September 7, 1998

TO:           All Faculty Members

FROM:        Susan McGeary, Vice President
             University Faculty Senate

SUBJECT:    Regular Faculty Senate Meeting, September 14, 1998

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, September 14, 1998 at 4:00 p.m. in room 104 Gore Hall. The agenda will be as follows:

AGENDA

I.  Adoption of the Agenda

II. Approval of the Minutes: May 4, 1998

III. Remarks by Provost Schiavelli

IV.  Announcements:

Senate President Michael Keefe
•   Sexual Harassment Policy Changes
•   Roles and Functions of the Senate

Assistant Provost Jeff Quirico
•   PEP Project (Personnel, Employment and Payroll)
   New Human Resources Software

Announcements for Challenge

A.   New Honors B.A. in Chemistry Education

B.   Proposed Option Within the Foreign Languages and Literature M.A.

C.   Revision to MA and PhD Program, Department of Mathematical Sciences
V. Old Business - None

VI. New Business - None

Introduction of New Business: Such items as may come before the Senate. (No motion introduced under new business, except a motion to refer to committee, shall be acted upon until the next meeting of the Senate.)

Attachments: 
1. University Policy Against Sexual Harassment
2. Faculty Senate Roles and Functions
3. New Honors B.A. in Chemistry Education
4. Proposed Option Within the Foreign Languages and Literature M.A.
5. Revision to MA and PhD Program, Dept. Mathematical Sciences

[Note: To save expenses, attachments do not always include the complete information and supporting materials available to the committee(s). A copy of all background information is being held for review in the Faculty Senate Office, 205 Hullihen.]

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It is a violation of University policy to retaliate in any way against students or employees because they have raised allegations of sexual harassment. Since a charge of sexual harassment may have serious consequences, the complainant(s) are responsible to bring the charge in good faith and in accordance with the University's policy. The person(s) against whom the complaint is lodged also bears a responsibility to abstain from retaliatory behavior toward the complainant(s) outside the established channels of redress. A complainant whose allegations are found to be both false and brought with malicious intent will be subject to disciplinary action.

II. Complaint Procedures

A. Lodging a Complaint

Employees/students who believe that they are being subjected to sexual harassment should discuss the matter with their supervisor/advisor, if appropriate, or directly contact the Office of Women's Affairs (OWA) or the Office of Affirmative Action (OAA) for confidential support, information and possible informal resolution. Faculty members who believe they are being subjected to sexual harassment, or are being accused of sexual harassment, should contact the AAUP. Signed complaints of sexual harassment shall be referred to the Vice President for Administration for further investigation and corrective action. Employees/students may contact the Vice President for Administration directly if they feel they have been subjected to sexual harassment however only signed complaints will be investigated by the Vice President.

B. Informal Procedures

- Upon receipt of a written allegation of sexual harassment, the Vice President for Administration will meet with the individual against whom the complaint has been made, his/her department chairperson or immediate supervisor, college dean or unit head. The director of OWA or OAA will be in attendance, as appropriate. (Rev. Fac Sen. 2/10/97)
- The AAUP will be notified if the complaint involves a faculty member(s) in any way. If the accused is a faculty member, the AAUP will be notified in time to allow consultation with the accused prior to the meeting. The Vice President for Administration will advise the accused that it is in his/her best interest to seek out the appropriate AAUP officer for consultation prior to any meetings. (Rev. Fac. Sen. 2/10/97)
- Where indicated, the Vice President for Administration may interview other individuals to ascertain the validity of the complaint. However, the investigation will proceed in a timely manner. (Rev. Fac. Sen. 2/10/97)
- If the Vice President for Administration finds the charge of sexual harassment is valid, prompt and appropriate corrective action will be taken. This may include one or more of the following actions depending on the severity of the offense:

  1. A verbal warning that a repetition of the reported impropriety will result in formal action.
  2. 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).
The faculty is not, however, initially responsible for curriculum design, admission policies, degree requirements, prizes, awards, etc. The burden for curriculum design, admission policies, degree requirements, prizes, awards, etc. must remain at the college level.

The committee structure of the Faculty Senate reflects these responsibilities.

The collective powers and privileges return to the Faculty during the conduct of a special meeting of the full Faculty (as described in the Constitution). The Faculty (by adopting the Constitution) have asserted to grant the collective faculty powers and privileges (as granted by the Trustee Bylaws) to the University Faculty Senate.

Faculty Senate Rules & Functions
September 14, 1998

10. Determine the duties it will delegate to faculty committees.

9. Adopt regulations governing its own procedures.

8. Make recommendations for the conduct of formal exercises & public functions.

7. Recommend educational & academic policies relating to the Library.

6. Recommend policies concerning awards, prizes, and scholarships.

5. Determine requirements for degrees and recommend candidates.

4. Determine educational and academic policies of admissions.

3. Provide for the establishment of a program of extra-course education.

2. Provide for the establishment of the curricula and courses.

1. Formulate rules & regulations for the government & discipline of the student body.

Powers of the Faculty:

Faculty Senate Roles & Functions
Propose to the President, for transmission to the Board of Trustees, amendments to these regulations (providing such amendment(s) have been proposed in writing at the preceding regular meeting of the University Faculty Senate).

5. Promotions, tenure, dismissals, and salaries.

4. Make recommendations to the President, for transmission to the Board of Trustees, concerning the formation of policies governing appointments.

3. Consider and make recommendations for proposed changes in the University organization.

2. Consider matters of general interest to the University and make recommendations.

1. Make recommendations to the Board of Trustees concerning the establishment or any degree.

Privileges of the Faculty:

Faculty Senate Roles & Functions
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<td>21.</td>
<td>Committee on Undergraduate Studies</td>
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Standing Committees of the Faculty Senate:

Faculty Senate Roles & Functions
Senate items are logged and monitored by the Senate Staff.

Determines appropriate committee(s) for items brought to the Senate.

( )

The Executive Committee

Many items require action by multiple Senate committees. The committees decide, discuss, and control all business of the Senate.

Committees are therefore the backbone of the Senate.

Faculty Senate Rules & Functions
September 14, 1996

Adjoin.

New business.

Old business.

Items for discussion - resolution - vote.

Items for challenge (courses, minor curricula modifications).

Remarks by Administration (Provost Schiavelli).

Announcements.

Typical meeting:

Then the March meeting:

Material for inclusion in the University catalogs must be approved no later
first "in-class" Monday of the month, start 4 pm.

Eight meetings, four each semester.

Senate meetings:

Faculty Senate Roles & Functions
Faculty Senate vs. Administration
Faculty, students vs. Faculty Senate
Goal - Communication

Important Issue: Ad Hoc Committee on General Education - DR. Hottecker

Much of the Senate business is important but ordinary.

Senate President's Remarks for the 1998-1999 Academic Year

Faculty Senate Roles & Functions
Honors B.A. in Chemistry Education

The recipient must complete:

1. All requirements for the B.A. in Chemistry Education (see attachment)

2. All of the University's generic requirements for the Honors Degree
   Note: At least eight of the twelve credits described in section II. C. 1 of the University's generic requirements for the Honors Degree must be in CHEM courses. The remaining four credits must then be in a required course in a related technical area, e.g., BISC, MATH, PHYS, EDST. CHEM courses at the 600-level or higher may be considered as Honors courses.

3. The additional requirement:

   A grade point index of at least 3.30 in chemistry courses at the time of graduation.
UNIVERSITY OF DELAWARE
B.A. Program in Chemistry Education (BAAS/XCE)

Professional Studies (24 credits)

EDST-201 (3)  
EDST-304 (3)  
EDST-305 (3)  
EDST-420 (1) (Upper Level Reading Instruction)
SCEN-491a,b (4) (only offered Fall semester)
EDDV-400c (9) (Student Teaching, only offered Spring semester)

Major Requirements

(Minimum of 30 credits required; must have at least a 2.75 overall GPA in chemistry courses, with all required chemistry course grades at least C-)

General and Quantitative Chemistry:  CHEM-111/112/119/120 (11) or CHEM-103/104/220/221 (12)

Organic Chemistry:  CHEM-213 (4) or CHEM-321/322d (8) or CHEM-331/332/333 (8)

Instrumental Methods:  CHEM-437/438 (4)
Physical Chemistry:  CHEM-418/445 (4) or CHEM-443/445 (4)
Biochemistry:  CHEM-214/216 (4)
Elective:  Recommended: CHEM-457, CHEM-527, or CHEM-62x

Related Courses

BISC-207 (4)
PHYS-201 or PHYS-207 (4)
PHYS-202 or PHYS-208 (4)
MATH-221 (3) or MATH-241 (4)
MATH-222 (3) or MATH-242 (4)
GEOL-105 (4)

Language, group, and other requirements for the B.A. as listed in the Undergraduate Catalog.

TOTAL:  124 credits

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a"SCEN-491 Teaching Science in the Secondary School" must be taken the semester prior to student teaching.
bA minimum grade of C is required in this course to qualify for student teaching.
cStudents MUST have at least a 2.75 GPA in chemistry and 2.5 GPA overall to qualify for this course.
dStrongly recommended

Effective 9/1/96
(Class of 2000)
April 23, 1997

Dr. John L. Burmeister
Chemistry & Biochemistry
CAMPUS

Dear Dr. Burmeister:

At the last meeting of the Educational Affairs Committee, your petition requesting approval of a new degree - Honors B.A. in Chemistry Education was reviewed. I am pleased to inform you that the committee did approved your request.

Sincerely,

[Signature]

Alan Fox, Chair
Educational Affairs Committee
MEMORANDUM

TO: D. Heyward Brock, Senior Associate Dean
College of Arts and Science

FROM: John L. Burmeister, Alumni Distinguished Professor and
Associate Chairman

SUBJECT: Request for Approval of New Degree: Honors B.A. in Chemistry
Education

The subject degree (see attachments) has been unanimously approved by the
faculty of the Department of Chemistry and Biochemistry. Its creation was spawned
by a request (attached) from Professor Robert F. Brown, Director of the University
Honors Program.

JLB/mm
Attachments (4)

cc: Professor Jean Futrell
Professor Robert Brown
Ms. Carolyn Schonewetter
Ms. Jill Trafton
Ms. Allison Liechty
March 31, 1998

MEMORANDUM TO: Mary Donaldson-Evans
Director of Graduate Studies, Foreign Languages and Literatures

FROM: James B. Mehl, Interim Assoc. Dean for Research & Grad. Studies
Margaret L. Andersen, Interim Dean
College of Arts and Science

The College of Arts and Science supports the proposed "Second Option" for the Master of Arts in Foreign Language Pedagogy. We note that this option is directed to the needs of in-service secondary educators, who will generally complete much of their graduate work in existing summer-session courses. We also note that you anticipate modest enrollment growth in the Summer Institute, but that no new courses or staffing will be needed.

We commend the Department of Foreign Languages and Literature for addressing the needs of high-school teachers.

JBM/EdeC
Proposal for a Second Option to the MAFLP Degree
(11 November 1997)

Purpose of Option II:

1. To increase understanding of pedagogical issues pertaining to the teaching of foreign languages at the high school level.
2. To enhance understanding of the literature, culture, and civilization of the target language (TL) communities.
3. To improve overall TL proficiency.

Eligibility for Option II:

1. Applicants must be able to document their status as in-service high school teachers. In addition, their candidate statement should outline a) their needs; and b) the methods and techniques they generally use in their FL classes.
2. Option II is intended for students who take the bulk of their courses through the Summer Institute for Foreign Language Teachers. Full-time funded students are not eligible for this option.

Requirements for the MAFLP Option II degree:

Course Work:
10 courses (including at least 5 in the TL literature, at least 3 in FL pedagogy)
Of these, a minimum of 2 courses (preferably including one in FL pedagogy) must be taken during the regular academic year.

Exit Requirements:
A two-part (written and oral) exit examination that emphasizes theoretical and practical aspects of teaching language and literature in the secondary schools. One section of both the written and oral exams will be in the target language. The literary portion of the examination will be based on the year's AP reading list.

An ACTFL Oral Proficiency Interview or a SOPI (Simulated Oral Proficiency Interview) in which students would be required to achieve a minimum rating of Intermediate High. Students who fail to achieve this level would be able to satisfy this requirement in one of three ways: 1) by taking an appropriate course in a country where the TL is spoken; 2) by taking an appropriate course in an immersion program (e.g. Middlebury); or 3) by retaking the exam.

A portfolio* consisting of the following:
1) the syllabus of a sample TL course.
2) one set each of sample teaching activities in the areas of listening, speaking, reading, writing, and culture (in the target language), as well as an evaluation of their classroom effectiveness.
3) a paper in the TL written for a literature course.
4) the observation report of one of the candidates' actual foreign language classes;
5) a statement of self-assessment indicating the areas of pedagogical strength and those in need of further development.

*to be submitted to the FLP faculty for approval
18 February 1998

To: Jim Mehl
Interim Associate Dean for Research and Graduate Study

From: Mary Donaldson-Evans
Director of Graduate Studies, FLL Dept.

Subject: MAFLP Option II

Let me try to respond to your questions regarding the FLL Department's proposal for a second option to the MAFLP Degree.

I enclose a sheet outlining the requirements for the current degree.

Rationale for the Proposal:

MAFLP Option I (the current degree) is intended for full time graduate students who take the bulk of their courses during the academic year. Although many elect this degree because they wish to fulfill requirements for teacher certification while earning an MA degree, some intend to pursue their studies at the PhD level in the field of Applied Linguistics; others go on to teach language courses at the University or Community College Level. Their literature courses are taken with students in the MAFL program, and their comprehensive exams are in both literature and pedagogy.

In-service teachers find it extremely difficult to take courses during the regular semester. Most current teachers enrolled in the MAFLP Program take the bulk of their courses during the Summer Institute. These very intensive courses (although they meet for the same number of hours as courses offered during the regular semester, the duration of the program is only 2 ½ weeks), are necessarily different in nature from the semester courses. In the first place, the literature courses taught during the summer place greater emphasis on ways in which the teachers can utilize what they are learning in their high school classrooms rather than on, say, literary history or theory. Secondly, many of these courses tend to incorporate culture as well (art, music, etc.). Finally, because of the intensive nature of the summer courses, emphasis tends to be on the shorter genres (lyric poetry, short stories, plays, etc.) rather than on longer genres, such as epic poetry, the novel, etc.

It came to our attention that the MA Comprehensive examinations currently in place do not test what the high school teachers are learning in their summer courses, but rather what students in the
regular program learn in the classes taken during the academic year. We learned that many high
school teachers hesitate to enroll in the MA program because of the prospect of exams that they
deem irrelevant to their needs and unreasonable in terms of their classroom preparation.

This was the principal motivation behind our proposal for a second option.

A secondary motivation was the sense that an examination was insufficient to evaluate high school
teachers. For example, the oral skills of many high school teachers, particularly those who have
been out of school for some time and who were not exposed as students to current
communicative methodologies, is deficient. To truly test their preparation and to meet their
professional needs, the new option will require two things that the current option does not: 1) the
submission of a portfolio; and 2) an oral proficiency interview.

The second language reading proficiency required of students in the regular program is above all
useful for those who intend to pursue their studies to the PhD and who may need to do research
in a second foreign language. This was deemed unnecessary for the high school teachers.

Summary: Differences between MAFLP Option I (existing) and Option II (proposed):

MAFLP Option I requires
—10 courses, of which a maximum of two (one in literature) can be taken in the Summer Institute
—comprehensive exams in literature and pedagogy
—reading knowledge of a second foreign language

MAFLP Option II requires
—10 courses, of which a minimum of two must be taken during the regular semesters;
—exams in literature and pedagogy based upon the needs of the h.s. teacher;
—submission of a portfolio to be evaluated by the pedagogy faculty (this will not carry credit);
—an oral proficiency interview.

Expected Impact:

We anticipate that enrollments in the Summer Institute will rise somewhat. No additional course
offerings or staffing are anticipated.

Let me know if you have further questions! Many thanks.
May 21, 1998

TO: Professor Robert Hampel  
Education Development

FROM: Professor David Colton [EIC]  
Mathematical Sciences

RE: Changes in Mathematical Sciences Graduate Program

The major changes in the graduate program in Mathematical Sciences are as follows:

Master’s Degree:

M616 (Applied Mathematics) is now a core requirement for pure and applied mathematics. M805 (Real Analysis) is no longer a core requirement. Applied mathematicians must now take a one semester course in an area of application instead of M835 or M838 (Partial Differential Equations) and pure mathematicians must take M688 (Combinatorics and Graph Theory) instead of M827 (Topology) or M845 (Group Theory). The thematic seminar has been eliminated as a requirement.

Ph.D. Requirements

M805 (Real Analysis) is no longer a core requirement but M616 (Applied Mathematics) is. Applied mathematicians must now take two semesters in areas of application as well as the new courses M612 (Numerical Methods in Partial Differential Equations) and M810 (Asymptotic and Perturbation Methods). Two courses from M822 (Integral Equations), M835 (Partial Differential Equations) and M838 (Numerical Methods for Partial Differential Equations) are no longer required courses in the applied mathematics option. Pure mathematicians are now required to take M688 (Combinatorics and Graph Theory). The candidacy exam has been reduced from 3 topics to 2 topics which reflect the above course changes and the language requirement is now 1 foreign language instead of 2.

DC/ds