

**College of Arts and Sciences  
Assembly Meeting  
March 15, 2011, 3:30 P.M.  
Oakland Center, Oakland Room**

**Members present:** *Berven, D., Berven, K., Eis, Giberson, Graves, Grossman, Hawkins, Hay, Jumel, Khain, LaRock, Lombardo, Martin, Meehan, Nielsen, Ogunyemi, Sanders, Sheridan, Whitehead, Williams, Wood, Wright*

**Members absent:** *Dvir, Howell, Kerrigan, Nugent, Schweitzer, Seymour, Spencer Wood, Trumbore*

**Ex-officio present:** Moore, Stewart, Sudol

**Guests present:** Randall Hansen, Todd Shackelford, Andrei Slavin

**1. Call to Order**

The meeting was called to order at 3:30 p.m. by Dean Sudol.

**2. Approval of Minutes, Meeting of February 15, 2011**

The minutes from the CAS Assembly meeting of February 15, 2011 were approved (motion by Eis, second by Hay).

**3. Proposal for a Ph.D. in Applied and Computational Physics, *second reading***

Mr. Khain said that corrections to the proposal for a Ph.D. in Applied and Computational Physics had been made.

The proposal was then approved unanimously.

**4. Proposal for an M.S. and Ph.D. in Psychology, *first reading***

- Dean Sudol introduced Todd Shackelford (Chair, Psychology) and Randy Hansen (Psychology), who were at the meeting to present the proposal for the M.S. and Ph.D. in Psychology. Mr. Sudol said that Mr. Shackelford had been hired with the development of this program in mind. Mr. Shackelford said that he and Mr. Hansen had co-chaired the committee that prepared the proposal, but the entire Psychology department had worked on it. They decided it was best to do both the M.S. and Ph.D. programs to be launched simultaneously. Mr. Shackelford said this system had worked well at his previous institution, whose program they used as a model. For the first two years, the Masters and Ph.D. students will take courses simultaneously. The proposal has two types of students in mind: a) those who want to get into a Ph.D. program (often M.A. students get the nod when they apply to Ph.D. programs, and in their proposed program the Masters students will be working alongside the Ph.D. students), and b) those wanting a career that values research and statistics. The doctoral program will train future professors and those who will work in academia, and it is expected that graduates will leave the program ready to work as professors.

- Mr. Shackelford explained that the faculty members in the Psychology department represent a variety of perspectives. The Ph.D. program will emphasize biological and basic processes on the one hand, and social and behavioral processes on the other. These areas essentially represent two basic concentrations that allow for overlap. Some courses in the program will work for either concentration, and some for only one of the areas. In general, the Masters students will get a broad overview, and the Ph.D. students will take additional seminars. Mr. Hansen added that the Masters and the Ph.D. programs will be the same in terms of their six core courses, but the Masters program is 36 credit hours and the Ph.D. is set out for 80 hours. There have traditionally been many sub-disciplines within Psychology, but now collaboration between disciplines has become the norm. The program will draw on multiple sub-disciplines so some of the requirements can be embedded within the courses. Thus, it will be a cross/sub-discipline approach. Any given course will have a particular focus depending on the faculty member teaching it. A major goal of the program proposal was to build in the collaborative nature of the Psychology Department, and also to be efficient.
- Ms. Hay then asked if it is typical of Psychology programs to have only two content courses. Mr. Hansen said that there are actually more than two because there are two pro-seminars and other courses beyond that. Their program is heavy on the research side because of people who are interested in going into industry as well as into academia. Mr. Slavin said that the program is long overdue, and he will write a support letter. He approved of the fact that it is modeled after existing successful programs and was impressed by the biological content of the proposal, adding that the proposal is well thought out and useful. Mr. Grossman wondered about the background of the students applying, and what the requirements would be to get into the program. He wanted to know if these students would be Psychology majors. Also, he noted that the program is heavy on statistics, and so he asked if the students will have to have a background in mathematics. Mr. Shackelford said in theory they should, but they can have degrees in sociology, biology or anthropology, as other possibilities, but most applicants will have been psychology majors with a B.A. from an accredited university—but there is no requirement that says they will have to be psychology majors. Mr. Hansen said they wanted to allow for the possibility of other majors besides psychology, but in their departmental discussions, this matter was a ‘close call.’ Mr. Berven pointed out that in Biology, they do not require a major in biology, but they do require certain courses in biology, chemistry, physics and math. Mr. Shackelford said this was an excellent comment and agreed that for the psychology program it would be especially useful to require statistics so that their graduate students did not have to start from ground level. Mr. Berven wondered if they accept a person with a Masters degree, will that person have to take the Masters courses that the incoming Ph.D. students would have to take. Mr. Hansen said this would be done on a case-by-case basis. Mr. Ogunyemi asked whether the classes would be more about theory or practice. Mr. Hansen said the course content would be somewhere between skill and application. Mr. Ogunyemi asked whether there were plans for a statistical lab. Mr. Hansen replied that there are plans for a

statistical lab for both graduate and undergraduate students. Mr. Grossman asked if students should have a background in math. Mr. Shackelford said that the GRE scores would be important, but he likes the idea of requiring an undergraduate statistics course. Ms. Hawkins said that in English and modern languages the job market is very bad, and she wondered whether they anticipated being able to place their projected number of 36 Ph.D. students in academic positions, and if so, she wanted to know where they would get their jobs. Mr. Shackelford clarified that there are 36 projected Masters students and 12 Ph.D. students. Mr. Hansen said that the trajectory of retirements has locked so all the trends are perturbed by what they hope is a transient change. Mr. Shackelford added that good programs generate good people who get jobs. Their proposal is an efficient program modeled after a successful one, but it is a tough market and hopefully things will loosen up. Mr. Hansen added that more Ph.D.s are doing post-docs while waiting for the trends to loosen up. Mr. Ogunyemi asked if there is a clinical aspect to this program. Mr. Shackelford said there is not but they are open to the possibility. Mr. Meehan asked about the budget, and how many graduate stipends they were requesting. Mr. Shackelford said they want to get stipends for 12 students. Mr. Meehan asked how many new faculty lines they would request. Mr. Shackelford said they would need one person, a senior faculty member at the associate or full level, one with visibility. Mr. Hansen added that the senior position will be in the area of biological basis of behavior. Mr. Meehan asked how many of the existing faculty members would teach the graduate courses. Mr. Shackelford said most will participate in the program. Mr. Meehan wanted to know how the faculty members were split up between the two concentrations, to which Mr. Shackelford replied that they are about even. Mr. Meehan asked if the existing space of the Psychology Department would suffice, and Mr. Shackelford said it would be all right for now but there will come a time when they need more space. Mr. Meehan observed that they seemed to be hoping for an even split from a cohort perspective, and Mr. Shackelford acknowledged that this was the case, and that admissions committee will make an effort to see to it that there is an even split. Ms. Eis said she had budgetary concerns because this program was very expensive. She thought it looked like a painful budget to put forth at this time. Mr. Hansen said that in order to get the program out to peers, they will need to make a marketing effort, but the marketing effort will taper off as the program becomes known. Ms. Eis pointed out that the proposal requests \$27,000 for advertising in the budget, and she thought that seemed excessive. Mr. Hansen said that was the correct sum, but this money also includes travel money to professional conferences. Mr. Shackelford said that after three years they should break even. Ms. Eis disagreed and said that according to their budget they would not break even. She said that the university needs to look at issues of the budget at a time like this, and she believes the budget of the present proposal can be tighter. Mr. Hansen said that perhaps they could add Masters and reduce the number of Ph.D. students, adding that they wanted to work with the best students possible. They hope there will be better external funding opportunities in the future that will change the way the balance looks. Ms. Moore pointed out that graduate programs in general are very expensive. She said there will be tuition

generated by the graduate teaching assistants, and that budgets are very difficult to build. She observed that it was the same thing with the Ph.D. program in mathematics, for which it was very hard to show a positive balance. Mr. Ogunyemi inquired whether the proposed programs are quantitative. Mr. Shackelford said that they are research-oriented. Mr. Ogunyemi then asked if this makes the program unique. Mr. Shackelford replied that the program is squarely based on quantitative research. Mr. Berven wanted to know if SPSS could be upgraded to something that is not 10 years old. Ms. Eis asked if there is enough money in the budget for computers. Mr. Hansen said that there is, and also they are looking for alumni donations.

- Mr. Sudol said that both the physics and the psychology proposals will be going to the Senate in the Fall semester.

## 5. College Update

Mr. Sudol reminded Assembly members of the upcoming orchestra concert taking place at the Ford Community and Performing Arts Center in Dearborn, at which Mahler's Second Symphony will be performed.

He then passed out a handout entitled 'Education: Investing in our Children's Future—At All Levels,' which was the same package received at a president's meeting which summarized the outcome of Governor Snyder's budget proposal. Mr. Sudol said that if there are any ideas or suggestions about how to proceed in view of the economic situation, please let him know. He said that cutting as much as they may have to in the CAS means downsizing, but that becomes a trap and does not work unless you have something big to cut, which the College does not have. The CAS is the 'cash cow' of the university, bringing in more students and more tuition money than anyone. He said he is hopeful that a way will be found that does not involve cutting students, because any kind of plan that involves this simply will not work. He predicted that there would be further developments on this for the next Assembly meeting, and he pointed out that many universities have already imposed unpaid furloughs on staff in which each individual takes a one-time hit. However, we cannot do this because of six union contracts at Oakland University. The CAS is taking a hit because of the early retirement incentives, although some faculty members have to stay on because they are needed. It is difficult to figure out how these budget cuts will be accomplished. Mr. Grossman asked whether there would be an effect on financial aid. Mr. Sudol said there would be, and it needs to be worked out. Mr. Berven wanted to know who it was that said not to spread out the budget cuts evenly across the board. Mr. Sudol replied that everyone said this. Mr. Slavin asked why we are talking about a 'fictitious' 15% proposed cut. Ms. Wood asked why we continue to support two golf courses. Mr. Sudol replied that one possibility concerning the golf courses is to lease out one of them. Mr. Grossman asked if there are furloughs for faculty members, what exactly that would mean. Mr. Sudol said that it would be for a non-teaching day. Ms. Hay wanted to know how much money is left over in travel, and Mr. Sudol answered that the CAS spends every penny it has for travel. Mr. Ogunyemi asked what other universities are doing about all of this. Mr. Sudol said that they are all in the same situation, and they all depend on tuition money just as OU does. He observed that Oakland University is very lean, and manages to accomplish a lot with

very tight resources. Mr. Grossman asked about the reaction to the recent article in the Free Press, and Mr. Sudol said that everyone thought it was great.

## **6. Adjournment**

The meeting adjourned at 4:50 p.m.

Respectfully submitted,

Dikka Berven