

# UNIVERSITY FACULTY SENATE

## SUMMARY OF AGENDA

Monday, April 13, 1998

- I. **ADOPTION OF THE AGENDA**
- II. **APPROVAL OF THE MINUTES:** March 2, 1998
- III. **REMARKS BY PROVOST SCHIAVELLI**
- IV. **ANNOUNCEMENTS:** Senate President Robert Carroll

### **ANNOUNCEMENTS FOR CHALLENGE:**

- 1. Proposal to change the name of the Department of Accounting to the Department of Accounting and Management Information Systems
- 2. Revision to the Elementary Teacher Education Program

### V. **OLD BUSINESS:**

Interim Report from the Ad Hoc Committee on General Education  
Dr. Carol Hoffecker

### VI. **NEW BUSINESS:**

- A. Proposal to endorse the creation of a new Department of Materials Science and Engineering, College of Engineering, from an existing Graduate Program in Materials Science
- B. Proposal to change the "Termination and Complaint" procedures of the Faculty Welfare and Privileges Committee
- C. Resolution concerning the Gore Building
- D. Recommendation regarding College of Engineering Promotion and Tenure Procedures
- E. Resolution allowing pledge or associate member education program in the 1998-1999 academic year

F. Reapportionment Report

G. Introduction of new business




UNIVERSITY FACULTY SENATE

205 HULLIHEN HALL  
UNIVERSITY OF DELAWARE  
NEWARK, DELAWARE 19716-1050  
PH: 302/831-2921  
PH: 302/831-2922  
FAX: 302/831-8198

March 31, 1998

TO: All Faculty Members

FROM: Joann Browning, Vice President   
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, April 13, 1998

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, April 13, 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 of the Senate meeting of March 2, 1998
- III. Remarks by Provost Schiavelli
- IV. Announcements: Senate President Robert Carroll  
Announcements for Challenge

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

1. Proposal to change the name of the Department of Accounting to the Department of Accounting and Management Information Systems (Attachment 1)
2. Revision to the Elementary Teacher Education Program (Attachment 2)

V. OLD BUSINESS:

Interim Report from the General Education Committee  
Dr. Carol Hoffecker (Attachment 3)

VI. NEW BUSINESS:

- A. Proposal from the Coordinating Committee on Education (Michael Keefe, Chairperson) with the concurrence of the Executive Committee (Robert Carroll, President), to endorse the creation of a new Department of Materials Science and Engineering, College of Engineering, from an existing Graduate Program in Materials Science (Attachment 4)

**WHEREAS** a College wide graduate teaching and degree granting activity in Metallurgy and subsequently in Materials Science and Engineering has operated successfully in the College of Engineering for over 35 years; and

**WHEREAS** the Materials Science Program has already operated autonomously for over ten years and discharged the majority of the functions of an independent department, including student recruitment, obtaining and administering sponsored research programs, scheduling, teaching, and hiring faculty and administrative and technical staff; and

**WHEREAS** with the establishment of a Program in Materials Science and Engineering in 1986 direct funding for teaching assistants and equipment support was established independent of the four engineering departments; and

**WHEREAS** the Materials Science and Engineering Program has a proposed graduate policy statement and a promotion and tenure document; and

**WHEREAS** direct faculty line support and office and laboratory space have been dedicated to the ongoing Materials Science and Engineering activity; and

**WHEREAS** at College of Engineering faculty meetings in 1994, 1995, 1996, and 1997, the faculty of the College were informed of development and further plans for a graduate level

Materials Science and Engineering Department, and on November 24, 1997, passed by a majority vote, such a motion; therefore be it

**RESOLVED** that the Faculty Senate endorses the establishment of a Department of Materials Science and Engineering in the College of Engineering.

B. Proposal to change the "Termination and Complaint" procedures of the Faculty Welfare and Privileges Committee (Attachment 5)

**WHEREAS** the full participation of all witnesses in hearings before the Committee on Faculty Welfare and Privileges (CFWP) is essential for the fair and proper conduct of such hearings; and

**WHEREAS** under the current procedures for such hearings by CFWP, witnesses who are University employees must participate fully or face sanctions the administration deems appropriate; and

**WHEREAS** under current procedures, no provision exists for faculty influence on the content and design of such sanctions; and

**WHEREAS** the standard of proof for Complaints is not explicit in the CFWP Termination and Complaint procedures; be it therefore

**RESOLVED** that the existing Sections IC5g and IIC5g of the CFWP Termination and Complaint Procedures be amended to read "Unless excused according to d above, the failure of a witness who is a university employee to comply with [sections c] **\*section 5c immediately**" above constitutes a violation of his/her responsibilities as a member of the university community and will result in whatever sanctions the administration deems appropriate, **\*after consultation with the Hearing Panel.\***; and be it further

**RESOLVED** that the existing section IIC7 be renumbered IIC8 and IIC7 read **\*The standard of proof for evidence of guilt must be clear and convincing.\***

Bracketed [ ] phrases are deleted; bold, asterisked \* \* phrases or words are added.

C. Resolution concerning the Gore Building

**WHEREAS** Vivian, Robert, and Sarah Gore have long been associated with and supportive of the University of Delaware; and

**WHEREAS** Vivian, Robert, and Sarah Gore saw a pressing need for a classroom facility at the University; and

**WHEREAS** Vivian, Robert, and Sarah Gore generously donated the funds to fill this need and construct this classroom building; and

**WHEREAS** Gore Hall provides both a fitting addition to the Mall as well as a state-of-the-art focus for education; be it therefore

**RESOLVED** that the University of Delaware Faculty Senate expresses its deep appreciation to Vivian, Robert, and Sarah Gore for their gift of Gore hall to the University community; and be it further

**RESOLVED** that the University of Delaware Faculty Senate expresses the sentiment of all faculty and students in celebrating Gore Hall as a superb facility for teaching and learning.

D. Recommendation from the Promotion and Tenure Committee (Connie Vickery, Chairperson) with the concurrence of the Executive Committee, (Robert Carroll, President), regarding College of Engineering Promotion and Tenure procedures (Attachment 6)

**WHEREAS** for many years, the Promotion & Tenure Committee of the College of Engineering has exercised the process that the representative from each department votes once at the college level, but not at the departmental level, and this practice has received no criticism within the College; and

**WHEREAS** the academic subjects and practices in the departments in the College of Engineering are so diverse that input from the departmental representative is needed to fully comprehend the relevance of candidate's performance and activities; and

**WHEREAS** the number of votes available for the decision in the College Promotion and Tenure Committee will become only three under the new University procedure, and the decision based on such a small number has a greater possibility of personal bias; be it therefore

**RESOLVED** that in the Promotion and Tenure Committee of the College of Engineering, the departmental representative participates in the discussion and votes on the candidates from his/her own department at the College level, but not at the departmental level.

- E. Resolution from the Student Life Committee, (Cynthia Robbins, Chair) with the concurrence of Executive Committee, (Robert Carroll, Chair) allowing pledge or associate member education program in the 1998-1999 academic year (Attachment 7)

**WHEREAS** The Faculty Senate in May 1992 passed a resolution "to state that organizations having a pledging process or pledge status for prospective members will be denied official recognition"; and

**WHEREAS** The University of Delaware has implemented the Five Star chapter Evaluation Program setting a minimum level of standards in the following areas: academics, financial management, university/community relations and service, campus involvement, and membership intake/new member education; and

**WHEREAS** The academic performance of both the sororities and fraternities has improved in the past year; and

**WHEREAS** Behavioral problems associated with fraternities and sororities have diminished dramatically over the past two years; and

**WHEREAS** Greek Life enhances a student's university experience through leadership opportunities, philanthropy, campus involvement, career networking and community services; therefore be it

**RESOLVED** that beginning the 1998-1999 academic year, sororities and fraternities be allowed to have a pledge or associate member education program of no more than six weeks in duration.

- F. **Reapportionment Report from the Committee on Rules, (Frank Dilley, Chair) with the concurrence of the Executive Committee, (Robert Carroll, Chair) on the allocation of College senators (Attachment 8)**
- G. **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.)**

**JB/rg**

**Attachments: Committee Activities Report**

- 1. **Name Change for the Department of Accounting**
- 2. **Revision to the Elementary Teacher Education Program**
- 3. **Interim Report of the Ad Hoc Committee on General Education**
- 4. **Creation of Department of Materials Science and Engineering**
- 5. **Recommendation regarding the "Termination and Complaint" Procedures, Faculty Welfare and Privileges**
- 6. **Recommendation from the P&T Committee concerning the College of Engineering Promotion and Tenure procedures**
- 7. **Resolution allowing pledge or associate member education program in the 1998-1999 academic year**
- 8. **Reapportionment Report**






INTERDEPARTMENTAL  
MEMORANDUM

March 16, 1998

TO: Michael Keefe, Chairman  
Coordinating Committee on Education

FROM: Dana J. Johnson, Dean   
College of Business and Economics

SUBJECT: Name Change for Department of Accounting

The Department of Accounting is requesting approval to change its name to the Department of Accounting and Management Information Systems. The original recommendation emerged from a Task Force Study on Departmental Structure during the 1997 fall semester. The recommendation has been fully supported by the Department and the College.

With this memo, I am adding my strong support in requesting that the Department of Accounting become the Department of Accounting and Management Information Systems.

cc: Dr. Helen M. Bowers, Associate Dean  
Dr. E. Kent St. Pierre, Chair, Department of Accounting



DEPARTMENT OF ACCOUNTING

University of Delaware  
Newark, Delaware 19716-2715  
Ph: 302/831-2961  
Fax: 302/831-4676

TO: Robert Carroll, President of the Faculty Senate

FROM: Kent St.Pierre, Chair of the Department of Accounting *KSP*

SUBJECT: Name Change for the Department

We have discussed possible name changes with the concerned departments on campus and have decided on "Department of Accounting and Management Information Systems". This name meets the approval of the rest of the college and the Dean along with several related departments on campus. The rationale for the change is to reflect the change in the department (six faculty are in the systems area) and the change in the profession. The department currently offers the degree in Accounting and a minor in Management Information Systems. We are sending this notification to the Faculty Senate to make sure the information goes through the proper channels. Thanks for your help.



COLLEGE OF HUMAN RESOURCES, EDUCATION & PUBLIC POLICY

DEPARTMENT OF  
EDUCATIONAL STUDIES

Willard Hall Education Building, Room 201  
University of Delaware  
Newark, Delaware 19716-2901  
Ph: 302/831-2324  
Fax: 302/831-6645

March 12, 1998

Professor William Idsardi  
Department of Linguistics  
304 46 E. Delaware Ave  
Campus

Dear Professor Idsardi:

On behalf of the ETE Steering Committee, I am pleased to submit further justification for the changes we are proposing in EDDV 308 and EDST 433.

As it was originally conceived, both EDDV 308 and EDST 433 were to be stand-alone courses. EDDV 308 was designed to address issues and practices associated with offering an integrated curriculum to pupils in elementary schools. The EDST 433 course was to deal with non-school factors affecting learning in the classroom. The topics to be covered in this latter course included families, emotional health, motivation, peer pressure, and factors associated with poverty and class status. In both courses, it was envisioned that as part of the three credit courses the students would carry out projects and intervention efforts in the public schools.

In deciding how to sequence the required courses within the ETE program, faculty decided that it made more sense to offer EDDV 308 and EDST 433 during the student teaching semester, a time in which our teacher candidates were already engaged with pupils, parents, and community. As part of their student teaching experience, our candidates would be carrying out intervention efforts, doing case studies, and observing current practices not only for EDDV 308 and EDST 433 but for their EDST 400 student teaching course as well. The change in credit was prompted by our recognizing that the topics and assignments we intended to offer within the 3-credit courses were already a part of the student teaching course. To accommodate this overlap, we are proposing to reduce the credits assigned to EDDV 308 and EDST 433 from three credits to two.

Sincerely,

A handwritten signature in cursive script, appearing to read "James Rath".

James Rath, Chair  
Educational Studies

AN EQUAL OPPORTUNITY UNIVERSITY


 INTERDEPARTMENTAL  
MEMORANDUM

February 9, 1998

TO: William Idsardi, Chair  
University Undergraduate Committee

FROM: William B. Stanley, Chair *WBS*  
Department of Educational Development

James Raths, Chair *J. Raths*  
Department of Educational Studies

Barbara Vandornick, Director *BV*  
Student Services

SUBJECT: Proposed Changes in the Elementary Teacher Education Program

We would like to clarify some issues your committee raised concerning the proposal to revise our ETE program.

1. The proposed elimination of EDDV 422 *Reading in the Content Area*

Over the past three years we have revised the literacy courses in the program (EDDV 210, EDDV 305, and EDDV 320) to incorporate the essential subject matter from EDDV 422. Consequently, this course is no longer essential to the program. In addition, the curriculum revisions do not create any significant increase in the student workload. Rather, we have revised the actual topics covered in the literacy course sequence better to reflect the new State certification guidelines.

2. The change from 3 credits to 2 credits for both EDDV 308 and EDST 433

The State has recommended that we include two 3-credit courses in the areas covered by EDDV 308 and EDST 433. We were never comfortable with this recommendation, as we believe much of the content of the two courses is already included in our non-credit student teaching seminar. By combining EDDV 308 and EDST 433 with the current student teaching seminar, we are able to cover all the required topics with 2 credit hours as opposed to three credit hour courses. For this reason, we are proposing the credit reduction proposal. Dr. Raths has included an attachment reiterating the argument for the proposal as they apply to EDST 433.

3. We have also attached a revised version of the catalog page (see attachment).

WBS/dfc



INTERDEPARTMENTAL  
MEMORANDUM

June 10, 1997

TO: CUSE  
FROM: William B. Moody *WBM*  
RE: Proposed Changes in ETE Program

I would like to submit the following changes to the ETE Program for approval by CUSE.

- Basic program will be K-8. Combines Delaware certification option K-4 and 5-8.
- Move EDDV 308 and EDST 436 to the Education Core required of all students.
- Eliminate EDDV422. Content will be covered in other courses EDDV 305 and EDDV 320.
- EDDV 308 - Change from 3 credits to 2 credits.
- EDST 433 - Change from 3 credits to 2 credits.

INTERDEPARTMENTAL  
MEMORANDUM

February 27, 1997

TO: Joanne Golden, Chair  
EDDV Undergraduate Committee

FROM: Nancy Brickhouse NB  
Zoubeida Dagher ZD  
Betty Wier BW

We would like to request that we make a minor change in the science content requirements of our ETE program. Students are currently given the option of taking either SCEN 101 or SCEN 102 as their physical science option. We would like to drop SCEN 101 as an option. The primary reason for this is that we have spent a considerable amount of money (from a subgrant from the Department of Public Instruction) and energy reconstructing SCEN 102. It is now a considerably better option for our students than SCEN 101. It is also offered regularly and thus will be accessible to students.

NB/bbm

Elementary Teacher Education Major  
Suggested Course Sequence

Elementary Education (K-8)

<u>Fall</u>		<u>Spring</u>	
Science	4 cr	LING 101	3 cr
MATH 251	3 cr	MATH 252	3 cr
EDST 240/247	3 cr	EDST 230	3 cr
Soc. Sci. (History)	3 cr	Soc. Sci. (Geog.)	3 cr
Fine Arts	<u>3 cr</u>	ENGL 110	3 cr
	16 cr	EDDV 186	<u>1 cr</u>
			16 cr

<u>Fall</u>		<u>Spring</u>	
ENGL 207, 208, 209 or 210	3 cr	Science	4 cr
EDDV 210	3 cr	EDST 258	3 cr
MATH 253	3 cr	EDST 203	3 cr
EDST 202	3 cr	Disc. Area	3 cr
Disc. Area	3 cr	Disc. Area	<u>3 cr</u>
EDDV 286	<u>1 cr</u>		16 cr
	16 cr		

<u>Fall</u>		<u>Spring</u>	
EDDV 305 (Read/Writ. K-4)	3 cr	EDDV 335 (Math)	3 cr
EDST 390 (Instr. Strateg)	3 cr	EDDV 341 (Science)	3 cr
Soc. Sci. (History)	3 cr	EDDV 346 (Social Science)	3 cr
Disc. Area	3 cr	EDDV 320 (Read/Writ. 5-8)	3 cr
EDST 451	3 cr	EDST 436 (Literacy Probs)	3 cr
EDDV 386	<u>1 cr</u>	EDDV 486	<u>1 cr</u>
	16 cr		16 cr

<u>Fall</u>		<u>Spring</u>	
EDDV 400 (Two placements)	12 cr	Fine Arts	3 cr
EDDV 308 Int Curric (Prim)	2 cr	Disc. Area	3 cr
EDST 433 (Non-sch factors)	<u>2 cr</u>	Disc. Area	3 cr
	16 cr	Science	<u>4 cr</u>
			13 cr

Total - 125

**DEGREE: BACHELOR OF SCIENCE IN EDUCATION  
MAJOR: ELEMENTARY TEACHER EDUCATION**

CURRICULUM CREDITS

**UNIVERSITY REQUIREMENTS**

ENGL 110	Critical Reading and Writing (minimum grade of C-)	3
	Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content (see p. 20).	3

**MAJOR REQUIREMENTS**

External to the College 60

**Natural Science (12 credits)**

GEOL 113 Earth Science 4

SCEN 101 Physical Science 4

SCEN 102 Physical Science 4

BISC 103/113 General Biology 4

or BISC 207 Introductory Biology I 4

**Mathematics (9 credits)**

MATH 251 Mathematics for the Elementary School I 3

MATH 252 Mathematics for the Elementary School II 3

MATH 253 Mathematics for the Elementary School III 3

**Social Science (9 credits)**

HIST 103 World History to 1648 3

or HIST 104 World History: 1648 to present 3

HIST 205 United States History 3

or HIST 206 United States History 3

One of the following Geography courses:

GEOG 102 Human Geography 3

GEOG 120 World Regional Geography 3

GEOG 203 Introduction to Cultural Geography 3

GEOG 210 Economic Geography 3

**English/Linguistics (6 credits)**

LING 101 Introduction to Linguistics 3

or ENGL 390 English Linguistics 3

One of the following literature courses:

ENGL 207 Introduction to Poetry 3

ENGL 208 Introduction to Drama 3

ENGL 209 Introduction to the Novel 3

ENGL 210 Short Story 3

**Fine Arts**

Art, Art History, Music, or Theatre 6

A list of the specific courses is available in the Office of Student Services (Rm 120 Willard Hall).

**Discipline Area**

Eighteen credit hours of study from one of the following five areas: English, general science, mathematics, social studies, or language studies. A list of the specific courses that comprise each of these areas is available in the Office of Student Services (120 Willard Hall).

Students who choose to pursue certification in the discipline area must earn a grade of C- or better in all courses in the discipline.

**Requirements Within the College**

**Professional Studies: Education Core 46**

EDST 202 Human Development I: Grades K-4 3

EDST 203 Human Development II: Grades 5-8 3

EDST 230 Introduction to Exceptional Children 3

EDST 240 Professional Issues: Philosophical Perspectives 3

or EDST 247 Professional Issues: Historical Perspectives 3

EDST 258 Cultural Diversity, Schooling and the Teacher 3

EDST 390 Instructional Strategies and Reflective Practice 3

EDST 451 Educational Assessment 3

EDDV 210 Introduction to Literature and Literacy Learning 3

EDDV 305 Reading and Writing in the Primary Grades 3

EDDV 320 Reading and Writing in the Middle Grades 3

EDDV 335 Elementary Curriculum: Mathematics 3

EDDV 341 Elementary Curriculum: Science 3

EDDV 346	Elementary Curriculum: Social Science	3
EDDV 186	Educational Technology I: Productivity Tools	1
EDDV 286	Educational Technology II: Professional Tools	1
EDDV 386	Educational Technology III: Literacy and Language Arts Lab	1
EDDV 367	Educational Technology IV: Science, Social Studies, & Math Lab	1
EDST 433	Non-School Factors Affecting Learning in the Classroom	3
EDDV 400	Student Teaching	8-12

The Elementary Teacher Education program requires a certain minimum G.P.A. for enrollment in EDDV 400, Student Teaching, a course required for the degree. An advisor in Rm 120 Willard Hall should be consulted for the exact G.P.A. requirements and other policies concerning qualifications for student teaching.

Students seeking certification in one area will complete a semester of student teaching (14 weeks) and receive 9 credits for this placement. Students seeking certification in more than one area will complete a 5-week placement in each area and will receive 6 credits for each nine-week placement.

**SPECIALIZATIONS (3-12 CREDITS)**

Students must select one or more of the following specializations: grades K-4, grades 5-8, or exceptional children.

**For K-4 Specialization**, the following courses are added to the Education Core:

EDDV 308 Curriculum for the Primary Grades 3

EDST 436 Literacy Problems: Assessment and Instruction 3

**For 5-8 Specialization**, the following course is added to the Education Core:

EDDV 422 Literacy in the Content Areas 3

**For Exceptional Children Specialization**, the following courses are added to the Education Core:

EDST 431 Applied Behavior Analysis 3

EDST 432 Curriculum for School Aged Exceptional Children 3

EDST 435 Educational Evaluation for Exceptional Children 3

EDST 436 Literacy Problems: Assessment and Instruction 3

**CREDITS TO TOTAL A MINIMUM OF 121-130** (varies with specialization)

**APPLICATION FOR CLEARANCE FOR UPPER DIVISION STUDY IN TEACHER EDUCATION**

Students enrolled in the Elementary Teacher Education major wishing to begin upper-level work must make formal application and satisfy the requirements for Clearance for Upper Division Study.

Students wishing to pursue teaching as a professional goal should secure a copy of clearance requirements from the Office of Student Services for Teacher Education, (Room 120, Willard Hall). Students will be notified of deadline dates for making application for clearance.

The purpose of clearance is to assure that each student is satisfying requirements in the major and is prepared to undertake junior-level work including in-school clinical experiences. Students not meeting criteria are provided support services including study skills assistance, vocational counseling, and academic planning.

**EDUCATIONAL STUDIES**

The Department of Educational Studies is concerned with those issues that surround the question of what education is and how it can be made better. The view of education is at a more fundamental level than the act of teaching, for teaching is but the end result of a long chain of assumptions and decisions. The department attempts to provide students with reliable knowledge about the fundamental structures of the educational process. These broad areas of study include evaluation and measurement, history, philosophy, and sociology of education.

**BACHELOR OF ARTS IN EDUCATIONAL STUDIES**

The Bachelor of Arts in Educational Studies (B.A.E.S.) program is designed especially for students who are interested in the subject of education as part of a liberal arts curriculum and for those who are



The General Education Committee of the faculty Senate is charged to recommend a curriculum plan that will define the hallmarks of a University of Delaware undergraduate education. The committee has drafted a statement of goals for the curriculum, and, based on reactions to its initial draft, has produced this revised goals statement.

Undergraduate Education at the University of Delaware aims to ensure that every student will:

1. attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology
2. learn to think critically to solve problems
3. be able to work and learn both independently and collaboratively
4. engage questions of ethics and recognize responsibilities to self, community, and society at large
5. understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences
6. develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning
7. develop the ability to apply academic knowledge to experiences beyond the classroom
8. expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression
9. understand the foundations of Western society and the significance of diversity within the United States
10. develop an international perspective in order to live and work effectively in an increasingly global society

Our proposed curriculum plan, called "**Pathways to Discovery**," is being designed to address these broadly stated goals. If we are to be successful, the goals must be infused into the total undergraduate academic experience, including both broad (general) education and studies in each student's major field.

The freshman year plays a particularly critical part in the plan. It is then that the foundation can be laid for students' academic success by building their confidence

and capabilities in the use of language and mathematics, expanding their intellectual horizons and preparing them to choose a major. To do this we propose to create a series of new four-credit pathways courses, each to enroll 80-100 students to be taught by a single faculty member assisted by TAs. Each course will meet two hours a week for lecture and two hours in section meetings of twenty students each. The pathway courses will be organized into interdisciplinary themes, such as oceanography, food resources, world trade, social justice, bioethics, etc. Those faculty teaching in a particular topic area will participate in a faculty development effort to share ideas and develop teaching strategies, but each will be free to develop his or her own version of the content as long as the result engages the goals attached to that course. All pathways courses will be designed to meet goals 1-3 and at least half will meet goal 9, goal 10, or a combination of the two. Students will be required to take two pathways courses, at least one in their first year and the other no later than the end of their second year. One of their two courses must meet goal 9 and/or 10. Freshmen will also take a writing course and a mathematics course, both of which will be coordinated with the pathways program.

Fulfillment of the goals will require much more than can be accomplished in a series of foundation courses, however well conceived or well taught. Pathways to Discovery goals must become embedded into students' total academic experience. To accomplish this, faculty will be responsible for rethinking their approach to teaching in order to integrate some of the goals into every course and to emphasize their roles as advisors and mentors. Interdisciplinary course content, emphasis on writing, speaking, and critical thinking, the use of mathematics to solve problems, combinations of collaborative and independent student work, and the consideration of ethical, global, and diversity issues will all receive greater attention throughout the curriculum. To fulfill goal 7 it will be necessary to create more opportunities for students to engage in research, undertake internships and service learning projects, and study abroad. Departments that do not presently have "capstone" course experiences for their seniors will be encouraged to develop them, and those that do so already will be encouraged to use those experiences to ensure that their graduates have met the goals.

Colleges will continue to control the number of credit hours in general education courses required of their students, but they must insure that their students fulfill all of the university goals. They may need to change current requirements in order to accommodate this new plan. A university committee will be established to oversee the acceptance of specific courses as fulfillment of specific goals and the compliance of college programs and majors with the goals. Departments will also be expected to insure that courses in their majors meet the goals. To do this may require that departments make changes in the way they structure their courses for majors and non-majors alike to include more emphases on writing, critical thinking, etc. Departments will also be responsible for insuring that their majors have opportunities to fulfill goal 7 to expand their studies beyond the classroom.

It is our expectation that with better advisement and a more goal-driven curriculum the University can improve student learning while ideally setting the number of credit hours required for graduation at no more than 124.



MATERIALS  
SCIENCE PROGRAM

Spencer Laboratory  
University of Delaware  
Newark, Delaware 19716-3106  
Ph: 302/831-2062  
Fax: 302/831-4545  
Email: matsci@me.udel.edu

December 19, 1997

MEMORANDUM TO: Professor Robert Carroll, Chair,  
Faculty Senate

FROM: Dr. John Rabolt, Chair, *John F. Rabolt*  
Materials Science Program

SUBJECT: Status Change/Materials Science Program

As Chair of the Materials Science Program, I would like to request that our status be changed to that of a department in the College of Engineering. Attached please find the following documents which attest to our independence and provide the necessary resources and existing infrastructure to become the Department of Materials Science and Engineering:

1. Official motion to be put before the Faculty Senate.
2. Official policy statement which has previously been approved by the Faculty Senate under the auspices of the Materials Science Program.
3. Course titles and their description from the 1997-98 Graduate College
4. A Promotion and Tenure Document which has been approved by the faculty of the Materials Science Program.
5. An approval letter from Professor Stuart Cooper, Dean of the College of Engineering.
6. List of Departmental Resources.

Letters of support from Professors Steve Brown (Chair of Chemistry) and Henry Glyde (Chair of Physics) have been requested and will be sent to you directly.

Please let me know if any additional information would be helpful to our petition.

JFR:adh



COLLEGE OF ENGINEERING

OFFICE OF THE DEAN

University of Delaware  
Newark, Delaware 19716-4401  
Ph: 302/831-2401  
Fax: 302/831-8179

December 15, 1997

## MEMORANDUM

TO: Robert B. Carroll, President  
University Faculty Senate

FROM: Stuart L. Cooper, Dean  
College of Engineering *Stuart L. Cooper*

SUBJECT: Creation of the Department of  
Materials Science and Engineering

I would like to add my enthusiastic support to the resolution to create the Department of Materials Science and Engineering from the existing Materials Science Program (MSP). The MSP has existed in some form for over 35 years but was formalized as an independent entity with a graduate degree program in 1985. Since then it has, along with the Department of Chemical Engineering, been one of the two top ranked graduate departments (Materials Science Program (#38)) at the University of Delaware according to the Gourman Report. For a number of years we have been offering M.S. and Ph.D. Degrees through the Materials Science Program.

In 1996, the University hired Dr. John F. Rabolt from the IBM Research Division to be its Chair and with this commitment the University and College provided, via a startup package, additional resources, lab and office space and faculty lines as part of a commitment to the eventual creation of a department. Presently we have three full-time faculty in Materials Science (John F. Rabolt, John F. Gillespie, and Mary Galvin (arrives 1/1/98)). Two additional faculty positions have been approved and are in the search process. In addition, we have about ten faculty who are strongly affiliated with the program and who serve to supervise graduate students and to help with the program/department teaching and administration.

With the recent favorable vote by the College of Engineering, it is time to go forward with this proposal and it does so with my strongest endorsement.

SLC/he




DEPARTMENT OF PHYSICS  
AND ASTRONOMY

University of Delaware  
Newark, Delaware 19716-2170  
Ph: 302/831-2661  
Fax: 302/831-1617

February 16, 1998

**MEMORANDUM**

**TO:** Robert B. Carroll, President  
University Faculty Senate

**FROM:** Henry R. Glyde, Chair   
Department of Physics and Astronomy

**SUBJECT:** Creation of the Department of Materials Science and Engineering

The Department of Physics and Astronomy enthusiastically supports the resolution to create the Department of Materials Science and Engineering from the existing Materials Science Program (MSP) in the College of Engineering.

The MSP has historically promoted interaction between departments on campus where research and education in materials is done. The creation of the Department of Materials Science and Engineering will strengthen the University of Delaware's materials base and expand the opportunity for collaboration. Physics and Astronomy has itself a strong and well funded group of faculty in Condensed Matter and Materials Physics research. Joint appointments between the new Department of Materials Science and Engineering and Physics and Astronomy, joint research proposals and joint advisement of graduate students will expand and strengthen our programs for the mutual benefit of both departments. Interdisciplinary collaborations open new doors in science, engineering and education and in the support of these activities.

We look forward to enhanced interactions with the new Department of Materials Science and Engineering and feel that its creation would be an important addition to our University.

HRG/lcs




DEPARTMENT OF CHEMISTRY  
AND BIOCHEMISTRY  
OFFICE OF THE CHAIRMAN

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February 17, 1998

MEMORANDUM

TO: Robert B. Carroll, President  
University Faculty Senate

FROM: Steven D. Brown  
Professor and Chair 

SUBJECT: Creation of the Department of Materials Science and Engineering

We in Chemistry and Biochemistry would like to add our enthusiastic support to the resolution to create the Department of Materials Science and Engineering from the existing Materials Science Program (MSP) in the College of Engineering.

The MSP, as it has existed in the past, has fostered interaction with other departments on campus where research and education in materials is done. Creation of the Department of Materials Science and Engineering with the subsequent addition of new faculty will strengthen the University of Delaware's materials base and a separate Department will become the focus of materials activities certainly on campus and eventually in the State.

The Chemistry and Biochemistry Department has enjoyed strong interactions with MSP Faculty through interdisciplinary research collaborations, co-sponsoring of speakers, co-advisement of students and joint submission of (successful!!) research proposals. We, therefore, look forward to enhanced interactions with the new Department of Materials Science and Engineering and feel that its creation would add "value" to our University.

SDB/ep

names communicated to all Parties at least eight Working Days prior to the Hearing.

- c. Each witness duly notified of a Hearing is obliged to attend and fully participate in hearing procedures.
- d. The Committee may excuse a witness from attending under the following circumstances:
  - 1) Within seven Working Days of the date of the witness' notice to appear, the witness notifies the Committee that he/she is unable to appear; or
  - 2) At any time prior to the Hearing, the witness notifies the Committee in writing of a serious and unexpected emergency or illness that prevents the witness from attending.
- e. If a witness fails to appear or is excused from attending under the provisions in d above, the Committee shall determine whether the Hearing shall continue as scheduled or whether, in the interests of fairness, the Hearing should be rescheduled to the earliest possible mutually agreeable date. If the Hearing proceeds as scheduled, but either Party considers the absent witness' testimony to be essential, then that Party may, at the conclusion of the Hearing, petition the Committee for a subsequent Hearing to be limited to eliciting the absent witness' testimony.
- f. The Hearing Panel shall attempt to avoid inconveniencing witnesses by realistically scheduling the time each witness is expected to testify and by conducting the Hearing as expeditiously as is consonant with fairness and due process.
- g. Unless excused according to d above, the failure of a witness who is a university employee to comply with sections c above constitutes a violation of his/her responsibilities as a member of the University community and will result in whatever sanctions the administration deems appropriate.

#### 5. Advisors and Observers

- a. Each Party is free to determine the degree to which his/her advisor will conduct his/her case, including presenting opening and closing statements and questioning witnesses.
- b. Each observer selected by a Party may only observe and may not otherwise participate in the Hearing.

the following circumstances:

- 1) Within seven Working Days of the date of the witness' notice to appear, the witness notifies the Committee that he/she is unable to appear; or
- 2) At any time prior to the Hearing, the witness notifies the Committee in writing of a serious and unexpected emergency or illness that prevents the witness from attending.

e. If a witness fails to appear or is excused from attending under the provisions in d above, the Committee shall determine whether the Hearing shall continue as scheduled or whether, in the interests of fairness, the Hearing should be rescheduled to the earliest possible mutually agreeable date. If the Hearing proceeds as scheduled, but either Party considers the absent witness' testimony to be essential, then that Party may, at the conclusion of the Hearing, petition the Committee for a subsequent Hearing to be limited to eliciting the absent witness' testimony.

f. The Hearing Panel shall attempt to avoid inconveniencing witnesses by realistically scheduling the time each witness is expected to testify and by conducting the Hearing as expeditiously as is consonant with fairness and due process.

g. Unless excused according to d above, the failure of a witness who is a university employee to comply with sections c above constitutes a violation of his/her responsibilities as a member of the University community and will result in whatever sanctions the administration deems appropriate.

## 6. Advisors and Observers

a. Except in the circumstances outlined in section B.1.e above, advisors shall be employees of the University of Delaware.

b. Each advisor shall act only as an advisor unless the Hearing Panel agrees to a Party's request that his/her advisor undertake functions otherwise assigned to the Party under Section C-2-b and c above such as the presentation of opening and closing statements and the questioning of witnesses. Any such substitution by an advisor must also be agreed to by the other Party unless the Hearing Panel finds compelling reasons to agree to the substitution without the other Party's agreement. Without such agreement from the Hearing Panel, the advisor is not to take any action or make any statement either before or during the Hearing which would appear on the transcript of



the Hearing.

- c. Each observer selected by a Party may only observe and may not otherwise participate in the Hearing.

⑦ Advisory Opinion and Final Decision

- a. Except in complaints concerning sexual discrimination or sexual harassment, the following schedule will apply.
  - 1. Upon conclusion of a hearing and receipt of the hearing record, including the hearing transcript and all exhibits admitted at the hearing, the committee shall write an advisory opinion to the Provost, within 14 Working Days, that includes the transcript and all exhibits admitted at the hearing, the committee's conclusions about the case and any remedies the committee may recommend. These remedies are not limited to those specified by the initiator(s) in the complaint.
  - 2. The committee shall provide a copy of its opinion to the Provost and to each party. The Provost will issue a decision within 45 Working Days of receipt of the opinion. The committee shall not provide a copy of, or show, its opinion to anyone else. The Provost or the parties may disclose the contents of the opinion at their discretion.
- b. When the complaint concerns sexual discrimination or sexual harassment, the following schedule shall apply.
  - 1. Upon conclusion of the Hearing, the Hearing Panel shall issue an advisory opinion within 14 Working Days of receipt of the Hearing record, including the Hearing transcript and all exhibits admitted at the Hearing. The advisory opinion shall be provided to the Designated Dean and the Parties, and it shall include the Committee's conclusions about the case and any remedies the Committee may recommend. The Hearing Panel shall provide the Designated Dean the entire record of the hearing along with its advisory opinion. The Designated Dean shall render to the Parties and Committee a decision within 14 Working Days of receipt of the Committee's advisory opinion and Hearing record. The remedies which may be included in the advisory opinion and decision are not limited to those specified by the Initiator(s) in the Complaint. The Committee shall not provide a copy of, or show, its opinion to anyone except for the Designated Dean and the Parties.
  - 2. Should the Initiator(s) or Respondent(s) be dissatisfied

with the decision of the Designated Dean, that Party may appeal the decision to the Provost by sending the Provost and all other Parties a memorandum setting forth the objections to the decision and the basis for the objections within 14 Working Days of issuance of the decision. Any other Party may respond to the appeal by written memorandum sent to the Provost and all other Parties within 14 Working Days of receipt of a timely appeal submitted to the Provost. Should any Party not wish to respond, that Party shall inform the Provost of such in writing within the 14 Working Day response period. Should no timely appeal be taken, the decision of the Designated Dean shall become final 15 Working Days after issuance.

3. Should an appeal be taken with the 14 Working Day period, the Provost shall consider the Hearing record, the advisory opinion, the decision of the Designated Dean and the appeal and responsive memoranda of the Parties. The Provost shall issue the final decision on appeal to the Parties within 45 Working Days of issuance of the decision of the Designated Dean.
4. The Designated Dean, Provost and the Parties may disclose the contents of the final decision at their discretion after the period for appeals has run.

/khs

1/13/1998 [Note: This document was reprinted on 1/13/98. Changes were made to section II A 11., section II B 2.f, section II C 3.b 3), section II C 7.a 1&2, b 1,2,3&4. The date that the document was created was changed from 12/11/93 to 1/13/1998 (the document was approved by the University Faculty Senate November 3, 1997).]



COLLEGE OF ENGINEERING

OFFICE OF THE DEAN

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MEMORANDUM

TO: Gary May, Professor  
University Promotion and Tenure Committee

VIA: Stuart L. Cooper  
Dean, College of Engineering *Stuart L. Cooper 2/2/98*

FROM: Promotion and Tenure Committee, College of Engineering.  
Suresh G. Advani, Mechanical Engineering *S. Advani*  
Charles G. Boncelet, Electrical and Computer Engineering *Charles Boncelet*  
Shinya Kikuchi, Civil and Environmental Engineering, Committee Chair *Shinya Kikuchi*  
Jerold M. Schultz, Chemical Engineering *Jerold Schultz*

DATE: February 2, 1998

SUBJECT: Resolution to the University Faculty Senate

In response to your memorandum to Dean Cooper, the Promotion and Tenure Committee of the College of Engineering renders the attached resolution to the Faculty Senate. This resolution allows the Promotion and Tenure Committee of the College of Engineering to continue its practice that the department representative participates in discussion and voting of candidates from his/her own department. This resolution formalizes Dean Cooper's December 19, 1997, memorandum to the University Promotion and Tenure Committee.

cc: Connie Vickery

## MINUTES OF STUDENT LIFE COMMITTEE OF FACULTY SENATE

February 18th, 1998

Present: George Bear, Timothy Brooks, Deborah Cooperman, Joan Couch, Marcia Peoples Halio, Marilyn Prime, Nicole Raymond (non-voting), Cynthia Robbins, Michael Sauers, Roland Smith (non-voting), Greg Weise (non-voting), Andrew Wiedel

Absent: Robin Caterson, Colleen Gibbons, Alan Horowitz

Pledge Motion

The committee voted unanimously (9-0-0) to support the resolution submitted by Dean Brooks concerning New Member Education Programs (a.k.a. pledging) for fraternities and sororities. If passed by the University Faculty Senate, this resolution will restore a six week pledge program rather than phasing out all New Member Education Programs in 1998 as stipulated by a 1992 Faculty Senate resolution to end pledging in 1997 and the 1996 Faculty Senate resolution postponing the pledge-ban to allow implementation and review of the Five-Star Rating System for Greek organizations.

Evidence was presented that the five-star rating system has been effective in raising grade point averages of fraternity members. This evidence will be made available to the Faculty Senate. It was noted that the five-star rating system prevented all fraternities from rushing first semester freshman in Fall 1997, but this may not be the case in Fall 1998 as some chapters have since achieved a five-star rating. A question was raised concerning the increase in alcohol-related cases going through the student judicial system. Dean Brooks assured the committee that this increase reflects increased enforcement of alcohol policies and that the cases are coming primarily from residence halls rather than Greek housing.

## REAPPORTIONMENT

The Senate By-Laws call for a reapportionment of the Senate every two years. Two years ago we departed from that rule and deferred reapportionment for one year pending reorganization, and this past fall the Senate decided to return to the every two year schedule, meaning that this year reapportionment occurs again.

In the Fall the Senate simplified its apportionment procedures, deciding to do three things. We defined those members of the University Faculty who count for apportionment purposes in terms of those administrative faculty who hold secondary appointments in Colleges or who have been granted voting status by those colleges, thus doing away with the cumbersome process of assigning directors, physicians, librarians, counselling psychologists etc to colleges for apportionment purposes. The second thing we did was to give the Morris Library two seats of its own on the Senate. Heretofore their seats came from the allocation of seats assigned to the College of Education to which librarians had been assigned for reapportionment purposes. The third thing was to restore the number of seats assigned to the academic units to 50. Heretofore, practically speaking, the number of elected faculty senators was 48 because of the seats assigned to the Library.

The rules say that each College gets a minimum of two senators. What we did in this apportionment was to obtain a list of all faculty, add to those lists those administrators who have academic appointments in Colleges, and asked the Deans of the Colleges to verify those lists, adding and subtracting where appropriate. We then obtained a total, divided that total by the numbers of faculty in each of the colleges, obtaining a number. When those numbers were rounded up or down to the nearest whole number, the results were as follows:

College of Agriculture and Natural Resources	3
College of Arts and Science	26
College of Business and Economics	5
College of Engineering	4
College of Health and Nursing Sciences	4
College of Human Resources, Education and Public Policy	6
College of Marine Studies	2

The number achieved being 50, there was nothing for the Rules Committee or the Senate to do, the committee's role being that of making recommendations as to how to correct the total to 50 should it come out to be higher or lower than that number as a result of applying the rules, and the Senate's role being to decide on those recommended corrections.

The Senate is to be congratulated on the reforms that were instituted this past fall. A heretofore very complicated process has been made both more rational and simpler, a happy outcome.

