

September 7, 1998

TO: All Faculty Members

FROM: Susan McGeary, Vice President
University Faculty Senate

S. McGeary/rq

SUBJECT: Regular Faculty Senate Meeting, September 14, 1998

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

AGENDA

I. **Adoption of the Agenda**

II. **Approval of the Minutes: May 4, 1998**

III. **Remarks by Provost Schiavelli**

IV. **Announcements:**

Senate President Michael Keefe

- Sexual Harassment Policy Changes
- Roles and Functions of the Senate

Assistant Provost Jeff Quirico

- PEP Project (Personnel, Employment and Payroll)
New Human Resources Software

Announcements for Challenge

A. New Honors B.A. in Chemistry Education

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

C. Revision to MA and PhD Program, Department of Mathematical Sciences

V. **Old Business - None**

VI. **New Business - None**

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

Attachments:

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

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

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

II. Complaint Procedures

A. Lodging a Complaint

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

Employees/students may contact the Vice President for Administration directly if they feel they have been subjected to sexual harassment, ~~however, only signed complaints will be investigated by the Vice President.~~

B. Informal Procedures

- Upon receipt of a ~~written allegation~~ ^{complaint} of sexual harassment, the Vice President for Administration will meet with the individual against whom the complaint has been made, his/her department chairperson or immediate supervisor; college dean or unit head. The director of OWA or OAA will be in attendance, as appropriate. (Rev. Fac. Sen. 2/10/97)
- The AAUP will be notified if the complaint involves a faculty member(s) in any way. If the accused is a faculty member, the AAUP will be notified in time to allow consultation with the accused prior to the meeting. The Vice President for Administration will advise the accused that it is in his/her best interest to seek out the appropriate AAUP officer for consultation prior to any meetings. (Rev. Fac. Sen. 2/10/97)
- Where indicated, the Vice President for Administration may interview other individuals to ascertain the validity of the complaint. However, the investigation will proceed in a timely manner. (Rev. Fac. Sen. 2/10/97)
- If the Vice President for Administration finds the charge of sexual harassment is valid, prompt and appropriate corrective action will be taken. This may include one or more of the following actions depending on the severity of the offense:
 1. A verbal warning that a repetition of the reported impropriety will result in formal action.
 2. Placement of a letter in the individual's personnel file indicating the nature of the improper behavior. The letter may include a notation about required counseling and any action that will be taken in the future should there be a repetition of the offensive behavior(s).

Faculty Senate Roles & Functions

The Faculty (by adopting the Constitution) have assented to grant the collective powers and privileges of the Faculty (granted by the Trustee Bylaws) to the University Faculty Senate.

The collective powers and privileges return to the Faculty during the conduct of a special meeting of the full Faculty (as described in the Constitution).

The committee structure of the Faculty Senate reflects these responsibilities.

The final or ultimate responsibility of the Faculty is not, however, initial responsibility. The burden for curriculum design, admission policies, degree requirements, prizes, awards, etc. must remain at the college level.

Faculty Senate Roles & Functions

Powers of the Faculty:

1. Formulate rules & regulations for the government & discipline of the student body.
2. Provide for the establishment of the curricula and courses.
3. Provide for the establishment of a program of extra-course education.
4. Determine educational and academic policies of admissions.
5. Determine requirements for degrees and recommend candidates.
6. Recommend policies concerning awards, prizes, and scholarships.
7. Recommend educational & academic policies relating to the Library.
8. Make recommendations for the conduct of formal exercises & public functions.
9. Adopt regulations governing its own procedures.
10. Determine the duties it will delegate to faculty committees.

Faculty Senate Roles & Functions

Privileges of the Faculty:

1. Make recommendations to the Board of Trustees concerning the establishment of any degree to be awarded or the disestablishment of any degree.
2. Consider matters of general interest to the University and make recommendations thereupon to the President for transmission to the Board of Trustees.
3. Consider and make recommendations for proposed changes in the University organization.
4. Make recommendations to the President, for transmission to the Board of Trustees, concerning the formation of policies governing appointments, promotions, tenure, dismissals, and salaries.
5. Propose to the President, for transmission to the Board of Trustees, amendments to these regulations (providing such amendment(s) have been proposed in writing at the preceding regular meeting of the University Faculty Senate).

Faculty Senate Roles & Functions

Standing Committees of the Faculty Senate:

1. Committee on Academic Appeals
2. Academic Priorities Review Committee
3. Committee on Budgetary and Space Priorities
4. Committee on Committees and Nominations
5. Committee on Cultural Activities and Public Events
6. Committee on Diversity and Affirmative Action
7. Coordinating Committee on Education
8. Executive Committee
9. Committee on Faculty Welfare and Privileges
10. Committee on Graduate Studies
11. Faculty Advisory Committee on Honorary Degrees
12. Committee on Instructional, Computing, and Research Support Services
13. Committee on International Studies
14. Library Committee
15. Committee on Promotions and Tenure
16. Committee on Research
17. Subcommittee on Retiring, Retired, and Emeriti Faculty
18. Committee on Rules
19. Committee on Student and Faculty Honors
20. Committee on Student Life
21. Committee on Undergraduate Studies

Faculty Senate Roles & Functions

Committees are therefore the backbone of the Senate.

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

The Executive Committee

(Michael Keefe	x8009	keefe@me.udel.edu
Mark Huddleston	x2358	mwh@udel.edu
Susan McGearry	x8174	smcgeary@udel.edu
Karen Stein	x8714	karen.stein@mvs.udel.edu
Jon Olson	x8472	olson@che.udel.edu)

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

Senate items are logged and monitored by the Senate Staff:
Rita Girardi x2922 rita.girardi@mvs.udel.edu
Karren Helsel-Spy x2921 karren.helsel@mvs.udel.edu
205 HULLIHEN HALL

Faculty Senate Roles & Functions

Senate meetings:

- Eight meetings, four each semester;
- first "in-class" Monday of the month, start 4pm;
- material for inclusion in the University catalogs must be approved no later than the March meeting;
- typical meeting:
 - announcements,
 - remarks by Administration (Provost Schiavelli),
 - items for challenge (courses, minor curricula modifications),
 - items for discussion - resolution - vote,
 - old business,
 - new business,
 - adjourn.

Faculty Senate Roles & Functions

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

Much of the Senate business is important but ordinary.

Important issue: Ad Hoc Committee on General Education - Dr. Hoffecker.

Goal – communication:

faculty & students ↔ faculty senate,

faculty senate ↔ administration.

Honors B.A. in Chemistry Education

The recipient must complete:

1. All requirements for the B.A. in Chemistry Education (see attachment)
2. All of the University's generic requirements for the Honors Degree
Note: At least eight of the twelve credits described in section II. C. 1 of the University's generic requirements for the Honors Degree must be in CHEM courses. The remaining four credits must then be in a required course in a related technical area, e.g., BISC, MATH, PHYS, EDST. CHEM courses at the 600-level or higher may be considered as Honors courses.
3. The additional requirement:
A grade point index of at least 3.30 in chemistry courses at the time of graduation.

UNIVERSITY OF DELAWARE
B.A. Program in Chemistry Education (BAAS/XCE)

Professional Studies (24 credits)

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

Major Requirements

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

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

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

Instrumental Methods: CHEM-437/438 (4)

Physical Chemistry: CHEM-418/445 (4) or CHEM-443/445 (4)

Biochemistry: CHEM-214/216 (4)

Elective: Recommended: CHEM-457, CHEM-527, or CHEM-62x

Related Courses

BISC-207 (4)

PHYS-201 or PHYS-207 (4)

PHYS-202 or PHYS-208 (4)

MATH-221 (3) or MATH-241 (4)

MATH-222 (3) or MATH-242 (4)

GEOL-105 (4)

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

TOTAL: 124 credits

^a"SCEN-491 Teaching Science in the Secondary School" must be taken the semester prior to student teaching.

^bA minimum grade of C is required in this course to qualify for student teaching.

^cStudents MUST have at least a 2.75 GPA in chemistry and 2.5 GPA overall to qualify for this course.

^dStrongly recommended



COLLEGE OF ARTS AND SCIENCE

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ADVISEMENT CENTER

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April 23, 1997

Dr. John L. Burmeister
Chemistry & Biochemistry
CAMPUS

Dear Dr. Burmeister:

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

Sincerely,

Alan Fox, Chair
Educational Affairs Committee

vlg




DEPARTMENT OF CHEMISTRY
AND BIOCHEMISTRY
OFFICE OF THE ASSOCIATE CHAIRMAN

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Email: JOHN.BURMEISTER@MVS.UDEL.EDU

February 24, 1997

MEMORANDUM

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

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

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

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

JLB/mm
Attachments (4)

cc: Professor Jean Futrell
Professor Robert Brown
Ms. Carolyn Schonewetter
Ms. Jill Trafton
Ms. Allison Liechty



COLLEGE OF ARTS AND SCIENCE

OFFICE OF THE DEAN

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March 31, 1998

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

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

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

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

JBM/EdeC

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

Purpose of Option II:

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

Eligibility for Option II:

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

Requirements for the MAFLP Option II degree:

Course Work:

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

Exit Requirements:

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

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

A portfolio* consisting of the following:

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

*to be submitted to the FLP faculty for approval

18 February 1998

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

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

Subject: MAFLP Option II

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

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

Rationale for the Proposal:

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

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

It came to our attention that the MA Comprehensive examinations currently in place do not test what the high school teachers are learning in their summer courses, but rather what students in the

regular program learn in the classes taken during the academic year. We learned that many high school teachers hesitate to enroll in the MA program *because* of the prospect of exams that they deem irrelevant to their needs and unreasonable in terms of their classroom preparation.

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

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

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

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

MAFLP Option I requires

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

MAFLP Option II requires

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

Expected Impact:

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

Let me know if you have further questions! Many thanks.



DEPARTMENT OF
MATHEMATICAL SCIENCES

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May 21, 1998

TO: Professor Robert Hampel
Education Development

FROM: Professor David Colton *DC*
Mathematical Sciences

RE: Changes in Mathematical Sciences Graduate Program

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

Master's Degree:

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

Ph.D. Requirements

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

DC/ds

RECEIVED

JUN 25 1998

GRADUATE OFFICE