

REGULAR MEETING OF THE UNIVERSITY FACULTY SENATE

April 4, 1983

MINUTES

The regular meeting of the University Faculty Senate was called to order on Monday, April 4, 1983 at 4:00 p.m., with President Hoffecker presiding. Senators not in attendance were:

Norman Collins	Gerard Mangone	Donald Sparks
Wayne Craven	James Soles	Robert Wilson .

Senators excused were: Thomas Angell, J. William Bailey, Irwin Greenfield, Steven Keiser, Anne Mooney, John Ralph, Roger Ulrich, E.A. Trabant.

I. ADOPTION OF THE AGENDA .

The Agenda was adopted as distributed.

II. APPROVAL OF THE MINUTES.

The Minutes of the March 7/14, 1983 meeting were approved.

III. REMARKS. None.

IV. ANNOUNCEMENTS.

President Hoffecker announced:

1. The semi-annual General Faculty meeting will be held on Monday, April 18 at 4:00 p.m. in Room 115 Purnell Hall.

2. The Senate of the State of Delaware has confirmed Governor du Pont's appointment of Prof. Robert Pigford to the University's Board of Trustees.

3. The Center for Teaching Effectiveness in conjunction with the Office of Minority Affairs and the Office of Student Affairs is presenting a workshop on the retention of black students at the University of Delaware, "Fostering Academic Achievement for Black Students," on April 21, 1983 at 2 p.m. in the Rodney Room of the Student Center. The Principal speaker will be Dr. Donald H. Smith, Professor in the Department of Education at Baruch College. All faculty are invited.

Dr. Frank Murray, Dean of the College of Education, addressed the Senate on the topic: "The Structure of Teacher Education at the University of Delaware." Dean Murray's address is attached to these Minutes.

V. OLD BUSINESS.

Item A, the resolution that was introduced by Senator O'Neill as new business at the March 14 meeting requesting additional review of the proposed Ph.D. program in Family Studies, was discussed. Dean Gaither made a motion to amend by the addition, as a second section, of: "Whereas insufficient information has been presented to the Senate concerning the research funding and capability associated with the proposed Ph.D. program in Family Studies, and," and the addition, between "financial" and "issues" in the second line of the final paragraph, of "and research." The motion to amend was seconded and approved by unanimous voice vote.

Senator Schweizer asked that the Coordinating Committee on Education also supply the Senate with information concerning the funding level and costs of programs which over the last 10 years had been presented to the Senate as needing no additional resources. He said the Senate is often told a new program will not cost anything, and he wanted to find out if this had proved to be the case.

Senator Bonner spoke in opposition to the resolution; he noted that the Coordinating Committee is a "planning and thinking-ahead body," and he thought their input was important, but he questioned whether they could act within the prescribed one month's time. He said he was particularly concerned about the impact of graduate programs on undergraduate students, and he suggested that graduate programs are often financed through the use of teaching assistants and large enrollments for undergraduate classes. Senator Bonner also noted that the State is reducing its contribution as a percentage of the University's total budget, and that the pool of Delaware high school graduates is shrinking, and he concluded that the University, with a high percentage of its undergraduates already being taught in units of over 100, will have to improve its present reputation and become increasingly competitive in attracting and recruiting out-of-state students. He asked that the Coordinating Committee report to the Senate on the impact of doctoral programs on the undergraduate programs at the University.

There was no further discussion, and the following resolution, as amended, was approved by voice vote.

*WHEREAS insufficient information has been presented to the Senate concerning the financial issues of the proposed Ph.D. program and degree in Family Studies, and*

*WHEREAS insufficient information has been presented to the Senate concerning the research funding and capability associated with the proposed Ph.D. program in Family Studies, and*

*WHEREAS an accident of timing resulted in there being a drastic change in the University's financial climate from the time of the proposal's introduction to the point of Senate consideration, and*

*WHEREAS colleges should have the prerogative of setting priorities within the college, therefore be it*

*RESOLVED that the Senate requests the Coordinating Committee on Education to examine the proposal, especially the financial and research issues, involving the Family Studies doctoral program and report back at the May meeting of the Faculty Senate for appropriate action.*

VI. NEW BUSINESS.

Item A, three resolutions to effect a change in the method of appointing the graduate student member of the Committee on Student Life, were read by President Hoffecker. Prof. Scott, chair of the Committee on Committees, explained that the impetus for the change had been a concern in the Graduate Committee that the Committee on Student Life didn't have any true graduate student representation because under the present method of appointment the slot for a graduate student had remained unfilled. Prof. Scott added that his Committee had decided to wait before they acted on a second, related recommendation from the Graduate Committee--that the Student Life Committee be expanded to include a member from the Graduate Office--until they see how it works out when the committee is properly constituted. There was no discussion, and the following resolutions were approved by unanimous voice vote.

1. *RESOLVED, that the charge to the Committee on Student Life, paragraph 2 (I-24 of the present Faculty Handbook) reads as follows:*

*This committee shall consist of two designees of the Vice President for Student Affairs; four faculty members, one of whom shall be chairperson; three undergraduate students; and one graduate student appointed by the Committee on Graduate Studies.*

2. *RESOLVED, that the charge to the Committee on Committees, paragraph 5 (I-17 of the present Faculty Handbook) reads as follows:*

*The committee shall receive and transmit to the faculty or its Senate the nominations of the duly constituted undergraduate and graduate student governments for student memberships on faculty committees as specified. In the absence of a graduate student government, each Senate committee shall choose its own graduate student member(s) as required, unless otherwise specified.*

3. *RESOLVED, that the charge to the Committee on Graduate Studies, paragraph 2 (I-20 of the present Faculty Handbook) reads as follows:*

*This committee shall formulate, for determination by the faculty or its Senate, the policies for admission to graduate study. It shall have the power to act on the alteration, addition, or deletion of individual graduate courses recommended by college committees, and it shall make recommendations to the faculty or its Senate on courses of study leading to graduate degrees and on matters of policy concerning graduate study, and may employ outside consultants toward this end. Each academic year it shall appoint the graduate student member of the Committee on Student Life.*



Item B, a resolution to change the charge to the Committee on Undergraduate Records and Certification (CURC), was read by President Hoffecker. A request from Prof. Scott, chair of the sponsoring Committee on Committees, to change the resolution by adding, at the end of the first sentence, "and of the form and required content of such appeals" and deleting the first word of the second sentence, was accepted. Prof. Scott explained that the basis for the resolution was a concern about the composition of the CURC--it lacks a chair, and has a tenuous liaison with the Senate--and its *modus operandi*--it tends to meet as subcommittees of the colleges, with the result that there has not been a uniformity of standards. Dean Doberenz agreed that a faculty member should chair the committee, but he thought it would be a heavy workload. Associate Dean Crawford suggested that when students receive a notice that they are being dropped it should also be made clear that filing a petition is not enough to get them back in, and that there must be extraordinary circumstances to justify a petition.

There was no further discussion, and the following was approved by unanimous voice vote.

*RESOLVED, that the charge to the Committee on Undergraduate Records and Certification (I-25 of the present Faculty Handbook) reads as follows:*

UNDERGRADUATE RECORDS AND CERTIFICATION, COMMITTEE ON

*This committee shall provide for the administration of all matters concerning undergraduate students' records and academic standing. On the recommendation of the deans of the several colleges this committee shall certify to the President students who have completed the requirements for baccalaureate degrees and upon whom the faculty, with the approbation of the Trustees, is conferring such degrees; such certification shall be entered into the minutes of the faculty or its Senate.*

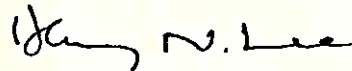
*This committee shall consist of one faculty member, who shall be the chairperson; an appointee of the Vice President for Academic Affairs; the Director of Records; and one designee of the Dean of each college enrolling undergraduate majors.*

*In dismissing a student for academic deficiency, the committee shall advise him/her of the right to petition for reinstatement and of the form and required content of such appeals. Petitions may be decided by subcommittees comprised of: the chairperson; the appointee of the Vice President for Academic Affairs; the Director of Records; and the designee(s) of the Dean(s) of the petitioning student's college(s). The committee shall, however, meet as a whole at least twice each academic year to discuss the decisions of such subcommittees, for the purpose of establishing and maintaining reasonable uniformity in the petition process.*

Item C, a resolution regarding the faculty grievance procedure, was read by President Hoffecker. It was determined that neither the chair nor any member of the sponsoring committee was present, and a motion by Senator Palmer to delay action until a representative of the sponsoring committee was present for the discussion was seconded and approved by voice vote.

No new business was introduced, and President Hoffecker declared the meeting adjourned at 4:45 p.m.

Respectfully submitted,



Henry N. Lee  
Secretary  
University Faculty Senate

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Attachment: Remarks by Dean Murray

Remarks to the University Faculty Senate  
April 4, 1983

THE STRUCTURE OF TEACHER EDUCATION  
AT THE UNIVERSITY OF DELAWARE

Dr. Frank Murray, Dean  
College of Education

A little over four years ago, December 4, 1978 to be exact, the Faculty Senate endorsed and forwarded to the Board of Trustees of our University a plan for the education of persons who plan to teach in the public and private schools. The plan appeared on the agenda innocently enough as a motion to establish two departments--in place of four that had existed in the College of Education. One was to be devoted to the study of the discipline of education and the other to the development of educational materials, teaching strategies, and such other things as would improve the schools. Although I would be happy to tell you many things--things I think that would please you--about how the reorganized College of Education has developed these last four years, I do not wish to talk about the College of Education today. I wish to report to you about another college--a college in fact that was also promised to us four years ago. This is an invisible college, a University college of teacher education that has as its faculty the 50 or so persons from all over this University who claim professional expertise as teacher educators. These persons are known to you as faculty members of 15 Departments in one or another of five Colleges at the University: the Colleges of Agriculture, Arts & Science, Education, Human Resources, and Athletics, Recreation and Physical Education. (The College of Business & Economics is also involved in teacher education through a master's program for elementary teachers, and the College of Marine Studies participates in the development of marine education curricula for the elementary schools.) About 75 percent of the College of Education's faculty are in the invisible college and the percentage of participation by faculty in other colleges is, of course, much smaller. The invisible college has 16 undergraduate programs that enroll 935 students. Last year 167 persons graduated from its programs and, as a result, received a license to teach in Delaware and 28 other states.

The College is no doubt over-administered by five deans, with the Dean of the College of Education having "over-all responsibility for teacher education." Over-all academic policy for teacher education is formulated by the University Council on Teacher Education (UCTE), with 14 *ex officio* members

whose other offices give them responsibilities in teacher education. The charge to the Council reads:

The University Council on Teacher Education advises the Provost and the Dean of the College of Education on all matters relating to teacher education at the University. It formulates policy recommendations in keeping with its primary responsibility to assist the University in fulfilling its mandate for excellence and national leadership in the field of teacher education. Accordingly, it will review at least annually--more often if deemed necessary by the Provost, the Dean, or the Executive Committee of the Council--all teacher education programs offered by the University. In so doing, it will assess the need for these programs (and any others currently not offered) for the State, region, and nation and make appropriate recommendations. It will serve as a major liaison between the College of Education and other Colleges and Divisions of the University also interested or involved in teacher training, bringing to the attention of relevant bodies particular needs or requirements in teacher education. Close cooperation in teacher education among all faculties will be encouraged and assisted by the Council in every possible way.

The invisible college is one of the smallest of the land grant teacher education units and is unique not only in its organization but in its bias toward insuring the subject matter competence of teachers in their teaching fields. The programs at Delaware are composed of two parts--a major in the subject matter the person will teach, in which the person meets, or should meet, all the requirements every other person majoring in the field meets; and a minor in education in which the person learns the traditional pedagogical material called for in the accreditation standards under which we operate. We have put, wherever it makes sense to do so, the traditional teaching methods course into the major so that the mathematics teaching methods course, for example, is taught by a regular faculty in the Mathematics Department. The appropriate subject matter for teachers in the preschool and elementary school is not as clear, of course, as it is at the secondary level. The creation of a compelling interdisciplinary major--outside the College of Education--for elementary teachers would be a good thing and is a matter for which we have sought foundation support. As it is, our elementary education majors are required to minor outside the College of Education in a subject matter that is taught in the elementary school. Our preschool people, I think it is fair to say, major in child development.

I won't go into all the joys of leading an invisible college that has so many of its pieces administered by other people except to say that our approach, in my view, has been remarkably successful, although as always there is much to be done, particularly as we prepare for re-accreditation next year of our programs. It is successful in that now we have many more smart people in our University than in the past who feel a responsibility for and commitment to the preparation of teachers and the improvement of public and private education.



There is much to feel responsible for. Students in teacher education programs, nationally, are by any measure poorly prepared academically. SAT scores for education majors nationally have declined faster than SAT scores in general so that now 63% of the students in the nation outscore education majors. The State of Colorado last week had to fail nearly half the prospective teachers that took a basic competency test in spelling, arithmetic, and writing. At Delaware, teacher education majors are not high scorers, either, when compared to other students at Delaware. They do turn out to be good teachers, however, and they do outscore college students in the country on the SAT by 8% and the country's education majors by 20%. Moreover, education majors' SAT scores at Delaware have not declined, but have risen slightly; still they are not high (generally under a 1,000 for verbal and quantitative achievement combined).

Their employment records are good. Of the 167 graduates last year 73% of those who sought a teaching position found one (100% of the preschool, 84% of the elementary, and 50% of the secondary). Only 38% stayed in the State of Delaware, where only 25% of the current teaching force of about 5,000 teachers have undergraduate degrees from the University of Delaware. We had only one math teacher and two science teachers graduate last year and the future on this score is not bright. We have no students currently preparing to teach in physics or earth science and only 12 preparing to teach mathematics. Last year in the United States only 5% of those taking the SAT indicated an interest in teaching (a drop of 50% since 1973), so the recruitment of persons able to meet our demanding programs is a major challenge.

In conclusion, I want to emphasize the invisible college is real, although hard to find and convene. Its alumni are real; 27% of this University's graduates (40% of our women graduates) work in educational institutions. These are the largest percentages of our graduates in any employment category. We are very much a teacher education institution. Teacher education is a large part of what the University has done in the past and as the impending and inevitable teacher shortage becomes more manifest, more visible toward the end of the decade, I'm sure our invisible college will go the same course.