

# **UNIVERSITY FACULTY SENATE**

## **SUMMARY OF AGENDA**

May 3, 1999

- I. **Adoption of the Agenda**
- II. **Approval of the Minutes: April 12, 1999**
- III. **Election of Senate Officers and Certain Committee Members**
- IV. **Remarks: University Provost Melvyn Schiavelli**
- V. **ANNOUNCEMENTS: Senate President Michael Keefe**

### **ANNOUNCEMENTS FOR CHALLENGE**

- A. **Revisions to the B.S. in Computer and Information Science, College of Arts and Science**
- B. **Revision to the major in Family and Community Services (add concentration: Family Research), Department of Individual and Family Studies**
- C. **Revisions to the curriculum in Accounting, Finance and Business Administration**

### **VI. OLD BUSINESS**

- A. **Publication of results of course evaluations**
- B. **Optional exams administered on Reading Days**

### **VII. NEW BUSINESS**

- A. **Request for confirmation of committee appointments**
- B. **Election of Chair, Committee on Committees and Nominations**
- C. **Recommendation for the establishment of a Ph.D. degree in Entomology and Applied Ecology**
- D. **Recommendation to change the academic residency policy for degree eligibility**
- E. **Recommendation for permanent approval of the majors in Finance,**

**Management, Operations Management, and Marketing, College of  
Business and Economics**

- F. Recommendation to disestablish the Human Development and Family Processes (HDFP) major in the Department of Individual and Family Studies**
- G. Recommendation for the addition to the University's Policy Statement regarding accommodations for students with learning disabilities**
- H. Recommendation to change Disruptive Conduct Policy as it relates to sexual assault**
- I. Recommendation to change Class Attendance Policy in the Student Handbook**
- J. Recommendation to change the policy in the Faculty Handbook, Section II.II.2 concerning optional exams on Reading Day**
- K. Introduction of New Business**



UNIVERSITY FACULTY SENATE

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April 30, 1999

TO: All Faculty Members

FROM: Sue McGeary, Vice President  
University Faculty Senate

A handwritten signature in cursive script, reading "S. Mc Geary /sq".

SUBJECT: Regular Faculty Senate Meeting, May 3, 1999

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, May 3, 1999 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 of the Senate Meeting of April 12, 1999
  - III. Election of Senate Officers, President Elect, Secretary, two members of the Committee on Committees and Nominations. [Note: A slate of nominees prepared by the Committee on Committees and Nominations (Jon Olson, Chairperson) is presented in Attachment 1. Biographies of the nominees are presented in Attachment 2. Senators are reminded that additional nominations may be made from the floor and that senators making such nominations are responsible for determining that a nominee would serve if elected.]
  - IV. Remarks by University Provost Schiavelli
  - V. Announcements: Senate President Keefe
- Announcements for Challenge
- A. Revisions to the B.S. in Computer and Information Science, College of Arts and Science (Attachment 4)
  - B. Revision to the major in Family and Community Services (add concentration: Family Research), Department of Individual and Family Studies (Attachment 5)

- C. Revisions to the curriculum in Accounting, Finance and Business Administration (Attachment 6)

VI. Old Business -

- A. Publication of results of course evaluations - Sent to the Student Life Committee; no further action required (Attachment 15)
- B. Optional exams administered on Reading Days - no further action required as the Committee on Rules offered resolution to this issue. (Attachment 15)

VII. New Business

- A. Request from the Committee on Committee and Nominations (Jon Olson, Chair) for Senate confirmation of appointments. (Attachment 3)

Resolved that the appointments to Senate committees and the appointments of Senate committee chairs as presented in Attachment 3 of this agenda are hereby confirmed.

- B. Election (if necessary) of a chairperson for the Committee on Committees and Nominations to be chosen from the committee members elected by the Senate
- C. Recommendation from the Committee on Graduate Studies (James Richards, Chair) with the concurrence of the Coordinating Committee on Education (Mark Huddleston, Chair) for the establishment of provisional approval to add the Ph.D. to the Graduate Program in Entomology and Applied Ecology (Attachment 7)

Whereas the Ph.D. is the standard graduate degree in the field of Entomology and Applied Ecology, required for access to most professional jobs, and

Whereas comprehensive reviews by outside evaluators have strongly recommended that the Department of Entomology and Applied Ecology establish its own Ph.D. program, and

- Whereas current faculty members in the department are well-prepared to direct Ph.D. programs, especially in insect pest management and applied ecology, and
- Whereas no new University resources are required to initiate this program, and
- Whereas the Ph.D. degree program would strengthen existing industry and USDA partnerships, be it therefore
- Resolved that a Doctor of Philosophy degree program in Entomology and Applied Ecology be established on a provisional basis for four years, beginning September 1, 1999.

**D. Recommendation from the Committee on Undergraduate Studies (Alan Fox, Chair) with the concurrence of the Coordinating Committee, (Mark Huddleston, Chair) to change the academic residency policy for degree eligibility (Attachment 8)**

- Whereas students today often find it necessary, for financial and other reasons, to complete their education through transfer courses, and
- Whereas the University wishes to offer students flexibility in completing their degree requirements, be it therefore
- Resolved that the University's academic residency baccalaureate degree requirement be changed from "Completion of either the first 90 credits or the last 30 credits, full or part-time, at the University of Delaware." to "Completion of either 90 of the first 100 credits or 30 credits of the last 36 credits, full or part-time, at the University of Delaware."

**E. Recommendation from the Committee on Undergraduate Studies (Alan Fox, Chair) with the concurrence of the Coordinating Committee, (Mark Huddleston, Chair) for permanent approval of the majors in Finance, Management, Operations Management and Marketing, College of Business and Economics (Attachment 9)**

**Whereas** the four B.S. majors in Business Administration--Finance, Management, Operations Management and Marketing--have successfully graduated hundreds of majors in the seven years since they were upgraded from concentrations, and

**Whereas** graduates of these four majors enjoy very high employment and/or graduate school matriculation rates, and

**Whereas** the program requirements for these majors fully conform to the guidelines of the American Assembly of Collegiate Schools of Business (AACAB), the principal accrediting agency, be it therefore

**Resolved** that the majors in Finance, Management, Operations Management, and Marketing be granted permanent status.

**F. Recommendation from the Committee on Undergraduate Studies (Alan Fox, Chair) with the concurrence of the Coordinating Committee, (Mark Huddleston, Chair) to disestablish the Human Development and Family Processes (HDFP) major in the Department of Individual and Family Studies (Attachment 10)**

**Whereas** the Faculty Senate has concurred through an Announcement for Challenge in the creation of a concentration in Family Research in the Family and Community Services major, and

**Whereas** this concentration is intended to fulfill the mission of the existing Human Development and Family Processes (HDFP) major, be it therefore

**Resolved** that the major in Human Development and Family Processes (HDFP) be disestablished.

- G. Recommendation from the Committee on Student Life (Nancy Jordan, Chair) with the concurrence of the Executive Committee (Michael Keefe, Chair) for an addition to the University's Policy Statement regarding accommodations for students with learning disabilities (Attachment 11)

Whereas the statement listed below speaks to the need for accommodations on the part of a student diagnosed with a learning disability and/or AD/HD, be it therefore

Resolved that the statement listed below be added to the University's Policy Statement Regarding Accommodations for Students with Learning Disabilities.

Should a faculty member question the need for accommodations on the part of a student diagnosed with a learning disability and/or AD/HD, he/she should consult with the Academic Services Center (ASC) and seek explanation. Should a faculty member consider that the accommodations prescribed by the ASC are not appropriate within the context of his/her course, he/she may request that the Chair of the Committee on Faculty Welfare and privileges, within three working days, appoint a panel to resolve the issue. That panel will consist of:

1. A faculty member from the requestor's department approved by the requestor
2. A professional staff member from the ASC
3. A faculty member agreeable to both the requestor and the ASC.

The panel will consult with legal counsel and, within five (5) working days, advise the Provost of the matter. The Provost will notify the Chair of the Committee on Faculty Welfare and Privileges and the panel of his decision.

- H. Recommendation from the Committee on Student Life (George Bear, Chair) with the concurrence of the Executive Committee (Michael Keefe, President) for proposed changes to the Disruptive Conduct Policy as it relates to sexual assault (Attachment 12)

- Whereas the current policy in the Student Code of Conduct concerning "Disruptive Conduct" fuses "violence" and Sexual assault" and
- Whereas the current policy concerning "Disruptive Conduct" fails to define sexual assault, and
- Whereas the Student Life Committee, Women's Affairs, and other relevant parties at the University have agreed to these changes in the wording of the policy, be it therefore
- Resolved that the Student Code of Conduct be revised as follows:

1. "Sexual Assault" is added as a separate section (XVIII. Sexual Assault) and is defined as follows:

**XVIII. Sexual Assault.** Sexual assault is any unwanted non-consensual physical contact of a sexual nature, whether by an acquaintance or a stranger. Sexual assault can occur under physical force and/or coercion or when a person is physically or mentally unable to give consent. Sexual assault includes but is not limited to rape, forcible sodomy, forcible oral copulations, sexual assault with an object, sexual battery, and forcible fondling (i.e., unwanted touching or kissing of a sexual nature). The University of Delaware will not tolerate sexual assault and will adjudicate such acts of violence through the campus judicial system as well as encourage the accuser to pursue criminal and/or civil remedies.

2. Section V.A. of the current Code be revised such that the following italicized wording is deleted:

Violence or threat of violence against self or any member or guest of the University community. *(This includes but is not limited to physical assault, rape, or other sexual assault. Rape is sexual intercourse which takes place against a person's will, or in circumstances where a person is physically, mentally or legally unable to give consent. Conviction, whether in the courts or in the Student Judicial System, for rape or other serious physical assault will lead to expulsion from the University. Any member of the University community who*



*witnesses a violation of the Code of Conduct is expected to report that violation whether or not the reporter was personally victimized by the violation.)*

- I. Recommendation from the Committee on Student Life (George Bear, Chair) with the concurrence of the Executive Committee (Michael Keefe, President) for proposed changes to the Student Handbook and Faculty Handbook, under section on Student Class Attendance (Section II-9 of Faculty Handbook) (Attachment 13)

Whereas the current policy on Student Class Attendance does not address student absences for members of the National Guard or active reserve, and

Whereas short-term absences for military duty are sometimes experienced by members of the National Guard or active reserve, be it therefore

Resolved that the Student Class Attendance Policy in the Student Handbook and in the Faculty Handbook be revised to include the following:

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/her college. The Dean's Office will then provide a letter of verification to all of the student's instructors for the term.

- J. Recommendation from the Committee on Rules, (Karen Stein, Chair) with the concurrence of the Executive Committee (Michael Keefe, Chair) and the Committee on Undergraduate Education (Alan Fox, Chair) to change the policy in the Faculty Handbook, Section II.II.2 concerning Reading Day

Whereas both students and instructors would benefit from greater flexibility in terms of additional opportunities to schedule make-up exams, replace low test scores, etc. at the end of the semester, and

**Whereas** it is understood that any decision by an instructor to schedule an exam must involve the purely voluntary agreement of affected students, be it therefore

**Resolved** the language in the Faculty Handbook ["... a required examination, test or quiz (excluding make-up examinations for individuals...) may be given only during regularly scheduled class or laboratory hours associated with that course..."] dealing with examinations on Reading Day be changed as follows:

“...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, 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).**”

**K. 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.)

MK/rg

**Attachments: Committee Activities Report**

- 1. Slate of Nominees**
- 2. Biographies of Nominees**
- 3. Confirmation of Appointments**
- 4. Revision to the BS in Computer and Information Science**
- 5. Revision to the major in Family and Community Services**
- 6. Revision to the curriculum in Finance and Business Administration**
- 7. Provisional approval to add the PhD to Graduate Program in Entomology and Applied Ecology**
- 8. Change Academic Residency Policy**
- 9. Permanent approval to the major in Finance, Management, Operations Management, and Marketing**
- 10. Disestablish the Human Development and Family Processes major**
- 11. Addition to the University's Policy Statement regarding accommodations for students with learning disabilities**
- 12. Proposed changes to the Disruptive Conduct Policy (Sexual Assault)**

12. Proposed changes to the Disruptive Conduct Policy (Sexual Assault)
13. Proposed changes to the Student Class Attendance in Faculty Handbook and Student Handbook
14. Proposal from Committee on Rules concerning Reading Day
15. Proposal from DUSC



The following individuals have been nominated by the Committee on Committees and Nominations for various Senate offices during the academic year 1999-2000:

President Elect	Norman E. Collins, Jr. Judith Van Name
Secretary	Avron Abraham Karen Stein
Member, Committee on Committees and Nominations (1 Vacancy)	Robert Brown Beth Haslett
Members, Committee on Committees and Nominations (1 Vacancy)	Kenneth Lomax Joanne Golden

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Biographies of the nominees and statements by the candidates for President Elect are at Attachment 2.

## PRESIDENT-ELECT CANDIDATES' STATEMENTS

### Collins, Norman E.

As the organization responsible for the formulation and administration of academic policies, the Faculty Senate deals with much that is routine in nature; yet this work must be done in a timely and efficient manner. More exciting, however, and equally important, is the Senate's role as the agent of change in the academic community; e.g., our responsibility in dealing with the upcoming report from the Ad Hoc Committee on General Education. With spirited and constructive debate during the review process - including an open hearing - and the discussion on the floor of the Senate, the faculty can formulate policy that will enhance the quality of the University of Delaware's academic programs. Our actions on this report should not be an end, but should serve to inspire additional ideas, discussion, and policy that will assure the academic excellence of the University well into the next century.

The president-elect, and Coordinating Committee chair, will "manage" a significant part of the bureaucratic review of the General Education report. A successful outcome will be a policy that represents the will of the faculty and can be implemented by the administration. My experience as president of AAUP during its successful negotiations for a three-year contract that included the dental plan, tuition remission, and cola benefits, and my eleven years as chair of the Agricultural Engineering (now Bioresource Engineering) Department, during which we designed and implemented the curriculum of the Engineering Technology and Technical Management major, developed management and negotiating skills which bear directly on my ability to carry out these responsibilities. Further, as I've served as chair of the Academic Appeals Committee for the last four years, I have developed an excellent working relationship with the Senate Office staff.

As president-elect and then president, my goal is to challenge the Senate - and all the faculty - to provide additional ideas and discussion so that the University's academic excellence is assured in the future. How can this be achieved? It can be achieved if you - the faculty and the administration - begin the dialogue. I would urge you to call me - either at my office or at home - to engage in the discussion. By sharing your ideas, the Senate agenda - not mine - will be built! I look forward to serving the Faculty Senate and the University in this important leadership role.

### Van Name, Judith

The central mission of the University of Delaware is to cultivate both learning and the free exchange of ideas. The University Faculty Senate, the representative agent of the faculty, provides a forum for the exchange of ideas on many different aspects of academic life. Since its beginnings in the early 1970's, not only has the Faculty Senate shaped the direction of academic programs but it has streamlined its efforts through the effective functioning of its committee structure. The Faculty Senate provides the opportunity for the interchange of ideas to continuously improve our fine institution and promote personal growth. The actions of the Faculty Senate, such as reviewing the new general education curriculum, have a major impact on everyone connected with the University. The size of our university facilitates the sharing of creative ideas and their implementation.

My most recent involvement with the Faculty Senate was as a member of the Library Committee (1993-95) and the Budget and Space Committee (1991-92). I was elected and served as Secretary of the Faculty Senate and a member of the Executive Committee in 1977-78. I have also served on an Ad Hoc Committee on Governance and the Student and Faculty Honors Committee including a number of Honors sub-committees.

I have always enjoyed leadership opportunities. Since joining the faculty in 1968, I have had many opportunities to share leadership responsibilities at the University, in professional organizations and in the community. I have had long standing involvement in the faculty governance issues. As a member of the faculty union, the American Association of University Professors, I have served on the Steering Committee for a number of years and as a member of the Faculty Bargaining Team, first in 1977 and again in 1998-99, for the most recently negotiated three year contract. I am familiar with workload and equity issues.

Experiences at the college level have included serving as Chair of an Ad Hoc Committee (1973) which developed the first elected committee structure for our College. The proposed structure was unanimously accepted on an interim basis and later revised and adopted as the College committee structure. Prior to departmentalization of our College, I served as Program Coordinator and then as the Chairperson of the Department of Textiles, Design and Consumer Economics (Consumer Studies). In addition to developing bylaws and committee structures, activities included program planning, budgeting, recruitment and evaluation. If elected, I also bring experiences as the first representative from the University of Delaware to attend the Bryn Mawr Summer Institute for Women in High Education Administration in 1979.

I have been active in professional organizations such as the Association of Financial Counseling and Planning Education as a member of the Board of Directors and the American Association of Family and Consumer Sciences, and just recently completed a two year term as President of the Delaware Affiliate.

It is an honor to be nominated as a candidate for President-Elect of the University Faculty Senate. If elected, I will draw upon the past three decades of experience and look forward to facilitating open communication as we continue to serve the next generation of students in the new millennium.

## PRESIDENT ELECT (VOTE FOR ONE)

NAME: Norman E. Collins Jr. DEPARTMENT: Bioresources Engrg. NAME: Judith Van Name DEPARTMENT: Consumer Studies  
 RANK: Professor DATE OF HIRE (FULL TIME): 1965 RANK: Assoc. Professor DATE OF HIRE (FULL TIME): 1968

HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? X YES NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? X YES NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING: IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

IN WHAT CAPACITY?		IN WHAT CAPACITY?	
COMMITTEE NAME	ACADEMIC YEAR	COMMITTEE NAME	ACADEMIC YEAR
1. Academic Appeals	1995-1999	1. Executive Committee	1977-1978
2. Computational Research	1995-1997	2. Budget & Space	1991-1992
3. Budget Review Cte.	1980-1985	3. Library Committee	1993-1995
4. Faculty Senator	Early 1980's	Ad Hoc Committee on Governance	1972-1975
5. Computer Committee	7 (1 yr.)	Student and Faculty Honors Cte.	1970-1974
6. Admission & Standing	1976	Subcommittee on Honors Day	1973-1974
7. _____	_____	Subcte. on Excellence in Teaching Awards	1972-1973
8. _____	_____	Subcte. on Excellence in Teaching Nomin. Exms.	1971-1972
9. _____	_____	Subcommittee on High Honors	1970-1971
10. _____	_____	10. _____	_____

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

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AAUP Activities  
 Steering Committee 1996-1999  
 President 1979-1981  
 Collective Bargaining Team 1979  
 Steering Committee 1978-1979  
 Departmental Representative 1975-1981

AAUP  
 Bargaining Team 1998-1999  
 Steering Committee 1997-1999  
 Bargaining Team 1977  
 Steering Committee 1975-1977  
 Department Representative  
 Chairperson Textile, Design & Consumer Economics  
 (Consumer Studies) 1978-1983

Chairperson Agriculture Engineering (Bioresources) 1981-1992

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# SECRETARY (VOTE FOR ONE)

Attachment 2

NAME: Avron Abraham DEPARTMENT: Health & Exec. Sci NAME: Karen Stein DEPARTMENT: Consumer Studies

RANK: Assoc. Professor DATE OF HIRE (FULL TIME): Sept. 1988 RANK: Assoc. Professor DATE OF HIRE (FULL TIME): Sept. 1978

HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? X YES NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? X YES NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)

COMMITTEE NAME	ACADEMIC YEAR	COMMITTEE NAME	ACADEMIC YEAR	IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.)
1. <u>University Faculty Senate</u>	<u>1993-1995</u>	<u>UFS Executive Committee</u>	<u>1998-1999</u>	<u>Secretary</u>
2. <u>Undergrad. Studies</u>	<u>1995-1996</u>	<u>Faculty Senate</u>	<u>1998-1999</u>	<u>Senator</u>
3. _____	_____	<u>University</u>	<u>1997-1998</u>	<u>Senator</u>
4. _____	_____	<u>Instructional Computing &amp; Research Support Svcs</u>	<u>1993-1995</u>	<u>Member</u>
5. _____	_____	<u>Academic Appeals Committee on</u>	<u>1984-1987</u>	<u>Member</u>
6. _____	_____	<u>Undergraduate Studs.</u>	<u>1984-1985</u>	<u>Member</u>
7. _____	_____	<u>Committee on Academic Appeals</u>	<u>1981-1983</u>	<u>Member</u>
8. _____	_____	<u>Undergraduate Admissions &amp; Standing</u>	<u>1979-1981</u>	<u>Member</u>
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

I have also served on both the Steering committee and Executive Committee of the AAUP, 1995-Present.

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Having served one year as Secretary for the University Faculty Senate, I would welcome the opportunity to extend my commitment to the Faculty Senate by continuing in this capacity for a full term.

kha c:\docs\cocan\agensec.bio



# CHAIRPERSON, COMMITTEE ON COMMITTEES AND NOMINATIONS (VOTE FOR ONE)

Attachment 2

NAME: Robert F. Brown DEPARTMENT: Philosophy Dept. NAME: Beth Bonniwell Haslett DEPARTMENT: Communications & Women's Studies

RANK: Professor DATE OF HIRE (FULL TIME): Sept. 1970 RANK: Professor DATE OF HIRE (FULL TIME): Sept. 1971

HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? X YES NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? X YES NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

IN WHAT CAPACITY?

(MEMBER, CHAIRPERSON, ETC.)

(MEMBER, CHAIRPERSON, ETC.)

1. Student & Faculty Honors 1990-1996 Member
2. Promotion & Tenure 1988-1989 Member
3. Undergraduate Studies Coordinating Cte. 1984-1986 Chairperson
4. on Education 1984-1986 Member
5. AdHoc Cte. Freedom of Expression, Public Events 1993-1994 Chairperson
6. Senate Organization 1987-1988 Member
7. Academic Standards 1974-1975 Member
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

ACADEMIC YEAR

ACADEMIC YEAR

1. Committee on Committees & Nominations 1997-1999 Member
2. Coordinating Committee on Education 1998-2001 Member
3. University Promotion & Tenure Cte. 1993-1994 Member
4. College Promotion & Tenure Cte. 1993-1994 Chairperson
5. Faculty Senate Arts & Science 1988-1990 President
6. Ad.Hoc Cte. on General Education 1996-1999 Member
7. Commission on Status of Women 1982-1984 Chairperson
8. Commission on Status of Women 1974-1976 Member
9. Fac. Rep. University Athletic Governing Board 1986-1990 Member
10. Middlestates Accreditation Cte. on Education 1986-1988 Member
11. University Faculty Senate 1991-1993 Senator
12. University Faculty Senate 1995-1996 Senator
13. Grievance Committee 1982-1983 Member

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Presently the director of Women's Studies.

# CHAIRPERSON, COMMITTEE ON COMMITTEES AND NOMINATIONS (VOTE FOR ONE)

Attachment 2

NAME: <u>Joanne Golden</u>	DEPARTMENT: <u>School of Educ.</u>	NAME: <u>Kenneth Lomax</u>	DEPARTMENT: <u>Bioresources Engg.</u>
RANK: <u>Professor</u>	DATE OF HIRE (FULL TIME): <u>Sept. 1979</u>	RANK: <u>Assoc. Professor</u>	DATE OF HIRE (FULL TIME): <u>Sept. 1979</u>
HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? <u>X</u> YES <u>  </u> NO		HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? <u>X</u> YES <u>  </u> NO	
IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:		IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:	
IN WHAT CAPACITY?		IN WHAT CAPACITY?	
COMMITTEE NAME	ACADEMIC YEAR	COMMITTEE NAME	ACADEMIC YEAR
1. <u>Library Committee</u>	<u>Early 1980's</u>	1. <u>Executive Committee</u>	<u>1992-1993</u>
2. <u>Graduate Studies Cte. University</u>	<u>Mid 1980's</u>	2. <u>Executive Committee</u>	<u>1991-1992</u>
3. <u>Promotion &amp; Tenure Cte. 1998-2000</u>		3. <u>Executive Committee</u>	<u>1990-1991</u>
4. <u>  </u>		4. <u>Coord. Cte. on Educ.</u>	<u>1991-1992</u>
5. <u>  </u>		5. <u>Coord. Cte. on Educ.</u>	<u>1997-1998</u>
6. <u>  </u>		6. <u>  </u>	
7. <u>  </u>		7. <u>  </u>	
8. <u>  </u>		8. <u>  </u>	
9. <u>  </u>		9. <u>  </u>	
10. <u>  </u>		10. <u>  </u>	

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

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# APPOINTMENTS FOR CONFIRMATION

## ACADEMIC APPEALS, CTE. ON

Chair: Brian Ackerman  
Member: Theodore Davis

## CULTURAL ACTIVITIES AND PUBLIC EVENTS, CTE. ON

Chair: Janice Bibik  
Member: Ivo Dominguez  
Member: Catherine Fitzmaurice  
Member: Ann Gibson  
Member: Daniel Green

## DIVERSITY AND AFFIRMATIVE ACTION, CTE. ON

Member & Chair: Theodore Davis  
Member: Laura Eisenman  
Member: Shangyou Zhang

## EDUCATION, COORDINATING CTE. ON

Member: Joann Browning

## FACULTY WELFARE AND PRIVILEGES, CTE. ON

Chair:  
Member: Araya Debessay  
Member: David Haslett  
Member: James Raths  
Member: Robert Wilson

## GRADUATE STUDIES, CTE. ON

Member: Henry Reynolds  
Member: Robert Golinkoff  
Member: Christine Reilly-Johnson

## INSTRUCTIONAL, COMPUTING AND RESEARCH SUPPORT SERVICES, CTE. ON

Member & Chair: Marcia Halio  
Member: Rick L. Andrews  
Member: Guang Gao

## INTERNATIONAL STUDIES, CTE. ON

Member & Chair: Kevin Kerrane  
Member: Marian Palley  
Member: Frederic Stiner

## LIBRARY COMMITTEE

Chair: Jeff Jordan  
Member: John McLaughlin

Member: Jennifer Gregan-Paxton  
Member: Janet Hethorn  
Member: John Elias

## PROMOTIONS AND TENURE, CTE. ON

Chair: Judy Kennedy  
Member: Philip Flynn  
Member: Robert Simons  
Member: Mohsen Baidey

## RESEARCH, CTE. ON

Chair: Thomas Brill  
Member: Steven Dentel  
Member: Malcolm Taylor  
Member: Thomas Becker  
Member: Tamara Hareven  
Member: George Parsons

## RETIRING, RETIRED & EMERITI FACULTY, SUBCTE. ON

Member: Paul Durbin  
Member: Ludwig Mosberg  
Member: Dorothy Moser  
Member: Paul Sammelwitz

## RULES, CTE. ON

Chair: Secretary of Senate  
Member: Frank Dilley  
Member: John Olson

## STUDENT & FACULTY HONORS, CTE. ON

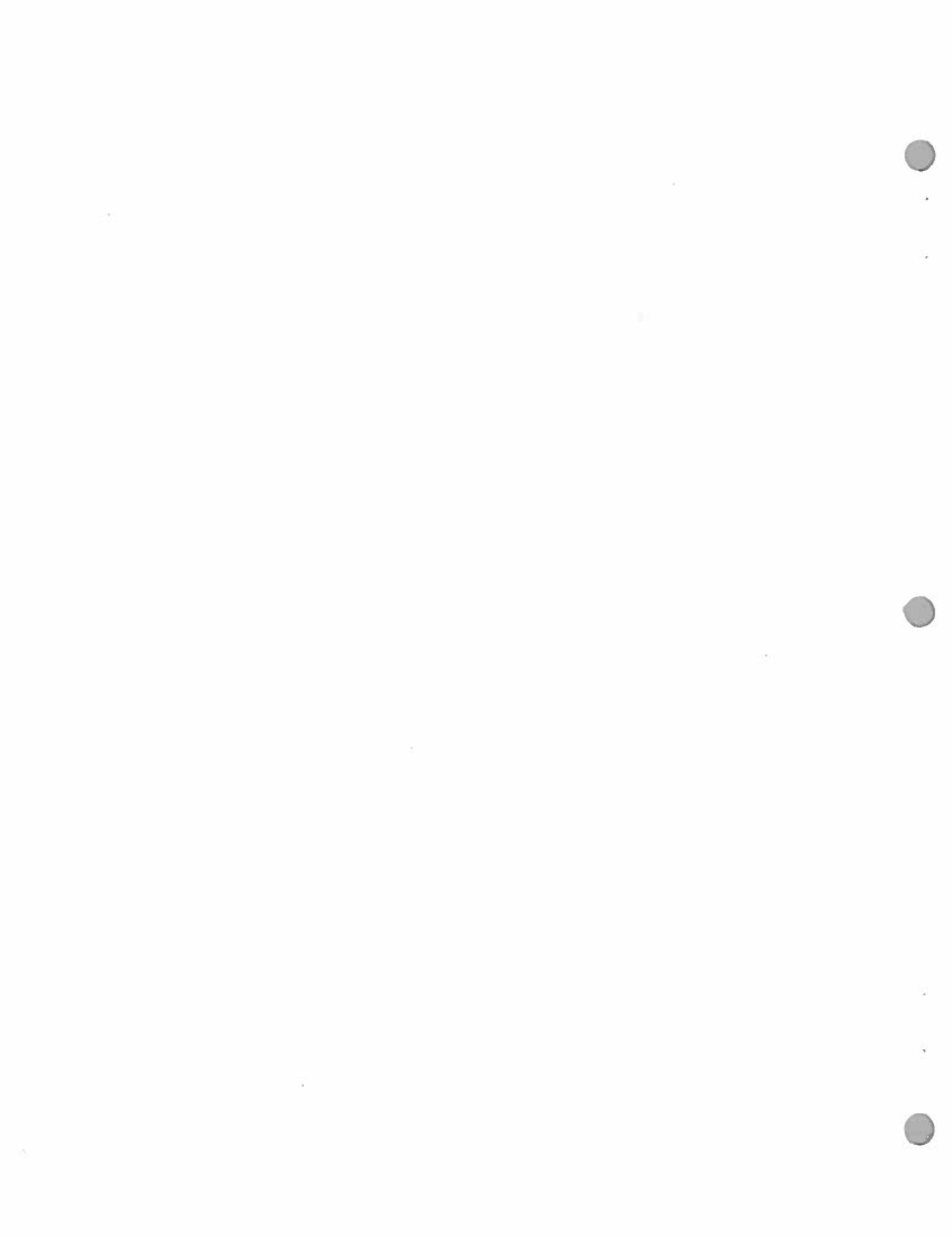
Member & Chair: Frank Dilley  
Member: Daniel Sullivan  
Member: Steven Hastings  
Member: Linda Gottfredson

## STUDENT LIFE, CTE. ON

Chair: Dallas Hoover  
Member: Pamela Beeman  
Member: Eugene Matusov  
Member: Lalita Manrai

## UNDERGRADUATE STUDIES, CTE. ON

Member & Chair: Robert Brown  
Member: Palaniappa "PK" Krishnan  
Member: Michael Gamel-McCormick  
Member: Julie Waterhouse





## COLLEGE OF ARTS AND SCIENCE

DEPARTMENT OF COMPUTER  
AND INFORMATION SCIENCES101 Smith Hall  
University of Delaware  
Newark, Delaware 19716-2586  
Ph: 302/831-2712

xc: TS, DA, file

To: Michael Arenson, Chair  
Educational Affairs Committee

From: Errol Lloyd *EL Lloyd*  
Chair, Computer and Information Sciences

Date: October 16, 1998

Subject: Proposed changes in the CIS B.S. Program

After a year of deliberations by the CIS Undergraduate and Curriculum Review Committees, including the study of current trends in computer science, ACM program guidelines and program revisions at other institutions, the CIS faculty have approved the proposed changes listed below to the CIS Bachelor of Science degree program. These changes are hereby submitted to the Educational Affairs Committee for your consideration. A copy of our current requirements is attached, as are the short descriptions of the CISC courses involved in these changes.

- 1) The following one-for-one exchange of required courses is designed to update the curriculum to reflect changes in the areas of computer science deemed most important to the professional development of our students:
  - CISC 471 is to be dropped as a required course
  - CISC 475 is to be added as a required course
- 2) The following one-for-one exchange of required courses is designed to update the curriculum to reflect changes in the areas of computer science deemed most important to the professional development of our students:
  - CISC 310 is to be dropped as a required course
  - CISC 301 is to be added as a required course
- 3) The following pair of changes provide CIS students greater flexibility in tailoring the technical portion of their education to their particular interests in computer science and mathematics. In addition, the changes recognize the sufficiency of Math210 and Math241 (which remain requirements) for the mathematics needs of many of our students.
  - MATH 315 is to be dropped as a required course
  - The number of *Technical Electives* is increased from 9 credits to 12 credits. We also add the note that three of these credits may be an upper level Math course (300-level or above). As before, all technical electives must be approved by the student's advisor.

These changes are hereby submitted to the Educational Affairs Committee for your consideration, followed by forwarding of the request (if approved) to the appropriate University Faculty Senate committee.

If you have questions about these proposed changes please contact Professor Tuncay Saydam, who chairs the CIS Curriculum Review Committee, and who has guided this program revision. He will be happy to provide you with further information.

## **Short Descriptions of CISC 301, 310, 471 and 475**

### **CISC 301 Elements of Logic and Automata Theory (3 credits)**

Propositional and predicate logic for general reasoning and advanced applications in knowledge representation in artificial intelligence and data base, logic programming, program correctness, and programming semantics. Automata and formal language theory. Background for advanced applications in compilers, computer networks, operating systems, and natural language processing.

### **CISC 310 Logic and Programming (3 credits)**

Propositional and predicate logic syntax, semantics; proof methods based on unification and resolution; applications involving reasoning and logic programming.

### **CISC 471 Compiler Design (3 credits)**

Introduction to the design and implementation of compilers, with a focus on lexical analysis, parsing and syntax directed translation.

### **CISC 475 Object-oriented Software Engineering (3 credits)**

Introduction to software engineering concepts, methodologies and tools. Requirement analysis, design and implementation of object-oriented software development process. Students will be presented with several real-life examples and homework projects to cover all aspects of object-oriented lifecycle, from requirements to coding in C++.




COLLEGE OF HUMAN RESOURCES, EDUCATION & PUBLIC POLICY

DEPARTMENT OF INDIVIDUAL  
AND FAMILY STUDIES

111 Alison West  
University of Delaware  
Newark, DE 19716-3301  
Ph: 302/831-2969  
Fax: 302/831-8776

To: Faculty Senate Undergraduate Curriculum Committee  
Alan Fox, Chair

From: Robin J. Palkovitz, Chair Individual and Family Studies 

Re: Supporting Documents for Changes to Family Community Services Major

Date: March 23, 1999

In the Fall Semester of 1998 the Department of Individual and Family Studies decided to drop the Human Development and Family Processes (HDFP) major and to modify the current Family and Community Services (FCS) major by adding a research track. The new research track would provide an option for those students enrolled in the FCS major who instead of wishing to work within public and private agencies during their studies at the University of Delaware could, instead, pursue a research concentration. The decision to drop the HDFP major was based on the low enrollment of students (currently 15 for 1998-1999) and the issues involved in scheduling undersubscribed classes. Currently there are no resources specifically allocated to the HDFP major. By modifying the FCS major, through the inclusion of a research track, we will be providing an option for those FCS students who are interested in conducting a significant research project as part of their undergraduate curriculum. Further, this will provide students who choose this option, the opportunity to take advantage of the traditional FCS sequence of courses.

Rationale for Changes to FCS Major

In an effort to better serve our students and because of the small number of students registering in our Human Development and Family Processes (HDFP) major, it was decided in the Fall Semester of 1998 to drop the HDFP major and to modify our Family and Community Services (FCS) major to accommodate people interested in a research concentration. Thus, we wish to offer the FCS Family Research Concentration (FRC) and the FCS Human Services Concentration (HSC). We believe strongly that these two concentrations offer students more realistic ways to meet their career goals.

The Human Services Concentration is designed for students wishing to work within public and private agencies serving clients, infants through aged, and their families. Combining course work and clinical experiences, the program of study prepares graduates for positions in direct client services and/or management and administration in a variety of institutional and community settings.

The Family Research Concentration is designed for students with broad interdisciplinary interests whose career plans may require subsequent graduate education. Students undertake a substantial research experience and an area of interest in a related field. Individualized programs prepare students for careers in government work, policy, advocacy, health, and social services.

FCS Core Courses

Shared by Both Concentrations

**CORE Sequence**

IFST 101 Intro. to Comm. & Fam. Services (1)  
IFST 235 Survey in Child & Family Services (3)  
IFST 346 Delivery of Human Services (3)  
IFST 347 Human Services Delivery Systems (3)

**Related IFST Courses**

IFST 201 Life Span Development (3)  
IFST 202 Foundations of Family Studies (3)  
IFST 230 Emerging Life Styles (3)  
IFST 422 Family Relationships (3)  
IFST Developmental Course (3)  
IFST Developmental Course (3)

**Area of Interest/Restricted Electives**

Restricted Course (3)  
Restricted Course (3)  
Restricted Course (3)  
Restricted Course (3)  
Restricted Course (3)

**Professional Courses**

ECDE 332 Counseling Theories (3)  
EDCD 334 Experiential Education (3)

**Social Science Courses**

CNST Course (3)  
PSYC 201 (3)  
SOCI 201 (3)  
Social Science Course (3)  
Social Science Course (3)

**Science Courses**

NTDT 200 (3)  
Science Course (4)  
Science Course (4)

**Humanities Courses**

ENGL 110 Critical Reading & Writing (3)  
English Course (3)  
Communications Course (3)  
Humanities Course (3)  
Humanities Course (3)

**Free Electives**

Free Elective (3)  
Free Elective (3)



Courses Unique to Each Concentration

Attachment 5, 11

**HUMAN SERVICES CONCENTRATION (HSC)**

**HSC Sequence**

IFST 449 Internship in Community Services (9)

IFST 465 Seminar in Community Services (3)

**Related IFST Courses**

IFST 328 Intro to Research Process (3)

**Area of Interest/Restricted Electives**

Restricted Course (3)

**Professional Courses**

(see core)

**Social Science Courses**

(see core)

**Science Courses**

Science Course (4)

**Humanities Courses**

(see core)

**Free Electives**

Free Electives (2)

**FAMILY RESEARCH CONCENTRATION (FRC)**

**FRC Sequence**

IFST 328 Intro to Research Process (3)

IFST 428 Research Issues in Human Resources

or IFST 615 Research Methods (3)

IFST 466 or UNIV 401/402 Supervised Research (6)

IFST 665 Seminar: Intro to IFS (1)

**Related IFST Courses**

(see core)

**Area of Interest/Restricted Electives**

PSYC 309 or SOCI 301 (3)

**Professional Courses**

*Student has a choice of these 6 credits or EDCE 332/334 listed in core.*

IFST 601 Development through the Life Span (3)

IFST 621 Family Studies (3)

**Social Science Courses**

(see core)

**Science Courses**

Math or CISC Course (3)

Science Course (1)

**Humanities Courses**

(see core)

**Free Electives**

Free Elective (3)

Free Elective (1)





## Interdepartmental Memorandum

*Office of the Dean*  
*College of Business and Economics*  
 303 MBNA America Hall  
 831-3290  
 FAX: 831-6750

**TO:** Committee on Undergraduate Studies

**FROM:** Helen Bowers, Associate Dean *Helen Bowers*

**DATE:** December 9, 1998

**SUBJECT:** CURRICULUM CHANGES

Three of the departments in the College of Business and Economics would like to make changes in the curriculum, as discussed below. Our College Bylaws require that, in addition to individual department approval, the College faculty must approve extensive curriculum revisions. At a College faculty meeting on November 13, these changes were unanimously approved by the B&E faculty as a whole. I have included the curriculum sheets from the catalog, with the changes shown.

### Department of Accounting and Management Information Systems

The Accounting/MIS faculty has developed a new course required for all Accounting majors: *Strategic Information Systems and Accounting* (ACCT 425). ACCT 425 will be offered beginning academic year 1999-00. This course will replace the current requirement: *Business Policy* (BUAD 441).

### Department of Business Administration

The department would allow for six credits of foreign language instruction to count toward the twelve credits for that group. However, total language-based instruction, including foreign language literature courses, is limited to nine hours. The Group A total remains at twelve hours.

Economics would no longer be mandatory to satisfy Group B requirements. Group B credits drop from 15 to 12 hours.

Drop the requirement for MATH 230. Group C requirements would drop from 21 to 18 hours.

Students would be required to take at least one three-credit course from the College's international offerings.

Under "major areas" for Management and Marketing majors, Economics would no longer be required.

Committee on Undergraduate Studies

Page 2

December 9, 1998

New information technology focused courses would be required for Management (BUAD 427) and Marketing (BUAD 477) majors. Operations majors are required to take BUAD 448 to fulfill their required courseware focusing on information technology.

The name of BUAD 441 would be changed from *Business Policy* to *Strategic Management*.

BUAD 382 would continue to be offered as an elective, but no longer be required for Management majors.

Include *Small Business Management* (BUAD 444) as a Management elective.

Change the experimental course *Managing Decision Support Systems Projects* from BUAD 467 to BUAD 449. BUAD 449 would be an elective course for Operations majors only. A co-requirement would be BUAD 448.

These changes cause total Professional Requirement credits to go from 57 to 60. Total graduation credits would change from 124 to 121.

**Department of Finance**

The department would allow for six credits of foreign language instruction to count toward the twelve credits for that group. However, total language-based instruction, including foreign language literature courses, is limited to nine hours. The Group A total remains at twelve hours.

Under Group B requirements, it is proposed that the requirement from sociology **and** psychology be changed to sociology **or** psychology. This will drop the Group B requirements from 15 to 12 hours and therefore lower overall credits required for graduation to 121.

Attachments

## Proposal to add the Ph.D. degree offering to the Graduate Program in Entomology and Applied Ecology Feb. 5, 1999

### Summary

The faculty of the Department of Entomology & Applied Ecology requests approval for the addition of the Ph.D. degree offering in Entomology and Applied Ecology. Our current faculty are well-prepared to direct Ph.D. programs, especially in insect pest management and applied ecology. Adjunct faculty will also contribute to the program. No new University resources are required to initiate this program, but the Ph.D. degree offering would allow us to tap additional new sources of funding and strengthen existing industry and USDA partnerships. Several new assistantships for Ph.D. students would likely be available through the USDA Beneficial Insects Research Laboratory and/or from local agricultural industries.

### Background

Jobs in entomology and applied ecology are available in industry, government, and academia. Our department has offered a research-oriented M.S. for many years (Table 1); yet in today's competitive and increasingly technical job market, the M.S. degree does not always provide students with access to the most desirable positions. Therefore, about 40% of M.S. graduates in this field currently go on to pursue the Ph.D. (Table 2). Of the 52 departments that offer entomology at U.S. universities, 50 offer the Ph.D. degree. This is the standard, significant degree in this field, and the University of Delaware needs to catch up with the rest of the country in this regard.

We have eight regular full-time faculty in our department, seven of them tenured (Table 3). Most of our faculty members have already either trained or participated in the training of Ph.D. students. D. Caron acted as major advisor for three Ph.D. students at The University of Maryland before coming to Delaware. C. Keil was major advisor to one Ph.D. student in Biological Sciences here at Delaware. C. Mason hosted a Ph.D. student from China, who completed his dissertation research in Mason's laboratory. Hough-Goldstein and Keil have served on Ph.D. committees in Geography, while Wood and Tallamy have served on many Ph.D. committees in Biological Sciences at Delaware, as well as on Ph.D. committees at other institutions, including Cornell University. P. Plotkin, although she just arrived last year, has a Ph.D. student slated to begin next year in Biological Sciences. Four of our faculty have joint appointments in Ph.D.-granting departments (Tallamy, Wood, and Plotkin in Biological Sciences [and Plotkin in Marine Studies as well], and Hough-Goldstein in Plant and Soil Sciences).

Our faculty have published in a variety of prestigious journals, including Science, Nature, and Evolution, and have been supported by NSF grants, competitive USDA grants, numerous DRP-industry grants, and other sources. The Masters students who have studied with us have been successful in pursuing research careers: of the 75 M.S. students who received their degrees between 1978 and 1998, 31 (41%) have gone on to pursue doctorates at other institutions including Cornell, University of California at Davis, University of Maryland, Illinois, Wisconsin, North Carolina State University, and the University of Florida.

The Department of Entomology and Applied Ecology last underwent a comprehensive departmental review in 1993, by a USDA/CSRS Review Panel (Appendix C). The panel had this to say about the department:

The Department of Entomology and Applied Ecology possesses a rich tradition of excellence in graduate education and distinction in insect systematics and various aspects of applied ecology. This tradition represents a unique combination of Entomology and Wildlife Conservation within the same unit that has been a traditional strength at both the undergraduate and graduate levels and continues to offer significant opportunities for new dimensions within our environmentally conscious society... The rapid increase in graduate support with industrial partners is commendable. This offers many opportunities for which the department seems well focused for implementation. These opportunities together with the strong tradition of excellence in research and graduate education in the department indicate to the Review Panel that this may be the appropriate time in the department's history to embark on establishing its own Ph.D. program.

Concerning the graduate program, the review panel stated:

The Department of Entomology and Applied Ecology has a long tradition of producing excellent graduate students with Master's Degrees in Entomology. Although the department is small in the number of faculty, their focused efforts have firmly established the department's reputation in superior quality education. Former graduates of this department have been actively recruited by many other departments and their professional successes are known to the members of the Review Panel. The close linkages between research and graduate education are extremely well developed here in a relatively small and intimate department atmosphere, and it is in this strongly nurturing environment that both students and faculty find mutual satisfaction in their efforts. The faculty are concerned that a critical mass of faculty are required to meet their standards for a quality Ph.D. education. The Review Panel agrees that this is a proper concern and offers some suggested courses of action. The high priority for producing quality educational opportunities at the graduate level in the college opens the door for the faculty to assume this new level of commitment to graduate education and to add to the department the single most important dimension in advancing their collective status as a department...

Recommendations. The department should continue to actively seek additional adjunct faculty members with entomological expertise from surrounding organizations. The BIRL [USDA Beneficial Insects Research Laboratory], the Stroud Water Research Laboratory, the DuPont Company, and the Philadelphia Academy of Sciences may well contain individuals with the enthusiasm for closer ties with the department and for participation in graduate education. This could add considerably to faculty critical mass for the development of a strong Ph.D. program in Entomology and Applied Ecology. There are several directions that the department can choose to specialize their doctoral program and these directions should be carefully chosen with a consensus achieved among the resident and adjunct faculty. This will require a major commitment on the part of the department

chairman and the faculty, but the long term benefits for the department are tremendous.

We have in fact followed the advice of our colleagues, have worked toward building a stronger base of graduate student and faculty support, and feel that we have now reached that critical mass. In addition to our time regular faculty members, we now have four other department personnel involved in research, and 12 adjunct faculty (Table 3). Four faculty members from Biological Sciences also serve on some of our students' graduate committees.

Industrial job opportunities in entomology are especially significant in Delaware because of the concentration of agricultural product industries in this region (Table 4). DuPont Agricultural Products has had an especially close relationship with our department, with the Stine-Haskell Research Center, their primary center for pest control research world-wide, located in Newark, DE. We have an active undergraduate internship program at the Stine-Haskell facility, and DuPont has provided full assistantship support to one or two M.S. students each year during the past six years. We have placed numerous graduates (both B.S. and M.S.) at DuPont in recent years. Our colleagues at DuPont strongly support the Ph.D. program in our department (see Appendix A), and it is likely that several new Ph.D. students would, in fact, come from a pool of current DuPont employees. These students would qualify for aid through DuPont and thus would not need financial support from us, and would have jobs waiting for them when they completed their degrees. Having a Ph.D. program would offer added potential for the development of similar relationships between our department and other companies in the area.

Another advantage enjoyed by our department is the presence of the USDA/ARS Beneficial Insects Introduction Research Unit, located on the grounds of the College of Agriculture and Natural Resources. Five of their scientists are adjunct faculty members in our department (Table 3), including two relatively recent additions, Dr. Keith Hopper (1995) and Dr. Michael Smith (1998). Dr. Hopper is very well-known and well-connected throughout the world, and has an excellent track record already in directing both M.S. and Ph.D. students. He also has substantial grant support and an excellent publication record. He has a strong desire to continue to train Ph.D. students, and would seek to mobilize USDA support for one or two new graduate research assistantships. We feel that his active participation in the department's graduate program could attract additional excellent students to UD. Dr. Smith also has an extensive publication record, has received awards for excellent scholarship, and has a strong desire to help direct graduate student research at UD. R. Fuester, Director of the ARS Laboratory, supports the development of the Ph.D. program here (see Appendix B). The new degree offering would strengthen the University-USDA partnership, and help retain and improve the productivity of USDA and University scientists alike.

#### Areas of Strength of the Department

The Department of Entomology and Applied Ecology has research expertise primarily in organismal biology, especially insect behavior and ecology, plant-insect interactions, insect pest management, biological control, and conservation biology.

The 1993 CSRS Review panel describes department expertise in insect pest management as follows:

The faculty are uniquely qualified to generate the research base required for the development of many IPM [Integrated Pest Management] approaches. With respect to basic research programs, Dr. Wood is conducting studies that help elucidate the fundamental mechanisms by which herbivorous insects diversify over small geographic scales. These studies provide important insights into processes such as the local adaptation of pest species to crops within a geographic region. Dr. Tallamy is conducting studies concerning the mechanisms by which plants, including agronomic ones, defend themselves from herbivore attack. Through his work with cucurbitacins and the behavior of rootworms he has identified a unique mode of resistance to a newly developed chemical control tactic designed for rootworm control. This research has important implications for the management of pesticide resistance in insect populations. Dr. Mason conducts studies directly related to the management of the European Corn Borer which is a key pest of several agronomic crops in Delaware. His studies focus on the associations between different races of this pest, their host plant associations, and phenological occurrence throughout the state. In addition he is investigating the impact of a biological control agent, *Trichogramma ostrinae*, on populations in corn. Dr. Keil is investigating novel management approaches including the use of entomopathogenic fungi and nematodes to manage the most important insect pests found in the mushroom industry within the state. Furthermore, he directs projects that elucidate the mechanisms of resistance to several classes of pesticides including biological agents such as B.t. This latter project is a collaborative effort with Dr. Mason. Dr. Hough-Goldstein is investigating nonchemical approaches to managing the Colorado potato beetle that include biological control agents (augmentative release of stink bugs) and cultural control practices including crop rotation and the use of cover crops. These efforts are collaborative with other college-based faculty including Ms. Whalen and have significant potential to reduce pesticide use within the state. Ms. Whalen is the IPM coordinator and provides the statewide lead for the implementation of IPM programs throughout the state. She directs pilot and demonstration programs and educational efforts for a wide variety of crop systems throughout the state. Furthermore, she conducts applied research in support of her extension programs that include pest survey, sampling and decision-making guidelines, and alternative control practices. Dr. Caron conducts basic and applied studies on the pollination ecology of honeybees and native bees. These are important pollinators of cucurbits and significantly effect yields of these crops. Recently, Dr. Caron has added ornamental horticulture as a primary focus of his extension activities. The production of plants in nurseries, greenhouses, and turf farms is one of the largest and most rapidly growing areas of agricultural production within the state. Dr. Whitney provides statewide leadership for commercial and private pesticide applicator programs, pesticide impact assessment, and IR-4 programs within the state. These programs ensure that growers and other pesticide applicators receive the necessary training to apply pesticides in a safe way, quantify patterns and economic impacts associated with pesticide use, and facilitate the accessibility of minor use materials throughout the state.

Along with expertise residing in adjunct faculty from industry and the USDA Beneficial Insects laboratory, we feel that we are well-prepared to direct Ph.D. programs specializing in insect pest management.

In the broader area of applied ecology/conservation ecology, Dr. Roth's studies in avian ecology serve as models for understanding issues such as the impact of the urbanization process on



the distribution and abundance of native species of wildlife. Dr. Pamela Plotkin, who joined the faculty in 1997, has focused her research so far on sea turtle distribution, migration, and reproductive behavior, and is now initiating studies on land turtles as well. The majority of the faculty working with insects and adjuncts from the Beneficial Insects laboratory also approach their research from an ecological perspective (as described above). Dr. Wood's work on sympatric speciation and Dr. Tallamy's work on sexual selection and parental care are both well-known and highly regarded among ecologists nationally and internationally. Our expertise is augmented by Drs. Bartlett and Bernardo (currently on our staff), faculty from the U.D. Department of Biological Sciences, plus adjuncts from the Philadelphia Academy of Natural Sciences (Table 3). As we replace retiring faculty members and recruit new faculty lines, we plan to continue to strengthen our expertise in insect pest management in particular and applied ecology in general.

#### Graduate Student Support/Resources

The department currently has 26 M.S. students, including eight on sustaining status. Sources of support for the other 18 (currently active) students are shown in Table 5. A total of nine assistantships are relatively stable each year (Table 5-I), while an additional six depend on Biology TAs and grant money (Table 5-II).

All of these assistantships could be applied toward Ph.D. students rather than M.S. students. We feel that a viable program could consist of approximately 10 M.S. students and 10 Ph.D. students. While we are nearly there in terms of support at present, we are also actively pursuing other potential sources of assistantships. As mentioned above, several new Ph.D. students would likely come from DuPont and other local companies, and one or two would be supported by USDA through the Beneficial Insects laboratory. We are seeking additional industry, state-supported, and endowed assistantships (Table 5-III).

The addition of the Ph.D. degree offering would provide an avenue to new resources that we cannot currently tap, such as USDA National Needs Fellowships and similar grant programs. The Ph.D. program would make us more competitive for research grants as well.

We believe that current library resources at the University are adequate to support a Ph.D. program in Entomology and Applied Ecology, as they have supported the research M.S. and faculty research for many years. We have requested a library assessment from Ms. Susan Brynteson, Director of Libraries (Appendix D).

#### Courses Available to Graduate Students

The Department of Entomology and Applied Ecology has 24 graduate-level courses in the catalog, plus four new courses currently on the "challenge list" and one that has been offered as an experimental course and will likely become permanent (see attached document). Along with ENTO 964 (Pre-Candidacy Study), ENTO 969 (Doctoral Dissertation), and courses offered in other Ph.D.-granting departments on campus (such as Biological Sciences, Marine Studies, and Plant & Soil Sciences) we feel that our offerings are adequate to initiate the Ph.D. program. We plan to continue to expand our graduate offerings once the program is in place.

Specific Policy Guidelines - see attached document.

Table 1. M.S. degrees awarded by the Department of Entomology and Applied Ecology, University of Delaware UD (5-year increments except 1949-1958).

Year	Number
1949-1958	9
1959-1963	15
1964-1968	18
1969-1973	26
1974-1978	31
1979-1983	23
1984-1988	14
1989-1993	14
1994-1998	18
Total	168

Table 2. Employment by 1997 and 1998 U.S. entomology graduates (based on results from 42 out of 52 departments polled by the Council of Entomological Department Administrators, fall 1998).

Area of Employment	MS Graduates number (%)	PhD Graduates number (%)
Entering PhD program	74 (49.3%)	11
Post doc		58 (36.5%)
Faculty		13 (11.3%)
Other academic	28 (15.8%)	18 (11.3%)
Industry/business	34 (19.0%)	19 (11.9%)
Government	21 (11.7%)	28 (17.6%)
Job seeking	20 (11.1%)	20 (12.6%)
Total	177	161

\*Includes technical positions, Extension, and teaching primary/secondary school

Date: Wed, 02 Dec 1998 11:47:03 -0500  
 From: Marcia Watson-Whitmyre <mww@UDel.Edu>  
 To: afox@UDel.Edu  
 Cc: Michael Keefe <keefe@me.udel.edu>, jcc@UDel.Edu, mwh@UDel.Edu  
 Subject: Re: [Fwd: Rewording of Residency Requirement]

Alan, I was asked to give you the wording for the change to the residency requirement (see e-mail string below). What I have included below is the agenda  
 1998  
 from the March 17 meeting of the Undergraduate Studies Committee; the agenda was sent by an e-mail dated March 16 from Bill Idsardi. I never received minutes for this meeting, so the agenda is all I have. The pertinent wording change and rationale for it are contained in the agenda as item 1 "transfer students".  
 Marcia

\*\*\*\*\*

March 17, 1998, 1 pm in Hullahen Hall 221.

#### Agenda:

1. Transfer students
2. Family and Community Service program
3. Multicultural courses
4. Delinquent programs

1. John Cavanaugh has relayed a proposal from the Dean's council:

At its most recent meeting, the Assistant and Associate Deans' Council passed the following suggested change to our academic residency policy for degree eligibility in response to increasing numbers of part-time and transfer students:

Current: "Completion of either the first 90 credits or the last 30 credits, full or part-time, at the University of Delaware."

Proposed: "Completion of either 90 of the first 100 credits or 30 of the last 36 credits, full or part-time, at the University of Delaware."

The situation is that many part-time students transfer in work done at a collection of places, and get themselves in a position that for want of 2-3 credits do not meet the letter of either part of the current policy. There are now several years worth of records indicating an increasing number of these cases going to CURC, which has never turned one down. We may as well institutionalize the policy given that in reality that's the practice anyway.

2. Family and Community Service program

Date: Mon, 16 Mar 1998 11:12:57 -0500 (EST)  
 From: Michael Gamel-McCormick <mgm@UDel.Edu>  
 To: William J Idsardi <idsardi@UDel.Edu>  
 Cc: Susan McLaughlin <Susan.mclaughlin@mvs.udel.edu>,  
 Julie Wilgen <Julie.Wilgen@mvs.udel.edu>,  
 Alice Eyman <alice.eyman@mvs.udel.edu>,



## MEMORANDUM

TO: Professor Alan Fox, Chair  
Faculty Senate Committee on Undergraduate Studies

FROM: Howard Garland, Chairman Tyler Professor of Business  
and Department Chairperson *Howard Garland*

Andrew Fields, Chairperson *Andrew Fields*  
Department of Finance

SUBJECT: Petition for Permanent Status of Majors in Finance, Management, Operations  
Management, and Marketing

DATE: March 11, 1999

In February 1992, the Faculty Senate approved four majors within the Bachelor of Science in Business Administration (BSBA) degree program (see appendix). These majors were Finance, Management, Operations Management, and Marketing. Prior to this date, the four areas above were listed as concentrations within the BSBA program. This is a request for permanent status of the four majors that were approved in 1992.

The change from concentrations to majors was a change in name only. This can be seen from the wording of the original application for approval obtained from Senate records (see appendix) and the proposed Catalog sections that follow. For your information, exact copies of the relevant sections from the 1991-92 and 1992-93 Undergraduate Catalogs are also included in the appendix to petition. As you will note, the majors in Finance, Operations Management, and Marketing are identical to the concentrations that they replaced. The Management major is only slightly changed, where the course entitled "International Business Management" substitutes for "Administrative Theory", which becomes one of a number of electives that the majors can choose from.

No other Faculty Senate, College or Department records related to the change from concentrations to majors are in existence. There were no open Senate hearings, no list of concerns raised by Senate committees at the time of provisional approval, and no letters of support from chairs and deans.

### Progress Report

As expected at the time of the change from concentrations to majors, the transition was completely seamless. No additional resources were required to effect the change and most existing BSBA students were already referring to their concentrations as "majors" before the change took place.

### Enrollments

Below is a table that displays the number of BSBA degrees awarded in each of the four majors from 1992 (when these majors were called concentrations) to 1998. As is evident from

# **Petition for Permanent Status of Majors in Finance, Management, Operations Management and Marketing**

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inspection of this table, there has been no appreciable change in (other than year to year fluctuations) over this time period in the number of students enrolled in the BSBA program. There has however, been some growth in the number of Operations Management majors and a small reduction in the number of Marketing and Finance majors. None of these changes has necessitated a reallocation of resources and no new resource needs are anticipated.

<b>BSBA DEGREES AWARDED</b>							
<b>YEAR (THE MOVE FROM CONCENTRATIONS TO MAJORS TOOK PLACE IN 1993)</b>							
	1992	1993	1994	1995	1996	1997	1998
<b>MAJOR/CONCENTRATION</b>							
<b>FINANCE</b>	145	139	103	123	129	113	121
<b>MANAGEMENT</b>	43	60	42	44	33	46	53
<b>MARKETING</b>	125	127	101	115	118	128	106
<b>OPERATIONS MANAGEMENT</b>	14	21	23	27	36	22	33
<b>TOTAL</b>	<b>327</b>	<b>347</b>	<b>269</b>	<b>309</b>	<b>316</b>	<b>309</b>	<b>313</b>

## **Employment of Graduates**

Graduates of the four majors within the BSBA program enjoy high rates of employment. Below is a table of employment rates among June 1998 graduates in each of the four majors. The data are from the University's annual Career Plans Survey of Graduates. Average starting salaries for our new graduates are over \$30,000/year.

### **EMPLOYMENT RATES OF 1998 BSBA GRADUATES**

(Data are in percentages)

<b>MAJOR</b>	<b>EMPLOYED</b>	<b>GRAD SCHOOL</b>	<b>SEEKING WORK</b>
<b>FINANCE</b>	95	2	3
<b>MANAGEMENT</b>	90	7	3
<b>MARKETING</b>	90	3	6
<b>OPERATIONS</b>	100		

## **Changes in the Program**

From 1992, when the four majors were established, until this year, there were no significant changes in requirements for any of the majors in the BSBA degree program. In the fall of this year, following a yearlong, comprehensive review of our curriculum, a number of significant curriculum changes were proposed. These changes were guided by the following considerations:

1. Our desire to create a contemporary program guided by the best practices of other high quality business programs.

Petition for Permanent Status of Majors in Finance, Management, Operations Management and Marketing

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2. Our desire to conform to the modified guidelines of the American Assembly of Collegiate Schools of Business (AACAB), our principal accrediting agency.
3. Our desire to reduce the total number of credit hours required so that most students would be able to complete the degree in four years.
4. Our desire to fulfill obligations created by the recent Information Technology Partnership between the University, the State of Delaware, and the local corporate community.

The most significant changes that resulted from this curriculum review include:

1. Students may now take more foreign language instruction without loss of free electives.
2. Total credit hours for the majors in Management, Marketing, and Operations Management have been reduced from 124 to 120 hours.
3. All students are now required to choose at least one of many courses in the College of Business and Economics that will expose them to the international aspects of business.
4. All majors now require students to take a course that involves the application of information technology to problems specific to their major.

**Funding and Resources**

As stated earlier no new resources were required to effect the change from concentrations to majors. Furthermore, current resources are adequate to continue to offer the four majors within the BSBA program.

In the appendix to this petition are letters from Dean Dana Johnson and Interim Dean Kenneth Biederman requesting permanent status for the majors in Finance, Management, Operations Management, and Marketing. Please note that Dean Biederman has guaranteed that "funding and resources are still in place and will remain in place".

**Special Concerns Raised by the Senate**

(Does not apply)

**College Level and Outside Review**

There have been no College level or outside reviews of the BSBA program between 1992 and the present point in time.





## **Addition to University's Policy Statement Regarding Accommodations for Students with Learning Disabilities**

Should a faculty member fail to understand the need for accommodations on the part of a student diagnosed with a learning disability and/or AD/HD, he/she may consult with the Academic Services Center (ASC) to seek explanation. Should a faculty member remain unconvinced that the accommodations prescribed by the ASC are appropriate within the context of his/her course, he/she may request that the Chair of the Committee on Faculty Welfare and Privileges, within three working days, appoint a panel to resolve the issue. That panel will consist of:

- (1) a faculty member from the School of Education approved by the ASC;
- (2) a faculty member from the requestor's department approved by the requestor; and
- (3) a professional staff member from the ASC.

The panel will consult with legal counsel and, within five working days, advise the Provost of the matter. The Provost will notify the Chair of the Committee on Faculty Welfare and Privileges and the panel of his decision.

Recommendation from the Committee on Student Life (George Bear, Chair) with the concurrence of the Executive Committee (Michael Keefe, President) for proposed changes to the Disruptive Conduct Policy as it relates to sexual assault.

- Whereas the current policy in the Student Code of Conduct concerning "Disruptive conduct" fuses "violence" and sexual assault" and
- Whereas the current policy concerning "Disruptive Conduct" fails to define sexual assault, and
- Whereas Student Life Committee, Women's Affairs, and other relevant parties at the University have agreed to these changes in the wording of the policy, be it therefore

Resolved that the Student Code of Conduct be revised as follows:

1. "Sexual Assault" is added as a separate section (XVIII. Sexual Assault) and is defined as follows:

**XVIII. Sexual Assault.** Sexual assault is any unwanted non-consensual physical contact of a sexual nature, whether by an acquaintance or a stranger. Sexual assault can occur under physical force and/or coercion or when a person is physically or mentally unable to give consent. Sexual assault included but is not limited to rape, forcible sodomy, forcible oral copulation, sexual assault with an object, sexual battery, and forcible fondling (i.e., unwanted touching or kissing of a sexual nature). The University of Delaware will not tolerate sexual assault and will adjudicate such acts of violence through the campus judicial system as well as encourage the accuser to pursue criminal and/or civil remedies.

2. Section V.A. of the current Code be revised such that the following italicized wording is deleted:

Violence or threat of violence against self or any member or guest of the University community. *(This includes but is not limited to physical assault, rape, or other sexual assault. Rape is sexual intercourse which takes place against a person's will, or in circumstances where a person is physically, mentally or legally unable to give consent. Conviction, whether in the courts or in the Student Judicial System, for rape or other serious physical assault will lead to expulsion from the University. Any member of the University community who witnesses a violation of the Code of conduct is expected to report that violation whether or not the reporter was personally victimized by the violation.)*



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TO: Dr. Timothy Brooks  
Assistant Vice President and Dean of Students

Dr. George Bear  
Chairperson, Student Life Committee of the Faculty Senate

From: Kathryn Goldman *KG*  
Associate Dean of Students

Date: April 13, 1999

RE: Proposed changes to the Code of Conduct Sexual Harassment Policy

I propose the following change to the Code of Conduct concerning the Sexual Harassment Policy. The requested change is prompted by the recently approved University Sexual Harassment Policy for Faculty and Staff.

I. Current text

XVIII. Sexual Harassment

As a UD student, you are entitled to live and learn in an environment free from sexual harassment, not only by persons in positions of power, but by peers as well. Sexual harassment constitutes a serious threat to the free interaction and exchange necessary for educational and personal development. In addition to being a clear violation of University policy, sexual harassment is a form of discrimination, and it's illegal. Students are protected under Title VII of the Civil Rights Act and Title IX of the Education Amendments.

Sexual harassment is any unwanted sexual attention such as staring, leering, ogling; sexual teasing, jokes, gestures; inappropriate touching; pressure for dates or sex; forced sexual relations; or suggestions that sex can be exchanged for grades or a promotion. It can happen to both men and women, but a woman is more often the victim. Harassment may occur when a person in a position to control or influence a student's grades, academic career, or job uses authority and power to gain sexual advantages and threatens or punishes for refusal. Another form of sexual harassment is peer harassment (by other students), and it includes many of the above unwanted actions. Sexual harassment committed by students is a serious offense which could lead to suspension from the University.

## II. Proposed text

The proposed wording draws directly from the University policy on sexual harassment found in the University of Delaware Policies and Procedures Manual.

### XIX. Sexual Harassment

The University of Delaware is committed to protecting the rights and dignity of all employees and students. The University will not tolerate sexual harassment. Further, sexual harassment is a form of sexual discrimination and is a violation of Federal and state law, including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Delaware Fair Employment Practices Act.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement, 2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Student violations of the Sexual Harassment policy may include but are not limited to:

- 1) demand for sexual favors accompanied by threats or promises
- 2) persistent, unwelcome flirtation, requests for dates, advances or propositions of a sexual nature
- 3) unwanted touching such as patting, pinching, hugging or repeated brushing against an individual's body
- 4) repeated degrading or insulting comments that demean an individual's sexuality or sex
- 5) unwarranted displays of sexually suggestive objects or pictures
- 6) sexual assault

(Link provided to the Sexual Assault Policy and the University policy regarding sexual harassment and accompanying complaint procedures)

Recommendation from the Committee on Student Life (George Bear, Chair) with the concurrence of the Executive Committee (Michael Keefe, President) for proposed changes to the Student Handbook and Faculty Handbook, under section on Student Class Attendance (Section II-9 of Faculty Handbook)

Whereas the current policy on Student Class Attendance does not address student absences for members of the National Guard or active reserve, and

Whereas short-term absences for military duty are sometimes experienced by members of the National Guard or active reserve, be it therefore

Resolved that the Student Class Attendance policy in the Student Handbook and in the Faculty handbook be revised to include the following:

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/her college. The Dean's Office will then provide a letter of verification to all of the student's instructors for the term.



PF 1=Help 2=Exit 3=Return 4=Query 5=Action 7=Backward 8=Forward EMCC0000  
 Cc: keefe@me.udel.edu, karren.helsel@mvs.udel.edu, Rita.Girardi@mvs.udel.edu,  
 Karen.Stein@mvs.udel.edu, Faghri@ce.udel.edu,  
 Robert.Taggart@mvs.udel.edu, Connie.Vickery@mvs.udel.edu  
 From: Karen.Stein@mvs.udel.edu  
 Subject: Rules Committee

Alan and Jim,

What follows is my original email to you, with the addition of a new last sentence (in caps) in item #2, addressing a concern raised by the Undergraduate Committee--to insure that no individual student must take an exam (even not a required one) on reading day. This would prevent, for example, a majority of the class voting to have an exam on reading day and then even the dissenters would have to do that. Please bring this forth to your Committees. We would like to have this on the agenda for either the April (although you may not be able to work that quickly) or definitely the May Senate meeting. Thanks. Karen.

---

The Rules Committee is recommending a change in the policy in the Faculty Handbook, Section II.II.2.

The change is the insertion of the word "required," as indicated in CAPS in the following, as well as the addition of the last sentence in CAPS (item #2).

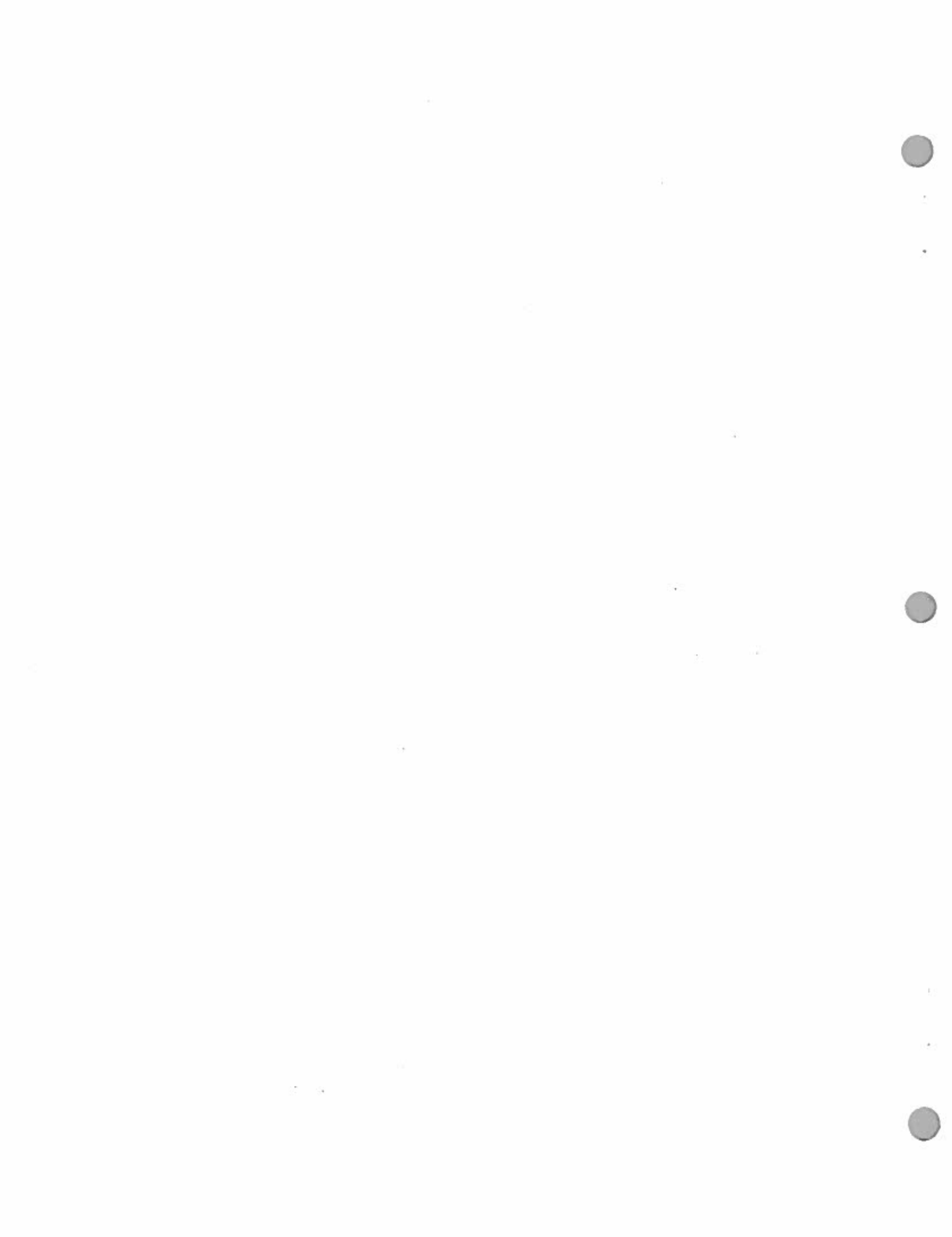
1. "...a required examination, test or quiz (excluding make-up examinations or individuals...) may be given only during regularly scheduled class or laboratory hours associated with that course..."

2. "...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, 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).

Mike Keefe has indicated that the Rules Committee should pass our recommendation to your Committees to see if either or both of you want to comment. If you choose not to comment (or choose to endorse the recommendation) it will then go to the Exec. Committee before it goes to the Senate.

Our basic reason for recommending the change is that it gives flexibility to both students and instructors in terms of additional, optional opportunities to take a missed test, replace a low test score, etc. IF the instructor chooses to give that option and IF IT IS A PURELY VOLUNTARY ACTION ON THE PART OF THE STUDENT TO PARTICIPATE. This is particularly useful in very large classes. I would be glad to talk to you if you'd like more information from the Rules Committee. Karen.

----- ( end of letter ) -----





April 12, 1999

**TO:** Michael Keefe, Faculty Senate President

**FROM:** Betsy Lowther, DUSC Faculty Senator  
Bryan Weber, DUSC Faculty Senator  
Andrew Wiedel, DUSC President

**RE:** Items for New Business

1.) For six months, the Delaware Undergraduate Senate Congress has collected information pertaining to the publication of course evaluations. We propose that individual colleges should provide the results of course evaluations to students. We wish to refer the topic to the Faculty Senate Committee for Student Life for evaluation and approval.

2.) Currently, professors are not able to administer optional exams on reading days before the exam period at the end of the semester. We propose that professors be permitted to give optional exams on reading days. We would like to refer the topic to the Faculty Senate Committee for Student Life for evaluation and approval.

If you have any questions, please contact the DUSC office at 223 Trabant University Center or at 831-2648. We can also be reached individually: Andrew Wiedel at [wiedel@udel.edu](mailto:wiedel@udel.edu), Betsy Lowther at [betsyl@udel.edu](mailto:betsyl@udel.edu), and Bryan Weber at [bryweber@udel.edu](mailto:bryweber@udel.edu).

Thank you very much for your time.

