

Approved Minutes for Faculty Senate

October 3, 2012

3:00-5:00PM, SC300

Attending: M Rahman (ACC&FIN), R Woods (AAS), M Reedy (ART), B Winning (BIOL), G Edwards (CHEM), R Quiel (CMTA), D Chou (CIS), M Evett (COSCO), S Hayworth (ECON), A Eydgahi (ET), S Norton (ENG), C Mayda (G&G), T Moreno (HHPH), J Carbone (HS), J Koolage (H&P), Y Callaway (L&C), R Baier (LIB), K Banerji (MGMT), D Barton (MKT&LAW), G Dumitrascu (MATH), R Peavler (M&D), S Nelson (NURS), P Koehn (P&A), K Rusiniak (PSYCH), M Bombyk (SW), R Orrange (SAC), L Lee (SPED), P Smith (TED), R Fulkert (STS), A Coykendall (WGST), M Zinggeler (WL), D Selman (AAUP), R Longworth (Provost Office), K Schatzel (Provost Office), J Carroll (Provost Office)

Not Attending: POLI, AAUP

1. (3:00) Approval of agenda (approved)
2. (3:05) Approval of the minutes of the 5/16 and 9/19 meetings (attached) (approved as amended)
3. (3:10) Nominations for Faculty Senate Membership Secretary
 - a. No nominations brought forward
4. (3:15) Committee Appointments (nominee statements are below)
 - a. FDAC (3-yr terms)
 - i. CAS (sciences) [Stephanie Casey, MATH; Bonnie Wylo, P&A; Diana Pancioli, ART; Gina Luttrell, ENG; Zuzana Tomas, WL] – Bonnie Wylo appointed
 - ii. COB [Kunal Banerji, MGMT] - appointed
 - iii. COE (2-yr term) [Jennifer Desiderio, SED] - appointed
 - iv. COT [Sema Kalaian, STS] - appointed
 - b. EEFC (2-yr term)
 - i. COT (Maria Sipos, SET) - appointed
 - c. Academic IT Advisory Committee (3-yr terms)
 - i. CAS [Nancy Bryk, G&G; Damir Cavar, ENG; Jose Vites, CHEM] Damir Cavar appointed
 - ii. COE []
 - iii. CHHS [Frank Fidel] - appointed
 - d. Calendar Committee (2) (Daryl Barton, MKT; David Crary, ECON; Amy Johnson, CHEM; William LaGore, ACCT) Barton and Crary appointed.
 - e. Library Advisory Committee (3-yr terms)
 - i. COT [David Leopard, STS] - appointed
 - ii. CHHS []
 - f. Budget Council (2-yr terms)
 - i. COE [Derrick Fries, SED] - appointed
 - ii. Alternates (up to 5, 1 yr terms) [Betty Beard, CHHS; Michael McVey, COE; Pam Becker, COT] - appointed

- g. General Education Writing-Intensive Committee
 - i. COB [Priyanka Meharia, ACC&FIN] - appointed
 - ii. LIB
 - h. General Education Course Vetting Committee
 - i. COE
 - i. eFellows
 - i. [alternate position] Guy Downs - appointed
5. (3:40) Discussion of Proposed change to BA/BS requirements (see below)
- a. Concern: removing the foreign language requirements
 - i. If the foreign language requirement is cut, college and university mission statements must change. They currently claim that our students are trained for international relationships. If the foreign language requirement is removed, we deprive our students of an adequate education to compete in academia and the workforce. The limit of your language is the limit of your world. This is an opportunity to *expand* the educational opportunities of our students.
 - ii. Comment: The issue is which degree is the “base” degree, not the foreign language requirement. When UMich dropped their foreign language requirement, they created a base degree called the Bachelors of General Studies. If we create a new base degree, we sidestep the issue.
 - iii. Comment: The main purpose of this effort is defining the base degree. We have allowed programs now to choose what degrees their students earn, and make distinguishing changes at the program level.
 - iv. Comment: In Philosophy, specific languages are required for different programs, not just any foreign language will do. This just gives departments control over which language.
 - v. Comment: The WL department voted to “not punish” students for taking foreign language by giving them a BA.
 - vi. Comment: The students are not being punished, they can request a BA if they need to.
 - vii. Comment: CoT and other programs that combine a major and a minor into a single major are unaffected. Also, all subject codes are included, the list is simply very long and was abbreviated.
 - b. Concern: number of credit hours necessary to earn BS
 - i. Comment: Will these changes aggravate the issues facing the hard sciences that have many prerequisites? RL: The prerequisites are included in the counts listed. Continued: this might create prerequisite creep.
 - ii. Question: Is it typical to get a BS in the social sciences? Answer: There are both BA and BS degrees granted in the social sciences. This proposal will up the necessary credit hours for a BS degree.

- iii. Question: So a department can have two lists of requirements, one for a BA and one for a BS? Answer: Yes.
 - c. We will vote in two weeks.
- 6. (3:55) Resolution on the Timing of Some Committee Appointments, second reading (below)
 - a. More like a modified first reading.
 - b. The idea is to modify the FS policy so that college councils could bring forward candidates for various university-level committee positions.
 - c. Timing was the primary issue with the subject of this resolution. It's possible that it could take 7-8 weeks before the FS could make an appointment in a 15 week semester. Many slots open in mid-semester.
 - d. In March/April, committee slots open up, so waiting until the following October to appoint someone is non-optimal.
 - e. We'll vote on this next time.
- 7. (4:05) Provost Office's Q&A
 - a. Update: The physician's assistant program is in motion, making arrangements with St. Joseph for collaboration. Having our clinical rotations go through there is a positive thing for us. From a cost/operations standpoint, we don't have the skillset on campus to maintain a cadaver lab, so this arrangement is a valuable one. We are meeting with them at the end of October to discuss this.
 - b. Question: Is there an intention to close down the WL department? Answer: No. Absolutely not.
 - c. Question: There seems to be some chaos in the study abroad office – what is happening there? Answer: We have had a couple of individuals that have left unexpectedly. We are looking at different solutions that will help faculty develop study abroad programs. Last year only 189 students participated in faculty-led study abroad. A committee to handle the organization of these programs would be a good idea.
- 8. (4:15) Demonstration of Online Course Evaluation Systems [Bin Ning]
 - a. [See attached presentation]
 - b. Pencil and paper evaluations currently cost the University more than \$100K.
 - c. Student Affairs is using Campus Labs for their surveys.
 - d. Any system we use will keep our old questions – we're only discussing the delivery system.
 - e. Question: "Administrator" has a variety of meanings. How does the DH/P&F committees get this information? Ans: The vendor can set up all of the necessary accesses.
 - f. Comment: Might not want our students hanging out at the bar running the evaluation.
 - g. Question: Can the system track who submits the evals? Students that come to class will have a more useful opinion. Ans: There are ways to track that information while maintaining anonymity. Lots of different

ways to run reports, sorting by different factors, including demographics if the University wants.

h. We will discuss this at a later meeting.

9. (4:35) Resolution on EMU's involvement in the EAA [Lidia Lee & Steve Camron] (see below; first reading/discussion)
 - a. Basic idea of the EAA: Bring all underperforming schools in the state into a single statewide district under the control of one organizing body. EMU has its name attached to this body.
 - b. Resolution is to seek a vote of no confidence in the University's participation in the EAA, and to withdraw from the arrangement.
 - c. No faculty input, selective vendor awards, and other inappropriate actions
 - d. We have only a token involvement – there in name only.
 - e. EAA sought to audit the special ed programs using an out-of-state vendor, rather than organizations that know about MI needs. There were some inappropriate relations with these vendors.
 - f. EAA ignored the credentials of other local state accreditation organizations, again utilizing an out-of-state company.
 - g. City of Detroit Public Schools (DPS) has withdrawn from the arrangement.
 - h. Comment: It would be more helpful if we had reports from other parts of the university before entertaining any decisions about this resolution.
 - i. Comment: It is important that the Regents that supported this decision are named. If the EAA fails, EMU will take the fall. Also, what was the planned participation of University resources?
 - j. Provost Comment: The level of activity in terms of working with the EAA has been token. The Board has been asking the same questions that the FS is asking. There is a huge disconnect – we were not working with them, yet they have a list of things for us to participate in. We actually started from scratch at the beginning of this summer. Provost would like to meet with Special Ed to talk about this. As a University, we have not given even 10% effort in working with the EAA organization.
 - k. Comment: Without more information, advancing a resolution is premature.
 - l. Comment: The CoE Dean has reached out to the EAA, but it really seems like EMU's participation was not sought.
10. (4:50) Committee Reports
 - a. EEFC [Matt Evett]
 - b. Univ. Budget Comm. [Mahmud Rahman]
 - c. eFellows/FDC [Randy Baier]
 - d. Parking [Daryl Barton]
11. (4:55) President's Remarks

Committee Appointments

FDAC

CAS

Stephanie Casey:

I'd like to volunteer to serve as the CAS representative on the Faculty Development Center's Advisory Committee. I have a lot of experience designing and running professional development for teachers. I also have novel ideas for things to do here at EMU, such as creating a professional learning community of all of the persons who teach statistics here. Please let me know if you have any questions or need more information from me. Thanks!

Stephanie Casey

Gina Luttrell:

Hi Matt and Sandy,

I'd like to offer my services for the Faculty Development Center Advisory Committee. At my previous academic institution I presented faculty workshops through a similar program and also offered suggestions for faculty workshops quite often. I appreciate that EMU offers such services and I think I'd be good at supporting the mission to assist faculty in their multi-faceted roles of being a learner as well as a teacher. I enjoy collaborating on research and creative activities, and I am always happy to service to the university and our community.

Thank you,

Gina

Diana Pancioli

I have been teaching at E.M.U. for 21 years.

A few years ago I began attending the faculty jam sessions in the Library.

I became interested in the topics of discussion and felt that as a long term faculty member,

I had (and have) something to contribute.

I have been a productive member of my faculty and a devoted teacher.

I have contributed to community through the public art murals

I have created in the city of Detroit for the past 20 years.

I also continue to make and show work in the tradition of utilitarian ceramics.

My web site, which covers 40 years of my activities, is found at: dianapancioli.com

Zuzana Tomas

I am writing to let you know that I am very interested in being on the Faculty Development Center Committee. As an assistant professor in ESL/TESOL, I believe that I would be a great asset to the committee. I see myself as an advocate for the international students on campus and their instructional needs. I would love to contribute to existing (or develop new) faculty development programs and initiatives that have to do with supporting this fast-growing student population on campus.

Bonnie Wyllo, P&A:

I like the FDC, and have attended many of its programs over the years when my schedule would allow. I think it has untapped/unrealized potential, and I assume that is what the FDC advisory board is all about.

COB

Priyanka Meharia, MGMT

I am an Assistant professor in the department of accounting and finance. I have used the services of the FDC. It has an important role to play and I have many important suggestions that could help assistant professors like me to be an effective instructor and researcher. My experience with using their services and my current job as Asst professor qualifies me to self nominate myself for serving in this committee. I also want to do service in a committee that is college wide and this would be a perfect opportunity.

COE

Jennifer Desiderio :

I am interested in the COE spot on the Faculty Development Center Advisory Committee. This is my 5th year at EMU as an assistant professor in the Special Education Dept. Ever since I started, I have taken advantage of the FDC's offerings. However, two years ago, a spring workshop facilitated by the FDC managed to shift my research interests to the Scholarship of Teaching and Learning (SoTL). In the past year, I have presented my preliminary research at several conferences. Most of these conferences specifically targeted SoTL, an area of inquiry I never even knew existed a few years ago. Throughout, I have met numerous other FDC directors and have spoken with them about how they operate at their colleges and universities. I highly value the work of FDCs and wish more of my colleagues took advantage of the services offered by ours. I would welcome the opportunity to be part of a committee discussing the vision, strategic plans, needs, and programming efforts of the FDC.

COT

Sema Kalaian

I have a vast interest in faculty development issues. I served faculty

at EMU and across the nation in the following capacities. below is a listing of some of the services that I provided to faculty at EMU and other universities

- 1) Kalaian, S. A. (2004-2005). Quantitative Research Meeting Leader. Research Group Meetings sponsored by the Faculty Development Center at Eastern Michigan University. Ypsilanti, Michigan during Fall 2004, Winter 2005, and Fall 2005 Semesters.
- 2) Kasim, R. & Kalaian, S. (2007). Hierarchical Linear Modeling workshop. Mid-Western Educational Research Association annual meeting in Columbus, Ohio.
- 3) Kalaian, S. A. (2006). How to use the MINITAB Software? QUANTITATIVE METHODS SEMINAR SERIES. Seminar presented for the College of Technology, Eastern Michigan University. Ypsilanti, Michigan on February 7, 2006.
- 4) Kalaian, S. A. (2005). How to use the SPSS Software? QUANTITATIVE METHODS SEMINAR SERIES. Seminar presented for the College of Technology, Eastern Michigan University. Ypsilanti, Michigan on March 11, 2005.
- 5) Kalaian, S. A. (2005). Do you know your Data? The Power of Descriptive Statistics for Inferential Purposes. QUANTITATIVE METHODS SEMINAR SERIES. Seminar presented for the College of Technology, Eastern Michigan University. Ypsilanti, Michigan on February 25, 2005.
- 6) Kalaian, S. A. (2005). Research Designs across disciplines. QUANTITATIVE METHODS SEMINAR SERIES. Seminar presented for the College of Technology, Eastern Michigan University. Ypsilanti, Michigan on January 28, 2005.
- 7) Kalaian, S. A. (2001). Quantitative Methods for Synthesizing Research (Meta-Analysis): What is it? How to do it? Seminar presented for the College of Education. The University of Toledo, Ohio on November 2001.
- 8) Kalaian, S. A. (1993). Meta-analysis of Clinical Trials. Program in Epidemiology Seminars, Presented to faculty and Staff in the College of Human Medicine at Michigan State University on November 1993.
- 9) Provided Statistical and Research Design Consultation for faculty and Ph.D. Students: College of Education. Michigan State University (9/84 - 6/89).

10) Provided Statistical and Research Design Consultation for faculty and Ph.D. Students from many colleges at Eastern Michigan University (9/2004 - Present).

EEFC COT

Maria Sipos:

I am interested in applying to serve on the **Academic Affairs Educational Environment and Facilities Planning Committee (EEFC)** (2-yr term) COT

I teach in COT / SET and have an Architectural degree and 15 years of Corporate Design and Facilities Management experience. My background and experience would be a good fit with this committee.

Academic IT Advisory Committee CAS

Nancy Byrk

I am a vigorous user of EMUOnline—every class I teach depends on a robust classroom-related web-based course site. I am very interested in suggesting additions or tweaks on this, and am eager to help craft more tech tools for our students.

Damir Cavar, ENG

I am teaching computational linguistics and language technologies at EMU since September 2011. Over the last 15 years I have been teaching and working in the domain of natural language processing, covering aspects of speech analysis, machine translation, quantitative language resources and computational language analysis at various Universities in Europe and the USA. My teaching is related to computational tools and technologies used for the acquisition and manipulation of language resources (audio, video recordings and text, dictionaries, grammars etc.), as well as for language processing (e.g. spell-checking, grammar checking, machine translation, text mining). I am not only teaching these technologies, but also developing software and trying to make use of new gadgets and tools for research and work with students. I am also involved in activities that might be located in the domain of Digital Humanities, i.e. preparing large amounts of textual information for online dissemination and integration in teaching and educational programs, as well as for linguistic or other humanities related research (for lit, history, sociology). I am interested in analysis components for large-scale data, and useful visualization technologies for data relations and dependencies. In my courses I make use of advanced technologies and try to bring students from mostly the humanities at the undergraduate and graduate level closer to technologies and standards that go

beyond the usual level of knowledge. I integrate collaborative tools and technologies in the work with the students, be it using collaborative editors for joint writing and annotation, or shared and distributed data and computational resources. Over the last years I have taught many courses online, using the newest available technologies.

Besides the interest in IT for research, teaching and learning, I am also interested in basically serving in some University-level committee, to learn more about the organization, meet new colleagues, and help in any way I can.

Jose Vites:

I would be interested in serving in the IT Advisory Committee. I have always been interested in the use of technology to enhance the teaching and learning in the classroom, and have used them in my classes regularly as well as low tech teaching innovations.

Qualifications:

I worked in the computer center of my undergraduate institution, as a programmer and served as a IT person for the sciences and engineering in a team with three other people.

In my quest to introduce technology in the classroom I have set up Apache servers, done web page development in HTML, created web pages using MySQL and PHP, which allows page creation accessing the information in databases for the particular user, creating dynamic rather than static web pages.

I have used WebCT to enhance learning in my courses in my classes since WebCT was first available at EMU, today I use eCollege (emuonline) to web enhance learning in practically all my classes. I have received eFellow grants for using clickers in the classroom and today I use clicker in all my classes.

I have contributed to the first implementation of a totally online lecture/lab course, and took over the further development an implementation of this course with another colleague in our department.

If more detail information on the activities listed above are necessary, please let me know.

Calendar Committee

David Crary

During my service as Senator, I paid close attention to calendar issues, particularly during years when semesters would come up short by a week or two of classes compared to normal. I was author of a resolution passed by the Senate calling for greater uniformity in class-time across semesters. I would also work to insure uniformity in class-time within a semester across different teaching times (M/W vs. T/R, day vs. evening, different evenings, etc.).

Amy Flanagan Johnson

Matt and Gavin, I am willing to serve on the Academic Calendar Committee. My interest primarily stems from the fact that I am curious as to how the calendar comes together and the factors that are considered. As I have put together the schedules in my course syllabi over the years, I have often wondered how it is that the academic calendar is mapped out equitably for the variety of course schedules that we offer. Also, as the CHEM 101: Chemistry for Elementary Teachers coordinator, I communicate with the Ypsi and Ann Arbor schools every semester to schedule when their students can come to visit campus. As such, I am familiar with the area public school calendars, which may be of benefit to the committee.

Priyanka Meharia

If the FDC position is filled or unavailable then, I want to volunteer for any one committee in order of preference

- 1) Academic Calendar Committee
- 2) Academic IT Advisory Committee

William LaGore

William D. LaGore is an Associate Professor of Accounting at Eastern Michigan University. Professor LaGore is currently teaching the introductory financial accounting course at the undergraduate level and the graduate-level governmental and nonprofit accounting course. In addition, he has taught courses in managerial accounting, intermediate accounting and financial statement analysis. His research interests are in the area of corporate social responsibility and financial accounting and reporting, including accounting conservatism and financial restatements. He also has several years experience in public accounting, including audits of governmental and nonprofit entities.

Professor LaGore is a Registered CPA in the State of Michigan. He has received his Ph.D. from Florida State University in April, 2008. He has a Master's Degree in Business Administration from the University of Wyoming and a Bachelor's Degree in Business Administration from Adrian College in Adrian, Michigan.

I would like to serve on the Academic Calendar Committee as it will help me better understand the process used to select the academic calendars.

Resolutions

Resolution 20120919.2

Resolution on the Timing of Some Committee Appointments, first reading

The Faculty Senate will change its calendar so that the College Councils can nominate faculty for those university committees that specify membership by college. Such nominations will be viewed favorably by the Senate and the Senate President will send a separate announcement to the College Council Chairs announcing that nominations are due to the Senate.

The following proposed as an alternative to 20120919.2 by the FSEB

Resolution 20121003.2

Resolution on the Timing of Some Committee Appointments, first reading

In order to more effectively solicit input from college councils (and library) it shall be the Senate's policy to call, in early March, for nominations for committee positions that are known to becoming open in the Fall, and to call, in early November, for nominations for committee positions that are known to becoming open in the Winter. For all other vacancies the Senate shall advertise those vacancies at least one week before the Senate appoints to those vacancies. For any vacancies, the President of the Faculty Senate shall e-mail the chairs of the college committees and the library faculty steering committee to help identify nominees.

Resolution 20121003.1

Resolution on the Participation of EMU in the Educational Achievement Authority Interlocal Agreement, first reading

Proposed agenda item for discussion purposes, then action at a later date:

"Proposed Resolution to Request that the Board of Regents Withdraw from the Education Achievement Authority Interlocal Agreement and a Faculty Senate Vote of No Confidence in that Agreement:

Whereas, the Board of Regents acted to make the University a party to the Interlocal Agreement creating the Education Achievement Authority (EAA) in the Spring of 2011 without consultation or input from faculty;

and, whereas the administration of the EAA has failed to actively engage the faculty as a resource in the development of the organization, and over more than a year period of time has not developed a meaningful role for the University, as evidenced, among other instances, in the engagement of contracted out-of-state private service providers in the area of special education compliance/program development audit and related services;

and, whereas a significant party to the said agreement, the City of Detroit Public Schools, has recently acted to withdraw from the agreement, in assertion of the academic authority of the Board of Education of the City of Detroit Public Schools,

Therefore, the Faculty Senate, as the representative body of the University faculty hereby approves the following action:

1) That the Faculty Senate has no-confidence in the continued participation of the University in said agreement; and,

2) That the President of the Faculty Senate submit a formal, written request, on behalf of the University faculty, to the President of the University and members of the Board of Regents, requesting immediate withdrawal from the Interlocal Agreement creating the EAA.

Proposed Changes to BA/BS Requirements

Proposal presented by the Provost at the Faculty Senate meeting of 9/19/2012:

Request for Input:

The Provost's Office is requesting input regarding the following proposed change to the existing policy regarding the awarding of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees. The policy revision is presented in response to a proposal from the College of Arts and Sciences College Advisory Council (CAS-CAC) with the support of the Faculty Senate. The original proposal was rejected by Provost Jack Kay in Winter 2011. CAS-CAC and Faculty Senate requested that the proposal be revisited during the 2011-12 academic year and provided additional information and explanation following Provost Kay's decision. After considering the CAS-CAC proposal and 2011-12 response, the Provost's Office is proposing the following changes to the existing bachelor's degree policy and procedures related to the award of Bachelor's degrees at EMU.

*****Input is Requested by no later than October 30, 2012 .**

Summary of Proposed Changes

- BA would become baseline degree that students receive.
 - As originally suggested in the CAS-CAC proposal, the existing Foreign Language requirement would be removed and no other university/degree requirements beyond the current baseline would remain as *degree requirements*.

- BS would require students to complete 60 credit hours or more in Science, Mathematics and Technology Areas (TBD-- but aligned with General Education categories to the degree possible).
- During the initial implementation phase, each major program currently offering a BA/BS would make a determination of whether to offer a BA, BS, or both in each relevant program.
- After the initial implementation period, departments/schools would be able to add *program level requirements* for each of the bachelor degree types. These additional requirements would then be listed as part of the major program in the course catalog.

Current Catalog Copy:

Basic undergraduate degrees conferred by the Board of Regents on recommendation of the president and faculty are the bachelor of science (B.S.) and the bachelor of arts (B.A.) degrees. Both degrees require completion of University general education requirements, a major and a minor, and a minimum total of 124 hours. The bachelor of arts degree includes in that total one year of college credit in a foreign language. The bachelor of science degree provides greatest flexibility in selection of the major and minor and in the use of electives.

Proposed Revision:

Basic undergraduate degrees conferred by the Board of Regents on recommendation of the Faculty and President are the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.) degrees. Both degrees require completion of University general education requirements, a major and a minor, and a minimum total of 124 hours and the satisfaction of all graduation requirements listed in the catalog in conjunction with these programs. The B.S. degree includes the additional requirement that the student successfully complete a minimum of 60 credit hours of coursework in approved science, math or technology subjects. For a full listing of approved subject codes please see listing at the following catalog link www.emich.edu/catalog/tbd.

Procedure to Support the Policy:

1. By no later than February 1, 2014, Each major program currently offering a BA/BS would be required to make a determination of whether to offer a BA degree , BS degree or both.
2. BA degree would become the baseline degree that students receive. Records and Registration would make this award in all available areas unless a student applies for another type of bachelor's degree at the time of application for graduation.
 - a. The existing Foreign Language requirement for the BA would be removed (effective with student entering in AY 14-15). As a result no other university/degree requirements beyond the current baseline would remain for the BA.
3. The BS degree would require that a student successfully complete 60 credit hours or more in Science, Technology and Mathematics Areas (subject codes TBD by no later than April 30, 2013, with input from the College Councils and Faculty Senate).
4. Beginning with AY 14-15, Departments/Schools would be able to initiate requests to add program level requirements for each of the degrees they have elected to offer. These would be listed as part of the major program in the course catalog.

*Letter from Jill Dieterle (Pres. CAS's CAC), 9/27/2012
To Matt Evett and Rhonda Longworth*

Rhonda, Matt:

CAC discussed the Provost's proposal on the B.A. and B.S. at today's meeting. There was strong opposition to having either degree be the default. As we said in our response to the memo from former Provost Kay, to make one degree the default is to denigrate that degree, suggesting that it is the lesser degree.

There was also much discussion about the 60 hour requirement for the B.S. We hope that the social sciences are included in the "Science/Mathematics/Technology" areas. On the assumption that they are, the consensus was that 45 hours is the appropriate number of science/math/technology credits. Anything more would preclude a student seeking a B.S. from minoring in an arts or humanities area. That, CAC believes, is highly undesirable. I've attached a spreadsheet that shows the total science/math/technology hours for a sampling of programs that would want to award the B.S. Column K shows the total number of hours with Gen Ed math and natural science and column O shows the total number of hours with Gen Ed social science included. (Note that the credit hours are slightly overstated, since there will likely be some overlap between Gen Ed credits and credits toward the major.)

CAC also urges the administration to include a credit hour minimum in the arts and humanities for the B.A., to parallel the minimum in the sciences/math for the B.S.

CAC passed the following motion with a unanimous vote:

Motion: (Haynes) CAC strongly objects to the notion of having either BS or BA degree as the default degree (as implied in the language of the current proposal from the Provost's office). In addition, we would like language included that says the BA requires at least 45 hours in the arts and humanities and the BS degree requires 45 hours in the sciences (both natural and social), math and technology.

Corsianos seconded

Unanimously passed

Thanks,
Jill

Resolution on BA/BS Passed by Faculty Senate in March, 2012:

Resolution 20120321.2: Urging Action on Labeling Bachelor's Degrees as "of Arts" or "of Science"

Adopted unanimously, 3/21/2012

Whereas the College Advisory Council (CAC) of the College of Arts and Sciences passed a resolution on October 30, 2011, calling for the Provost's Office to adopt a policy allowing each program/department to determine the naming of its bachelors degrees (for example, "Bachelor of Arts" or "Bachelor of Science") and

Whereas the Faculty Senate unanimously passed a resolution on February 17, 2010, supporting an earlier resolution by the CAC, stating that "*Each academic program should determine the degree type that is appropriate for its graduates (B.A., B.S., etc.). Remove one year of college credit in a foreign language as the distinction between the B.A. and the B.S.*" and

Whereas in a memo on May 5, 2011 Provost Jack Kay suggested three different frameworks for determining the naming of bachelor's degrees and

Whereas at the Senate meeting of September 7, 2011 the Provost's office requested that the Faculty Senate and the CAC consider formal written criteria to determine whether a BA or BS should be awarded and

Whereas the CAC has surveyed many of Eastern's peer institution and determined that most of them do not require a written criteria but instead rely on their individual departments to determine the name of their bachelors' degrees, and

Whereas the CAC's resolution calls for the use of the usual, contractual, faculty input process to vet any changes to the names of program degrees, thereby involving all departments and colleges in the process and providing a reasoned, careful evaluation of degree name changes, and

Whereas a similar resolution to this one, 20111116.2, was read and discussed at the Faculty Senate meeting of November 16, 2011, but the resolution was tabled until a permanent provost could be appointed and that has now occurred, therefore

Be it resolved that the Faculty Senate supports the CAC's response of October 30, 2011 and asks that the Provost's Office move to implement this policy change as soon as possible, and report back to the Senate on this issue no later than April 18, 2012.

Background: The central paragraphs in the CAC's resolution are:

We suggest, rather, that the criterion for each degree should be the program of study. The unifying experience for our students should be at the level of *bachelors degree* (i.e., all students who earn a bachelors degree from EMU must...), not at the level of *Bachelor of Arts* and *Bachelor of Science*. We have requirements in place for the bachelors degree:

university graduation requirements (including General Education). The “... of Arts” and “... of Sciences” should be appropriate to the program of study.

Proposals for each program’s degree type should be subject to the standard input process: proposed by programs/departments and reviewed by all of the college councils.

The full text of the CAC resolution is appended here:

To: Rhonda Longworth, Associate Provost
From: Jill Dieterle, College of Arts and Sciences Advisory Council
Cc: Tom Venner, CAS Dean; Matt Evett, Faculty Senate President
Provost Kay’s memo of 5/5/2011 suggests three different frameworks for awarding Bachelor of Arts and Bachelor of Science degrees. Below is the response from CAC.

Framework (1) suggests that the B.S remain the default; Framework (2) suggests that the B.A. become the default. But to make either degree a “default” is to denigrate the default degree, suggesting that it is lesser than the other degree. This is not the case; the B.A. is the preferred degree for the arts and humanities, whereas the B.S. is the preferred degree for the sciences. We therefore do not endorse either of these frameworks.

Framework (3) suggests that EMU institute different criteria for the B.S. and the B.A., and then programs must meet the criteria for their graduates to qualify for the degree in question.

We suggest, rather, that the criterion for each degree should be the program of study.

The unifying experience for our students should be at the level of *bachelors degree* (i.e., all students who earn a bachelors degree from EMU must...), not at the level of *Bachelor of Arts* and *Bachelor of Science*. We have requirements in place for the bachelors degree: university graduation requirements (including General Education). The “... of Arts” and “... of Sciences” should be appropriate to the program of study.

Proposals for each program’s degree type should be subject to the standard input process: proposed by programs/departments and reviewed by all of the college councils.

Provost Kay’s memo suggests that it is the norm that there be some criteria distinguishing the B.A. from the B.S. However, our research does not support this conclusion. We surveyed all of the Michigan Publics, all of the MAC schools, and all of the EMU identified peer institutions (38 schools). While some of the schools do have specific criteria for the two degrees, they are not consistent about what those criteria are. Furthermore and most importantly, 23 of the 38 institutions make the degree type dependent on the program of study.

Letter from Margrit Zinggeler, 9/25/2012

Dear Matt,
see the response of our department head regarding the proposed BA/BS changes. Rhonda misquoted the letter of World Languages.

Best,

Dr. Margrit V. Zinggeler
Professor of German
Dept. of World Languages
219 Alexander Music Bldg.
Eastern Michigan University
Ypsilanti, MI 48197 Tel: 734-487-0130 ext. 1995 Fax: 734-487-3411

Please visit www.swissstudies.org

From: "Rosemary Weston" <rweston3@emich.edu>
To: "Margrit Zinggeler" <mzinggele@emich.edu>
Sent: Thursday, September 20, 2012 9:16:51 AM
Subject: Re: Provost requests removal of FL for BA degree

Dear Colleagues,
WL languages supported that a BS (for example BS in Chemistry) would not change into a BA by virtue of the fact that the student took FL. The wording [in the 9/19/2012 proposed change] does not reflect what WL faculty supports.
Rosemary

Proposed Resolution on EMU's participation in the EAA

from Steve Camron via Lidia Lee, 9/26/2012

"Proposed Resolution to Request that the Board of Regents Withdraw from the Education Achievement Authority Interlocal Agreement and a Faculty Senate Vote of No Confidence in that Agreement:

Whereas, the Board of Regents acted to make the University a party to the Interlocal Agreement creating the Education Achievement Authority (EAA) in the Spring of 2011 without consultation or input from faculty;

and, whereas the administration of the EAA has failed to actively engage the faculty as a resource in the development of the organization, and over more than a year period of time has not developed a meaningful role for the University, as evidenced, among other instances, in the engagement of contracted out-of-state private service providers in the area of special education compliance/program development audit and related services;

and, whereas a significant party to the said agreement, the City of Detroit Public Schools, has recently acted to withdraw from the agreement, in assertion of the academic authority of the Board of Education of the City of Detroit Public Schools,

Therefore, the Faculty Senate, as the representative body of the University faculty

hereby approves the following action:

1) That the Faculty Senate has no-confidence in the continued participation of the University in said agreement; and,

2) That the President of the Faculty Senate submit a formal, written request, on behalf of the University faculty, to the President of the University and members of the Board of Regents, requesting immediate withdrawal from the Interlocal Agreement creating the EAA.

Ballot for Committee Appointments

1. FDAC (3-yr terms)
 - a. CAS (sciences) [Stephanie Casey, MATH; Bonnie Wylo, P&A; Diana Pancioli, ART; Gina Luttrell, ENG; Zuzana Tomas, WL]
 - b. COB [Kunal Banerji, MGMT; Priyanka Meharia, MGMT]
 - c. COE (2-yr term) [Jennifer Desiderio, SED]
 - d. COT [Sema Kalaian, STS]
2. EEFC (2-yr term)
 - a. COT (Maria Sipos, SET)
3. Academic IT Advisory Committee (3-yr terms)
 - a. CAS [Nancy Bryk, G&G; Damir Cavar, ENG; Jose Vites, CHEM]
 - b. COE []
 - c. CHHS [Frank Fidel]
4. Calendar Committee (2) (Daryl Barton, MKT; David Crary, ECON; Amy Johnson, CHEM; William LaGore, ACCT)
5. Library Advisory Committee (3-yr terms)
 - a. COT [David Leopard, STS]
 - b. CHHS []
6. Budget Council (2-yr terms)
 - a. COE [Derrick Fries, SED]
 - b. Alternates (up to 5, 1 yr terms) [Betty Beard, CHHS; Michael McVey, COE; Pam Becker, COT]
7. General Education Writing-Intensive Committee
 - a. COB
 - b. LIB
8. General Education Course Vetting Committee
 - a. COE