistant Dean; in such cases, it may be possible to negotiate with faculty for the opportunity  
Absences to take an incomplete grade, or a withdrawal may be more prudent. The student's Assistant Dean will give  
guidance in these matters.

For relatively minor, short-term impacts on the health and wellness ~~illnesses~~ of students (e.g., colds and flu; where attendance in class is undesirable, or where a mental health challenge impedes attendance to class) or their immediate family, the University system depends upon reasonable communication between students and faculty. If possible, students should 1) report anticipated absences ~~each illness~~ before the affected class or 2) provide supportive evidence from Student Health Services (SHS) or the Center for Counseling and Student Development (CCSD) or other health care provider if treatment is received, following the directions of the instructor provided at the start of the term (Rev. 5/96). SHS and CCSD staff members actively work with students on health concerns and provide excuses when appropriate. Students should not be referred for excuses if they were not treated by SHS or CCSD for the illness. Faculty are encouraged to be understanding of these one day/minor illnesses.

4.2.3 Freedom of expression is absolutely essential to the life of the University. To guarantee this freedom to  
Distribution every member of the University community, and in order to provide an atmosphere in which free and  
of open debate ~~will prosper~~, the following policies ~~have been established~~ governing the distribution of  
Published published materials on the campus. Published materials are printed or electronic, whether privately or  
Materials professionally produced, that are not part of the curriculum.  
on Campus

- Members of the University community (all classifications of students, faculty, staff, and registered student organizations) may distribute published materials on campus with the understanding that doing so must be done in compliance with all applicable laws and University Codes of Conduct.
- The University encourages those who publish materials to identify themselves. However, if materials are published in a way that inaccurately attributes content to the University or others, the University may direct those who publish such materials to either correct the inaccuracy or identify themselves.
- Any member of the University community with sponsorship by a department or student organization may distribute published materials at any point on campus except in ~~the University Bookstore, the library, except the commons, and dining halls and other~~ areas where such

distribution may reasonably be limited. In areas restricted to members of the University community, identification may be requested.

- A person who is not a member of the University community may distribute published materials on the campus if she or he has obtained the sponsorship of a member of the University community, who has determined that the manner of distribution is in accord with this policy and ~~the Table Use Policy any applicable policies set forth by the University Student Centers and Residence Life and Housing.~~ The name of the sponsoring member of the University community or registered student organization must appear ~~on~~ with all materials distributed. ~~Space on campus must be reserved through the Events Services Office.~~
- If the time, manner or place of distribution of published materials constitutes a violation of this policy or a disruption of normal University activity, a University official may so inform the distributors and request that distribution be discontinued. If the distributors refuse, the official shall advise them that they may face disciplinary action if they persist.
- The University will not limit the distribution of published materials on the basis of what is contained in such materials.

~~Questions regarding the policy should be directed to the Student Center's, Activities and Programs Office. Questions regarding the distribution of published materials within the Residence Halls should be directed to the Office of Residence Life.~~

1.1  
Constitution  
of the  
Faculty of  
the  
University  
of  
Delaware

#### SECTION IV:

1. The Senate shall consist of the President of the University; the Provost; the Vice President for Research, Scholarship, and Innovation; the Vice President for Student Life; one additional administrator holding a full-time faculty appointment designated by the President and/or the Provost; the Deans of the Colleges; the elected Senate officers; the elected faculty senators of the Units; the elected President of the University of Delaware Chapter of the American Association of University Professors; two elected professional librarians; and four elected student senators (two graduate students and two undergraduate students) of the University. Each member of the Senate (hereinafter called a senator) shall have the right to vote. In no case shall the number of non-elected senators exceed twelve. For each upcoming academic year, the Senate office must be notified by August 15 as to the names/positions of those chosen by the President and/or the Provost for that academic year. (Rev. of titles, 11/15/93; rev. Fac. Sen. 2/10/97; 9/15/97) (Rev 11/18)

4.4.11  
Promotion  
Dossiers

It is expected that for promotion, the candidate must offer clear evidence of substantial scholarly achievement made after the awarding of the doctorate or other appropriate terminal degree or postdoctoral work. Scholarly productivity for promotion to the rank of associate professor generally cannot be based on work completed in earning the doctorate or other appropriate terminal degree or post doctorate work prior to arrival at the University of Delaware. The research involved for that degree or postdoctoral post doctorate work was one of the reasons for initial employment; promotion, on the other hand, must consider evidence of scholarship accomplished subsequent to that performed for the degree or postdoctoral post doctorate work. However, this This requirement does not mean that publications based on the dissertation or postdoctoral work should be totally ignored. Additionally, new publications based on previously collected large datasets may have merit in certain disciplines. Rather the candidate must offer clear evidence of substantial scholarly achievement made after the awarding of the doctorate or other appropriate terminal degree or post doctorate work. Through mentoring, departmental P&T guidelines, letter of appointment, and the peer review process, each department is responsible for making clear to new faculty members what work will (and will not) count toward the promotion and tenure decision.

4.2.1  
Academic  
Freedom  
Statement

It is recognized that if faculty members are to teach and carry on research effectively, academic freedom is necessary. Academic freedom is indispensable to effective teaching, excellent research/creative activities, exemplary service, and shared governance. Academic freedom is the right of freedom of the faculty to examine and discuss all questions of interest to them, and to teach, publish, present, and speak out as the fruits of their research and scholarship dictate, without censorship or external interference, even though their conclusions may be unpopular or contrary to public opinion (see 3.1.1). The methods, curricular choices, and grading procedures should be the prerogative of the faculty, teaching a particular course, limited only by appropriate professional norms, the Faculty Handbook (see 3.1.8, 3.1.9, 3.1.10, 3.1.11, 4.2.14), and the Collective Bargaining Agreement (Article II). Academic freedom also encompasses the freedom to discuss any matter of institutional policy or practice, without institutional sanction. Respecting academic freedom means that faculty input should be sought on all academic matters germane to university life (see 4.5). Both within and outside the classroom, the faculty members of the faculty should exhibit the accuracy, restraint, and respect tolerance for the opinions and ideas of others appropriate to educators and persons of learning. In relations with the

~~public, they should make it clear at all times whether they speak as private citizens, as experts on the subject in question, or as institutional spokesmen. In speaking as private citizens, faculty should make clear that they are doing so. In this connection, use of University titles should be permitted for identification purposes only, and it should be made clear that institutional endorsement is not implied.~~  
[moved five paragraphs below]

~~The following statements were passed by the University Faculty Senate and were adopted as policy by the University administration and on May 31, 1970, by the Board of Trustees.~~ [moved to the end of the statement].

~~The teacher Faculty members are entitled to full freedom in research and in the publication of results, but research for pecuniary return should comply with relevant university policies (see 3.2.4, 4.1.13, 4.2.6, 4.2.7).~~ ~~be based upon an understanding with the authorities of the University.~~

~~The teacher Faculty are entitled to freedom in the classroom in discussing his or her their subject but should be careful not to introduce content into his or her teaching matter that which has little or no relation relevance to the subject.~~

Classroom visitations for the purpose of teaching evaluations are compatible with academic freedom, but such visitation shall adhere to reasonable procedures contained in a written statement approved by a majority of department faculty.

The ~~teacher~~ faculty is an individual, a member of a learned profession, as well as a member of an educational institution. When speaking as an individual, he or she should be free from institutional censorship or discipline, but his or her special position in the community imposes special obligations. As a person of learning and as an educator, ~~the teacher a member of the faculty~~ should remember that the public may judge his or her profession and institution by his or her utterances. Hence ~~the teacher faculty~~ should at all times be accurate, ~~should exercise appropriate restraint, should~~ show respect for the opinions of others, and ~~should~~ make every effort to indicate that he or she is not an institutional spokesperson. In relations with the public, they should make it clear at all times whether they speak as private citizens, as experts on the subject in question, or as institutional spokesperson. In speaking as private citizens, faculty should make clear that they are doing so. In this connection, use of University titles should be permitted for identification purposes only, and it should be made clear that institutional endorsement is not implied.

Members of the University community are free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They are free to support causes by orderly means including any means of peaceful assembly or advocacy that do not infringe upon the rights or freedoms of others. Members of the University community are allowed to invite, to hear, and to see speakers, creative performers and artistic presentations of their own choosing. Guest appearances must not interfere with the University's regular instructional, research, and service programs. Except for ceremonial occasions, invited speakers and ~~art~~ presenters should be prepared for a ~~reasonable~~ public discussion of their expressed views.

Invited speakers and ~~art~~ presenters are accorded the full ~~courtesy and~~ protection appropriate to a university community. Individuals or groups who engage in actions designed to obstruct or ~~in any way~~ to prevent the speaker from speaking and the ~~art~~ presenter from presenting or displaying any form of artistic expression are subject to discipline and to financial responsibility in the event of damage to property or person.

The institutional control of campus facilities is not to be used as a device of censorship. Sponsorship of guest speakers and ~~art~~ presenters does not imply approval or endorsement of the views expressed, either by the sponsoring unit or the University.

(Passed by the University Faculty Senate, approved by the Board of Trustees, 5/31/79. Revised 12/10/80).

1.3  
Standing  
Committee  
System of  
the Faculty  
and its  
Senate

Per the University of Delaware Charter and Board of Trustees Bylaws, this committee shall review policies and regulations bearing upon the care, control, government, and discipline of all students. Duties include:

- Review proposals that relate to care, control, government, and discipline of all students proposed by any and all University community units before implementation. The committee shall decide whether a change in the substance or wording of a policy should have the approval of the full Senate, or should only require approval of the committee itself, with the Senate informed of its action. The Senate ultimately may choose to act upon items sent to it as information.
- Review and evaluate the University of Delaware Student Code of Conduct annually. The committee must review any proposal to change the Code of Conduct.
- Review and evaluate the Residence Life and Housing Program Plans annually for recommendation and approval by the Faculty Senate.
- As necessary, the committee shall provide advice to the Vice President for Student Life on other areas that affect the life of students including, but not limited: Enrollment Management (e.g.,

Student Financial Services, Admissions, etc.), UD Police, and Facilities, Real Estate, and Auxiliary Services (e.g., Dining Services, UD Bookstore, Transportation Services, Environmental Health and Safety, etc.). It may meet with the Vice Presidents/Directors of these units responsible for these matters, at their request or at the discretion of the chairperson of the committee.

This committee shall consist of two designees of the Vice President for Student Life; one representative of the Office of Graduate ~~Studies and Professional Education~~, designated by the Associate Provost for Graduate Studies; five faculty members, one of whom shall be chairperson, ~~one of whom shall serve on the Undergraduate Behavior Review Committee, one of whom shall serve on the Graduate Behavior Review Committee, and one of whom shall be appointed to membership on the undergraduate Council on Student Judicial Affairs, who shall have the authority to decide when policy changes contemplated by that Council shall require the approval of the Committee on Student Life;~~ four undergraduate students to be appointed by the Student Government Association Delaware Undergraduate Student Congress, ~~two of whom shall serve on the Undergraduate Behavior Review Committee;~~ and one graduate student appointed by the Committee on Graduate Studies in the absence of a duly constituted Graduate Student Government Association, ~~who shall also serve on the Graduate Behavior Review Committee.~~

1.3  
Standing  
Committee  
System of  
the Faculty  
and its  
Senate

~~This committee shall coordinate, facilitate, stimulate, and encourage international study. It shall make recommendations and advise the University on appropriate policies and procedures to further international educational activities.~~ The Committee on International Studies shall have oversight of all international educational studies for students and faculty such as (but not limited to) short-term and semester study abroad programs, international scholarship opportunities, World Scholars, international service learning and research programs, and/or any academic program with an embedded global experience. The committee will review, make recommendations, and advise on curricula, and on policies and procedures to promote international educational development and activities. The committee will also provide oversight for programs for international students studying on the University of Delaware campus.

~~This committee shall consist of five faculty members, one of whom shall be designated the chairperson, the Foreign Student and Scholar Advisor, one appointment by the University Provost, one undergraduate student and one graduate student.~~ The Committee shall consist of six faculty. Faculty shall be from at least four of the seven colleges. The Committee on Committees and Nominations shall appoint the faculty members for this committee for terms of three years. Appointments shall be scheduled such that the faculty member's terms will expire in a staggered manner. The Committee on Committees and Nominations shall appoint annually the chairperson from the six faculty members. A seventh member of the committee shall be the Associate Deputy Provost for international programs or his or her designee, and this member shall serve to facilitate interactions between the committee and relevant administrative offices. The committee will also include one undergraduate and one graduate student.

## April 2019

4.3.5  
Evaluation  
of Faculty  
Members

### Purpose

Annual evaluations provide administrators, faculty, professionals, and staff an opportunity to meet with their immediate supervisors for a personal review of activities and accomplishments and a planning session for future objectives and goals. Leadership at the unit level can have a most direct and significant effect.

Peer evaluations, which come less frequently, attempt to put wider resources into the review processes, resources that are represented by one's colleagues and their collective experience and wisdom. Since promotion and tenure recommendations are heavily dependent on peer evaluations, it is essential that candidates have early indications from their colleagues regarding their progress in the areas of teaching, research and creative activity, and service. The chair's role in these latter activities is to facilitate and coordinate the processes and to provide leadership wherever appropriate.

Annual Evaluation of Faculty.

The intent of the annual evaluation procedure is to:

- Provide the faculty member and the chair with an opportunity for personal review
- Provide an accurate means of planning and evaluation of a faculty member's professional growth and development
- Provide each faculty member and the University with timely and documented information concerning the faculty member's achievements and goals.

In addition to the above, these appraisals form the basis for merit pay increases. Annual appraisals are not intended to take the place of either development or committee evaluations for promotion or tenure or of the periodic peer review of faculty.

Each year, the department chair meets in person with each faculty member in the department, including permanent part-time faculty, to discuss the faculty member's development during that year and plans for the coming year. The period covered in this meeting is the twelve-month period of time since the last appraisal.

Prior to their annual meeting, the chair and the faculty member complete a draft of the Faculty Appraisal and Planning Form. During the discussion, the faculty member is shown a copy of the mid-ratings (median) for the entire department as established by the chair's preliminary evaluation of the department's faculty. In some cases, the rating of an individual faculty member may be changed as a result of this discussion. After all faculty have met with the chair, final mid-ratings (median) for the entire department are calculated and recorded on each faculty member's form. If the faculty member takes exception to any of the chair's ratings, the faculty member's rating for that item is also recorded on the form. After the interview has been completed, the chair and the faculty member sign the final copy. The faculty member's signature does not indicate agreement or disagreement with the appraisal, but simply that it was discussed in detail with the chair.

The data required at the top of the form are self-explanatory. Full-time is checked if the person is full-time with the University and if all University responsibilities are being evaluated in the appraisal and planning form even though the individual may not be 100 percent funded by the department. Part-time personnel, or personnel whose appraisals and planning form covers only part of their University responsibilities, are designated by indicating the proportion that is devoted to the department and is being appraised. For faculty with joint appointments, their appraisals and plans are combined on one form, after the evaluating chair has consulted with the second chair. Otherwise, two separate forms, based on separate evaluations and requiring separate interviews must be prepared.

For each of the three areas (teaching, research and creative activity, and service), the percent of the faculty member's workload assigned to that area is indicated. These percentages are very important because readers, in interpreting these appraisals, weigh each area according to the percent of effort assigned to that area for the individual faculty member.

For each area or item, the chair writes a narrative appraisal of the faculty member's relevant activities and then rates the person's performance on that activity. The criteria to be used as the bases for these judgments are the criteria for performance of faculty members at each rank as codified under the promotion criteria accepted by the department, college, and University promotion and tenure committees, and by the Provost's office, and should take account of the individual faculty member's particular responsibilities

A 9-point scale for the ratings anchored at the end points with the terms unsatisfactory and outstanding is utilized. N/A (Not Applicable) should be used only in those cases where there is no requirement for that individual to engage in that particular activity. In other cases, N/R (Not Rated) may be used. For example, a new Ph.D. might be given N/R in research and creative activity because that individual's research program is too new to be evaluated meaningfully, but should not be given N/A because assistant professors, even new ones, are expected to engage in scholarly activity.

Faculty members may add other materials to support their ratings on their activities, especially where they believe that a different appraisal should have been given. Chairs also may add materials they consider appropriate. Along with a copy of the Faculty Appraisal and Planning Form, copies of additional materials should be provided to the faculty member, the chair/department, the dean, and the provost.

It is recognized that no chair or any single individual can duplicate the judgment of several committees, nor can performance during a single year determine one's promotion, nor can these procedures match the extensive and intensive evaluation that takes place when a person comes up for promotion. Faculty appraisal and planning sessions provide an opportunity: 1) for faculty members to inform their chairs more completely and accurately about their activities; 2) for chairs to give the faculty their best judgments on how well the faculty have fulfilled their responsibilities during the year prior to appraisal; and 3) for the faculty member and chair to discuss the faculty member's plans for the coming year. The intent is to determine mutually acceptable goals that develop the faculty member's strength or correct any weaknesses.

Foreword: A  
Mission  
Statement  
for the  
University

The University of Delaware exists to cultivate learning, develop knowledge, and foster the free exchange of ideas. State-assisted yet privately governed, the University has a strong tradition of distinguished scholarship, which is manifested in its research and creative activities, teaching, and service, in line with its commitment to increasing and disseminating scientific, humanistic, artistic, and social knowledge for the benefit of the larger society. Founded in 1743 and chartered by the state in 1833, the University of Delaware today is a land-grant, sea-grant, and space-grant, and urban grant university.

4.3.6  
Categories  
of Faculty  
Activity

The three major areas of faculty scholarly activity are (1) Teaching and Instruction; (2) Scholarship and Research and Creative Activities; and (3), Professional, and University Service. Precise demarcation between the three major areas is often difficult and sometimes impossible; in any case, all activities of a faculty member must be considered as an integrated whole. Therefore, every department must maintain discipline- and departmental- specific descriptions of appropriate activities in each category of activity. Faculty activity in each of the areas may vary from year to year, or even semester to semester,



according to the interests and abilities of the faculty member, and according to the needs of his or her department, college, or the University as agreed to by the chairperson and dean.

**Teaching:** Under this category, ~~shall be included: examples may include but are not limited to the following:~~ all scheduled classes (and academic advising involved therein), seminars, laboratories, thesis and research supervision, clinical and field activities, advisement and any other instructional activity.

- Facilitating the acquisition of knowledge through course delivery
- Community engaged educational programs including extension presentations
- Supervision of academic service learning activities
- Clinical teaching
- Study abroad programs
- Distance education and off-campus educational initiatives
- Continuing education
- Contract courses or programs for specific audiences
- Educational programs for alumni
- Participatory curriculum development
- Academic advisement for undergraduate students
- Academic advisement of graduate students
- Teaching and mentoring of undergraduate student researchers
- Teaching and mentoring of graduate student researchers
- Attendance at venues of teaching professional development
- Assessments of course effectiveness

~~Scholarship and Research~~ **Research and Creative Activities:** Under this category, ~~shall be the following:~~ examples may include but are not limited to the following:

— Research, usually presented through publication of scholarly work or through appropriate colloquia

— Creative development in those fields in which the faculty member receives public recognition for his or her professional contributions to society or to the University. Included are such activities as plays (composition or production), music (composition or performance), art exhibitions, patents, etc.

— Professional development involving the presentation of papers or chairing sessions at professional meetings, serving as an officer or committee member of a professional organization, editorial duties, professional consulting, and other similar activities. Alternatively, these activities can be considered under the Service section for those units that specify such professional development activities under Service in their P&T document.

- Dissemination of research (books, book chapters, and peer-reviewed journal articles), including basic and applied discovery, teaching pedagogy, and community-based, contractual, and patent discovery, etc.
- Creative activities such as plays (creation, production, and/or performance), poetry, fiction, music (composition and/or performance), art and dance exhibitions, etc.
- Presentation of scholarly work at appropriate colloquia, seminars, conferences, and lectures.
- Grants and contracts awarded to conduct research.
- Translational and application of research for community engagement.
- Cooperative Extension and applied technical publications
- Creation of and contributions to software projects.

**Public, Professional and University Service:** Included in this category shall be: Under this category, examples may include but are not limited to the following:

— University service, such as nonacademic advisement of students (career, professional, or personal); activities such as living/learning experiences, for which no academic credit is given; departmental committees and special assignments; college senates, committees, and special assignments; University Senate, committees, and special assignments; service to the University of Delaware Chapter of the AAUP; administrative and quasi-administrative appointments; and participation in student affairs related activities (Rev. 5/02)

— Public and Community service (local, state, regional, national, international), such as technical assistance or consultation for public or community organizations, election or appointment to boards, commissions, committees, legislative bodies, or the like outside the normal professional calling of the faculty member in the teaching or research function.

— Professional service to the faculty members' discipline and its organizations such as service for professional associations.

~~— Creative activities outside the normal professional calling of the faculty member; for example, participation in orchestras or ensembles, shows of paintings, musical or literary productions, and the like, which enhance or improve the University as a community of learning.~~

- University service, such as a) nonacademic advisement of students (advising student groups or providing career, professional, or personal advisement), b) departmental committees and special assignments, c) college senates, committees, and special assignments, d) University Senate committees and special assignments, e) service to the University of Delaware Chapter of the AAUP, f) administrative appointments, and g) participation in activities related to student affairs
- Integrated scholarly service including chairing sessions at professional meetings, serving as an officer or committee member of a professional organization, editorial duties, grant reviewing, professional consulting, expert testimony and other similar activities
- Policy analysis
- Service to community-based institutions
- New business ventures based on scholarly knowledge
- Dissemination of results in public presentations and popular publications

4.4.17  
Expedited  
Tenure  
Review

When a faculty hiring action includes the award of tenure, an expedited tenure review process is required. This expedited review process involves a minimum of three external review letters from distinguished scholars, selected by the departmental P&T Committee, in consultation with the department chair. The letters may include evaluation letters submitted as part of the application. The candidate must provide a dossier of work for review by the department and the external reviewers. This can be an abbreviated dossier, but it must include evidence of the quality of the candidate's teaching, research/creative activities, and service. After review and recommendation by the department P&T committee, the dossier—including the external review letters— will be sent for review to the department chair, the dean, and the provost. All expedited reviews must be completed prior to the effective hire date. In the event of an unfavorable decision by the Provost, candidates will be required to apply for the award of tenure no later than their third year.

4.1.1  
Faculty  
Appointment  
Policy

4.1.1 Faculty Appointment Policy

This policy shall apply to all academic units for the appointment to an academic rank. The policy shall be applicable to all full- and part-time positions, permanent and temporary positions, joint, secondary, affiliated, and adjunct positions, regardless of funding source.

· To appoint any person to an academic rank requires a positive recommendation from the faculty of the academic unit to which the person is to be assigned, and the rank shall be specified in the recommendation.

~~— In the case of an appointment of an external candidate, the academic rank of such appointee must be approved by a favorable vote of those faculty in the academic unit who are eligible to vote under the department's bylaws and/or promotion and tenure document in cases involving the promotion of an internal candidate for promotion; furthermore, appointments with tenure must be approved by the faculty in such academic unit who are eligible to vote under the department's bylaws and/or promotion and tenure document in cases where tenure is granted to an internal candidate. Academic rank also must be approved by the Provost, and appointments with tenure must be approved by the Provost and President.~~

~~— Departments may specify in their promotion and tenure documents what, if any, evidence is required to be submitted by a senior external candidate for an appointment to support the granting of tenure in cases where the candidate does not already hold tenure in his or her current academic position and/or a promotion in rank above that of his or her current academic position. Departments may require "mini dossiers" that include less information and fewer external letters of review than are required of internal candidates for promotion and/or tenure.~~

· There shall be a search committee for each new or vacant faculty position. The University of Delaware Recruitment Manual for faculty, professional and salaried staff members sets forth the policy governing the establishment of search committees and the search procedures for filling faculty positions.

· The college dean and department chairperson act for the college and department faculty, respectively. It is understood that they consult with college or department faculty according to college and department policies and procedures in making their recommendations.

The full-time teaching assignment at the University of Delaware is twelve credit contact hours or 18 teaching contact hours per week per semester for the academic year. In practice, however, the University adheres to a policy of "administered" teaching loads. Under this arrangement, department chairpersons and deans are encouraged to vary the teaching loads of individual faculty members so long as the total teaching obligations are met with the teaching personnel available. This flexible arrangement makes it possible for the chairpersons to make assignments of individual faculty members on a semester-to-semester basis to stimulate research and scholarship or to provide for unusually heavy committee assignments.

4.1.6 Non-

Tenure  
Track  
Faculty

Individuals hired on full-time temporary appointments who are appointed subsequently as primary, full-time, ~~continuing~~ Continuing Track faculty will have their previous time of service counted in the computation of subsequent contract renewal periods. No individual will receive a three- or five-year "rolling" contract without a full peer review.

In the event of an unsatisfactory annual evaluation during the term of a multi-year contract, a full peer review may be conducted. If a peer review confirms the unsatisfactory performance set forth in the annual evaluation, the individual will receive one full year's notice in writing of contract termination (see "Terminations and Non-Renewals" in the Faculty Handbook).

In the event of programmatic and/or budgetary reductions, individuals serving on multiple year contracts will receive one full year's notice in writing of contract termination (see "Terminations and Non-Renewals" in the Faculty Handbook).

**Sabbaticals:** Faculty appointed as Continuing Track faculty (see "Appointments" above) are eligible for sabbaticals at the end of the sixth year of appointment if their appointment is renewed for a three-year appointment (as stipulated in "Term and Contract Renewal" above) and with review and approval through regular University procedures. Continuing Track faculty are eligible for subsequent sabbaticals on the same schedule as tenure-track faculty. (Rev. 5/2016)

**Merit Pay:** Merit pay for non-tenure track faculty will be awarded on a basis consistent with the written workload agreement for such faculty. The annual evaluation of performance for purposes of merit pay will be consistent with the applicable department/college promotion and tenure criteria.

**Peer Reviews:** Peer reviews shall be consistent with the applicable department/college promotion and tenure criteria and consistent with the written workload agreement for each non-tenure track faculty member.

**Career Development and Salary Adjustments:** Salary adjustments for Continuing Track faculty parallel to promotional increments for associate professors are made upon contract renewal for three years at the end of the initial six-year probationary period and parallel to the promotional increment for full professors at the start of the first five- year "rolling" contract. However, individuals holding primary appointments as full-time, Continuing Track faculty (see "Appointments" above) will not be awarded promotional increments should there be a change in their academic rank. (Policy added in entirety 8/96, Vice President for Administration to reflect Collective Bargaining Agreement; revised 5/00 Vice President for Administration in consultation with AAUP; editorial correction 8/00.) (Rev. 5/2016)

Stop the Review Clock: The six-year probationary period shall be extended for one year upon a Continuing Track faculty member submitting a "Stop the Review Clock" electronic web form. This policy applies to Continuing Track faculty members who become the parent of a newborn or newly adopted child and is a primary or coequal caregiver of the child or who is granted a leave of absence pursuant to the Family and Medical Leave Act of 1993 for a period of at least one semester. The faculty member will continue to perform faculty duties at full salary. The extension shall take effect upon submission of the "Stop the Review Clock" electronic web form by the faculty member to the chair/director. Submission of the "Stop the Review Clock" electronic web form must be made within one calendar year of the birth or adoption of the child or of the commencement of the FMLA leave. Apart from the birth or adoption of a child, a Continuing Track faculty member may extend the probationary period for any reason approved by the appropriate chair/director and dean, for example illness of the faculty member or of his/her immediate family, but may do so only twice, resulting in no more than two one-year extensions of the probationary period. A Continuing Track candidate who extends the probationary period under this provision shall be reviewed for contract renewal under the same academic standards as a candidate who has not extended the probationary period. The Continuing Track candidate shall not be penalized in any way for requesting and receiving extensions of the probationary period, whether or not the additional time is used. Extension of the probationary period does not affect the faculty member's right to apply for contract renewal prior to the terminal year, regardless of time in rank. Stopping the review clock for one year postpones any subsequent second-year or fourth-year review.

4.4.11  
Promotion  
Dossiers

A.— ~~Student evaluations, properly tabulated and summarized. The procedures used in administering the evaluations should also be described. Where available comparable departmental evaluations and past measures of the candidate's performance should be provided. (Note: Student evaluations should only be used in conjunction with other indicators to measure teaching competence, not just popularity. The type and size of courses should be taken into account).~~

B.— ~~Samples of student comments from student evaluations. The means by which these samples were selected should be provided.~~

C.— ~~Testimonials from a selection of former and current undergraduate and graduate students. The procedures for drawing the sample should be clearly described.~~

D.— ~~Course portfolio evaluation~~

E.— ~~Student performance in later sequential courses~~

F.— ~~Standardized test scores~~

G.— ~~Self evaluation~~

H. ~~Long term follow up of students~~

I. ~~In person classroom observation and evaluation in courses taught by the candidate, done by university faculty and/or staff (such as from the Center for Teaching & Assessment of Learning), chosen for their pedagogical expertise.~~

J. ~~Teaching awards (e.g., Faculty Senate Excellence in Teaching)~~

- Teaching narrative with self-evaluation and teaching philosophy.
- In-person classroom observation and evaluation in course(s) taught by the candidate, done by university faculty and/or staff, chosen for their pedagogical expertise.
- A collection of recent syllabi, examinations, assignments, and/or other teaching materials. The candidate might annotate these materials to indicate what learning goals they address, how and why they are used, and their effectiveness.
- Attendance in teaching workshops, possibly with reflections on how the workshop informed and improved teaching.
- Incorporation of best practices (perhaps as evidenced in empirical studies) into the classroom.
- Evidence of student learning (e.g. standardized test results, samples of student work, pre/post assessment).
- Testimonials from a selection of former and current undergraduate and/or graduate students. The procedures for drawing the sample should be clearly described.
- Teaching awards (e.g., Faculty Senate Excellence in Teaching).
- Sample comments from student course feedback (collected using institutional measures). The means by which these samples were selected should be provided.
- Quantitative student course feedback (collected using institutional measures) properly tabulated and summarized. The procedures used in administering the feedback should also be described in context. Where available, comparable departmental measures should be provided. Student course feedback can reflect unconscious bias and may not reflect student learning. Such measures should only be considered in conjunction with other indicators of teaching quality.

1.2 Bylaws and Regulations of the University Faculty Senate

1. Quorum - defined in Constitution.
2. Order of Business - defined in Constitution.
3. Standing Committees (passed by Senate on December 14, 1970).

There shall be the following standing committees of the Senate:

- Committee on Academic Appeals
- Academic Priorities and Presidential Advisory ~~Review~~ Committee
- Budget Committee
- Committee on Committees and Nominations
- Committee on Cultural Activities and Public Events
- Committee on Diversity and Inclusion
- Coordinating Committee on Education
- Executive Committee
- Committee on Faculty Welfare and Privileges
- Committee on General Education
- Committee on Graduate Studies
- Committee on Instructional, Computing, and Research Support Services
- Committee on International Studies
- Library Committee
- Committee on Promotions and Tenure
- Committee on Research
- ~~Subcommittee on Retiring, Retired, and Emeriti Faculty~~
- Committee on Rules

- Committee on Student and Faculty Honors
- Committee on Student Life
- Committee on Undergraduate Studies

#### 4.3.5 Evaluation of Faculty Members

##### **Peer Evaluation of Faculty**

On recommendation of the Faculty Senate and approval by the administration, "faculty members at all ranks should be subject to periodic reviews at reasonable intervals of time." The recommended intervals are at least every two years for instructors and assistant professors, every three to five years for tenured associate professors, and every five to seven years for full professors. These reviews are to be conducted by duly established committees of faculty.

In addition, the department chairperson reviews annually each department member on a Faculty Appraisal Form. This review is discussed with the faculty member, and the form is signed by both the faculty member and the department chairperson.

**Principles Guiding the Peer Evaluation of Faculty Members:** Faculty members at all ranks shall should be subject to periodic reviews at reasonable intervals of time.

Reviews of individual faculty members will normally originate with the individual department. ~~(Since the academic organization of the University varies, references to department should sometimes read division or college, and references to chairperson should sometimes read director or dean.)~~ Such reviews should involve a substantial number of faculty members but not the chairperson.

Faculty members under review have the right to supply such evidence that they feel may be necessary to a fair evaluation of their merits. This should not preclude departments or others properly involved in the review process from soliciting and using other evidence, but in every such instance, the faculty member should be informed of the source of that evidence.

Appropriate administrative officers may make independent evaluations within the review process.

Upon completion of the review, the faculty member will be apprised of the results. Faculty members shall be required to include their contract renewal reviews as part of their dossier for promotion and tenure; this should include the evaluations or reviews conducted by the established committees of the faculty and by the corresponding administrative office (e.g., department chair). (Rev. 5.10.07)

Faculty members are fully entitled to the rights of appeal. Reviews of individual faculty would not be a substitute for competency hearings of tenured faculty. They may serve, however, as a basis for instituting such hearings. In the event of a competency hearing, due process would be observed, with the burden of proof residing with those instituting the hearing.

**Periods of Peer Evaluation:** Instructors and assistant professors will should be reviewed at least every two years but normally no more often than once a year. Not later than the fall of the sixth year of service, assistant professors must should be reviewed for promotion.

Tenured associate professors should be reviewed at least once within every three to five year period of service but normally not more often than every two years. Non-tenured associate professors should be reviewed in the year prior to their eligibility for tenure.

Full professors should be reviewed at least once every five to seven year period of service, but normally not more often than every two years.

**Departmental Responsibility:** The department chairperson organizes and coordinates reviews of faculty.

Reviews of instructors and assistant professors should be conducted with the participation of associate and full professors in the department. In no case should faculty members be reviewed without the participation of at least two members of their department, one of whom, if possible, must be a rank at least one step higher than the person under review.

Associate professors should be reviewed by professors in the department. In those departments where fewer than two professors are available to conduct such a review, the chairperson of the department may request professors from other related departments to serve on the review body.

Full professors should be reviewed by a committee of at least three of their peers. In small departments, professors from other related departments may be asked to serve at the request of the chairperson.

These provisions specify minimum requirements. A department may choose to constitute the whole department, or any other designated authority, to serve as a review body. A department may choose to include in the review body faculty members at the same rank or lower rank of the person being evaluated so long as such persons do not constitute a majority of the body.

**Submission and Evaluation of Documents and Other Evidence:** The faculty member under review should assemble a dossier of materials that he or she regards as appropriate and convincing evidence of his or her abilities in the three major areas of evaluation (see below). The faculty member should be notified of the date that the dossier is required by the chairperson. This date should be in sufficient time before the review date, which should also be specified.

The review body or the chairperson of the department may request additional evidence from: (a) the faculty member under review; (b) other sources within the University, such as experts in related fields, committee chairpersons, and colleagues; (c) similar sources outside the University. In all instances under (b) and (c), the faculty member should be informed that such evidence is being requested. If any evidence is requested in confidence, the faculty member must be told the source of such confidential information. He or she may then communicate to the review committee in writing his or her position as to the qualifications of that source.

The review body should evaluate the evidence and the faculty member's abilities in each of the three major areas. A report summarizing the reasons for or against a favorable judgment should then be forwarded to the dean of the college along with the chairperson's independent evaluation. A copy of the report of the review body, of the chairperson, and of any other administrator may be delivered to the faculty member under review upon request.

**Administrative Evaluations:** Appropriate administrative officers, such as chairpersons, deans, provost, vice-provost, and president may review the dossier of each faculty member reviewed whenever a recommendation for sabbatical, promotion, and/or tenure is made by the department, or whenever there is a significant and substantial change in the status or conditions of employment of any faculty member. Further evidence may be solicited in accordance with the same procedures stipulated under "[Submission and Evaluation of Documents and Other Evidence](#)" above.

**Reporting Results of Reviews:** Each faculty member is entitled to a personal interview with the chairperson of the department and, upon request, a written report of his or her review. Wherever possible, the interview and report should carry specific indications where evidence has been satisfactory or, when it has not been, specific recommendations for improvement before the next review.

**Appeals:** A faculty member may appeal the decision of the review body by requesting another review within a semester of the first review, and he or she may request a new committee. This request may be rejected by the department, but is subject to appeal to the appropriate college and University committees.

6/95, Modified and approved by Provost and AAUP 12/3/04, 5/07

#### 4.3.5 Evaluation of Faculty Members

##### **Purpose**

Annual evaluations provide administrators, faculty, professionals, and staff an opportunity to meet with their immediate supervisors for a personal review of activities and accomplishments and a planning session for future objectives and goals. Leadership at the unit level can have a most direct and significant effect.

Peer evaluations, which come less frequently, attempt to put wider resources into the review processes, resources that are represented by one's colleagues and their collective experience and wisdom. Since promotion and tenure recommendations are heavily dependent on peer evaluations, it is essential that candidates have early indications from their colleagues regarding their progress in the areas of teaching, research/creative/scholarly activity, and service. The chair's role in these latter activities is to facilitate and coordinate the processes and to provide leadership wherever appropriate.

##### **Annual Evaluation of Faculty**

The intent of the annual evaluation procedure is to:

- Provide the faculty member and the chair with an opportunity for personal review
- Provide an accurate means of planning and evaluation of a faculty member's professional growth and development
- Provide each faculty member and the University with timely and documented information concerning the faculty member's achievements and goals.

In addition to the above, these appraisals form the basis for merit pay increases. Annual appraisals are not intended to take the place of either development or committee evaluations for promotion or tenure or of the periodic peer review of faculty.

Each year, the department chair meets in person with each faculty member in the department, including permanent part-time faculty, to discuss the faculty member's development during that year and plans for the coming year. The period covered in this meeting is the twelve-month period of time since the last appraisal.

Prior to their annual meeting, the chair and the faculty member complete a draft of the Faculty Appraisal and Planning Form. During the discussion, the faculty member is shown a copy of the mid-ratings (median) for the entire department as established by the chair's preliminary evaluation of the department's faculty. In some cases, the rating of an individual faculty member may be changed as a result of this discussion. After all faculty have met with the chair, final mid-ratings (median) for the entire department are calculated and recorded on each faculty member's form. If the faculty member takes exception to any of the chair's ratings, the faculty member's rating for that item is also recorded on the form. After the interview has been completed, the chair and the faculty member sign the final copy. The faculty member's signature does not indicate agreement or disagreement with the appraisal, but simply that it was discussed in detail with the chair.

The data required at the top of the form are self-explanatory. Full-time is checked if the person is full-time with the University and if all University responsibilities are being evaluated in the appraisal and planning form even though the individual may not be 100 percent funded by the department. Part-time personnel, or personnel whose appraisals and planning form covers only part of their University responsibilities, are designated by indicating the proportion that is devoted to the department and is being appraised. For faculty with joint appointments, their appraisals and plans are combined on one form, after the evaluating chair has consulted with the second chair. Otherwise, two separate forms, based on separate evaluations and requiring separate interviews must be prepared.

For each of the three areas, teaching, research/creative/scholarly activity, and service, the percent of the faculty members' effort assigned to that area is indicated. These percentages are very important because readers, in interpreting these appraisals, weigh each area according to the percent of effort assigned to that area for the individual faculty member.

For each area or item, the chair writes a narrative appraisal of the faculty member's relevant activities and then rates the person's performance on that activity. The criteria to be used as the bases for these judgments are the criteria for performance of faculty members at each rank as codified under the promotion criteria accepted by the department, college, and University promotion and tenure committees, and by the Provost's office, and should take account of the individual faculty member's particular responsibilities.

A 0 point scale for the ratings anchored at the end-points with the terms unsatisfactory and outstanding is utilized. N/A (Not Applicable) should be used only in those cases where there is no requirement for that individual to engage in that particular activity. In other cases, N/R (Not Rated) may be used. For example, a new Ph.D. might be given N/R in research/creative/scholarly activity because that individual's research program is too new to be evaluated meaningfully, but should not be given N/A because assistant professors, even new ones, are expected to engage in research/creative/scholarly activity.

Faculty members may add other materials to support their ratings on their activities, especially where they believe that a different appraisal should have been given. Chairs also may add materials they consider appropriate. Along with a copy of the Faculty Appraisal and Planning Form, copies of additional materials should be provided to the faculty member, the chair/department, the dean, and the provost.

It is recognized that no chair or any single individual can duplicate the judgment of several committees, nor can performance during a single year determine one's promotion, nor can these procedures match the extensive and intensive evaluation that takes place when a person comes up for promotion. Faculty appraisal and planning sessions provide an opportunity: 1) for faculty members to inform their chairs more completely and accurately about their activities; 2) for chairs to give the faculty their best judgments on how well the faculty have fulfilled their responsibilities during the year prior to appraisal; and 3) for the faculty member and chair to discuss the faculty member's plans for the coming year. The intent is to determine mutually acceptable goals that develop the faculty member's strength or correct any weaknesses.

#### **Peer Evaluation of Faculty**

On recommendation of the Faculty Senate and approval by the administration, "faculty members at all ranks should be subject to periodic reviews at reasonable intervals of time." The intervals are at least every two years for instructors and assistant professors, every three to five years for tenured associate professors, and every five to seven years for full professors. These reviews are to be conducted by duly established committees of faculty.

In addition, the department chairperson reviews annually each department member on a Faculty Appraisal Form. This review is discussed with the faculty member, and the form is signed by both the faculty member and the department chairperson.

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Faculty members under review have the right to supply such evidence that they feel may be necessary to a fair evaluation of their merits. This should not preclude departments or others properly involved in the review process from soliciting and using other evidence, but in every such instance, the faculty member should be informed of the source of that evidence.

Appropriate administrative officers may make independent evaluations within the review process.

Upon completion of the review, the faculty member will be apprised of the results. Faculty members shall be required to include their contract renewal reviews as part of their dossier for promotion and tenure; this should include the evaluations or reviews conducted by the established committees of the faculty and by the corresponding administrative office (e.g., department chair). (Rev. 5-10-07)

Faculty members are fully entitled to the rights of appeal. Reviews of individual faculty would not be a substitute for competency hearings of tenured faculty. They may serve, however, as a basis for

instituting such hearings. In the event of a competency hearing, due process would be observed, with the burden of proof residing with those instituting the hearing.

**Periods of Peer Evaluation:** Instructors and assistant professors will be reviewed at least every two years but normally no more often than once a year. Not later than the sixth year of service, assistant professors must be reviewed for promotion.

Tenured associate professors should be reviewed at least once within every three to five year period of service but normally not more often than every two years. Non-tenured associate professors should be reviewed in the year prior to their eligibility for tenure.

Full professors should be reviewed at least once every five to seven year period of service, but normally not more often than every two years.

**Department Responsibility:** The department chairperson organizes and coordinates reviews of faculty.

Reviews of instructors and assistant professors should be conducted with the participation of associate and full professors in the department. In no case should faculty members be reviewed without the participation of at least two members of their department, one of whom, if possible, must be a rank at least one step higher than the person under review.

Associate professors should be reviewed by professors in the department. In those departments where fewer than two professors are available to conduct such a review, the chairperson of the department may request professors from other related departments to serve on the review body.

Full professors should be reviewed by a committee of at least three of their peers. In small departments, professors from other related departments may be asked to serve at the request of the chairperson.

These provisions specify minimum requirements. A department may choose to constitute the whole department, or any other designated authority, to serve as a review body. A department may choose to include in the review body faculty members at the same rank or lower rank of the person being evaluated so long as such persons do not constitute a majority of the body.

**Submission and Evaluation of Documents and Other Evidence:** The faculty member under review should assemble a dossier of materials that he or she regards as appropriate and convincing evidence of his or her abilities in the three major areas of evaluation (see below). The faculty member should be notified of the date that the dossier is required by the chairperson. This date should be in sufficient time before the review date, which should also be specified.

The review body or the chairperson of the department may request additional evidence from (a) the faculty member under review; (b) other sources within the University, such as experts in related fields, committee chairpersons, and colleagues; (c) similar sources outside the University. In all instances under (b) and (c), the faculty member should be informed that such evidence is being requested. If any evidence is requested in confidence, the faculty member must be told the source of such confidential information. He or she may then communicate to the review committee in writing his or her position as to the qualifications of that source.

The review body should evaluate the evidence and the faculty member's abilities in each of the three major areas. A report summarizing the reasons for or against a favorable judgment should then be forwarded to the dean of the college along with the chairperson's independent evaluation. A copy of the report of the review body, of the chairperson, and of any other administrator may be delivered to the faculty member under review upon request.

**Administrative Evaluations:** Appropriate administrative officers, such as chairpersons, deans, provost, vice provost, and president may review the dossier of each faculty member reviewed whenever a recommendation for sabbatical, promotion, and/or tenure is made by the department, or whenever there is a significant and substantial change in the status or conditions of employment of any faculty member. Further evidence may be solicited in accordance with the same procedures stipulated under "Submission and Evaluation of Documents and Other Evidence" above.

**Reporting Results of Reviews:** Each faculty member is entitled to a personal interview with the chairperson of the department and, upon request, a written report of his or her review. Wherever possible, the interview and report should carry specific indications where evidence has been satisfactory or, when it has not been, specific recommendations for improvement before the next review.

**Appeals:** A faculty member may appeal the decision of the review body by requesting another review within a semester of the first review, and he or she may request a new committee. This request may be rejected by the department, but is subject to appeal to the appropriate college and University committees.

Modified and approved by Provost and AAUP 12/3/04



of the President, the Provost, any Vice President, or the Dean of any College, including but not limited to administrative officers of the University (including deputy, associate, assistant and vice provosts), academic deans (including deputy, associate and assistant deans), and department chairs or academic program directors (as defined in the Policy Guide for Department Chairs and Academic Program Directors). Faculty who serve in a temporary capacity for an administrative office as a member of a search committee, standing committee, or ad hoc committee shall not be deemed ineligible because of this service.

## March 2019

4.4.1 Faculty Promotion and Tenure Departmental documents should also include the procedure for choosing the departmental promotion and tenure committee and should specify what constitutes discipline- and departmental- specific standards within all areas of teaching, research/creative activities, and service in the context of assigned workload, required levels of achievement for each rank, such as excellence in research or teaching or in both. Faculty candidates for promotion and/ or tenure will be evaluated based on the criteria in their department's approved promotion and tenure guidelines appropriately weighted for their workload for the period under review. (Rev. 3/4/08; Rv. 5/2016)

3.1.9 Grades Changes in grade, in most cases, are initiated by the instructor of the course. ~~A change in a permanent grade must also have the approval of the dean of the college where the course is offered if the dean does not approve the change.~~ Occasionally, a change of grade may be initiated by a department chair but only when the course instructor has left the University and cannot be located or is deceased.

4.4.2 Mentoring for Faculty Promotion & Tenure Section added December 2018

4.4.11 Promotion Dossiers **4.4.11 Promotion Dossiers**

It is the individual's responsibility to present the best case for promotion since he or she is most clearly involved in the outcome. It is extremely important that the dossier be well organized and carefully prepared because superfluous or confusing information may obscure more than it enhances one's qualifications and achievements. Unless otherwise noted in the faculty appointment letter, all work in rank, even if conducted at other institutions of higher education, shall be considered for promotion and tenure. It shall be the faculty's responsibility to include evidence of this work in his/her dossier and to clearly identify when and where this work was performed. (Rev. 5/10/07).

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

1. Introductory Material
  - A. Contents and Guidelines
    - A. **Recommendation for Promotion Form**
    - B. A table of contents
    - C. A copy of the University, college, and department promotion and tenure criteria
1. A. Application for Promotion
  - A. Candidate's letter requesting promotion
  - B. A curriculum vitae
  - C. Candidate's statement (optional)
1. A. Two and Four Year Reviews for Faculty Seeking Promotion to Associate Professor
  - A. Reviews conducted by the corresponding department committee
  - B. Reviews or evaluations conducted by the department chair
1. A. Internal Recommendations
  - A. The department committee's recommendation
  - B. The chairperson's recommendation
  - C. College committee's recommendation (if any)
  - D. Dean or director's recommendation or endorsement
  - E. University committee's recommendation
  - F. Any appeal materials (appeals and rebuttals)
1. A. External Recommendations
  1. List of the external reviewers who were nominated by the candidate versus those nominated by the department, and the criteria used to request from specific reviewers
  2. Procedure for choosing external reviewers (See Section 4.4.12)

a. Solicited external evaluations serve as a major indicator of an individual's impact on the profession and are always required for promotion. Although the number may vary by rank and department or division, every dossier must include external reviews solicited by the departmental committee and written by highly qualified individuals with established reputations in the candidate's field. These statements should analyze and evaluate critically the candidate's work and accomplishments during the review period and they should also comment on the candidate's potential for future development.

b. The solicitation of these evaluations must follow these guidelines:

1) A candidate will submit a list of potential reviewers, some of whom will be approached for recommendations. The department committee will suggest additional reviewers. This total list of names will be greater than the total number of letters solicited. Although the candidate must be informed of all potential reviewers and have an opportunity to comment on them, it is the department committee, and not the candidate, that makes the final selection. The final list of names will not be given to the candidate so as to preserve confidentiality of the reviewers.

2) Candidates must not contact potential reviewers about the promotion process at any time.

3) Letters of evaluation will be confidential and external reviewers will not be mentioned by name or affiliation in any recommendations or evaluations. Reviewers may be referred to by number.

4) Each review should be accompanied by the letter requesting the evaluation, a curriculum vita or biographical statement describing the reviewer's credentials, and a statement of relationship to the candidate. Insofar as reasonable and possible, only reviewers without personal ties to the candidate should be selected.

5) If a candidate has collaborative works, it must be clear to the external evaluator what the candidate's contributions were to the finished work. Reviewers must be able to determine whether an individual can execute research in his or her own right.

6) External teaching evaluations should attest to the candidate's pedagogical competence, knowledge of the subject matter, organization and preparation, ability to stimulate intellectual curiosity and willingness to work, innovative capacity, and such.

7) External service evaluations will be required for those GT faculty whose primary contracted area of responsibility is service. The external evaluations can be performed locally, but should be external to the academic unit.

3. Letters of evaluation from peer reviewers together with supporting material. These letters will be numbered sequentially for reference. (Rev. 5/2016)

4.4.12 Added section  
External  
Reviewers

4.4 Promotion and Tenure **Faculty Handbook Section 4.4 Promotion and Tenure**

4.4.11 Career Development of Assistant Professors

There should be a major plan worked out with every new arrival to a unit so that there is an orderly progression to promotion, within a reasonable time. Participation should be offered in a number of activities, and help and assistance given as needed. A coordinated plan of development suited to the academic unit and the candidate concerned should be devised and updated annually. In units that have a considered plan for their members, this progression is worked out in detail with allowance for an orderly development in all of the three categories that are concerned in promotion. Teaching functions and the setting up of courses should take priority. Then a research program should be mounted and, finally, some shouldering of service responsibilities should be undertaken. A new assistant professor should not be heavily laden with service commitments in the first year. The entire commitment should be under the guidance of senior people, or a single designated mentor, who should take an active role in career development.

New Section

4.4.2. Mentoring for Faculty Promotion and Tenure

-

All instructors/assistant professors are entitled to receive formal mentoring to support an orderly and timely progression to promotion. Each Department's and/or College's bylaws should include a formal mentoring protocol using available resources that is regularly appraised and updated for effectiveness. Chairs should consult with each assistant professor (mentee) in their unit to mutually identify a senior faculty mentor other than the chair. The minimum standard is one assigned mentor. The effectiveness of the mentor-mentee pairing should be evaluated by the faculty members at the end of each academic term. The main focus of formal mentoring is to support the mentee's familiarity with departmental and institutional culture, timelines, and interpretation of policies and departmental practices. Formal mentoring begins as early as possible, once a faculty member accepts the position; it becomes especially important surrounding career development opportunities such as workload planning, learning about the cultural

aspects of promotion and appraisal, etc. There should be regular formal meetings of the mentor and mentee, ideally several times a semester but at minimum once per semester. The mentor should be recognized by the chair for this service during appraisal and review.

The need for mentoring for the purpose of career development and promotion does not end after the probationary period. Therefore, each Department's and/or College's bylaws should include formal mentoring protocols to provide advice for Associate Professors to support their advancement and growth.

#### Faculty Handbook 4.4 Promotion and Tenure

##### 4.4.2 Mentoring for Faculty Promotion and Tenure: Adding a Section, Deleting a Section and renumbering

- [4.4.1 Faculty Promotion and Tenure](#)
- [4.4.2 Minimum Standards for Promotion](#) Mentoring for Faculty Promotion and Tenure
- [4.4.3 Candidate's Rights and Responsibilities](#) Minimum Standards for Promotion
- [4.4.4 Statement on Workload](#) Candidate's Rights and Responsibilities
- [4.4.5 Departmental Responsibilities](#) Statement on Workload
- [4.4.6 Promotion Procedures at the College Level](#) Departmental Responsibilities
- [4.4.7 University Committee on Promotions and Tenure](#) Promotion Procedures at the College Level
- [4.4.8 Provost's Review of Promotions](#) University Committee on Promotions and Tenure
- [4.4.9 Promotion Process Schedule](#) Provost's Review of Promotions
- [4.4.10 Promotion Dossiers](#) Promotion Process Schedule
- [4.4.11 Career Development of Assistant Professors](#) Promotion Dossiers
- [4.4.12 Changes in Unit Priorities](#) External Reviewers
- [4.4.13 Tenure](#) Changes in Unit Priorities
- [4.4.14 Stop the Tenure Clock](#) Tenure
- [4.4.15 Statement on Analytics](#) Stop the Tenure Clock
- [4.4.16 Statement on Analytics](#)

4.3.8 Use of Databases in Evaluating Faculty Members Section added

4.3 Workload and Evaluation Added section 4.3.8 Use of Databases in Evaluating Faculty Members

## November 2018

The use of analytics for evaluating faculty must be done judiciously and within the context of the individual's work and field, and must be subordinate to long-accepted standards of peer review. Reviewers shall avoid over-reliance on third-party analytical data in making tenure and promotion decisions. The department/unit must clearly stipulate if, how, or whether analytics are to be used in the promotion process. Furthermore, any data and analytics to which candidates do not have access over the course of the review period cannot be used for evaluating faculty or included in reviews of the dossier. (Rev 3/2018).

4.4 Promotion and Tenure

4.4 Promotion and Tenure

- [4.4.1 Faculty Promotion and Tenure](#)
- [4.4.2 Minimum Standards for Promotion](#)
- [4.4.3 Candidate's Rights and Responsibilities](#)
- [4.4.4 Departmental Responsibilities](#) Statement on Workload
- [4.4.5 Promotion Procedures at the College Level](#) Departmental Responsibilities
- [4.4.6 University Committee on Promotions and Tenure](#) Promotion Procedures at the College Level

- [4.4.7 Provost's Review of Promotions](#) University Committee on Promotions and Tenure
- [4.4.8 Promotion Process Schedule](#) Provost's Review of Promotions
- [4.4.9 Promotion Dossiers](#) Promotion Process Schedule
- [4.4.10 Career Development of Assistant Professors](#) Promotion Dossiers
- [4.4.11 Changes in Unit Priorities](#) Career Development of Assistant Professors
- [4.4.12 Tenure](#) Changes in Unit Priorities
- [4.4.13 Stop the Tenure Clock](#) Tenure
- [4.4.14 Stop the Tenure Clock](#)

#### 4.4.4 ~~Departmental Responsibilities~~ Statement on Workload:

Workload shall be assigned with the expectation that the faculty member will have the opportunity to meet the criteria for satisfactory peer review, contract renewal, and promotion and/or tenure. An individual's assigned workload during the review period shall be considered in the promotion and/or tenure and peer review process in a manner consistent with the approved promotion and/or tenure and peer review criteria written by each department.

Candidates for promotion and/or tenure are required to report their assigned workload as part of their dossier so that all reviewers—including external reviewers—have a clear sense of their workload in the various areas of their effort and can judge their achievements fairly.

#### 1.1 Constitution of the Faculty of the University of Delaware

#### SECTION IV:

The Senate shall consist of the President of the University; ~~the Provost;~~ the Vice President for Research, Scholarship, and Innovation; the Vice President for Student Life; ~~one additional administrator holding a full-time faculty appointment designated by the President and/or the Provost;~~ the Vice Provost for Academic Programs and Planning, the Vice Provost for Research; the Deans of the Colleges; the elected Senate officers; ; the elected faculty senators of the Units; two elected professional librarians; and four elected student senators (two graduate students and two undergraduate students) of the University. Each member of the Senate (hereinafter called a senator) shall have the right to vote. In no case shall the number of non-elected senators exceed twelve ~~twenty percent of the Senate~~. For each upcoming academic year, the Senate office must be notified by August 15 as to the names/positions of those chosen by the President and/or the Provost for that academic year.

#### 3.1.9 Grades

A system of letter grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, L, LW and Z is employed except for those courses approved for Pass/Fail grading. With some restrictions, students may elect the Pass/Fail option for one elective course each semester. Students electing the option are graded with the usual letter grade, but the grade of P is entered into the academic record for any letter grade of D or higher. A cumulative index of 2.0 is required for graduation for undergraduates, and a 3.0 for graduate students. A grade of Z should be given when a student unofficially withdraws from a class (stops attending and fails to complete sufficient graded requirements). For the complete University Grading Policy see: [http://www1.udel.edu/registrar/faculty\\_staff/gradeinfo.html](http://www1.udel.edu/registrar/faculty_staff/gradeinfo.html)

In the seventh week of the semester, each faculty member will be provided with grade rosters indicating the freshmen and first-time undergraduates, other newly matriculated undergraduate students enrolled in his or her classes. Faculty are responsible for reporting a meaningful mid-semester letter grade (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, L, LW or F Z) for each of these students in accordance with the Registrar's Office guidelines. (Rev. 5/6/85; Implemented Fall 1991)

Near the end of the semester, class lists will be provided for each faculty member. On or around the last day of class for the term, grade rosters will be available on-line to faculty members. These ~~lists~~ grade rosters should be checked for completeness and discrepancies reported to the Registrar's Office. Faculty are responsible for reporting a final grade for each student at the end of the semester, in accordance with Registrar's Office guidelines. When a grade of F or Z is recorded for a student, the last date of attendance or date of last graded assignment will be required. In the event that a student fails to complete a course for illness or other reason deemed adequate by the instructor, the grade of I (Incomplete) is may be given. The appropriate catalogs should be consulted concerning the various other grades used at the University.

Changes in grade, in most cases, are initiated by the instructor of the course. A change in a permanent grade must also have the approval of the dean of the college where the course is offered if the dean does not approve the change. Occasionally, a change of grade may be initiated by a department chair but only when the course instructor has left the University and cannot be located or is deceased.

If a student has a grade grievance, the student must follow the specified procedure in the Student Guide to University Policies, "Grade Grievance and Other Related Academic Complaints." In cases where a student has filed a grade complaint under these procedures, the

decision of the ad hoc committee appointed by the Academic Appeals Committee of the Faculty Senate shall be final.

~~The Student Judicial System is mandated to impose an automatic grade of "F" if a student is found guilty of academic dishonesty (Rev.4/81). If a student is responsible for committing an act of academic dishonesty, the faculty may impose a grade penalty. See Section 3.1.5 of this document and the Student Guide to University Policies for more details.~~

Credit toward a baccalaureate degree is given for all courses in which a grade of D- or higher is earned by the student. In graduate programs, courses with grades lower than a C- cannot be counted toward a graduate degree. In both undergraduate and graduate degree programs, all grades are averaged to determine satisfactory completion of degree requirements. (Editorial revision 5/98)

~~Please see also "Delaware's Grading System" in the UD Catalog.~~

### 3.1.13 Student Class Attendance and Excused Absences

By action of the University faculty, the responsibility for defining attendance expectations is left to the individual faculty member, subject to the guidelines given below. Thus it is of great importance that early in each course the instructor make clear to each student what attendance expectations are, and how absences due to "relatively minor" illnesses, as described below, are to be communicated. The use of the syllabus to list attendance expectations and means of communicating about illnesses is recommended. In order to be in compliance with Federal financial aid regulations, the University requests that the instructor of record for each course identify, to the registrar's office, individual students who have never attended class or participated in any class activities by the last day to register or add courses each term.

### Foreword: A Mission Statement for the University

The University of Delaware exists to cultivate learning, develop knowledge, and foster the free exchange of ideas. State-assisted yet privately governed, the University has a strong tradition of distinguished scholarship, which is manifested in its research and creative activities, teaching, and service, in line with its commitment to increasing and disseminating scientific, humanistic, artistic, and social knowledge for the benefit of the larger society. Founded in 1743 and chartered by the state in 1833, the University of Delaware today is a land-grant, sea-grant, space-grant, and urban-grant university.

### 4.4.10 Promotion Process Schedule

~~Appeals are possible at every level (see Section 4.4.3 for more information regarding the appeals process and schedule.) but must be made to the committee or administrator whose decision is being appealed. An intention to appeal must be given to the appropriate body within five working days of notification of the decision. An appeal includes: (1) a letter documenting the basis of the appeal, usually written by the candidate; and (2) a scheduled meeting with the appropriate person or committee. It is strongly recommended that the candidate attend the appeal meeting. Representatives of the candidate can also attend and participate in the appeal meeting. Appeals must be handled within two weeks, except under extenuating circumstances. The University Faculty Senate Committee on Promotions and Tenure will hear no appeals beyond March 1, and the Provost's Office will hear no appeals beyond April 15. Any appeals not heard by these dates must be carried over to the following academic year.~~

#### **Revised text being moved to 4.4.3:**

Appeals are possible at every level, but must be made to the committee or administrator whose decision is being appealed. Appeals are typically made on the grounds of procedural irregularities, the interpretation of evidence in the dossier, or the introduction of new evidence. An intention to appeal must be given to the appropriate body within five working days of notification of the decision. An appeal includes:

(1) a letter documenting the basis of the appeal, usually written by the candidate; and (2) a scheduled meeting with the appropriate person or committee. It is strongly recommended that the candidate attend the appeal meeting. Representatives of the candidate can also attend and participate in the appeal meeting. Appeals must be handled within two weeks, except under extenuating circumstances. The University Faculty Senate Committee on Promotions and Tenure will hear no appeals beyond March 1, and the Provost's Office will hear no appeals beyond April 15. Any appeals not heard by these dates must be carried over to the following academic year.

**February  
2018**

1.3 Standing

Committee  
System of the  
Faculty and its  
Senate

### Diversity and Inclusion

This committee shall review all University policies and practices pertaining to diversity and inclusion in the recruiting and retaining of students and faculty. The committee shall submit an annual report in May evaluating the status of policies and practices, including current data on the recruitment and retention of underrepresented faculty and students. It shall recommend for consideration by the Senate statements of goals, policies, and practices pertaining to (1) the recruitment, retention, promotion, and general well-being of underrepresented faculty; (2) teaching by faculty that contributes to an inclusive, dynamic campus community in which underrepresented populations are welcomed, represented, and engaged; and (3) encouraging faculty research that furthers knowledge of diversity in its many forms. As part of charge (2), the committee will perform the ongoing review of new and revised courses seeking to fulfill the multicultural course requirement. This review will be conducted by a subcommittee of three members selected at the discretion of the chair.

The committee shall consist of ~~five~~ six faculty members who shall serve three-year terms, one of whom shall be appointed chair by the Committee on Committees and Nominations, one graduate student who shall serve a one-year term, and two undergraduates who shall serve one-year terms. The Committee will also consult regularly with the Vice Provost for Diversity in order to ensure open lines of communication between faculty and administration about diversity initiatives on campus. Initial appointments of committee members shall be staggered to ensure continuity on the committee.

1.3 Standing  
Committee  
System of the  
Faculty and its  
Senate

### Library Committee

This committee shall consist of the Vice Provost for Libraries and Museums; one faculty member from each of the several colleges (with the exception of the College of Arts and Sciences which shall have three, one of whom shall be from a discipline in the Humanities); two undergraduate students; ~~and two~~ graduate students; and two elected librarians or members of the library professional staff, who may be the same librarians who serve as elected members of the faculty senate. All members of the Committee are voting members. One of the faculty members shall be appointed chairperson. Meetings of the committee shall be open to all librarians (workload permitting) unless a closed session is deemed necessary by the chairperson or the Vice Provost for Libraries and Museums.

4.1.6 Non-Tenure  
Track Faculty

In the second and fourth year, a full peer review will be conducted. In the sixth year, on the basis of recommendations from the full peer review and chair/director/dean, and with the approval of the provost, individuals will receive either a seventh terminal year appointment or a three-year contract subject to annual review. In the second year of the three-year contract, the chair/director/dean will recommend whether the individual will be afforded a contract of four years in length to begin after the three-year contract. Subject to satisfactory annual evaluations, during the last year of a four-year contract, a fourth full peer review will be conducted. Subject to the recommendation of the peer review and chair/director/dean, and with the approval of the provost, the individual will receive a five-year contract on a "rolling" basis, subject to an annual review. Faculty on five year rolling contracts are subject to the peer evaluation every five years of faculty as defined in the Faculty Handbook. Contract renewal is subject to the notice provisions of the Faculty Handbook, "Terminations and Non-Renewals," (10/13/05), revised 12/09/05. Note that CT faculty members being considered for promotion to Associate Professor or Professor must be externally evaluated (see section 4.4.2).

1.3 Standing  
Committee  
System of the  
Faculty and its  
Senate

### Section 1.3 Standing Committee System of the Faculty and its Senate

#### Academic Priorities and Presidential Advisory Committee

This committee shall provide advice concerning long-term priorities for the University to the sitting Faculty Senate President, and when appropriate, to the Office of the Provost, and to the Office of the President.

This committee is charged with the responsibility of participating in Academic Program Reviews (APRs), which is the function of the Provost Office in conjunction with the Faculty Senate. The Committee shall advise the Provost on all matters pertaining to APR's including the selection of units for review. In May, the Committee will obtain a list, from the Deputy Provost for Academic Affairs, of all programs scheduled for review in the coming year. This committee will maintain a written log of all APR's. This committee will meet at least once a year with the Provost and Deputy Provost to review APR reports for the current year and progress on addressing concerns raised in APR reports from the previous year.

The committee also shall provide historical perspective and recommendations to the Faculty Senate President on matters deemed to be of importance to the Senate, the faculty, or the academic well-being of the University.

This committee shall appoint a replacement for the Past President should a vacancy occur. The replacement will be a former President of the University Faculty Senate.

The committee shall consist of the sitting Senate President, President-Elect, and three to five former Senate Presidents appointed by the Committee on Committees and Nominations. Members shall serve two-year terms, with one former Senate President joining and one leaving each year, if feasible. ~~The sitting Senate President~~ Past President serving on the Faculty Senate Executive Committee will serve as chair of the committee.

The Committee shall meet as least once ~~every month~~ during the fall and spring semester, or more frequently if required. (Rev Feb 2017; Feb 2018)

#### 4.4.15 Stop the Tenure Clock

##### Addition of new Section 4.4.13

The pre-tenure probationary period shall be extended for one year upon a tenure-track faculty member submitting a "Stop the Tenure Clock" electronic web form. This policy applies to tenure-track faculty members who become the parent of a newborn or newly adopted child and is a primary or coequal caregiver of the child or who is granted a leave of absence pursuant to the Family and Medical Leave Act of 1993 for a period of at least one semester. The faculty member will continue to perform faculty duties at full salary. The extension shall take effect upon submission of the "Stop the Tenure Clock" electronic web form by the faculty member to the chair/director. Submission of the "Stop the Tenure Clock" electronic web form must be made within one calendar year of the birth or adoption of the child or of the commencement of the FMLA leave. Apart from the birth or adoption of a child, a tenure-track faculty member may extend the probationary period for any reason approved by the appropriate chair/director and dean, for example illness of the faculty member or of his/her immediate family, but may do so only twice, resulting in no more than two one-year extensions of the probationary period.

A tenure candidate who extends the probationary period under this provision shall be reviewed for promotion and tenure under the same academic standards as a candidate who has not extended the probationary period. The tenure candidate shall not be penalized in any way for requesting and receiving extensions of the probationary period, whether or not the additional time is used.

Extension of the probationary period does not affect the faculty member's right to apply for tenure prior to the terminal year, regardless of time in rank. Stopping the tenure clock for one year postpones any subsequent second-year review, fourth-year review, or eligibility for a junior faculty research leave for one year.

## December 2016

#### 1.2 Bylaws and Regulations of the University Faculty Senate

In accord with Section IV, Article 7, of the Constitution, the Committee on Committees and Nominations, whose composition and charge are prescribed under the Standing Committee document, shall provide for the Senate a slate of nominees at the ~~May~~ April meeting ~~for review by the Faculty Senators before the election at the May meeting.~~ The slate ~~shall~~ should have at least two eligible candidates for each office or position, and the name of any eligible candidate who wants to stand for election shall appear on the slate. Nominations to the slate from the floor are permitted. In the event that there are three or more nominees to an office, and if in the balloting no individual receives a majority, the subsequent ballot will be between the two nominees receiving the highest plurality. The Chair of the Committee on Committees and Nominations and the Faculty Senate Secretary shall oversee the voting including counting the votes and certifying their authenticity. The winners will be announced at the May meeting without specific vote totals; however, such totals shall be provided to nominees upon request to the Chair on the Committee on Committees and Nominations or the Faculty Senate Secretary."

#### 4.1.2 Secondary, Joint, Affiliated, and Visiting Faculty Appointments

~~Effective immediately, all~~ The term Secondary Faculty appointments refers to an academic appointment made to a professional in the same or another department. If the person does not have a core faculty appointment (that is, they are a professional and don't have a faculty appointment to "return to"), then a faculty appointment for them would be "secondary."

The term Joint Faculty appointment ~~will~~ refers to an academic appointment made to someone with a primary academic appointment in another ~~department unit.~~ This joint appointment may be split funded between ~~departments units~~ units or funding might reside entirely in the home (primary) ~~department unit.~~ In other words, if the person has a core faculty appointment, their additional faculty appointments are "joint," whether funded or unfunded. When a joint faculty appointment involves joint funding or workload, a Memorandum of Understanding (MOU) must be created among the units and deans involved. The MOU must specify that the chair/director of the home unit retains the sole responsibility and authority for the annual appraisal and planning process. The MOU should specify how input from the other unit will be obtained prior to decisions on appraisals, merit raises, and promotion and tenure decisions, and it should describe how workload will be assigned. In cases where there is no joint funding or workload assignments, a MOU is encouraged, but not required. Holding a joint appointment shall in no way abridge a faculty member's rights in their home unit.

Affiliated faculty ~~are members of the academic staff who~~ are appointed as members of the academic staff for a limited period of time during the year(s) in which they are actively involved in the teaching and research program of the University. Persons holding appointment as Affiliated (Professor, Associate Professor, Assistant Professor, or Instructor) must make a contribution to the University in the form of teaching, research, or consultation.

Affiliated status is accorded only after the regular academic review and evaluation. Rank is established according to the same criteria as regular faculty, and the unit shall be responsible for determination of initial rank and promotions. Such determinations do not require the approval of the College or University promotion and tenure committees. Affiliated faculty are not eligible for tenure. No stipend is paid unless an additional appointment, such as an adjunct appointment, also exists; terms of appointment are annual only up to three years, and contracts are not automatically renewed.

~~Rank is reviewed annually. Recommendations for promotion do not have to go through the usual committee procedures, but evidence beside a vita sheet should be forwarded to indicate meritorious service (e.g., teaching evaluations if the chief duties are in teaching).~~ Affiliated faculty receive University I.D. cards and have access to the Library; they may purchase parking permits and football tickets at faculty rates. They may not participate in the tuition fee waiver program. Although not members of the University voting faculty, some departments or colleges may give them voting rights in their own units; the practice varies.

Adjunct faculty (Professor, Associate Professor, Assistant Professor, or Instructor) are those persons who teach a course (or courses) at the University on a supplemental ("S") contract and who are not otherwise fulltime faculty of the University. Rev 9/2013

Visiting faculty include individuals, usually faculty, who come from another institution to the University for a specified period of time. The expectation is that these individuals will return to their home institutions at the end of their appointment period at the University of Delaware.

Benefits for visiting faculty include:

- Blue Cross/Blue Shield
- Dental Insurance
- Fee Waiver

University I.D. card which will provide access to all facilities and associated privileges

1.3 Standing Committee System of the Faculty and its Senate

Undergraduate Studies - This committee shall consist of the University Provost or his or her designee; the Associate Provost for Admissions and Financial Aid or his or her designee; the University Registrar or his or her designee; three faculty members from the College of Arts and Science (if feasible, one from natural sciences and mathematics, one from arts and humanities, and one from social and behavioral sciences) and one faculty member from each other undergraduate college, one of whom shall be chairperson; one representative from the Associate in Arts Program, one representative of the Committee on Graduate Studies; and three undergraduate students.

## October 2016

1.3 Standing Committee System of the Faculty and its Senate

### ACADEMIC PRIORITIES REVIEW COMMITTEE:

This committee shall provide direct faculty advice concerning long-term priorities for the University to the Office of the University Provost. The committee will also advise the Office of the University Provost in preparing materials for Middle States Accreditation reviews and updates, which occur on a five-year interval. The committee will be provided with information secured by the Coordinating Committee on Education and other Faculty Senate committees concerning such matters as budgets and programs under review, and it will meet regularly with the University Provost.

This committee shall appoint a replacement for the Past President should a vacancy occur. The replacement will be a Past President of the University Faculty Senate.

The committee shall consist of ~~five~~ eight members, who shall be the present and ~~three most recent~~ six former chairpersons of the Faculty Senate Coordinating Committee on Education and one former winner of the Francis Alison Award. In the event that a former chair of the Coordinating Committee cannot serve, another former Senate ~~officer~~ President may be appointed as a substitute. Members shall serve four-year terms, with one Senate member joining and one leaving each year. The committee will elect its own chair.

(Committee established 9/94)

1.3 Standing Committee

### General Provisions Regarding Committees:



System of the Faculty and its Senate Elections for the standing Committee on Committees and Nominations shall take place at the regular May meeting of the Senate so that this committee is fully constituted on September 1 of each year; and this committee shall prepare its nominations for other committees for action at the following regular May meeting of the Faculty Senate. Officers of the Senate (who with the chair of the Committee on Committees and Nominations form the Executive Committee) shall take office on September 1. Committee members and chairs shall take office on September 1 following their election or appointment. The Faculty Senate Executive Committee may appoint a temporary replacement to serve as a non-voting "Acting Officer" during the period of a vacancy. A replacement for a Past President vacancy may be appointed by the Academic Priorities Review Committee.

1.3 Standing Committee **General Provisions Regarding Committees:**

System of the Faculty and its Senate Elections for the standing Committee on Committees and Nominations shall take place at the regular May meeting of the Senate so that this committee is fully constituted on September 1 of each year; and this committee shall prepare its nominations for other committees for action at the following regular May meeting of the Faculty Senate. Officers of the Senate (who with the chair of the Committee on Committees and Nominations form the Executive Committee) shall take office on ~~September 1~~ July 1. Committee members and chairs shall take office on September 1 following their election or appointment.

1.2 Bylaws and Regulations of the University Faculty Senate Responsibilities and Powers of Officers, Section 12:

1. Responsibilities and Powers of Officers

(in addition to those structured in Article IV of the Constitution)

The President of the Senate shall preside at meetings of the Senate. He or she shall also serve as chairperson and preside at meetings of the Executive Committee (the officers of the Senate). The term of the President and the members of the Executive Committee shall commence on July 1 of the year in which he/she will preside and end June 30. Outgoing and incoming Executive Committees are encouraged to meet during July and August to assure transfer of knowledge.

1.3 Standing Committee COCAN:

System of the Faculty and its Senate The committee shall consist of one member who is elected for a two-year term from and by each Unit as defined in the Constitution of the Faculty, and three Faculty members-at-large, elected for two-year terms by the Faculty Senate. Following this election, the Faculty Senate shall select one of the faculty designees to act as chairperson for a ~~one~~ two-year term and who will also serve as a member of the Executive Committee. If feasible, at least one committee member shall be a senator. (Committee Revised fall 1988)

## September 2016

1.1 Constitution of the Faculty of the University of Delaware

At the first regular May meeting the Senate shall elect a President-Elect, and in alternate years, a Vice President or a Secretary from the full-time voting faculty of the University. The President Elect shall assume the office of President of the Senate in the second year of office. The Vice President shall serve for two years and may ~~not~~ be reelected **for one additional, consecutive two-year term**. The Secretary shall serve for two years and may ~~not~~ be reelected **for one additional, consecutive two-year term**. The Secretary of the Senate shall also serve as Secretary of the University Faculty. (Rev. Fac Sen. 4/25/91; 9/15/97; 2/2003)

## August 2016

3.4 Academic Program Review

**Faculty Handbook Section 3.4 Academic Program Review**

Academic Program Review (APR) is a function of the Office of the Provost in conjunction with the University Faculty Senate and is coordinated by the Deputy Provost for Academic Affairs. It is designed to evaluate the quality, productivity, and the role of each academic unit and program in the fulfillment of the University's mission and strategic goals. (The term "unit" herein refers to an academic department, a college, or a program.) APR serves to encourage self-study and planning within units, to ensure comparability among review reports, and to strengthen the linkages connecting the planning agendas and practices of individual units with those of their colleges and of the University as a whole. Reviews inform budgetary planning decisions at every level of administration.

The Provost and Deans select units for review. Academic units will normally be reviewed at ten year intervals, but this schedule may be accelerated in individual cases at the discretion of the Provost. ~~Wherever possible, APR reviews will be combined with accreditation or other mandated reviews.~~ The Senate Academic Priorities Review Committee will have the opportunity to suggest programs or programmatic areas for review. The Deputy ~~Dean~~ Provost for Academic Affairs coordinates all reviews, working with the unit under review and with the review panel to ensure that the process will be fair, efficient, and effective.

Each review is conducted by a review panel, composed of five members, all from disciplines related to that of the unit under review. ~~The Dean responsible for the unit under review in conjunction with the unit submits names of potential reviewers to the Deputy Provost for Academic Affairs for approval. Four reviewers are selected from the approved list of potential reviewers. The fifth reviewer is a University of Delaware faculty member of another unit and is chosen by the Faculty Senate Committee on Committees and Nominations. The Review Panel members will be selected as follows:~~

- ~~• one University of Delaware member or external member chosen by the Dean of the college whose unit is under review or, in the case of the review of a college, by the Provost~~
- ~~• one University of Delaware member chosen by the Faculty Senate Committee on Committees and Nominations~~
- ~~• one University of Delaware member from the faculty of another unit or external member chosen by the unit under review~~
- ~~• two external members representing the discipline of the unit under review chosen by the Deputy Provost in consultation with the head of the unit and the Dean of the unit's college.~~

Further information on the Academic Program Review process may be obtained [online](#) or from the Office of the Deputy Provost.

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## July 2016

- 4.1.6 Non-Tenure Track Faculty
- Upon successful peer review and contract renewal at the end of the third two-year contract, an Instructor will ~~be promoted to the rank~~ progress to the title of "Senior Associate Instructor".
- Upon successful peer review and contract renewal following the thirteenth-year review, a ~~Senior Associate Instructor will be promoted to the rank~~ progress to the title of "Master Senior Instructor" upon beginning the rolling five-year contract.

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## June 2016

- 4.2.15 Open Access Policy new policy added June 2016

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## May 2016

- 4.1.6 Non-Tenure Track Faculty
- Scope:** The following terms of employment apply to individuals holding primary appointments as full-time, non-tenure track faculty. These policies do not apply to individuals holding part-time, secondary, contingency or adjunct appointments as non-tenure track faculty. These policies do not apply to faculty appointed to tenure track positions.
- Those faculty members of the University of Delaware employed on continuing renewable contracts will be known as Continuing Track (CT) faculty members.
- It is anticipated that, in the future, the focus of appointments will be to hire "tenure track" faculty. Within the context of this primary commitment, non-tenure track faculty will be hired to supplement capacity in programs with special needs that justify these types of appointments.
- Appointments:** Continuing Track or Temporary Non-Tenure Track Faculty: Non-tenure track faculty appointments may be continuing or temporary. They are for a defined term and do not involve a tenure commitment.
- Individuals holding primary appointments as full-time, Continuing ~~non-tenure~~ Track faculty are hired through regular University procedures governing new position approval, recruitment and affirmative

action. Continuing appointments must be supported from recurrent sources of funds. Continuing ~~non-tenure~~ Track faculty are eligible for promotion in academic rank and sabbaticals ~~under the same criteria and procedures that apply to tenure track faculty.~~

Temporary, full-time non-tenure track faculty are hired through University procedures for temporary appointments and are appointed to one-year contracts. Unless specifically approved by the Provost, these appointments are renewable for a maximum of two additional years. An exception to this maximum may be made for research faculty, as described below. Temporary, non-tenure track faculty are not eligible for promotion and sabbaticals. Continuation of the temporary position beyond one year is contingent on availability of funding, departmental needs, and performance, and notice of nonrenewal is not required. (10/13/05)

**Types of Non-tenure Track Faculty:** Continuing Track and temporary non-tenure track faculty may be hired as instructional, clinical, public service or research faculty. The workloads of instructional, clinical, public service, and research non-tenure track faculty are administered by the chairs/directors of the academic programs in which the appointments are made in a manner consistent with University guidelines, approved program procedures and collective bargaining requirements. (Rev. 10/01).

Instructional faculty have responsibilities for scheduled University course instruction and related student advisement as well as for instructional support activities.

Clinical faculty have major responsibilities in clinical supervision and instruction (including, for example, clinical nursing supervision, student teaching, internships, field placements, and practicums) and/or professional practice supervision (including, for example, HRIM and business practices) with the balance of workload involving regularly scheduled instructional and advisement responsibilities as well as related professional and scholarly contributions. CT faculty members who fulfill a special role in a clinical setting where they educate students by means of significant contact with patients may carry the modified title "Clinical [Assistant /Associate] Professor."

Public service faculty have major responsibilities for college- (or departmental/school based-) public service programs (including applied research, technical assistance, and community and professional development training and education) with on-going responsibilities for regularly scheduled undergraduate and/or graduate instruction and advisement, and with the balance of workload involving clinical and professional practice supervision, and related professional and scholarly contributions. CT faculty members who have prior professional practice in industry, business, or public service essential for the faculty role, may carry the modified title "[Assistant/Associate] Professor of Practice."

The aforementioned criteria for assigning the two modified titles "Clinical" and "of Practice" must be assiduously maintained.

Research faculty have major responsibilities for externally-funded and sponsored programs of research. Since the salary of research faculty derives largely or exclusively from grants and contracts, research responsibilities generally constitute all or most of the research faculty's workload. While research faculty do not have ongoing responsibilities for regularly scheduled undergraduate and graduate instruction and advisement, they may supervise undergraduate and graduate students who participate in their research programs. Occasionally, research faculty may participate in scheduled instruction, on a voluntary basis, so long as that participation is consistent with their research responsibilities.

External funding to support the appointment of research faculty must be continuous during the term of an appointment contract. Because appointments are made to fulfill external grant and contract responsibilities, the renewal limit on temporary appointments does not apply; renewals may be approved that are congruent with the terms of external contracts.

**Academic Rank:** Non-tenure track faculty must meet the minimum requirements for the academic rank of "instructor," which generally requires the master's degree or equivalent qualifications in an appropriate field of instruction with evidence of sustained effective teaching ability; for clinical positions, there must also be demonstrated evidence of appropriate practical field experience.

Upon successful peer review and contract renewal at the end of the third two-year contract, an Instructor will be promoted to the rank of "Senior Instructor".

Upon successful peer review and contract renewal following the thirteenth-year review, a Senior Instructor will be promoted to the rank of "Master Instructor" upon beginning the rolling five-year contract.

~~Non-tenure track faculty may hold higher academic ranks and to do so must meet the same criteria for academic rank as is required for tenure track faculty.~~

Continuing Track faculty may hold professorial ranks and are eligible for promotion according to approved departmental/school guidelines.

- Two- and four-year peer reviews should be required for contract renewal of newly-hired CT faculty members.

- Units with CT faculty members must have clearly defined promotion criteria at all ranks for CT faculty as part of their approved Promotion and Tenure document.
- Clear criteria for CT faculty promotion must be included in all college and University Promotion and Tenure documents.

**Term and Contract Renewal:** Individuals appointed as Continuing ~~non-tenure~~ Track faculty (see "Appointments" above) will have a six-year probationary period comprised of three successive two-year appointments, subject to annual review and a recommendation for contract renewal by the chair/director/dean.

In the ~~sixth~~ second and fourth year, a full peer review will be conducted. In the sixth year, and on the basis of recommendations from the full peer review and chair/director/dean, and with the approval of the provost, individuals will receive either a seventh terminal year appointment or a three-year contract subject to annual review. In the second year of the three-year contract, the chair/director/dean will recommend whether the individual will be afforded a contract of four years in length to begin after the three-year contract. Subject to satisfactory annual evaluations, during the last year of a four-year contract, a fourth ~~second~~ full peer review will be conducted. Subject to the recommendation of the peer review and chair/director/dean, and with the approval of the provost, the individual will receive a five-year contract on a "rolling" basis, subject to an annual review. Faculty on five year rolling contracts are subject to the peer evaluation of faculty as defined in the [Faculty Handbook](#). Contract renewal is subject to the notice provisions of the Faculty Handbook, "[Terminations and Non-Renewals](#)." (10/13/05), revised 12/09/05. Note that CT faculty members being considered for promotion to Associate Professor or Professor must be externally evaluated (see section 4.4.2).

Individuals hired on full-time temporary appointments who are appointed subsequently as primary, full-time, Continuing ~~non-tenure~~ Track faculty will have their previous time of service counted in the computation of subsequent contract renewal periods. No individual will receive a three- or five-year "rolling" contract without a full peer review.

In the event of an unsatisfactory annual evaluation during the term of a multi-year contract, a full peer review may be conducted. If a peer review confirms the unsatisfactory performance set forth in the annual evaluation, the individual will receive one full year's notice in writing of contract termination (see "[Terminations and Non-Renewals](#)" in the Faculty Handbook).

In the event of programmatic and/or budgetary reductions, individuals serving on multiple year contracts will receive one full year's notice in writing of contract termination (see "[Terminations and Non-Renewals](#)" in the Faculty Handbook).

**Sabbaticals:** Faculty appointed as Continuing ~~non-tenure~~ Track faculty (see "Appointments" above) are eligible for sabbaticals at the end of the sixth year of appointment if their appointment is renewed for a three-year appointment (as stipulated in "Term and Contract Renewal" above) and with review and approval through regular University procedures. Continuing Track faculty are eligible for subsequent sabbaticals on the same schedule as tenure-track faculty.

**Merit Pay:** Merit pay for non-tenure track faculty will be awarded on a basis consistent with the written workload agreement for such faculty. The annual evaluation of performance for purposes of merit pay will be consistent with the applicable department/college promotion and tenure criteria.

**Peer Reviews:** Peer reviews shall be consistent with the applicable department/college promotion ~~and tenure~~ criteria and consistent with the written workload agreement for each non-tenure track faculty member.

**Career Development and Salary Adjustments:** Salary adjustments for Continuing ~~non-tenure~~ Track faculty parallel to promotional increments for associate professors are made upon contract renewal for three years at the end of the initial six-year probationary period and parallel to the promotional increment for full professors at the start of the first five- year "rolling" contract. However, individuals holding primary appointments as full-time, Continuing ~~non-tenure~~ Track faculty (see "Appointments" above) will not be awarded promotional increments should there be a change in their academic rank. (Policy added in entirety 8/96, Vice President for Administration to reflect Collective Bargaining Agreement; revised 5/00 Vice President for Administration in consultation with AAUP; editorial correction 8/00.)

#### 4.4.4

##### Candidate's Rights and Responsibilities

##### Paragraph 2:

A faculty member has the right to apply for promotion in any academic year (subject to the "Promotion Process Schedule"). However, tenure-track faculty in their terminal year may not apply for promotion. ~~Time in rank is not a criterion for promotion.~~ Candidates must compile a record sufficient to warrant promotion prior to starting this process. Each candidate will submit a promotion dossier to the department in accordance with the "Promotion Process Schedule." This dossier is the basis of promotion decisions and it is the responsibility of the candidate to prepare an organized and cogent dossier, representing the case for promotion as well as possible. The organization of the dossier is described in "Promotion Dossiers."

##### Paragraph 6:

Other than letters from solicited peer reviewers and those individuals in the promotion ladder shown above, only materials approved by the candidate may be added to the dossier after its submission by the candidate. These materials might be recent publications or journal acceptances and may be added to the dossier at any time during the promotion process. Candidates must document by means of a dated cover note as having given specific permission for any additions to the dossier after the September 1 submission deadline.

4.4.1 Faculty  
Promotion and  
Tenure

paragraph 3:

Departmental documents should also include the procedure for choosing the departmental promotion and tenure committee and should specify required levels of achievement for each rank, such as excellence in research or teaching or in both. ~~Appropriate modes of scholarly publication may also be specified.~~ Faculty candidates for promotion and/or tenure will be evaluated based on the criteria in their department's approved promotion and tenure guidelines appropriately weighted for their workload for the period under review. (Rev. 3/4/08)

4.4.11  
Promotion  
Dossiers

Attachment 1

**4.4.9 Promotion Dossiers**

It is the individual's responsibility to present the best case for promotion since he or she is most clearly involved in the outcome. It is extremely important that the dossier be well organized and carefully prepared because superfluous or confusing information may obscure more than it enhances one's qualifications and achievements. Unless otherwise noted in the faculty appointment letter, all work in rank, even if conducted at other institutions of higher education, shall be considered for promotion and tenure. It shall be the faculty's responsibility to include evidence of this work in his/her dossier and to clearly identify when and where this work was performed. (Rev. 5/10/07).

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

I. Introductory Material

- Contents and Guidelines

1. Recommendation for Promotion Form

2. A table of contents

3. A copy of the University, college, and department promotion and tenure criteria

B. Application for Promotion

1. Candidate's letter requesting promotion

2. A curriculum vitae

3. Candidate's statement (optional)

C. Two and Four Year Reviews for Faculty Seeking Promotion to Associate Professor

1. Reviews conducted by the corresponding department committee

2. Reviews or evaluations conducted by the department chair

D. Internal Recommendations

1. The department committee's recommendation

2. The chairperson's recommendation

3. College committee's recommendation (if any)

4. Dean or director's recommendation or endorsement

5. University committee's recommendation

6. Any appeal materials (appeals and rebuttals)

E. External Recommendations

1. List of the external reviewers who were nominated by the candidate versus those nominated by the department, and the criteria used to request from specific reviewers

2. Procedure for choosing external reviewers

a. Solicited peer external evaluations serve as a major indicator of an individual's impact on the profession, (These evaluations will appear in the dossier under I.E.1.) and These peer evaluations are always required for promotion. Although the number may vary by rank and department or division, every dossier must include outside peer external reviews solicited by the departmental committee and written by highly qualified individuals with established reputations in the candidate's field. These statements should analyze and evaluate critically

the candidate's work and accomplishments during the review period and they should also comment on the candidate's potential for future development.

b. The solicitation of these evaluations must follow these guidelines:

1. A candidate will submit a list of potential reviewers, some of whom will be approached for recommendations. The department committee will suggest additional reviewers. This total list of names will be greater than the total number of letters solicited. Although the candidate must be informed of all potential reviewers and have an opportunity to comment on them, it is the department committee, and not the candidate, that makes the final selection. The final list of names will not be given to the candidate so as to preserve confidentiality of the reviewers.

2. Candidates must not contact potential reviewers about the promotion process at any time.

3. Letters of evaluation will be confidential and ~~peer-external~~ reviewers will not be mentioned by name or affiliation in any recommendations or evaluations. Reviewers may be referred to by number.

4. Each ~~peer-external~~ review should be accompanied by the letter requesting the evaluation, a curriculum vita or biographical statement describing the reviewer's credentials, and a statement of relationship to the candidate. Insofar as reasonable and possible, only reviewers without personal ties to the candidate should be selected.

5. If a candidate has collaborative works, it must be clear to the ~~peer-external~~ evaluator what the candidate's contributions were to the finished work. Reviewers must be able to determine whether an individual can execute research in his or her own right.

6. ~~External teaching evaluations that should attest to the candidate's pedagogical competence, knowledge of the subject matter, organization and preparation, ability to stimulate intellectual curiosity and willingness to work, innovative capacity, and such. These evaluations will be solicited by the departmental Promotion and Tenure committee.~~

7. External service evaluations will be required for those CT faculty whose primary contracted area of responsibility is service. The external evaluations can be performed locally, but should be external to the academic unit

3. Letters of evaluation from ~~peer-external~~ reviewers together with supporting material. These letters will be numbered sequentially for reference.

## II. Evidential Materials

### A. Teaching

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

~~Peer evaluations that attest to the candidate's pedagogical competence, knowledge of the subject matter, organization and preparation, ability to stimulate intellectual curiosity and willingness to work, innovative capacity, and such. These evaluations will be solicited by the departmental Promotion and Tenure committee.~~

1. Student evaluations, properly tabulated and summarized. The procedures used in administering the evaluations should also be described. Where available comparable departmental evaluations and past measures of the candidate's performance should be provided. (Note: Student evaluations should only be used in conjunction with other indicators to measure teaching competence, not just popularity. The type and size of courses should be taken into account).

2. Samples of student comments from student evaluations. The means by which these samples were selected should be provided.

3. Testimonials from a selection of former and current undergraduate and graduate students. The procedures for drawing the sample should be clearly described.

4. Course portfolio evaluation

5. Student performance in later sequential courses

6. Standardized test scores

7. Self-evaluation

8. Long-term follow-up of students

9. ~~In-person classroom observation and evaluation in courses taught by the candidate, done by university faculty and/or staff (such as from the Center for Teaching & Assessment of Learning), chosen for their pedagogical expertise.~~

10. Teaching awards (e.g., Faculty Senate Excellence in Teaching)

### B. Scholarship

~~1. Solicited peer evaluations serve as a major indicator of an individual's impact on the profession. (These evaluations will appear in the dossier under I.E.1.)~~

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

The solicitation of these evaluations must follow these guidelines:

a. A candidate will submit a list of potential reviewers, some of whom will be approached for recommendations. The department committee will suggest additional reviewers. This total list of names will be greater than the total number of letters solicited. Although the candidate must be informed of all potential reviewers and have an opportunity to comment on them, it is the department committee, and not the candidate, that makes the final selection. The final list of names will not be given to the candidate so as to preserve confidentiality of the reviewers.

b. Candidates must not contact potential reviewers about the promotion process at any time.

c. Letters of evaluation will be confidential and peer reviewers will not be mentioned by name or affiliation in any recommendations or evaluations. Reviewers may be referred to by number.

d. Each peer review should be accompanied by the letter requesting the evaluation, a curriculum vita or biographical statement describing the reviewer's credentials, and a statement of relationship to the candidate. Insofar as reasonable and possible, only reviewers without personal ties to the candidate should be selected.

e. If a candidate has collaborative works, it must be clear to the peer evaluator what the candidate's contributions were to the finished work. Reviewers must be able to determine whether an individual can execute research in his or her own right.

1. Evidence of scholarly attainment including:

a. Published Materials. Books, refereed and other articles, conference proceedings, works of art, recordings, and other permanent additions to the candidate's field are to be listed in the dossier. For all of these works, the candidate should make clear the extent to which the work has been peer reviewed. For collaborative works, the candidate's contributions (e.g., percent effort, specific activities performed, etc.) should be clearly indicated. Different fields have entirely different traditions that determine the order of names associated with these works (e.g., alphabetically or by seniority) and the significance of the order of the names should be clearly stated in the dossier. The rationale for the choice of journals chosen for publishing one's work should be clearly indicated, as well as the level to which the works have contributed to the field.

b. Awards and prizes.

c. Lectures/presentations/performances at other institutions or conferences, specifying if these were local, national, or international, and whether they were peer-reviewed or not.

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

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

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

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

f. Prestigious Grants. The acquisition of research or other grants, such as Guggenheim or NSF awards, is obviously a testimony to a person's competence and reputation and should be described in the dossier. The candidate's contribution, and the funds coming to the candidate, should be clearly indicated, especially in projects with multiple principal investigators.

g. Reviews of Published Materials, Performance, or Exhibits.

h. Unpublished Material. Unpublished material may in some circumstances be an important indicator of a candidate's competence and achievements. Its evaluation, however, must be especially thoughtful. In particular, if it is to be a formal part of the dossier, it should be sent to outside reviewers for a critical assessment of its merits. The comments are meant to apply to unpublished manuscripts

as well as so-called "in house" publications, such as research reports that are not subject to an external review process.

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

#### C. Service

Service includes innumerable types of activities rendered for the benefit of the department, college, university, community, profession, or nation. Willingness to undertake such work and competence in performing it are taken into account in the promotion process. Evaluating service is difficult. Promotion and tenure committees need to know when there has been an outstanding level of service that has taken appreciable effort or service that has been done in some way that can be noted as excellent. Other than that, the main concern is that a person has fulfilled his or her service commitment under the criteria of the academic unit concerned and that the unit is satisfied. Administrative responsibilities can be considered as part of the service component, but they may not be used as a substitute for accomplishment in a scholarly discipline.

#### 4.4.10 Promotion Process Schedule

The time schedule for the promotion process is shown below. Whenever possible, these deadlines should be anticipated and dossiers forwarded (with recommendations) at an earlier date. (Note: Candidates can be required by department policy to submit dossiers before September 1.)

~~15 March~~ 30 April

Candidate notifies chair of intention to apply for promotion in writing. Departmental Promotion and Tenure Committee begins the process of soliciting peer evaluations.

1 September

Dossier to Department Committee and Chairperson.

1 October

Department's recommendation to the Chairperson.

15 October

Chairperson's recommendation to the College Committee and Dean.

1 December

College Committee's recommendation to the Dean.

2 January

Dean's recommendation to the University Promotions and Tenure Committee.

15 February

University Promotions and Tenure Committee recommendations to Provost.

~~28 February~~ 15 March

Provost's recommendations.

Appeals are possible at every level, but must be made to the committee or administrator whose decision is being appealed. An intention to appeal must be given to the appropriate body within five working days of notification of the decision. An appeal includes: (1) a letter documenting the basis of the appeal, usually written by the candidate; and (2) a scheduled meeting with the appropriate person or committee. It is strongly recommended that the candidate attend the appeal meeting. Representatives of the candidate can also attend and participate in the appeal meeting. Appeals must be handled within two weeks, except under extenuating circumstances. The University Faculty Senate Committee on Promotions and Tenure will hear no appeals beyond March 1, and the Provost's Office will hear no appeals beyond April 15. Any appeals not heard by these dates must be carried over to the following academic year. (Rev. Fac. Sen 2/98)

#### 1.3 Standing Committee System of the Faculty and its Senate

Education, Coordinating Committee

This committee shall ~~oversee be a continuing center for over~~viewing the broad educational affairs of the University; ~~for providing in a larger context and will provide liaison and coordination among the various educational committees of the Senate and the Office of the Provost. for the~~ It will examine ~~ation and preparation of educational proposals; and for providing liaison and coordination among the following enumerated educational committees; presented by other Senate committees and will provide leadership for University level educational initiatives, which may include initiating proposals to be considered by the Senate~~1. It shall survey academic ~~impacts~~, weaknesses and strengths. It will help formulate and assess educational policies and practices ~~and make recommendations~~. Mindful of Trustee and Administrative responsibility for the University's fiscal affairs, and at the same time recognizing budgetary matters as a main instrument of academic development, this committee is ~~authorized to confer with the Provost concerning the establishment of academic priorities and their implementation, and such other related budgetary matters as may arise. It will consult with the~~



Senate Budget Committee to assess the financial impact of academic proposals and initiatives as appropriate.

1.3 Standing  
Committee  
System of the  
Faculty and its  
Senate

Library Committee

This committee shall consist of the Vice Provost for Libraries and Museums; one faculty member from each of the several colleges (with the exception of the College of Arts and Sciences which shall have ~~two three~~, one of whom shall be from a discipline in the Humanities); ~~one two~~ undergraduate students; and ~~one two~~ graduate students. All members of the Committee are voting members. One of the faculty members shall be appointed chairperson. The primary roles of the committee are to advise the Vice Provost for Libraries and Museums on both the needs and foci of the academic community and to provide feedback on the libraries' current and proposed activities. An important secondary role is to advise the Faculty Senate on policies and practices that relate to the libraries. (Rev 3/2016)

4.4.3 Minimum  
Standards for  
Promotion

**4.4.2 Minimum Standards for Promotion**

Since the mission of the University encompasses teaching, scholarship and service, faculty members should strive for excellence in all three areas. Scholarship, whether in the form of research, publication, professional development, artistic creativity, or scholarship related to teaching or service is a significant part of each person's contribution to the academic community. Everyone must pursue some form of scholarly activity. How this work is made available to other scholars obviously depends upon the particular discipline, but promotion requires evidence that significant achievements have been and will continue to be made. (Rev. 3/4/08)

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

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

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

4.4.2.1 Promotion on the Tenure Track

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

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

**Professor, with tenure:** This rank is reserved for individuals who have established reputations in their fields and whose contributions to their profession and the University's mission are excellent. There should be unmistakable evidence of significant development and achievement in teaching, scholarship and service since the last promotion. Once again, the candidate's claim to have met these requirements must be thoroughly and completely documented by outside peer evaluations and other materials.

~~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.~~

4.4.2.2 Promotion on the Continuing Track: Faculty on the continuing track have a specific contracted primary area of responsibility (teaching, research or service). Promotion of CT faculty,

members is to be based on excellence in one role, aligned with the preponderance of workload during the period at current rank. For promotion, CT faculty members will need to demonstrate at least high quality performance in other areas presented in their workload.

Assistant Professor (CT): Apart from earning the doctorate or other appropriate terminal degree, the requirement for appointment as assistant professor is the demonstrated ability to achieve excellence in the primary contracted area of responsibility, with the determination to make positive contributions to the other areas. For appointment to this rank, past achievements must provide evidence of potential for future growth and accomplishment in the contracted areas of responsibility.

Associate Professor (CT): For CT faculty seeking promotion to associate professor, the individual must show excellence in the primary contracted area of responsibility. There should be unmistakable evidence that the individual has progressed in the primary contracted area of responsibility during the time as an assistant professor, and that the applicant will, continue to make significant contributions. A merely satisfactory or adequate record in the primary contracted area of responsibility as an assistant professor is not sufficient to warrant promotion. There must be clear indications, based on convincing evidence and external evaluations, that the candidate has attained high levels of accomplishment in the primary contracted area of responsibility, and has also significantly contributed to the other area(s). When the predominant role is teaching or service, appropriate external evaluations can be performed locally, but should be external to the academic unit.

Professor (CT): The rank of professor is reserved for truly outstanding individuals who demonstrate a reputation in the primary contracted area of responsibility, and significant, high-level contributions in the other area(s) since the last promotion. Demonstration of reputation generally requires strong evidence of significant levels of scholarship in the primary contracted area of responsibility. The candidate's claim to have met these requirements must be thoroughly and completely demonstrated by external evaluations and convincing evidence. When the predominant role is teaching or service, appropriate external evaluations can be performed locally, but should be external to the academic unit.

1.2 Bylaws and Regulations of the University Faculty Senate

Changed Section V, Regular Meetings. Changes underlined

V. Regular Meetings

The Senate ordinarily shall hold its regular meetings in September, October, November, December, February, March, April, and May on the first Monday during which classes for the regular fall or spring semesters are in session. The Faculty Senate Committee on Rules shall prepare in the spring semester a list of the dates for the following academic year and introduce them on the May Senate agenda for formal approval. There may be times when changing these meeting dates is required or preferable after they are set the preceding May, due to inclement weather or other unforeseen circumstances. In these cases, the Faculty Senate Executive Committee shall, by majority vote, determine the alternative date and promptly inform the Senators and the Committee on Rules.

Regular meetings of the Senate shall convene at 4 pm unless otherwise designated. Votes in the Senate for regular business are decided by a simple majority of those voting yes or no. For a motion to change the Bylaws, changes requiring two-thirds are decided by a two-thirds majority of those voting yes or no. (Rev. 2/2015)

## March 2016

Section 2: Academic Program Organization

New section added to Faculty Handbook: 2.6 Conduct of Administrative Searches (3/2016).

1.3 Standing Committee System of the Faculty and its Senate

Library Committee:

This committee shall consist of the ~~Director of~~ Vice Provost for Libraries and Museums; one faculty member from each of the several colleges (with the exception of the College of Arts and Sciences which shall have two, one of whom shall be from a discipline in the Humanities); one undergraduate student; and one graduate student. All members of the Committee are voting members. One of the faculty members shall be appointed chairperson. ~~It shall serve as a focus for advising the Director and the faculty or its Senate as to policies and practices regarding the University libraries. The primary roles of the committee are to advise the Vice Provost for Libraries and Museums on both the needs and foci of the academic community and to provide feedback on the libraries' current and proposed activities. An~~

important secondary role is to advise the Faculty Senate on policies and practices that relate to the libraries.

## February 2016

1.2 Bylaws and Regulations of the University Faculty Senate

The Senate shall hold its regular meetings in September, October, November, December, February, March, April and May on the first Monday during which classes for the regular fall or spring semester are in session, on the first Monday of each month during the academic year. Regular meetings of the Senate shall convene at 4 pm unless otherwise designated. Votes in the Senate for regular business are decided by a simple majority of those voting yes or no. For a motion to change the Bylaws, changes requiring two-thirds are decided by a two-thirds majority of those voting yes or no. (Rev. 2/2015; 4/2014)

## December 2015

1.3 Standing Committee System of the Faculty and its Senate

This Committee shall review all University policies and practices pertaining to diversity and affirmative action-inclusion in the recruiting and retaining of students, staff and faculty. The committee shall submit an annual report in May evaluating the status of policies and practices, including current data on the recruitment and retention of underrepresented faculty and students. It shall recommend for consideration by the Senate statements of goals, policies and practices pertaining to (1) the recruitment, retention, promotion, and general well-being of underrepresented faculty; (2) teaching by faculty that contributes to an inclusive, dynamic campus community in which underrepresented populations are welcomed, represented, and engaged; and (3) encouraging faculty research that furthers knowledge of diversity in its many forms. ~~for consideration by the University community and the Senate whenever changes in these functions are needed.~~

The committee shall consist of five faculty members who shall serve three-year terms, one of whom shall be appointed chair by the Committee on Committees and Nominations, one graduate student who shall serve a one-year term, and two undergraduates who shall serve one-year terms, and the Vice President for Administration or his/her designee. The Committee will also consult regularly with the Vice Provost for Diversity in order to ensure open lines of communication between faculty and administration about diversity initiatives on campus. Initial appointments shall be staggered to ensure continuity on the committee.

## October 2015

1.3 Standing Committee System of the Faculty and its Senate

The Committee shall consist of a chairperson, three faculty members from the College of Arts and Science (if feasible, one from natural sciences and mathematics, one from arts and humanities, and one from social and behavioral sciences) and one representative from each other college offering a graduate program, serving for three-year terms to be arranged in sequence such that the terms of no more than four members shall expire in any academic year. In addition, there shall be two ex officio members, the Associate Provost for Graduate and Professional Education Studies and the Director of the University Library. There shall be two graduate student members appointed. In the absence of a duly constituted graduate student government, the Committee on Graduate Studies shall have the responsibility of arranging the election of graduate student senators. Members as they retire from the Committee shall be replaced by members with the new period of tenure.

1.3 Standing Committee System of the Faculty and its Senate

### 1.3 Standing Committee System of the Faculty and its Senate Promotions and Tenure, Committee on (3rd paragraph)

This committee shall consist of four tenured professors, ~~and~~ two tenured associate professors, and one Continuing Track faculty member at the rank of associate professor or higher. The Continuing Track faculty member will be fully involved in deliberations and voting on all matters pertaining to Continuing Track faculty. Two of these six tenured faculty members shall be from the College of Arts and Sciences. At least one member of the committee shall be a woman and at least one member shall be a man. No administrative officers (including department chairs) should be appointed to serve on this committee.

1.3 Standing Committee

Section deleted:

System of the Faculty and its Senate

~~RETIRING, RETIRED AND EMERITI FACULTY SUBCOMMITTEE~~  
(subcommittee of the Committee on Faculty Welfare and Privileges)

~~This subcommittee is charged with examining University policy and making recommendations with regard to the welfare and privileges of retiring, retired, and emeriti faculty, and it shall report to and through the Committee on Faculty Welfare and Privileges to the Faculty Senate.~~

~~Members of the subcommittee shall be selected by the Committee on Committees and Nominations and shall be confirmed by the Faculty Senate. The subcommittee shall consist of two tenured faculty members, one of whom is a member of the Committee on Faculty Welfare and Privileges and two members who have retired from the faculty of the University. The subcommittee shall select its own chair, but for convenience, the chair of the Committee on Faculty Welfare and Privileges may designate one member as acting chair to call the first meeting of the subcommittee each academic year. Members of the subcommittee shall serve for two year terms; the Committee on Committees is empowered to adjust the initial terms of appointment so that one half of the subcommittee members are replaced each year.~~

~~(Rev. 9/82; 5/2015)~~

1.3 Standing Committee System of the Faculty and its Senate

This committee shall annually canvass the faculty for individual faculty member's interest in serving on committees, and may employ the members of the Senate to conduct the canvass on a personal basis. The willingness of nominees to serve on committees shall be ascertained before their names are submitted for action. The committee in preparing nominations shall have regard for equitable distribution with respect to academic ranks and with respect to disciplines and academic units of the University. The committee will strive for diversity in committee staffing, with special emphasis on assuring diversity in those committees that may handle student or faculty personnel matters. The committee ~~and~~ may consult with Deans and Department Chairpersons concerning workloads of faculty members, ~~and. The committee~~ may otherwise consult with the President and other appropriate members of the University Community regarding its nominations. To ensure adequate information-flow between the Faculty Senate and the faculty committees the Committee on Committees and Nominations shall take care that Senators are adequately distributed over the family of committees with appropriate memberships therein. It shall designate one of the faculty appointed to the Committee on Student Life to serve also as a member of the Council on Judicial Affairs. The committee's nominations shall specify committee chairpersons.

4.4.14 Tenure

An untenured faculty member who becomes the parent of a newborn or newly adopted child may choose to take a one-year extension of the pre-tenure probationary period for each child, up to a maximum of two years. The notification for such an extension should be made in the year in which the faculty member becomes a parent or adopts a child. The pre-tenure probationary period shall be extended for one year upon a tenure-track faculty member submitting a "Stop the Tenure Clock" electronic Web form. extension shall be granted upon written notification to the department chair or program director, with notification to That form automatically notifies the Dean of the College and the Office of the University Provost. The extension takes effect upon submission of the Web form. Faculty who choose this option must indicate in writing that they have done so in their dossier.

(Rev. 10/7/91, 11/20/08, 1/28/15)

4.1.14.3 Parental Leave

The University of Delaware recognizes the importance of having a ~~maternity-parental~~ leave policy, ~~which that~~ helps all faculty balance the responsibilities of work and parenthood. The University of Delaware encourages faculty to develop a dialogue with their chairs/directors so that their career paths can be maintained while assuming the added responsibilities of parenthood.

It is the policy of the University to comply with the Family and Medical Leave Act (FMLA) of 1993, which grants an eligible employee up to a total of 12 workweeks of unpaid leave in any 12-month period for certain circumstances. The following ~~Maternity-Parental~~ Leave policy sets forth the options that are available to faculty. An eligible employee is entitled to up to a total of 12 workweeks of ~~maternity-parental~~ leave during a 12-month period for the birth or placement of a child for adoption or foster care. Due to the academic calendar, faculty may receive unpaid FMLA leave for an entire semester. This ~~maternity-parental~~ leave will count against the employee's total family and medical leave entitlement of 12 weeks in any 12month period.

Faculty may have time off with pay if they are physically unable to work due to pregnancy, childbirth, miscarriage, abortion, or other related medical conditions. The University reserves the right to require a doctor's certification at any time for periods longer than six weeks.

If possible, faculty requesting time off for reasons associated with childbirth must notify their supervisor three months prior to the anticipated date of the leave. Faculty members are encouraged to follow professional advice concerning the length of time worked during pregnancy and the appropriate time to resume work after childbirth or related medical conditions. (Rev. 3/15/01, Office of Labor Relations through AAUP contract negotiations).

The University and the AAUP also recognize that childbirth and adoption can affect the teaching and service availability of a faculty member. Department chairpersons and faculty members must develop

workload options that meet department and individual needs immediately following the birth or adoption of a child under the age of five by the faculty member. If the faculty member is the primary caregiver, he or she will be granted a one semester administered load that allows a choice of either partial or full relief from teaching and service during the semester of the birth or the adoption of a child under the age of five by the faculty member or immediately following the birth or adoption. (Rev. 9/2012) The ~~Vice President for Administration and~~ Provost or designee and the AAUP Contract Maintenance Officer are available to discuss such options with faculty and department chairs. (~~20052013-2008-2016~~ Collective Bargaining Agreement between the University and the AAUP, Article 9.416).

#### 4.1.14.3 4.1.14.3 Parental Leave

##### Parental Leave

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## June 2015

#### 1.2 Bylaws and Regulations of the University Faculty Senate 4. Changes in Bylaws, Rules and Regulations

1.2 Bylaws and Regulations of the University Faculty Senate

The Bylaws of the Senate may be adopted, amended, or repealed at any duly called meeting of the Senate by an affirmative vote of two-thirds of those present voting yes or no, provided that due notice has been given of such proposed changes in the Bylaws. The rules and regulations of the Senate may be adopted, amended, or repealed at any duly called meeting of the Senate by an affirmative vote of a majority of those present voting yes or no, provided that due notice has been given of such proposed changes in the rules and regulations. (Rev. fall 2012)

#### 5. Regular Meetings

The Senate shall hold its regular meetings on the first Monday of each month during the academic year. Regular meetings of the Senate shall convene at 4 pm unless otherwise designated. Votes in the Senate for regular business are decided by a simple majority of those voting yes or no. For a motion to change the Bylaws, changes requiring two-thirds are decided by a two-thirds majority of those voting yes or no.

## January 2015

1.3 Standing Committee System of the Faculty and its Senate

Revision to FWP Termination and Complaint document.

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## September 2014

1.3 Standing Committee System of the Faculty and its Senate

Addition of Budget Committee

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## April 2014

4.2.7 Consulting and Other Outside Employment

Teaching and ~~teaching-related other course-type~~ activities **for remuneration that are undertaken for an institution, organization or entity other than the University, such as serving as the instructor or developer of a traditional or online course offered by an institution, organization or entity other than the University**, outside the University require the approval of the faculty member's department chair and dean, and the Provost ~~and the President~~. Because of the possibility of conflict with University Professional and Continuing Studies programs, the department chairperson or the dean should consult with the Director of Professional and Continuing Studies before any arrangements are contemplated. (Rev. 3/2014)

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## March 2014

3.1.7 Class Meetings/Size

Class meeting hours at the University of Delaware follow the normal standards adopted by most colleges and universities. For a three credit **course meeting three times a week (e.g., on Monday-Wednesday-Friday), there typically will be three, 50 minute weekly meetings for a minimum of 39 scheduled class meetings during the fall and spring terms (40 or 41 class meetings are normally scheduled). For a three credit course meeting twice a week (e.g., on Tuesday-Thursday), there typically will be two, 75 minute weekly meetings for a minimum of 26 scheduled class meetings (27 or 28 class meetings are normally scheduled).** ~~class, this is typically three, 50 minute weekly meetings on a Monday-Wednesday-Friday sequence for a minimum of 41 class meetings during the fall and spring terms. Three credit classes meeting on the Tuesday-Thursday sequence will meet for 75 minutes for a minimum of 27 class meetings.~~ Courses for other than 3 credit hours should likewise meet for the equivalent of 50 minutes per credit hour per semester week. ~~Classes~~ Courses with laboratory components grant one credit for every two **or three** hours of laboratory work per week. Class meeting time during the winter and summer sessions should be equivalent to that scheduled in **the fall and spring** ~~other~~ academic terms. (Rev. 3/2014)

4.1.2 Secondary, Joint, Affiliated, and Visiting Faculty Appointments

added  
 ...**Adjunct faculty (Professor, Associate Professor, Assistant Professor, or Instructor) are those persons who teach a course (or courses) at the University on a supplemental ("S") contract and who are not otherwise fulltime faculty of the University. Rev. 9/2013**

4.4.13 Changes in Unit Priorities

When departments and colleges change priorities (e.g., development of a graduate program, reorientation of the direction of departmental teaching at all levels) there are faculty members hired when their departments had one set of priorities that are now at some disadvantage because of the change. Departments have clear obligations to recognize such situations and to provide such faculty members with both the time and the resources to accommodate themselves to the new priorities. Those faculty **who are candidates for promotion and/or tenure** during the probationary period prior to the granting of tenure have the right to be reviewed under the policy and procedure in force at the time of hiring, rather than under any revised policy or procedure subsequently adopted. Any candidate for tenure who wishes to be considered under the policy and procedure in force at the time of hiring must do so by informing the Department Chair of his or her desire at the time of the initial written application for promotion. **Faculty who are candidates for a promotion subsequent to the granting of tenure and/or promotion during the probationary period shall be reviewed under the policy and procedure in force at the time they declare such candidacy for promotion.** (Revised by the Faculty Senate 4/7/80; Approved by the Board of Trustees 12/10/80; Revised by the Faculty Senate 4/97, 2/98 9/14/98.) **Rev. 4/2013**

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## January 2014

4.1.2 Secondary, Joint, Affiliated, and Visiting Faculty Appointments

The term "adjunct" has been changed to "affiliated." (Rev. Jan. 2014)

## September 2013

3.4 Academic Program  
Review

Title change: Vice Provost for Academic Affairs & International Programs changed to  
Deputy Provost

## May 2013

1.2 Bylaws and  
Regulations of  
the University  
Faculty Senate

Section IV - Changes in Bylaws, Rules and Regulations - revised. Old version:

The rules and regulations of the Senate may be changed at any regular meeting of the Senate by a two thirds vote of those present and voting, provided that due notice has been given in the call that the proposed changes in the rules and regulations are to be considered.  
(Rev. fall 1988)

3.1.14 Use of  
Innovative  
Technology  
and Online  
Course  
Formats

Section 3.1.14 name change; was: Use of Distance Learning Course Formats

Section 3.1.14 content change; was:

The University of Delaware is committed to the use of distance learning to enhance and extend undergraduate and graduate instruction. To insure that these formats, including videotape, online, CD-ROM, and interactive video are used to support rather than replace live instruction in Newark, the following policies will direct their use. Live course instruction must remain the standard with distance learning formats intended as supplemental or optional delivery systems for instruction. The development of courses in distance learning course formats shall be based on sound pedagogical value, not solely on financial expediency. They may not be used to replace faculty, or to change faculty teaching loads, and faculty may not be required to participate in videotaped courses.

4.4.6  
Departmental  
Responsibilities

Sentence in bullet 4 changed from:

The department committee should insert a separate document in the external letters section of the dossier, identifying the specific external reviewers who were nominated by the candidate versus those nominated by the department, and the criteria used to request letters from specific reviewers.

## April 2013

3.1.4 Examinations  
and Tests

Wednesday changed to Monday:

Common examinations will be scheduled only from 5:00 p.m. to 7:00 p.m., Wednesday thru Friday and Saturday from 9:00 a.m. to 5:00 p.m.

## March 2013

2.6 Conduct  
of  
Administrative  
Searches

**Provost** paragraph changed to reflect title changes. Old entry:

The Provost is the chief executive officer next in authority to the President. The Provost's responsibilities include the supervision of the academic programs of the entire University and the development and administration of the University academic budget. In addition to the Deans of the various colleges, he or she is assisted by the Vice Provost for Academic and International Programs, Vice Provost for Research, Assistant Provost for Student Services and University Registrar, Assistant Provost for Academic Budget Planning, and Assistant Provost for Student Diversity and Success.

## February 2013

2.2 Academic  
Organization &  
the Roles of  
Academic  
Officers

**Changed to Deputy Provost from:** The Vice Provost for Academic and International Programs coordinates University-wide academic functions at both the undergraduate and graduate levels. He or she is assisted by Faculty Director of the Office of Undergraduate Studies, Faculty Director of the Center for International Studies, Assistant Provost for Graduate Studies and Assistant Provost for Professional and Continuing Studies.

**Changed description of:** The Vice Provost for Research coordinates the identification, application and support for research activities by faculty from government and non-government sponsors and the stewardship of research funds and equipment. He or she is assisted by the Associate Provost for Research.

**Combined and changed descriptions to Associate Provost for Administration and**

**Enrollment Services from:** The Assistant Provost for Student Services and University Registrar is responsible for the overall administrative management and program development in undergraduate admissions, financial aid, student records, course scheduling and registration, and enrollment and student information.

The Assistant Provost for Academic Budget Planning provides support to the Provost in the development and management of the University's academic budget.

**Changed to Executive Director of the President's Diversity Initiative from:** The Assistant Provost for Student Diversity and Success is responsible for the development and implementation of University-wide policies and initiatives to enhance the enrollment and success of diverse undergraduate and graduate students.

## September 2012

3.1 Instructional Program Policies	Modification made concerning number of semester instructional days.
4.4.14 Tenure	Revised policy to include a description of tenure.
4.1.14.3 Parental Leave	Wording change: "...one such option is to...." changed to: "...he or she will be...."
3.1.6 Course Scheduling, Cancellation and Assignments	New option for weekly class meeting schedule.

## August 2011

3.1.8 Exams and Grading	Revised.
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## December 2010

Foreword: A Mission Statement for the University	Revised Mission Statement for the University.
Preface: About the Handbook	Revised link to current Collective Bargaining Agreement.

## June 2010

Section 3: Conduct of Academic Programs	Revised Research Program Policies.
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## April 2010

1.3 Standing Committee System of the Faculty and its Senate	Revised Instructional Computing and Research Support Services.
3.1.13 Student Class Attendance and Excused Absences	Revised.

## March 2010

4.4.11 Promotion Dossiers	Revised.
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## March 2009

5.11 Benefits for Retired Faculty	Revised.
4.1 Faculty Appointments and Conditions of Employment	Revised Academic Leave of Absence for One or More Semesters and



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## March 2008

4.4.1 Faculty Promotion and Tenure Revised.

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4.4.3 Minimum Standards for Promotion Revised.

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## August 2007

3.1 Instructional Program Policies Revised Academic Calendar, Class Meetings, Course Scheduling, and Attendance.

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## July 2007

5.11 Benefits for Retired Faculty Revised.

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## May 2007

4.4.11 Promotion Dossiers Revised Promotion and Tenure.

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## January 2007

4.2.14 Faculty Adoptions of Instructional Materials Added.

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Related Documents Revised Credit by Examination in Policy Guide for Department Chairs and Academic Program Directors.

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## November 2006

4.1.14 Academic Leaves of Absence Added.

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4.1.14.3 Parental Leave Updated.

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4.1.2 Secondary, Joint, Affiliated, and Visiting Faculty Appointments Added to replace previous separate sections on Adjunct Faculty and Visiting Faculty.

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## October 2006

4.1.14.9 Vacation Leave Added.

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## September 2006

Table of Contents Removed all references to the Annual Physical Examination benefit, which is no longer available.

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## August 2006

4.3 Workload and Evaluation Added Alteration of Electronic Processes.

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## March 2006

4.2.5 Sexual and Other Unlawful Harassment Revised.

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## December 2005

Section 3: Conduct of Academic Programs

Revised Academic Calendar, Class Meetings, Course Scheduling, and Attendance.

## November 2005

4.2 Academic Freedom and Standards of Conduct

Revised.

## June 2005

4.1.14.7 Sabbatical Leaves

Revised.

## March 2005

4.1 Faculty Appointments and Conditions of Employment

Updated.

## February 2005

3.1.19 Teaching by Professionals

Added.

3.2.12 Eligibility Guidelines for Principal Investigators

Updated.

## December 2004

3.1.16 Teaching in Special Sessions and Professional and Continuing Studies

Updated.

4.3.5 Evaluation of Faculty Members

Updated.

4.1 Faculty Appointments and Conditions of Employment

Updated.

## October 2004

3.6 Travel Reimbursements

Added.

4.1.14.7 Sabbatical Leaves

Revised.

## August 2004

3.1 Instructional Program Policies

Added Service Learning Programs.

3.1 Instructional Program Policies

Moved Guidelines for Scheduling Courses Administered through the Division of Professional and Continuing Studies (PCS) to Instructional Program Policies.

## July 2004

3.2.8 University of Delaware Policy for Copyright and Fair Use in Instruction

Added.

2.5 Program & Policy Boards, Committees & Commissions

Added section on University Council on Student Diversity and Success.

3.1.3 Inclement Weather

Added.

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4.2.11 Employment of Members of the Same Family	Updated with the Academic Conflicts of Interest section.
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4.3.6 Categories of Faculty Activity	Revised to include Workload Adjustments for Faculty Senate Responsibility.
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## January 2004

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4.2.13 Guidelines for Writing Letters of Recommendation	Added.
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## December 2003

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Section 4: Personnel Policies for Faculty	Updated as approved by the Provost and the AAUP Executive Council.
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## September 2003

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Table of Contents	Web version of Faculty Handbook published.
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