

Minutes of October 2019 CAS Senate meeting
104 Gore
October 21, 2019

Present: J. Alcantara-Garcia, J. Angelini, E. Bell, E. Donnelly, L. Duggan, D. Flaherty, A. Fox, K. Franich, D. Galileo, D. Gallant, P. Gentry, A. Hayes, S. Kaufman, B. Ley, D. López-Gydosh, B. McKenna, J. Morgan, J. Morrison, J. Martin, O. Olabisi, J. Pelesko, Rakesh, K. Rosenberg, A. Sarzynsky, K. Schroeder, L. Timmins, D. Yanich

1. Call to order at 4pm
2. The agenda was approved.
3. The minutes were approved.
4. Remarks from President (B. McKenna)

The President noted the work of the task force which is considering whether to shorten the winter session to enable an early date for graduation. The President also thanked the numerous Biden School of Public Policy faculty who were attending the meeting.

5. Remarks from Dean (J. Pelesko)

The Dean gave a brief update on various matters [see attached slides] including the new budget model. He also presented the criteria for evaluating faculty hiring requests.

6. Report of Ed. Affairs (J. Angelini)

The consent agenda was approved.

Consent Agenda:

1-Art History (BA)

2-Liberal Studies - Medical Scholars Program (BA)

3-Minerals, Materials, and Society Certificate

4-Spanish for Healthcare Minor

The Communication - Public Relations Concentration (BA) was approved.

J. Angelini reminded senators that new course proposals are due by October 31.

7. Biden School proposal

A resolution for the Biden School of Public Policy and Administration to become a free-standing professional school led by a dean was considered. The Dean made a presentation on this proposal. The faculty of the Biden School have voted for this resolution and the CAS Faculty Senate should now consider it. Many other schools of

public policy at other universities are free standing. The Dean noted that there is a real cost for this transition. A task force considered the financial aspects. Most of the required infrastructure already exists because of the history of the school. The best upper bound estimate is \$400,000 per year recurring. Shared central service (such as IT) may lower this. There are also obligated startup expenses (about \$450,000) which would need to be covered centrally, instead of by the College of Arts and Sciences. The Faculty Handbook and Bylaws would need to be changed – example would be faculty promotion cases would have one fewer review (because department chair and dean would be the same), and representation on the University Faculty Senate. The Dean believes it would be viable as a free-standing school.

There was a discussion of the resolution. The history of the school was discussed. It was a freestanding school until 1997, when it was aggregated into a College of Education and Human Development. It later moved to the College of Arts and Sciences. A number of faculty from the Biden School explained their perspective. The annual rankings of public policy schools are very important for attracting students, and they would like to reach the top 10%. The head of the Biden School does not get to attend national meetings of deans which is a disadvantage in status and rankings. Other universities have a longer traditional of free-standing professional schools (Medicine, etc.) and this is typical in the public policy field. The Biden School is smaller than some other schools but has the potential of growth and would welcome it.

Senators emphasized the need for budget information. There was a discussion of the resolution, which was included in the materials sent to the senators. It was not clear to many people that the resolution would be voted on at this meeting, while others thought so.

Biden School faculty explain that professional needs for public policy can very different than traditional academic departments in CA, and so can be judged by different metrics. The school had more flexibility when it was a free-standing unit before it became part of a college.

There was concern about how this change fits into the new colleges (Graduate, possibly Honors, Biden School freestanding, maybe more in the future?). Music will become a school but not free-standing. The Dean suggested that the key question is whether this move will give them the opportunity to be more successful, and he thinks it does. J. Morgan argued that this matter should be considered in November with more supporting documents, and this still allow the University Faculty Senate (and its budget committee) to have time to properly consider the proposal. Some senators had concern about not having enough budget information.

There was a motion to postpone voting on the resolution until the November senate meeting. This motion failed. The original resolution on the Biden School was approved by a vote of 15 in favor, none against, and eight abstentions. A list of questions will be

sent to the Biden School for additional information. The Senate President will make sure that all resolutions are clearly included in the future on the agenda.

8. The meeting was adjourned.

Resolution for Biden School

Whereas, the Joseph R. Biden, Jr. School of Public Policy and Administration is a comprehensive school of public affairs;

Whereas, the priorities and operational requirements for a successful professional school are different from those of the non-professional programs in the College of Arts and Sciences;

Whereas, the designation as a free-standing school will enable the Biden School to operate with policies and practices appropriate to a professional school of public affairs, beneficial to its faculty, staff and students, and supportive of its distinctive mission and responsibilities;

Whereas, the Biden School increasingly operates on a university-wide scale, collaborating with many colleges, and designation as a free-standing professional school will encourage the growth of those university-wide collaborative programs;

Whereas, an independent status for the Biden School would enhance its unique role in the University of Delaware's strategic vision in strengthening interdisciplinary programs;

Whereas, the leading comprehensive schools of public affairs are free-standing professional schools led by a dean, including the Biden School's aspirational peers: the Ford School at the University of Michigan, the O'Neill School of Public and Environmental Affairs at Indiana University, and the Evans School at the University of Washington;

Whereas, the designation as a free-standing school will enhance the Biden School's identity and recognition as a professional school;

Resolved that, effective July 1, 2020, the Biden School of Public Policy and Administration will be a free-standing professional school led by a dean; and,

Resolved that the Biden School will include the following academic programs:

- B.A. in Public Policy (and Honors), B.S. in Organizational and Community Leadership (and Honors), and B.S. in Energy and Environmental Policy (and Honors);
- Undergraduate Minors in Public Policy, Organizational and Community Leadership, Energy and Environmental Policy, and Public Health (offered jointly with the College of Health Sciences);
- M.A. in Urban Affairs and Public Policy, Master of Public Administration, Master of Energy and Environmental Policy, Master of Public Policy, Master of Public Health (offered jointly with the College of Health Sciences), M.S. in Disaster Science and Management,

Graduate certificates in historic preservation and nonprofit management; and, accelerated degree options associated with the M.A. in Urban Affairs and Public Policy, Master of Public Administration, and Master of Public Policy;

- Ph.D. in Urban Affairs and Public Policy, Ph.D. Disaster Science and Management, Ph.D. in Energy and Environmental Policy, and the Ph.D. in Engineering and Public Policy (offered jointly with the College of Engineering), and,

Resolved that the Biden School will include the following centers and institutes:

- Center for Applied Demography and Survey Research, Center for Community Research and Service, Center for Historic Architecture and Design, Institute for Public Administration (including the Water Resources Center); Biden Institute, and the Center for Energy and Environmental Policy.

The University of Delaware is undergoing a self-study process in preparation for our spring 2021 accreditation review by the Middle States Commission on Higher Education. The self-study is a critical step in the accreditation process that summarizes how we meet the commission's standards for accreditation. It is also an opportunity to reflect on what we do and ensure that we regularly assess and document the effectiveness of our work.

We are framing our self-study around the University's five institutional priorities: (a) enhancing the success of our students; (b) building an environment of inclusive excellence; (c) investing in our intellectual and physical capital; (d) strengthening interdisciplinary and global programs; and (e) fostering a spirit of innovation and entrepreneurship.

WE NEED YOUR HELP!

First, you can provide feedback now at <http://www.udel.edu/006302>. Although you will need to login with your UD account, your responses will be anonymous. Second, we are meeting with many groups this fall to ask specific questions. Open town halls will be held in the spring on April 10, April 17, and April 24.

More information about this process, including drafts (being written), dates of future meetings, and a form where you can provide general feedback, is available at <https://udel.edu/middlestates>.

MIDDLE STATES COMMISSION ON HIGHER EDUCATION STANDARDS:

- I. Mission and Goals
- II. Ethics and Integrity
- III. Design and Delivery of the Student Learning Experience
- IV. Support of the Student Experience
- V. Educational Effectiveness Assessment
- VI. Planning, Resources, and Institutional Improvement
- VII. Governance, Leadership, and Administration

QUESTIONS WE HAVE FOR YOU RIGHT NOW:

1. How can we tell the story of your unit—programs, services, people—in this report?
2. This self-study is an opportunity for us to identify successes—things that UD does well and things that add to our distinctiveness. It is also an opportunity to identify challenges and shortcomings to which we commit ourselves to address. Which successes should we be considering to highlight? What areas should we focus on as self-recommendations in our self-study?
3. We are structuring much of our self-study around our five institutional priorities: Enhancing the success of our students, building an environment of inclusive excellence, fostering a spirit of innovation and entrepreneurship, strengthening interdisciplinary and global programs, and investing in our intellectual capital. How does your unit address these priorities? Are there specific stories and examples of programs and services that we should highlight in our self-study?
4. An accredited university is one that is “governed and administered in a manner that allows it to realize its stated mission and goals [and] has education as its primary purpose.” From your perspective, to what extent does UD meet this standard?

Learn more at: <https://udel.edu/middlestates>

The background features a large, semi-transparent watermark of the University of Delaware seal. The seal is circular and contains a shield with two open books. The left book is inscribed with 'GRAMM PHILOL RHETOR ETHICA' and the right book with 'METAPH LOGICA MATHEM PHYSICA'. Below the shield is a banner with the motto 'SOLUS MEVS EST'. The outer ring of the seal contains the text 'UNIVERSITY OF DELAWARE' and the year '1743'.

CAS Senate Meeting

October 21, 2019

Updates

- CASSAC Recruiting
- State of the College – 10/24, 3:30 PM
- Graduate College Dean Search
- Chief Diversity Officer Search
- Quick Update on Budget Model
- Strategic Faculty Hiring Planning

Budget Model Update

Recommended Minimums	Undergraduate Incremental Revenue	Paying Graduate Incremental Revenue	Special Academic Revenue (winter/summer sessions)	University Wide F&A Incremental Revenue - College/Depts.	University Wide F&A Incremental Revenue - Centers and Institutes
Metrics					
Student Head Count - major	25%	33%	0%		
Instructor College of Record - taught	75%	34%	100%		
Subject - course ownership	0%	33%	0%		
Distribution					
college	50%	25%	25%	35%	
department	* 0%	12.5%	25%	10%	
program		12.5%			
centers/institutes					45%
PI				5%	5%
Arts & Humanities				2%	2%
Strategic Pool/Overhead	50%	50%	50%	48%	48%

Department distribution

* UG Incremental Revenue will not be distributed to departments however metric report results are to be shared with each department.

Criteria for Evaluating Hiring Requests

- Does the department have a clear strategic hiring plan?
- The need to maintain the academic integrity of programs/disciplines, i.e. the need to ensure certain key knowledge areas are covered. This applies at both the undergraduate and graduate levels as well as in terms of scholarship. Department maps are useful here.
- The opportunity to make a key contribution to a productive research group or to tie groups across departments or colleges together in an interdisciplinary manner.
- Demand and capacity, ratio of majors to faculty FTE, SCH to faculty FTE.
- The chance to tie the unit more strongly to strategic priorities of the college or university.
- The opportunity to further diversify the faculty. (strategic/unique opportunities)
- The opportunity to create new academic programs with clear demand or provide new and important capabilities for enhancing student success.
- Leadership and APR timing, for example, are we looking for a new chair? Is the department in the middle of an APR?
- Does the department mentor and support junior faculty well? Are they rigorous in their hiring and P&T practices?
- Can we accommodate the new hire? Office space? Laboratory space?

Biden School Proposal

Biden School Proposal

- Timeline of Events
- Role of CAS Senate

V. Departments

The department, as established by the Board of Trustees, is the basic organizational unit of the College. Proposals to add, abolish, combine, move, or split departments of the College shall, after full consultation of all the members of the groups directly concerned and a positive vote by those groups, be referred by the Dean to the Senate for review and recommendations. Senate recommendations shall then be forwarded to the University Faculty Senate for consideration.

Role of the University Senate

SECTION 3.2.5.12. Consider and make recommendations for proposed changes in University organization. Changes in University organization shall include the establishment or abolition of academic departments, colleges or divisions; the transfer of a department or division from one college to another; and the establishment or abolition of administrative offices that are directly concerned with academic matters (University Bylaws)

Role of the Board of Trustees

SECTION 3.1.2. Changes to Educational Organization. Recommended changes in the educational organization of the University shall come to the Board through the President of the University (University Bylaws)

Key Questions

- Rationale for the proposed move
- Costs of making the proposed move
- Impact on CAS
- Other impacts of the proposed move
- Viability of Biden School as a freestanding unit

Biden School Data

- UG SCH, FY2015 – 6465, FY2019 – 7346
- UG Majors, FY2015 – 284, FY2019 – 244
- Sponsored Activity, FY2015 - \$5.2M, FY 2019 - \$6.8M
- Graduate Students, FY2015 – 156, FY2019 - 180

Biden School Proposal