

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

UNIVERSITY FACULTY SENATE
303 HULLIHEN HALL
PHONE: 302-738-2829

April 19, 1977

MEMORANDUM

TO: All Faculty

FROM: Byron P. Shurtleff, Vice President
University Faculty Senate

SUBJECT: Regular Senate Meeting, May 2, 1977



In accordance with Section IV, paragraph 6 of the Constitution, the first regular meeting of the newly elected (1977-78) University Faculty Senate will be held on Monday, May 2, 1977, at 4:00 p.m. in Room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of Minutes of March 21, 1977 and April 11, 1977.
- III. Announcements.
- IV. Old Business
 - A. Resolution from the Committee on Student Life (M. Greenberg, chairperson) on the Review and Return of Student Papers.
 1. RESOLVED that each student shall have the right to examine his or her work, such as problem sets, papers, examinations, etc., upon which his or her final grade is based, through the second Friday of the next full (fall or spring) term following the deadline for submission of the final grade. Exceptions shall be copyrighted examinations made up by outside testing services.
 2. RESOLVED that each student may request, through the second Friday of the next full (fall or spring) term following the term in question, the permanent return of any course-related material other than examinations, and objects such as experimental apparatuses in which the University has borne significant cost; such material shall be returned

to the student by the end of the aforementioned period. In the event the student received an "incomplete" grade the period for request and return is extended to the second Friday of the next full term (fall or spring) following the deadline for submission of the final grade.

V. New Business

- A. Resolution from the Coordinating Committee on Education (L. Mosberg, chairperson) and the Committee on Student and Faculty Honors (E. Rosenberry, chairperson).

Be it RESOLVED, that the Faculty Senate endorses, in principle, the Basic Recommendations contained in the Report of the Study Committee on Honors.

Be it further RESOLVED, that an in-depth evaluation be conducted within three years of the implementation of the Basic Recommendations to ascertain the advisability of continued support of these recommendations. This evaluation should be initiated by the Office of the Provost and carried out with the cooperation of the Senate Committee on Adjunct Academic Affairs with the final report to be submitted to the Coordinating Committee on Education.

- B. Election of Officers (Attachment 1)
- C. Election of Chairpersons for the Committee on Committees, and the Coordinating Committee on Education, together with election of members for the Committee on Committees, and the Nominating Committee, as required by Senate Bylaws. (See Attachment 1 for nominees, all of whom have agreed to serve if elected; senators are reminded that additional nominations may be made from the floor but that the persons making such nominations are responsible for determining that the nominee will serve if elected.)
- D. Report from the Ad Hoc Committee on Academic Honesty (J. Halio chairperson. (Attachment 2)
- E. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

Attachments are in the hands of your senators. Distribution also includes one copy for each ten faculty members of each department.

BPS/a

- Attachments:
- Committee Activities
 - University Faculty Senators for 1977-78 Term
 - 1. Nominations for Senate Officers, Certain Committee Chairpersons, and Members to Certain Committees
 - 2. Report on Academic Honesty

UNIVERSITY FACULTY SENATE
Committee Activities

This summary reflects items contained in the Monthly Committee Reports for March.

ADJUNCT ACADEMIC AFFAIRS

Summer session and winter session programs were received. New definitions of special student services, Upward Bound and College Try programs were explored.

FACULTY WELFARE AND PRIVILEGES

Preparation for upcoming hearing of a tenured faculty member.

INSTRUCTIONAL RESOURCES

National Association of Educational Broadcasters (NAEB) guidelines for the evaluation of faculty scholarly/creative activity in the area of non-print publications. Re-evaluation of charge to Coordinating Committee on Academic Services and its various sub-committees.

INTERNATIONAL STUDIES

Finalized plans and funding for Dr. Stephen Baily to talk on April 12, 1977 at 7:30 p.m. in auditorium of Ag. Hall. Topic: "Values of and Funding for International Education".

NOMINATING COMMITTEE

The committee completed the slate of nominees to be presented to the Senate at the May meeting.

RULES COMMITTEE

Amend, by addition of a sentence, Section I-8, #4 of the bylaws of the University Faculty Senate
Revision in charge to the Nominating Committee
Eliminate the fifth paragraph, Section 3, Standing Committee System of the Faculty and its Senate.

UNDERGRADUATE ADMISSIONS AND STANDING

Readmission policies.
Initial semester of adjusted grading for high risk students.
Enrollment trends.

UNDERGRADUATE STUDIES

Anthropology Program
Course Additions, Changes and Deletions.
Consideration of the "quality" of Undergraduate Advisement.

The following committees did not file reports:

- Academic Ceremonies
- Committee on Committees
- Computer Committee
- Cultural Affairs & Public Events
- Coordinating Committee on Education
- Graduate Studies
- Library Committee
- Performing Arts
- Physical Planning and Utilization
- Research
- Undergraduate Records and Certification

The following committees did not meet:

- Academic Freedom
- Academic Services
- Promotions and Tenure
- Visiting Scholars

UNIVERSITY FACULTY SENATORS FOR 1977-78 TERM

BUSINESS AND ECONOMICS

Dale Buckmaster
Harry Hutchinson
Blaine G. Schmidt

HOME ECONOMICS

Rodney J. H. Gray
Deborah S. Kliman

NURSING

Jayne Fernsler
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MARINE STUDIES

Lee Anderson
Thomas M. Church

EDUCATION

T. Stevenson Hansell
Charles D. Marler
Asa B. Pieratt
Robert Pyle
Richard Sharf

ENGINEERING

David Y. Lou
Lloyd A. Spielman
Peter Warter, Jr.

PHYSICAL EDUCATION

David A. Barlow
Barbara J. Kelly

AGRICULTURAL SCIENCES

Gerald L. Cole
Frank J. Murphey
Roland R. Roth

URBAN AFFAIRS & PUBLIC POLICY

Barry R. Morstain
Robert Warren

ARTS AND SCIENCE

William W. Boyer
Ivo Dominquez
Stephen L. Finner
David J. Hallenbeck
Robert C. Hodson
Svend E. Holsoe
Laurence Kalkstein
Edward H. Kerner
Franklin B. Newman
Lucia M. Palmer
John Reynolds
Judith Runkle
Mark Sharnoff
Victor Spinski
George Tatum
Thomas S. Watson
Maribeth A. Bunch
Willard A. Fletcher
Samuel L. Gaertner
Peter B. Leavens

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Political Science
Languages & Literature
Sociology
Mathematics
Biology
Anthropology
Geography
Physics
English
Philosophy
Military Science
Communications
Physics
Art
Art History
Theatre
Music
History
Psychology
Geology
Chemistry
Sta. & Computer Science
Senator-at-Large
Senator-at-Large
Senator-at-Large

Non-elected Senators:

Anderson, Edith
Brown, C. Harold
Brucker, Eric
Campbell, L. Leon
Doberenz, Alexander
Gaither, William
Gouldner, Helen
Greenfield, Irwin G.
McDaniel, William E.
Ross, Billy
Trabant, Edward A.
Worthen, John E.

* Election in Process

5/2/77

NOMINATIONS FOR SENATE OFFICERS, CERTAIN COMMITTEE CHAIRPERSONS,
AND MEMBERS TO CERTAIN COMMITTEES

Senate Bylaws require that the Nominating Committee present two nominees for each position.

SENATE OFFICERS

President	Willard Baxter Professor Mathematics	John Pikulski Associate Professor Education
Vice President	Bertram Levin Associate Professor Economics	Byron P. Shurtleff Associate Professor Art
Secretary	Morris Barnhill Associate Professor Physics	Judy Van Name Assistant Professor Home Economics

CHAIRPERSON, COORDINATING COMMITTEE ON EDUCATION

Willard Fletcher Professor History	Raymond Goodrich Professor Mathematics
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COMMITTEE ON COMMITTEES

Chairperson	Barbara Settles Associate Professor Home Economics	Raymond Wolters Professor History
Members	Nevin Frantz Associate Professor Education	Mark Haskell Professor Urban Affairs
	Sheila McMahon Assistant Professor Nursing	Elaine Safer Associate Professor English

NOMINATING COMMITTEE

George Cicala Professor Psychology	Richard Davison Professor English
Florence Geis Associate Professor Psychology	Rodney Gray Assistant Professor Home Economics

NOMINATING COMMITTEE (continued)

Stevenson Hansell
Assistant Professor
Education

James Kent
Assistant Professor
Physical Education

Shien-Biau Woo
Associate Professor
Physics

Robert Hodson
Associate Professor
Biological Science

William Latham
Assistant Professor
Economics

Penny Ziegenfuss
Assistant Professor
Home Economics

REPORT
OF
STUDY COMMITTEE ON HONORS

Basic Recommendations:

A. That an Honors Program Director* be appointed, with credentials both as a teacher-scholar and as an administrator. This person should have the experience and imagination (1) to identify and articulate the most important educational needs of exceptional students, (2) to create or help create educational experiences of substantial and lasting impact, (3) to participate in the program as a faculty member in addition to performing primary administrative duties. Some of these duties are as follows:

1. To work closely with students, faculty members, chairpersons and deans to help develop suitable criteria for honors activities and to find options for highly motivated students to meet these criteria.
2. To develop appropriate programming, courses, etc., in addition to those created in departments and colleges to serve primary educational needs of exceptional students. For example, interdisciplinary and other integrative courses and activities, some of which are not so easily done in departments.
3. To administer advisement of highly individualized degree programs.

*In addition to creating a new line on hard or soft funds for a Director, there are a number of alternatives which do not have the same financial implications, among which are: Combining the administration of the University Honors Program with that which already exists for the Freshman Honors Program (the latter must clearly be formally a part of the former in any case); and giving an appropriate faculty member released time.

4. To work closely with the Admissions Office and appropriate committees and administrators to develop an aggressive effort to recruit the best students in the country. In particular, the Director should oversee the selection of Delaware Honors Scholars, develop appropriate support activities for this distinguished group of students, and see that these activities and other related ones are highly publicized.
5. To work closely with the Freshman Honors Program to be sure that the needs of those students are anticipated and met so that the percentage of them continuing at Delaware after their first year is as large as possible.
6. To insure that effective and aggressive advisement support is provided students with respect to the wide array of Honors activities available on the campus.
7. To coordinate the Degree with Distinction Program and to administer the policies of the faculty governing the awarding of degrees with honors.
8. To serve as a source of information on graduate fellowships awarded by various foundations and agencies.

B. That an Honors Program Advisory Board be appointed to determine policy and advise the director. We recommend a membership of five to seven persons, with student and administration representatives and a preponderance of faculty; members to be nominated by the Director to the Senate for confirmation; terms to run for two years on a staggered basis to insure continuity. In determining membership, we recommend two or three representatives from the College of Arts and Science, a representative of at least one of the professional colleges, a member of the Faculty Senate Committee on Student and Faculty Honors, and an appropriate officer of administration. It is of the greatest importance that the Board function in concert, on the one hand, with the administrative offices charged with the development and support of educational programs, and, on the other, with the established faculty organizations responsible for their content and execution.

C. That an Honors Center be established with an office and necessary facilities in order to provide a base of operations

for the Director and Board, and a focal point of campus attention and activities of the program. It is through the Center that the Director and Board can carry on their recruitment, initiate new projects, coordinate the ongoing projects of the departments and colleges, and in general exercise the overview that alone can convert our present loose confederation of activities into an adaptable yet unified instrument of University policy. We further recommend, as a working alternative to a centrally located business office, a headquarters located in a readily accessible dormitory area where administrative functions can be correlated with the living-learning arrangements we hope to see develop. (See above, p. 10) So situated, an Honors Center might become a more substantial symbol of student and faculty pursuit of excellence.

D. That a budget line be established on hard funds to support the Director, the operating requirements of the Center (including supplies and clerical assistance), the purchase of faculty time, and the contracting of speakers and other special programs. Even a modest and economical plan of action will have its cost. On the other hand, a good Honors Program enriches a University and may be expected to aid in general financial development and to attract both internal and external funds in support of its projects. One of the tasks of the Director and Board must be the vigorous pursuit of such funding.

E. That a classification of "University of Delaware Honors Scholars" (or similar designation) be established to provide distinctive identity for a nucleus of students at the heart of the program and as an attraction to prospective students of honors caliber whom we are trying to recruit. Although students so designated may comprise only a fraction of those involved in honors activities of some kind throughout the University, we regard the designation as both practically and symbolically essential to the proposed program. The students so appointed would be those to whom scholarships based on merit would be awarded. They may be majors in departments or colleges or they may be among those who are pursuing highly individualized programs under the auspices of their faculty advisers and the Honors office.

F. That suitable system be developed to designate certain courses and seminars as Honors throughout the University.

(Amended by Senate Action - May 2, 1977)

REPORT ON ACADEMIC HONESTY

Concern for various forms of cheating among students at the University of Delaware has not abated since the report of the Ad Hoc Committee on Academic Honesty was presented to the Senate in 1974. If anything, as increasing national attention has focused on the issue, this concern has grown, especially among students. For this reason, a special committee was appointed in the fall of 1976 by the Associate Provost for Instruction to look further into why students cheat and what steps should be taken to remedy the situation. What follows is the report of that committee, which consisted of students, faculty, and administrators and was chaired by the Associate Provost.

Why Students Cheat

A wide variety of reasons may explain why students engage in various forms of academic dishonesty. Among these reasons are:

1. Academic and other pressures
2. Ease of cheating, and/or indifference of faculty
3. Boredom; lack of interest in learning
4. Little negative sanction by other students and faculty
5. Mismanagement of time; students caught in a bind
6. Failure of students to understand real meaning and value of education
7. Disenchantment with faculty who shortchange students with poor preparations, etc.
8. Varying interpretations of academic dishonesty, especially plagiarism

Whatever the motivations, and the list above could easily be extended, students must understand at the outset of their college experience and be reminded frequently thereafter that academic dishonesty is not, will not, and cannot be tolerated or excused. To accomplish this goal, faculty must overcome their understandable distaste for the subject and take appropriate actions. They should not, of course, assume that all students cheat, given half a chance--an attitude which is both insulting to students and demeaning of faculty. They must, however, recognize that not all students are honest or, left to themselves, will perform truly at the level of their competence.

It must be stressed, above all, that a very great number of students are genuinely upset by the amount and frequency of academic dishonesty. They look to the faculty for leadership in dealing with this problem, for--rightly or wrongly--most of them feel extremely inhibited by peer pressures against taking actions themselves. The "care, control, government, and instruction of students" is, after all, the express charge to the faculty as stated in the University Charter. The steps outlined below are suggested means whereby the faculty may help carry out this charge.

Proposed Remedial Steps

The recommendations below, if implemented, would go far to reduce instances of cheating, especially on tests and examinations.

1. **ESSENTIAL:** Every faculty member must make it clear that academic dishonesty will not be tolerated. A brief discussion at the beginning of each term can be very useful if it indicates a) that the instructor is aware of the problem and sensitive to it; b) is willing to clarify as carefully as possible what constitutes plagiarism, acceptable and unacceptable student cooperation on

papers and projects, etc., and c) will take action not only to prevent cheating but to bring charges against students suspected of violations.

2. Alternative seating and/or alternative-form examinations should be used for all classes where multiple choice tests are given. N.B. Alternate-form examinations are most effective when they are administered on alternately colored examination papers or with alternately colored answer sheets to discourage and prevent surreptitious exchange of forms.

3. Proctors should be properly trained and supervised. A University or college pool of acceptable proctors should be established.

Additional Steps

Steps over and above those that should be taken by faculty members include a variety of measures intended to publicize or otherwise support faculty actions. The following are strongly recommended for implementation:

1. Penalties: for instances of proved cheating, a usual penalty of F in the course should be a minimum sanction imposed by the judicial system. This step is in keeping with established opinion on deterrence that swiftness and sureness of punishment, rather than its severity, is the best means for affecting behavior change. Additional sanctions may be invoked according to the severity of the offense.

2. Wider publicity: if necessary, space should be purchased in The Review at regular intervals to publish the description of every offence, penalty, and course in which cheating has been identified and proved.

3. Course evaluation forms: these should routinely include questions on the prevalence of academic dishonesty and the instructor's sensitivity to the problem and attempts to deter or detect cheating.

4. Department responsiveness: each department should develop a mechanism for receiving and dealing with student and faculty concerns about cheating. This mechanism (a department committee or whatever other means is adopted) should be well publicized so that students know where and how to register their concerns. Alternatively, or in addition, advertisements should be placed in The Review, possibly at the end of the list of violations (#2 above), requesting that any information on courses in which cheating is prevalent should be forwarded to the dean of the college or the department chairperson.

Conclusion

The Committee recognizes that the total elimination of academic dishonesty may not be possible. But we are unanimous in the conviction that this recognition should in no way serve as an excuse for ignoring the problem or shying away from the strong steps needed to deal with it effectively. We recognize, furthermore, that only when both faculty and students demonstrate overtly and repeatedly that cheating is unacceptable behavior will any headway be made toward changing the current situation concerning academic dishonesty. If everything ultimately hinges upon a basic change of attitude-- and we firmly believe that this change is really at the heart of the matter-- then measures can and must be taken to influence attitudinal change. We believe our recommendations can help bring about that change, and we therefore urge careful consideration of them and prompt implementation.

AD HOC COMMITTEE ON ACADEMIC HONESTY

Mike Curan, AS 79
David Frey, Plant Science
Kenneth Haas, Criminal Justice
Jay Halio, Associate Provost, Chairperson
Edgar Townsend, Associate Dean of Students
Stephanie Zubyk, BE 77

4/15/77

Memorandum

DATE: May 17, 1977

TO: Professor Sarah Van Camp, Secretary
University Faculty Senate

FROM: Jay L. Halio, Associate Provost *J. Halio*

SUBJECT: Corrections to Minutes of General Faculty Meeting, April 18, 1977,
and to Minutes of Senate Meeting, May 2, 1977

Since the Senate will not meet again until the fall, I am writing you at this time to correct the minutes of a) the University Faculty Meeting on April 18 and b) the Faculty Senate meeting of May 2, 1977.

a) On p. 1 of the Minutes of the General Faculty meeting, please correct the last paragraph. The sentence beginning with my name should read: "Dr. Halio questioned Mr. Smith's concern that there is no voice for higher education in state government, and Mr. Smith said that there should be. . . ." As the minutes now stand, exactly the opposite of what I said is conveyed. (Note also the typo in line 1 of this paragraph: "than" should be "that.")

b) On p. 4 of the Senate minutes for May 2, Section D has several errors. In paragraph 1 of this section, line three should read: "as a resolution moved and seconded." In the same paragraph, line 6, please insert "reviewed it and" before the word "suggested."

Most important, at the end of the second paragraph of this section, the minutes are completely confused. The word "usual" was proposed as an amendment but not passed. The confusion is compounded when the minutes state that the resolution was passed "with no amendments," when at the beginning of the paragraph it states correctly that a change in wording was accepted. Therefore, the final sentence in the paragraph should read: "After further discussion the word 'usual' was submitted for 'automatic,' but not accepted. After a call for a quorum, a vote was taken and the resolution was passed as amended by a vote of 21 yeas and 9 nays." (The quorum count, you remember, indicated that 30 elected senators were still present.)

Please also correct the typo at line 11 of this paragraph in "resolution." The Report of the Committee attached to the minutes should also be corrected by deleting the word "usual" from #1 under Additional Steps, p. 3 (Attachment 2).

Thank you for making these corrections to the minutes.

JLH:rmg

