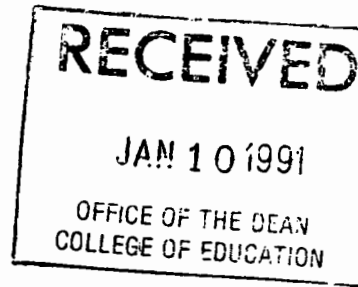


Memorandum

#36



January 9, 1991

TO: Frank Murray, Dean
College of Education

FROM: Linda Gottfredson
Educational Studies

RE: Pioneer Hearing

Thanks for requesting the tape. As you know, I am very curious about what the Research Committee asked you.

Do you expect to be called as a witness at the hearing? I don't know that there is anything I can add to what I have already told you, but I would be happy to try to answer any questions you might have.

yes

They sent me a tape and I expect to have a transcript shortly, which I will show you.

Frank
1/25/91

P.S. Thanks for your response to my Oct 22 memo. My only problem, which I have responded formally about, is with your assertion that you have terminated your research program. 1/4 of your load is for research you really can't suddenly change your workload.



University of Delaware

#3c

OFFICE OF THE DEAN
COLLEGE OF EDUCATION
NEWARK, DELAWARE 19716

(302) 451-2311
FAX (302) 292-3569

January 24, 1991

MEMORANDUM

TO: Linda Gottfredson
Educational Studies

FROM: Frank B. Murray, Dean *frank*

Thank you for responding to my memorandum of October 22. I think you have given a persuasive account of why you feel it would be unwise to hold a conference that we had planned. I hope the time will shortly come when we will all be able to return to more productive work.

"On a personal note," as you put it, I have been concerned for your general health and welfare and I believe I generally inquire, when we speak for any length of time, how you are handling the situation. I raise these questions from time to time precisely because I did not wish to underestimate the impact that these events might be having upon you.

I am distressed to learn by way of your memorandum that your research program has been effectively terminated. I really do not think you should allow that to happen as the various University actions do not really warrant a great expenditure of your time. As I have told you before, I always thought it would have been better for you to let the Pioneer Fund defend itself. I came to that view, as you know, when Frawley made it clear that he in fact had no quarrel with your research but that his quarrel was entirely with the Pioneer Fund itself. The issues surrounding your promotion, given that the process is self-corrective, did not require you to spend the time you have on these complaints and grievances. I appreciate the fact that you feel the department committee and the chair have "tarnished" your reputation, at least locally within the department, but I never have felt, as you know, that your reputation could be reestablished by any outcome the grievance/complaint process could have.

Your memo, however, raises a troubling problem for me in that you really are not at liberty to take time from your research

Linda Gottfredson
January 24, 1991
Page 2

obligations and devote them to these other matters. I really can't imagine why you would choose to break, as you put it, "all [your] professional commitments" to pursue the line of complaints and grievances you have taken up. I know you feel that there are serious academic freedom issues in this case but, despite our many conversations on the subject, I have yet to see the connection between any of the University's actions and your freedom to pursue your own scholarly line of work. That you have apparently given up this line of work is more than ironic. You have done to yourself what the University explicitly would not do to you with the result that our field has lost the opportunity, apparently irrevocably, to have the benefits of the colloquium and the follow-up conference.

Your decision to suspend your research program so that you could devote time to the complaints and grievances you have lodged against the President and your colleagues and chair cannot be made, in my opinion, unilaterally by you. We have a workload agreement as you know, and I must insist that you resume the activities that are now a normal part of each faculty member's obligations in the department.

FBM:jph

cc: Victor Martuza, Chair, Educational Studies

Memorandum

3d



February 8, 1991

TO: Frank Murray, Dean

FROM: Linda Gottfredson *lg*
Educational Studies

RE: Your January 24 Memo

It is apparent that there is a misunderstanding regarding my January 10 memo. I did not mean to suggest that I have unilaterally suspended my research program, and I must state that I continue to attempt to conduct research which fulfills in both quantity and quality my obligations to the University.

What I meant is that, in addition to the present political climate on campus, the University's ban on my essential funding has crippled the research program which I have been conducting for over four years.

I persist in challenging these actions in the hope that I can restore my freedom to pursue my chosen avenues of research and to conduct the professional activities which would make that research most meaningful.



OFFICE OF THE DEAN
COLLEGE OF EDUCATION
NEWARK, DELAWARE 19716

(302) 451-2311
FAX (302) 292-3569

February 8, 1991

MEMORANDUM

TO: Vic Martuza, Chair
Educational Studies

FROM: Frank B. Murray, Dean *Frank*

SUBJECT: Faculty Load and My Note to Linda

While I would not use the term "disciplined" to refer to persons being required to have a full workload, it is the case that faculty in the College who have failed to meet research criteria have been assigned other duties. In two cases they were assigned to teach a third course and in two different cases they were assigned substantial additional service duties. In another case, a person was shifted to part-time and in three cases there was a "buy out" termination altogether.

Generally, faculty go to some length to disguise the fact that they have terminated their research program. I can't recall anyone simply announcing that they had terminated the program because they elected to work on something else. My point is that Linda will need to fulfill her research obligations.

FBM:jph
cc: Linda Gottfredson





University of Delaware

3f

OFFICE OF THE DEAN
COLLEGE OF EDUCATION
NEWARK, DELAWARE 19716

(302) 451-2311
FAX (302) 292-3569

March 4, 1991

MEMORANDUM

TO: Linda Gottfredson
Educational Studies

FROM: Frank B. Murray, Dean *Frank*

SUBJECT: Your February 8 Memo

I have been meaning to respond briefly to your response to my earlier memo to you about your research program. My understanding is that the funds from the Pioneer Fund have been used by you to disseminate your research and others' to a wider audience than is normally available through the circulations of the journals in which the work was originally published. I have never seen the connection between the Pioneer Fund's support and any research that you have done. With regard to the colloquium/conference proceedings, these have been supported by University funds and, as I wrote to you on several occasions, could have continued on University funds in the event that other funding was not available. In addition, there are still funds unexpended in your current grant from the Pioneer Fund that could be allocated to your research program as far as I can tell. Frankly, I just don't see how you can claim your research program has been "crippled" although I do see your dissemination project will be affected once you have spent the Pioneer funds you currently have.

Unless I have missed something, I do view your decision not to continue with the plan we agreed to when we funded the colloquium series as a unilateral decision on your part, and an unnecessary one, as there is no reason to suspend that aspect of your research and scholarship. Since the second conference was to focus on the counter arguments, I am not as convinced that the political climate on campus would have been a problem. If anything, one might expect that the "political correctness" of the counter arguments would have been favorably received by your critics.

FBM:jph

Memorandum

39



DATE:

April 2, 1991

TO: Frank Murray, Dean

FROM: Linda Gottfredson
Educational Studies *lg*

RE: Your March 4 Memo

You say in your March 4th memo that my research has not depended upon Pioneer Fund support. This is mistaken. I have depended upon grant monies every year of my career, including my years at Delaware, to employ a research assistant and to pay for census data tapes, unpublished technical reports, computer equipment and software, photocopying, professional travel, and the like. And I have relied exclusively on the Pioneer Fund for external funding since coming to the University of Delaware in 1986. I could not have conducted my research program at Delaware without Pioneer Fund support.

In any case, I think it inappropriate for you to question my need for the funding. If anyone ever questions an applicant's need, it is the granting agency itself, and not the university. Moreover, for you to do so only in my case is discriminatory.

I am also puzzled by your about-face regarding the cancellation of the conference. In your January 24 memo, you thought I had "given a persuasive account" of why I cancelled the conference. By contrast, you now suggest that my decision was in some way improper because, in your view, it was "unilateral" and "unnecessary," particularly because you believe money is available for the conference from the University or my remaining Pioneer funds.

As I explained in my January 10, 1991 memo to you, however, the public controversy on campus over my funding and my work, heightened particularly by the University's investigation of not only the Pioneer Fund itself but also of the work of several of the conference's participants, made it necessary to cancel the conference. There is no reason whatsoever to believe that, under the circumstances, a conference could have been held without incurring disruptive protests and the abuse of some conference participants. That some speakers might be "politically correct," as you suggest, would not prevent the abuse of others whom the University officially stigmatized--some by name--when it banned Pioneer monies.

In addition, although you suggest that your offer of University funding for the conference was timely, it was not made



until long after the conference ceased to be viable. In fact, the offer was made only after the AAUP approved arbitration of my grievance against the University. It may have been meant to help the University's arbitration case, but it certainly could not have helped the conference. As for what remains of my Pioneer Fund money, I don't think it would be sensible to commit those funds, as you suggest, to a conference which is no longer viable.

I am also very disturbed, Frank, that you fail to check key facts with me (e.g., how my research might depend on funding) before you render judgments, and that you ignore or misrepresent the evidence of harm that I have volunteered. In fact, you seem to seize upon my claims of harm as evidence that I am violating my workload agreement. I hope this is not what you intend.

4a

UNIVERSITY OF DELAWARE INTER-DEPARTMENTAL

Memorandum



May 10, 1991

TO: Jan Blits

FROM: Victor Martuza, Chair *VJM*
Educational Studies

RE: Your Memo of May 7, 1991

The tone and substance of my May 2 memo were, in my opinion, appropriate. While you accepted partial responsibility for the "FIPSE error" in your April 24 memo, you went to considerable lengths to create the impression that I was primarily responsible. The fact of the matter is that you claimed credit for the same activity three different times. A simple acknowledgement of the error without explanation or apology would have been sufficient. Why you always seem to feel it necessary to always create the impression that someone else is at least partially to blame remains a puzzle to me.

Concerning your charges regarding a "broad pattern of bias and unfairness" in the department, you need to be more explicit about the nature of the problem, the individuals who cause you concern, and how you propose that I deal with this issue. As I've said before, I am not convinced of the merit of your charges, but am willing to listen to your arguments anew.

As I told both you and Linda in a recent meeting in my office, my reclassification of one of your articles in this year's annual appraisal is based on scholarship criteria not political differences. Had I not reclassified the article, my assessment of your research record for the past year would not have been as positive as it was and might very well have resulted in a reduction of your merit raise.

Finally, the adjustment that I made in your teaching load for next Spring is consistent with the agreement that you signed upon receiving your appointment in the Department of Educational Studies and with the needs of the department regarding the staffing of EDS 340. There is nothing unusual or illegal about what I did. I think it is time for you to put in writing the objections that you have to this action; otherwise, there is nothing else to be said about the matter.

VRM/br

cc: Frank Murray, Dean

#4b

MEMORANDUM

May 13, 1991

TO: Vic Martuza
FROM: Jan Blits *Jan*

I wonder whether you could send me a copy of the document you say I signed when I came over to the department. I don't remember signing anything.

Thank you very much.

cc: Frank Murray

Memorandum

4c



May 15, 1991

TO: Vic Martuza
FROM: Jan Blits *JB*
RE: Your Request for My Planning Form

I can't return my planning form to you, as you've requested, until you tell me what document it was that you say I signed when I joined the Department. The information is important. I don't remember signing any form that would justify the change you've made in my permanent teaching load. As soon as I get the information, I'll be glad to return the form.

Memorandum



4d
May 20, 1991

TO: Vic Martuza
FROM: Jan Blits *JB*
RE: Your May 10th memo

I am not willing to sign the attached Planning form for next year. There is no justification for your changing my teaching load.

When my line was transferred from the Honors Program to the Department in 1979, the Department promised the Honors Program that it would offer at least four Honors courses a year and that I would teach at least two of them, with the remainder of my load determined by "Departmental needs." Ever since then (and, in fact, since 1976, when I joined the University), my normal teaching load has been four Honors colloquia a year. Twice, because of genuine Department needs, I willingly taught non-Honors courses; and this semester, under threats from you last year concerning my promotion, I taught a non-Honors course again.

Now, carrying out your previous threat, you have said that my normal load from now on will be reduced from four to two Honors courses a year, claiming Departmental needs as your justification for doing so. That justification, however, is a mere pretext designed to cloak your personal animus and revenge. (I note, also, that you have not been able to produce the agreement which you say I signed when I joined the Department.)

When I originally asked you (at my annual evaluation last month) why you were changing my load, you at first refused to give a specific reply. All you would say was that you thought "it would be a good idea." When pressed, you said that some members of the Department were jealous of my teaching only Honors courses and that I could improve my relations with the Department by giving up my "privileged" load. After I pointed out that such considerations should be left to me, you shifted grounds and then (for the first time) said that enrollment pressures in the Elementary Teacher Education Program made the change necessary. More exactly, you said that I should teach in the ETE Program and others should have the chance to teach Honors courses. If there were a real need for me to teach in the ETE Program, it's hard to understand how that would justify merely trading one of my courses with someone else's who would also be needed to teach in the ETE Program. I should point out that that is exactly what

you did last year, when you took an Honors course away from me only to give it to Chuck Marler while requiring me to teach Chuck's normal course. Had I taught the Honors course and he his regular course, the effect on Department needs would have been the same. The only effect of your trade was on our teaching loads, not on enrollment pressures. When I pointed this out to you, you finally defended your permanent change in my teaching load by claiming that you can change anyone's load for any reason you like.

At various times throughout the past year and a half, you have claimed that you want an end to the seemingly endless disputes between us. I surely agree, but this action (as well as other recent actions of yours) belies your claim. Why now, just before you end your term as Chair? Why not wait for the new Chair to deal with the Department's need, if there really is one, especially since, unlike last year, this would be a permanent change in my normal load? Your timing makes the answer clear. You had not expressed concern about my teaching load until Linda and I filed our Welfare and Privileges complaints against you and others last year. That was when you began your threats, and now, while you still have power as Chair, you're carrying them in retaliation for our complaints. A Chair may change a faculty member's teaching load, but the reason must be legitimate. In this case, the only reason is personal animus and vindictiveness, and that is impermissible.

You should be aware that I consider this a very serious matter and will grieve it unless you reverse your action.

cc: Frank Murray
George Cicala

PLANNING

INSTRUCTIONS:

The purpose of this part of the form is to describe the activities which the faculty member intends to pursue during the coming year. It is recommended that the description be specific so that at the end of the year there will be as little ambiguity as possible in judging whether each goal was achieved. It is recognized that some plans will be changed during the year and that not all goals will be achieved for a variety of reasons.

Part A of this form is to be used in planning the teaching and advisement responsibilities which are part of a faculty member's total workload for each semester of 198-8, as stipulated in paragraph 11.6 of the collective bargaining agreement.

FALL 19891 Sabbatical

A. TEACHING: _____% EFFORT ASSIGNED TO THESE ACTIVITIES.

_____ TOTAL NUMBER OF CREDIT/CONTACT UNITS
ASSIGNED TO THIS PORTION OF FACULTY
MEMBER'S WORKLOAD.

SPRING 19892

A. TEACHING: 50% EFFORT ASSIGNED TO THESE ACTIVITIES.

6 TOTAL NUMBER OF CREDIT/CONTACT UNITS
ASSIGNED TO THIS PORTION OF FACULTY
MEMBER'S WORKLOAD.

I. TEACHING (REGULARLY SCHEDULED COURSES)

Course Symbol and Number	Course Type	Number of Sections	Course Credit Hours	Contact Hours	Credit/Contact Units

I. TEACHING (REGULARLY SCHEDULED COURSES)

Course Symbol and Number	Course Type	Number of Sections	Course Credit Hours	Contact Hours	Credit/Contact Units
EDST 391	Lec	1	3	3	
EDST 391	Lec	1	3	3	
<u>340</u>					

II. SCHEDULED SUPERVISION

Level	Number of Students	Credit/Contact Units
UNDERGRADUATE		
MASTER'S		
DOCTORAL		

ii. SCHEDULED SUPERVISION

Level	Number of Students	Credit/Contact Units
UNDERGRADUATE		
MASTER'S		
DOCTORAL		

III. UNDERGRADUATE ADVISING

NUMBER OF FULL-TIME UNDERGRADUATE ADVISEES: _____

CREDIT/CONTACT UNITS: _____

iii. UNDERGRADUATE ADVISING

NUMBER OF FULL-TIME UNDERGRADUATE ADVISEES: 10

CREDIT/CONTACT UNITS: _____

THE NUMBER OF CREDIT/CONTACT UNITS FOR BOTH TERMS COMBINED CONSTITUTES: (Check one.)

- A FULL-TIME ADMINISTERED LOAD FOR EACH SEMESTER.
- AN ADJUSTED LOAD WHICH BALANCES/WILL BE BALANCED BY THE PLAN FOR THE OTHER SEMESTER OF THE ACADEMIC YEAR.
- AN OVERLOAD FOR THE FALL/SPRING SEMESTER TAUGHT AT NO EXTRA COMPENSATION.
- AN OVERLOAD WHICH REQUIRES EXTRA COMPENSATION. (DEAN/PROVOST APPROVAL NEEDED.)

B. RESEARCH/SCHOLARLY/CREATIVE ACTIVITIES:

BRIEFLY DESCRIBE ONGOING AND/OR PLANNED PROJECTS: THESEIS AND DISSERTATION SUPERVISION; PLANNED PUBLICATIONS, ART WORKS, SHOWS OR PERFORMANCES, ETC.

FALL 19891

_____ % EFFORT ASSIGNED TO THESE ACTIVITIES.

sabbatical

SPRING 19892

25 _____ % EFFORT ASSIGNED TO THESE ACTIVITIES.

philosophy of education

C. SERVICE:

BRIEFLY DESCRIBE ADMINISTRATIVE ASSIGNMENTS, ANTICIPATED ACTIVITIES WITHIN AND OUTSIDE OF THE UNIVERSITY.

FALL 19891

25 _____ % EFFORT ASSIGNED TO THESE ACTIVITIES.

sabbatical

SPRING 19892

25 _____ % EFFORT ASSIGNED TO THESE ACTIVITIES.

committees, editorial boards, etc.

THE ABOVE PLAN (PARTS A, B AND C) IS CORRECT AND AGREED TO AS INDICATED.

FACULTY SIGNATURE _____

DATE _____

CHAIRPERSON SIGNATURE U. Man...

DATE 4-2-91

#5

Acc: B.L.M.

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL STUDIES
WILLARD HALL EDUCATION BUILDING, ROOM 221
PHONE: 302-738-2324

June 10, 1981

MEMORANDUM

TO: Frank B. Murray, Dean
College of Education

Donald Harward, Director
University Honors Program

FROM: Ludwig Mosberg, Chairman
Department of Educational Studies

SUBJECT: Tenure Track Honors Faculty Position

Attached is a revised draft of the memorandum of understanding concerning the tenure track Honors position. I believe it includes all the changes we discussed at our meeting today. Please let me know as soon as possible whether it meets your understanding of our discussion. As soon as both of you have responded, I will distribute it to the faculty for final Department approval.

LM:dsr

Attachment

*Approved
B.L.M. 6/2/81*



UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL STUDIES
WILLARD HALL EDUCATION BUILDING ROOM 221
PHONE 302-738 2324

June 10, 1981

MEMORANDUM

TO: Frank B. Murray, Dean
College of Education

Donald Harward, Director
University Honors Program

FROM: Ludwig Mosberg, Chairman
Department of Educational Studies

SUBJECT: Tenure Track Honors Faculty Position

The following is my understanding of the conditions of agreement for the Honors faculty position.

1. The faculty line would be transferred to the Department of Educational Studies as a permanent tenure track position. In the event that the incumbent is terminated by the Department or leaves voluntarily, the position would remain in the Department and a joint search committee would be established with membership being composed of faculty in Educational Studies and the Director of the Honors Program or his designee. Final determination of who is recommended for hiring will rest with the faculty of Educational Studies (as per Department policy). It is understood that the person recommended must be acceptable to both the Department and the Honors Program.

2. To offset the cost of adding a new faculty member to the Department, \$1,500 will be permanently added to the S&E budget of the Department.

3. In consideration of gaining this position, the Department assumes an obligation to provide at least four Honors courses per year with the incumbent being responsible for at least two of these and other members of the Department being responsible for the remainder. These faculty and courses will be assigned in consultation with the Director of the Honors Program. The remainder of the teaching load of the incumbent will be determined by Departmental needs.

4. The incumbent will have to meet all regular Department criteria for promotion, tenure, contract renewal and merit salary increase. Criteria for research will necessitate that the incumbent demonstrate a substantial program of scholarship in the discipline of Education. Prior research not directly related to this programmatic effort may supplement but not substitute for fulfillment of this criteria. Since to a large extent the incumbent would be changing disciplines the six-year probationary period for assistant professors should commence from the time he enters the Department. This, however, does not imply that promotion could not occur sooner which is often the case in this Department.

5. The incumbent will have his primary office in the Department of Educational Studies from which advisement responsibilities to the Honors students will be carried out.

6. Honors courses should be cross-listed when appropriate.

7. The Department is assured that the Honors position will not be a consideration in any way in terms of potential for new positions, the re-staffing of vacant positions, or in decisions concerning budgetary reductions within the Department of Educational Studies.

8. This is a new arrangement for both the Department and the Honors Program. It has the potential for great benefit to both but those benefits will only be realized if all concerned act in good faith and strive to create a cooperative atmosphere for the benefit of the incumbent, the Department, and the Honors Program.

LM:dsc

Memorandum

#6a



Jan 16, 1990

TO: Vic Martuza, Chair
FROM: Jan Blits *JB*
RE: My teaching load

I'm sorry that my attempt to clear the air last Friday seems only to have made matters worse. Let me try again to resolve the dispute by agreeing to the load that you proposed for me for next year (three Honors colloquia and one non-Honors section of 340).

There are, however, more collegial ways to ask me for something than to threaten my promotion and depreciate my work. I am dismayed, though not really surprised, that you think that I haven't contributed to the Department's teaching program since I stepped down as BAES coordinator. In this you're mistaken. In fact, half of my load this year (the science and math courses) is a direct part of the College's attempt to develop an alternative Honors track for ETE students. And next year either half or three-quarters (one or both of the science and math courses, and an Honors section of 340) would have been directly involved in the Department's teaching program.

You are quite right, however, when you say that no one else in the Department is treated as I am. No one else's work is discounted like mine. When I came up for my first promotion, five years of research were not counted. Now when I come up for my next promotion, you suggest that five years of my teaching won't count, or won't count much, because I've taught Honors courses. I doubt that there is anyone else in the Department who has to do twice as much to have half of it count.



#6b

UNIVERSITY OF DELAWARE INTER-DELAWARE

Memorandum

January 18, 1990

TO: Jan Blits
FROM: Victor Martuza *VM*
SUBJECT: Response to Your Memo of January 16, 1990

I take the charges that you make in your memo of January 16 concerning your teaching load to be very serious. It seems to me that you should either substantiate them or write a written retraction and apology. Otherwise, I will ask the Dean as well as the Department Promotion and Tenure Committee to look into this matter.

cc: Dean Murray

Memorandum

#6c



January 23, 1990

TO: Vic Martuza
 FROM: Jan Blits *JMB*
 RE: My Memo of January 16, 1990

I'm sorry that you didn't accept my attempt to clear the air in the spirit in which it was offered. However, since you ask me to substantiate what I wrote, I'll do so.

You said that I could ill-afford to give you trouble the year before I came up for promotion and that if I did not do as you said I could expect to have a hard time. In our second conversation (Tuesday, the 16th) I referred to this as a threat, and you did not deny it.

As for the depreciation of my work, you said that my course evaluations would carry little weight since small classes with good students "are easy to teach." "Anyone can get good evaluations teaching Honors classes," you said. You also said that I have done nothing to contribute to the Department's teaching program since I stepped down as BAES coordinator, and so I would have little evidence of good teaching to base my promotion on.

I have no desire to antagonize you or to continue our argument. If I have misunderstood you, I'd be perfectly glad to admit it. If you care to disabuse me in writing of my specific concerns, I'd be happy to retract whatever I might have misunderstood.

cc: Dean Murray

→ This is pure rubbish and you know it. You seem to have a penchant for twisting other people's words to suit your own purposes.

You're the one who made the accusations. If you think that I'm going to spend my time trying to defend ~~that~~ myself against your baseless charges, think again. *Jan*

Memorandum

#6d



February 7, 1990

TO: Jan Blits
FROM: Victor Martuza *VM*
SUBJECT: Your Memo of January 23, 1990

The purpose of this memo is to set the record straight about several matters:

1. I never threatened your promotion nor did I have the intention of doing so. I did say that, in my view, you could strengthen your case for promotion by becoming actively involved in the EDS 340 course that the Department regularly offers in the Elementary Teacher Education Program. The use of this language is consistent with and substantiated by the content of the last paragraph of Bob Brown's memo to you and me dated January 19, 1990.
2. I did not depreciate your work nor did I have the intention of creating the impression that your work was of lesser value than that of other people in the Department. I did not say that honors classes are "easy to teach." Neither did I say that "anyone can get good evaluations teaching honors classes." What I did say was that there are a number of faculty in the Department who seem to have that opinion and that it could have an effect on their assessment of your teaching record. An examination of your annual appraisals in the area of teaching over the past three years will show that your teaching has been evaluated according to the same standards as everyone else in the Department and that you have not been penalized in any way for what you did not teach during my tenure as chair.
3. In our discussion, I did note your relative lack of involvement with College of Education students on a regular basis since you stepped down as BAES Coordinator and indicated that renewed involvement would also serve to strengthen your case at promotion time. I did not say, nor

Jan Blits
February 7, 1990
Page Two

did I intend to create the impression, that such lack of involvement would leave you with "little evidence of good teaching to base [your] promotion on."

After reflecting on the several memos you have written and the three meetings we have had concerning these matters, I am quite willing to conclude that your memos were based on a misunderstanding of what I said and of my motives for discussing these topics with you. I propose that we continue the constructive dialogue initiated during our most recent discussion in order to minimize the possibility of future misunderstandings of this type.

VM/mrc

cc: Frank Murray, Dean, College of Education

#6e

TO: Vic Martuza, Chair
FROM: Jan Blits
DATE: February 23, 1990
RE: Your Memo of February 7, 1990

Thank you for your recent memo. I accept your explanation in the spirit in which it was offered and hope, like you, that we can avoid future misunderstandings.

cc: Frank Murray, Dean

/np