

WAYNE STATE UNIVERSITY – ACADEMIC SENATE
Official Proceedings
November 1, 2017

Members Present: Keith Whitfield, Provost; Louis J. Romano, President, Academic Senate; Robert Ackerman; Jocelyn Ang; Leela Arava; Linda Beale; Paul Beavers; Cathryn Bock; Scott Bowen; Krista Brumley; Stephen Calkins; Pamela Dale; Victoria Dallas; Susan Davis; Brian Edwards; Susan Eggly; Jane Fitzgibbon; Moira Fracassa; Andrew Fribley; Ewa Golebiowska; Daniel Golodner; Smiti Gupta; Jennifer Hart; Lance Heilbrun; Carolyn Herrington; Billicia Hines; renee hoogland; Peter Hook; Michael Horn; Barbara Jones; Donna Kashian; Kristen Kaszeta; Mahendra Kavdia; David Kessel; Fayette Keys; Christine Knapp; Todd Leff; Sarah Lenhoff; Katheryn Maguire; Kypros Markou; Aaron Martin; Bharati Mitra; Bryan Morrow; S. Asli Ozgun-Koca; Victoria Pardo; Charles Parrish; Rachel Pawlowski; Alexey Petrov; Izabela Podgorski; Michele Porter; Robert Reynolds; Anne Rothe; Heather Sandlin; Naida Simon; Richard Smith; Amanuel Tekleab; Ronald Thomas; Ellen Tisdale;; Ricardo Villarosa;; William Volz; Jennifer Wareham; Jeffrey Withey; Jinping Xu; Fu-Shin Yu; Hossein Yarandi; Yang Zhao

Members Absent with Notice: Poonam Arya; Tamara Bray; Margit Chadwell; Alan Dombkowski; Kelly Driscoll; Diane Levine; Christopher Lund; Karen MacDonell; Santanu Mitra; Richard Pineau; Brad Roth; Beena Sood; Xin Wu

Members Absent: Nancy George; Rayman Mohamed; T.R. Reddy; Robert D. Welch

Others Present: Thomas Anderson, Liberal Arts and Sciences; R. Darin Ellis, Associate Provost for Academic Programs and Associate Vice President for Institutional Effectiveness; Anne Duggan, Liberal Arts and Sciences; Alan Jacobson, Office of Budget, Planning and Analysis; James Quinn, Office of the Academic Senate; Karin Tarpenning, Liberal Arts and Sciences; Nancy Welter, Liberal Arts and Sciences; Angela Wisniewski, Office of the Academic Senate

CALL TO ORDER: This regularly scheduled meeting of the Academic Senate was called to order by Provost Whitfield at 1:35 p.m. The meeting was held in the Bernath Auditorium in the Undergraduate Library.

I. MATTERS SUBMITTED BY THE POLICY COMMITTEE

A. General Education Reform Proposal

Mr. Romano outlined the process used to develop the general education reform proposal

and highlighted some of the specifics of the program. The General Education Reform Committee (GERC) developed a program to replace our current general education program. The General Education Oversight Committee (GEOC) made changes to that proposal, and their proposal was given to the Policy Committee last spring. During the summer, the Policy Committee and the Provost revised the GEOC's proposal. The Senate's Budget, Curriculum and Instruction, Faculty Affairs, Research, and Student Affairs Committees reviewed the Provost/Policy Committee's version and recommended revisions.

Mr. Romano reviewed some of the Committees' recommendations. All students are required to pass an intermediate composition course. Currently, the requirement is fulfilled within the English Department. In the new program, other departments will be encouraged to develop an intermediate writing course specific to the discipline to fulfill the requirement. The GEOC would determine if the proposed courses meet the standards of a proper intermediate composition course.

In the Provost's proposal, there were two pathways for students to fulfill the mathematics competency, one for STEM majors and one for non-STEM majors. That was removed from the proposal. The Senate's committees did not want to limit students' choices early in their studies. Students should be able to take a lower level mathematics course but pursue a STEM major later in their studies if they choose.

Students would take six Inquiry courses (Cultural Inquiry; Natural Scientific Inquiry; Social Inquiry; Diversity, Equity, and Inclusion; Global Learning; and Civic Literacy). The Senate's committees recommended that Global Learning (GL) and Diversity, Equity and Inclusion (DEI) be separate courses. Freshmen and transfer students must take one First Year at Wayne Inquiry course. First Year at Wayne Inquiry courses may be developed to simultaneously fulfill one of the six Inquiries and the First Year at Wayne Inquiry, which keeps the general education credit hours at 32.

The Policy Committee suggested that the Wayne Experience (WE) course not only teach

study skills and introduce students to the University, but that students have several options from which to choose to meet their particular needs and interests. Some students will need to learn study skills, but other students could take an innovative course. The Curriculum and Instruction Committee recommended that the WE course be a pilot program and that the impact of the courses be assessed to see if they meet the goal of improving student retention. The Committees did not agree whether students who transfer with 24 or more credits should take the WE course. CIC recommended one course in natural sciences.

The Student Affairs Committee (SAC) recommended that there be multiple pathways for the WE. Policy Committee did not think academic staff necessarily would be the best to teach the course. SAC recommended that transfer students with 24 credits be exempt from the WE course. The SAC recommended that students take one natural science course. They think it is possible but difficult to begin the new general education program in fall 2018.

The Faculty Affairs Committee believes that the development of the math competency requirement should have wide input across the University. They, like the other committees, believe that Global Learning and Diversity, Equity, and Inclusion should be separate courses. Rather than having FYW count as an inquiry, they recommended that civic learning, global learning, and diversity, equity and inclusion be separate courses and that students be required to take at least two of the three courses. They want to have multiple pathways for the WE course. The FYW courses should be developed by a task force. Incentives should be offered to faculty to develop the new courses. The development of courses should be within load.

The Budget Committee looked at the effects of revising the general education program. Many departments (physics, geology, philosophy, social sciences) would lose credits. Credits will shift from Liberal Arts and Sciences and Fine, Performing and Communication Arts to other colleges because students will take fewer courses in CLAS and FPCA. Approximately \$10 million will be moved from CLAS and FPCA into other colleges. Departments may lose graduate assistant positions because they will offer fewer courses. One of the recommendations of the Provost's committee that looked at how graduate assistantships were distributed was to consider the number of credit hours taught by

graduate assistants. The Budget Committee recommended that RFPs be sent throughout the University to develop courses and that funds be made available to incentivize the faculty's developing courses. There are costs associated with coordination of courses, with teaching the WE course, and with administrative oversight. Additional advisors may have to be hired, and there will be marketing and communication costs.

The Research Committee limited its review to the science requirement and recommended that students be required to take two science courses. The Michigan Transfer Agreement (MTA) requires two science courses as does almost every other public university in Michigan.

The reports of the Senate's Committees are attached to these Proceedings as Appendix A.

Anne Duggan, the Chair of the Department of Classical and Modern Languages, Literatures and Cultures and a member of the GERC, was pleased that global learning and DEI were separated. Wayne State is a diverse university. GL and DEI focus on different content that is at the core of the University's mission statement. She supported the Committees' recommendation that students take a course in each area.

Mr. Romano mentioned that a task force would study whether students should take a co-requisite course for the quantitative reasoning requirement. The administration will issue an RFP for courses to fulfill the requirement. There is debate whether having a one-credit co-requirement for the course is beneficial for students.

Mr. Romano MOVED that the Senate approve the general education proposal and recommend that the Policy Committee communicate the Senate's action to the Board of Governors by November 3. SECONDED by Mr. Parrish.

Ms. Fracassa stated that many students who enroll in the Eugene Applebaum College of Pharmacy and Health Sciences have completed all the pre-professional courses at other institutions; they only need to take the required professional courses to complete their degree. They have a heavy course load with no room for additional courses. Adding the FYW and the WE courses might have a negative effect on their grade point averages. Ms. Fracassa supported the recommendation of the Student Affairs Committee to exempt students who

transfer 24 or more credits from having to take the FYW and the WE courses.

She MOVED that the MOTION TO APPROVE the proposed general education program be AMENDED to state that transfer students who have 24 credits or more be exempt from the First Year at Wayne Inquiry requirement and the Wayne Experience requirement. The motion was SECONDED.

Asked how many credits students transfer to EACPHS, Ms. Fracassa said that students transfer between 54 and 90 credits.

Ms. Beale did not support the amendment. She thought it important for undergraduate students to interact with students across the University, not just with students in their discipline. The FYW and the WE courses are supposed to be exciting small participatory classes with students from different schools. Ms. Beale thought it essential that a university offer this type of experience for all of its students, including transfer students.

Mr. Romano also thought it would be beneficial for transfer students to take the FYW and the WE courses. It is good for students to have a common experience, and if the courses are taught well, they will be valuable for students. He suggested that the number of transfer credits that would exempt students from taking these courses might be increased. If the courses negatively affect enrollment, the Provost's Office might make exemptions.

It was suggested that the Provost might be able to waive requirements for some students. Mr. Parrish asked what part of the general education program could be waived by the Provost. Provost Whitfield said that waiving requirements usually occurs as a student approaches graduation. The student has to make a strong case to get the waiver approved. Mr. Ellis said that most waivers are done with the support of the college's faculty and administration and in consultation with the GEOC. Waivers are reserved usually for courses that meet the required learning outcomes but are not on the list of transferrable courses.

Ms. Hoogland did not support the amendment. Many students in her classes who have transferred initially feel lost at Wayne; their experience here is very different than at their previous institution. The FYW and WE courses

would help students find their home at Wayne State.

Mr. Villarosa MOVED to AMEND the amendment to change the credit hours from 24 to 60. SECONDED.

Mr. Villarosa believes students would benefit from the FYW and the WE if the courses are done properly. This is true for transfer students as well as first time freshmen.

Mr. Romano thought Mr. Villarosa's proposed amendment was a good compromise. He does not want to lose enrollment nor does he want to burden students with too many courses in their first year. If the courses are innovative, as they are supposed to be, students should take them and they should want to take them.

Ms. Hart noted that programs could develop courses for the FYW and the WE that meet one of their program's requirements.

Ms. Beale thought transfer students should take the courses no matter how many credits they transfer. The FYW and WE courses are an opportunity to create a quality general education experience because the courses are to be participatory and cross disciplinary. It is beneficial for students to take the courses in their first or second semester with students who have accumulated 30 credits or 60 credits and it is beneficial for students transferring with credits to take the courses with newly matriculated students. That mix of cross disciplinary, cross school and college, cross age groups is ideal for creating the kind of intellectual discussions that you want in a small participatory course. This should appeal to students, parents, and legislators. It shows that we have thought through our curriculum and are offering something that is fresh and substantive. Even though we are reducing general education credits substantially, we are not taking away substantive content. These courses can improve retention because students have the opportunity to build support groups not only within their school but across the University. It is an important part of general education reform. Otherwise, we only are cutting 14 credits and re-labeling our current courses so students take fewer sciences and fewer foreign language courses. The FYW experience is a change to the general education program.

Ms. Wareham asked that the vote on the amendment to the amendment be by secret ballot. Mr. Volz seconded the motion.

Mr. Romano informed the members that, although the Senate's Bylaws state that at the request of two or more members a vote was to be taken by secret ballot. That is not in accord with Roberts' Rules, however, we have to follow our Bylaws. Mr. Romano discouraged members from asking for secret ballots because voting would be a lengthy process if every motion was decided by secret ballot.

Ms. Wareham asked for clarification of the amendment to the amendment. The proposal before the Senate stated that freshmen and transfer students must take one FYW course. It did not say that transfer students had to take the WE course. Did the amendment regarding transfer students apply to both the WE and the FYW courses? Mr. Romano said that it would.

Ms. Wareham is a member of the GEOC and the Senate's Student Affairs Committee. The WE course is intended to integrate students to the University to help them succeed. The FYW is designed to be interdisciplinary. Ms. Wareham pointed out that although Ms. Beale envisioned students from different disciplines taking the FYW courses, departments might create an FYW course that only students in their department may take.

A member asked if freshmen were defined by credits or if they were first year students. Many first year students enter with sophomore credits.

Ms. Beale said that ultimately the general education program would be translated into a Board of Governors Statute and the language would be more precise. The intent was that the general education program would be required of everyone who did not enter under the Michigan Transfer Agreement. The WE and the FYW would be the only requirement for students entering with the MTA.

If the amendment passed, transfer students who enter with fewer than 60 credits would have to take the FYW and the WE. If the amendment failed, transfer students who enter with fewer than 24 credits would have to take the FYW and the WE.

The vote was taken by secret ballot. While the Elections Committee counted the ballots, the Senate continued with its agenda.

II. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of October 4, 2017. PASSED.

III. REPORT FROM THE SENATE PRESIDENT

A. Report and Announcements

Mr. Romano informed the Senate that the Budget Planning Committee met with Larry Fodor, Director of Energy Management, who explained how utility costs are calculated.

The Sesquicentennial Celebration Committee meets monthly. The kick-off ceremony will be January 26, 2018, and will include a luncheon for dignitaries, displays at the Reuther Library, and a birthday cake. Six presidential symposia will be part of the celebration. The celebration will conclude the week of October 20-26, 2018, with many activities.

I. MATTERS SUBMITTED BY THE POLICY COMMITTEE

A. General Education Reform Proposal

The result of the vote was reported. The amendment to the amendment passed with 58 members voting to change the number of credits that students would have to transfer from 24 to 60 to be exempt from taking the Wayne Experience course and the First Year at Wayne Inquiry course. Sixteen members voted against changing the number of credits.

Discussion returned to the amendment originally made by Ms. Fracassa as modified by the vote.

Members from several colleges commented on the large number of transfer students their colleges admit who would be affected by the amendment.

If the motion were approved, transfer students who enter the University with 60 credits or more would not have to take the Wayne Experience or the First Year at Wayne Inquiry course. Students who enter with fewer than 60 credits would be required to take the courses. The vote was conducted by a show of hands. PASSED.

Mr. Ackerman MOVED to AMEND the main motion to replace the words "general education" throughout the proposal with the words "core

curriculum.” To Mr. Ackerman the term core curriculum represented the core competencies that an educated person ought to have. Ms. Hart SECONDED the AMENDMENT.

Several members expressed their opposition to the amendment. In Mr. Romano’s study of the literature, the term core curriculum was most often used when all students take the same set of core courses. In a general education curriculum students take different courses.

Ms. Hart said that the GERC’s final proposal called the curriculum a core curriculum.

The vote was taken. The AMENDMENT FAILED.

Ms. Ozgun-Koca asked for clarification. In one report, the Curriculum and Instruction Committee had suggested removal of the one-credit co-requisite lab for the quantitative experience. The final report states that the Provost will appoint a task force that will discuss whether a co-requisite would be part of the mathematics competency. Will the task force have the authority to decide whether or not there would be a co-requisite laboratory?

Mr. Romano said that some committees did not think a co-requisite laboratory would help students. The Policy Committee thought it would be useful. The task force will discuss how the course should be taught and the relationship between the co-requisite lab and the quantitative reasoning course.

Ms. Ozgun-Koca MOVED that the main motion be AMENDED to REMOVE the one-credit co-requisite lab for the quantitative experience until the task force decided how or whether it would work. The MOTION WAS NOT SECONDED.

As recommended by the Research Committee, Mr. Kessel MOVED that the proposal be amended to require students to take two natural science courses.

Mr. Romano proposed to AMEND the amendment so that students be required to take one course in the physical sciences as currently defined and one course in the life sciences with one of the courses being a laboratory course. Mr. Kessel ACCEPTED the AMENDMENT. By unanimous consent the Senate agreed to the AMENDMENT as stated by Mr. Romano. If the amendment passed, the number of credits

required in the general education program would increase to 35.

The AMENDMENT PASSED with 27 members voting yes and 19 voting no.

The vote on the MAIN MOTION AS AMENDED was taken. PASSED.

On behalf of the Senate, Mr. Romano will send the general education proposal as passed by the Senate to the Board of Governors. He will describe the process and the rationale for the proposal.

The proposal as passed is attached to these Proceedings as Appendix B.

III. B. Proceedings of the Policy Committee

The Academic Senate received the Proceedings of the Policy Committee meetings of September 25, 2017, October 2, 2017, and October 9, 2017. They are attached to these Senate Proceedings as Appendix C.

IV. REPORT FROM THE CHAIR

Provost Whitfield said that the Board of Governors would meet November 10 to act on the proposed general education program.

ADJOURNMENT: The meeting adjourned at 3:05 p.m.

Respectfully submitted,



Louis J. Romano
President, Academic Senate