

**REGULAR MEETING OF THE CAS FACULTY SENATE
November 16, 2020 – VIRTUAL SENATE MEETING**

<https://udel.zoom.us/j/96760850153>

Password: senate

4:00 PM

AGENDA

- I. Technical Introduction and Poll of Senators**
- II. Adoption of the Agenda**
- III. Approval of the Minutes: [October 19, 2020](#)**
- IV. President's Remarks: Alan Fox**
- V. Dean's Remarks: Dean John Pelesko**
- VI. Regular Agenda**
 - **Consent Agenda (full proposals found on [Curriculog](#))**
 - Africana Studies (BA)
 - Africana Studies (MA)
 - Africana Studies – Africana Arts, Literature, and Cultural Studies Concentration (BA)
 - Africana Studies – Africana Gender Studies Concentration (BA)
 - Africana Studies – Law, Public Policy and Social Justice Concentration (BA)
 - Africana Studies Graduate Certificate
 - Applied Music – Piano (BM)
 - Approved Field Electives for the Political Science Major and Minor
 - Architectural Studies Minor
 - Art History (BA)
 - Art History Minor
 - Astronomy (BA)
 - Biological Sciences (BS)
 - Biological Sciences – Cell & Molecular Biology & Genetics Concentration (BS)
 - Chinese Studies (BA)
 - Chronological Distribution Areas of Art History Courses
 - Criminal Justice (BA)
 - Criminal Justice – Law and Society Concentration (BA)
 - Development and Political Economy Concentration
 - Diplomacy and Global Order Concentration

- Environmental Humanities Minor
- European Studies (BA)
- European Studies Minor
- Fashion Design and Product Innovation (BS)
- Fashion Merchandising and Management (BS)
- Fashion Merchandising and Management/Fashion and Apparel Studies 4+1 (BS/MS)
- Fine Arts (MFA)
- Geocultural Distribution Areas of Art History Courses
- History Courses on the History of Asia, Africa, Latin America, or Middle East
- History Courses on the History of Europe
- Legal Studies Minor
- List of Approved Art History Seminars
- Museum Studies Minor
- Music Minor – Applied Music – Principal Instrument
- Philosophy – Philosophy and the Law Concentration (BA)
- Physics (BA)
- Physics (BS)
- Physics – Astronomy/Astrophysics Concentration (BS)
- Political Science – American Politics Concentration (BA)
- Politics and Social Justice Minor
- USFP/National Security Concentration
- Women & Gender Studies Honors (HBA)
- Women’s Studies – Women in Global Perspective Concentration

• **Items for Full Consideration**

- STEM/Education items
 - *Biochemistry/Secondary STEM Education 4+1 (BS/MS)*
 - *Biological Sciences/Secondary STEM Education 4+1 (BA/MS)*
 - *Biological Sciences/Secondary STEM Education 4+1 (BS/MS)*
 - *Chemistry/Secondary STEM Education 4+1 (BS/MS)*
 - *Environmental Science/Secondary STEM Education 4+1 (BS/MS)*
 - *Geological Sciences/Secondary STEM Education 4+1 (BS/MS)*
 - *Mathematics/Secondary STEM Education 4+1 (BA/MS)*
 - *Mechanical Engineering/Secondary STEM Education 4+1 (BME/MS)*
 - *Physics/Secondary STEM Education 4+1 (BA/MS)*
 - *Pre-Veterinary Medicine/Secondary STEM Education 4+1 (BA/MS)*
 - *Wildlife Ecology and Conservation/Secondary STEM 4+1 (BA/MS)*

WHEREAS, not all potential secondary (middle/high school) STEM teacher candidates are able to participate in the existing undergraduate science and math education programs and therefore need another route.

WHEREAS, those beginning the master's degree as undergraduates will save tuition money.

WHEREAS, there is a shortage of secondary STEM teachers in the state and the country.

WHEREAS, Teachers with a master's degree earn high salaries than those with a bachelor's degree.

BE IT THEREFORE RESOLVED, that the CAS Senate approve this proposed 4+1 MA in STEM Education program beginning summer of 2021.

- *Chinese Studies Honors (HBA)*

WHEREAS, the Department of Languages, Literatures and Cultures (LLCU) in the College of Arts and Sciences has offered a successful BA degree program in Chinese Studies offering students skills for intercultural communication skills since, and

WHEREAS, LLCU has received many inquiries over the last several years from highly qualified students who are interested in pursuing an honors degree in Chinese Studies, and

WHEREAS, the proposed Honors BA in Chinese supports UD's Anti-Racism initiative by extending our offerings to UD's most talented students, and

WHEREAS, the existing Chinese program already provides honors add-on sessions for all of its 200-and-above language and cultural courses; be it therefore

BE IT THEREFORE RESOLVED, that the CAS Senate recommends the approval of the establishment of an Honors Bachelor Degree (HBA) in Chinese Studies.

- *Fashion Design and Product Innovation/Fashion and Apparel Studies 4+1 (BS/MS)*

WHEREAS, effective Fall 2019, the name of B.S. program for Apparel Design major was changed to Fashion Design and Product Innovation major;

WHEREAS, the M.S. program in Fashion and Apparel Studies was created in 2008 and was granted permanent status in 2018;

WHEREAS, the 4+1 program of B.S. in Fashion Merchandising and Management and M.S. in Fashion and Apparel Studies was created in 2010;

WHEREAS, nine undergraduate students in the Apparel Design major continued their graduate studies in the M.S. program in Fashion and Apparel Studies after earning their B.S. degrees;

WHEREAS, the creation of the 4+1 program of B.S. in Fashion Design and Product Innovation and MS in Fashion and Apparel Studies has the unanimous support of the faculty of the Department of Fashion and Apparel Studies; be it therefore

BE IT THEREFORE RESOLVED, that the CAS Senate approve the 4+1 program of B.S. in Fashion Design and Product Innovation and MS in Fashion and Apparel Studies, effective Fall semester 2021.

Jazz and Improvisation (BM)

WHEREAS, the School of Music has offered a successful and flourishing collection of jazz courses and a popular Minor in Jazz Studies; and

WHEREAS, the College Music Society and the National Association of Schools of Music, the accrediting body of the School of Music, along with other professional music organizations recognize and promote the study of improvisation as an essential skills for 21st-century professional musicians; and

WHEREAS, the existing faculty of the School of Music are able to provide 100% of the new courses and administrative framework for such a degree; and

WHEREAS, the presence of a jazz and improvisation major would raise the prominence and visibility of the School of Music as we compete for students with other programs that offer such a degree; and

WHEREAS, a program in jazz and improvisation would amplify the music of a diverse range of composers and artists, and would likewise increase the appeal of the School of Music and the University of Delaware to musicians of diverse musical and cultural backgrounds; and

WHEREAS, a program in jazz and improvisation would create new opportunities for collaboration between the School of Music and other programs (e.g. Africana Studies) that would enrich the campus culture as a whole; be it therefore

RESOLVED, that the CAS Senate recommends provisionally for five years the approval of the establishment of a new Bachelor of Music in Jazz and Improvisation.

VII. 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.)

- Statement from Communications Department regarding University transparency (Please review attachment below)

Many members of the University of Delaware's faculty have become increasingly concerned about the inconsistent messaging being put forth by university leadership in response to the COVID-19 pandemic. While the faculty understands the profound difficulties that the university (and all of academia) face at these times, we also are extremely concerned about the future of the University of Delaware beyond the pandemic. We are concerned about damage being done to the reputation of the University of Delaware among its various constituent bodies, including employees, students, and their families. This damage is one that has the potential to permanently damage the public perception of this institution, damage that will burden us, potentially, for decades, extending well beyond the current pandemic.

Of utmost concern is that the imprecise messaging coming from the Office of the President to the general public, as seen through President Assanis's own emails as well as through local media coverage (such as stories from WDEL seen here https://www.wdel.com/news/university-of-delaware-to-return-to-in-person-learning-in-spring-dorms-at-60-capacity/article_1ec03a76-13de-11eb-8eda-97ab9657063a.html).

We as faculty have been told repeatedly that the spring semester would be very similar to the fall semester in nearly every meeting, be it in Research Office updates, Senate meetings, notifications from various offices such as the registrar, and others. Yet statements made by President Assanis paint a different picture, making it seem that the University of Delaware will be very much in-person in the spring semester. But the reality of that is we will not. The administration's message is "more face-to-face classes" which may be true for a small number of students in programs requiring specialized lab or studio courses. However for a majority of students, this will not be the case. With the ever growing number of COVID cases currently mounting, and another wave of this pandemic upon us, what the President has put out in his messages is a false narrative that can only serve to further damage the reputation of the university once the reality sinks in with students and parents.

The President's messaging that prioritizes Freshmen and Seniors over Sophomores and Juniors in cases such as on campus housing, while it may be true, further damages our reputations among those sophomore and junior students (and their parents) who now feel they are not important members of the university community. It is such transparency that may push some sophomores and juniors to rethink their place at the University of Delaware and actively seek out transfers to other universities or potentially taking gap years until they feel they are yet again valued members of the Blue Hen community.

The administration's inconsistent messaging to students is concerning and may negatively impact our public perception or our stake-holder's trust. Similarly questions about credibility and transparency have come up in the administration's efforts to renegotiate the AAUP collective bargaining agreement. The AAUP has stated its willingness to enter new negotiations if and when the administration provides more transparency on how the budget crisis is being handled. One would expect this would be an easy request for the administration to meet. However, the reluctance of the

administration to provide the requested information further perpetuates suspicion and distrust of the administration. Although teaching formats and contract renegotiations may seem to be different issues both of these issues threaten to damage the standing and reputation of the university and more importantly, the trust of our students, parents, faculty and staff.

While we fully acknowledge the issues the administration face during this trying time, we as university faculty would like to see a consistency in the messaging put forth to the faculty and staff communities and to the students (and parents) of the university. We want to see transparency, but not to the extent where the university disenfranchises entire populations of the student body. We are already in trying times – socially, economically, and more – and we would like to see the university administration, and President Assanis himself, do more to improve public perceptions of the university rather than put forth messages that actually work to further damage public perception of a place where we are proud to be faculty members.