

COLLEGE OF ARTS AND SCIENCES ASSEMBLY

Minutes

Meeting of 18 February 2003

128-30, Oakland Center

Attendance

Members Present: *Wallis Andersen, Robert Anderson, Dikka Berven, Jane Eberwein, David Garfinkle, Jerrold Grossman, Elysa Koppelman, Paul Kubicek, Emmett Lombard, Barbara Mabee, Tamara Machmut-Jhashi, Karen Miller, Michael Mitchell, Susan Wood, Jill Zeilstra-Ryalls, Xiangqun Zeng*

Ex Officio Present: *David Downing, William Macauley, Mary Papazian*

Members Not Present: *Peter Bertocci, Art Bull, Ronald Butzlaff, Mary Eberly, Fay Hansen, Abdi Kusow, Mark Metzler, Sean Moran, Ingrid Rieger, Sam Rosenthal, Darrell Schmidt, Irwin Schochetman, Jack Tsui*

Guests Present: many members of the CAS faculty

Dean Downing convened the all-faculty assembly meeting at 3:35.

1. Announcements

Although only one all-faculty meeting is constitutionally mandated, another may be scheduled if budget difficulties warrant it.

2. Minutes from December 10, 2002

Moved to approve the minutes from December 10, 2002 (Karen Miller). Supported.

Approved unanimously.

3. Update on General Education

Susan Awbrey and Michelle Piskulich, representing the General Education Task Force, distributed the current draft of the framework for revised General Education (the document is posted on the CAS web site under the title "Discussion draft, General Education, February 18, 2003, CAS Assembly meeting"). They invited feedback and information to take back to the Task Force.

The differences between this framework and the current General Education program are:

A. The framework has three sections or areas.

B. The Foundation Knowledge Area includes writing and formal reasoning.

1. "Writing" is part of general education (the RHT 160 requirement, with its prerequisites, stays the same).

2. A minimum of one writing-intensive course in General Education (at least 1/3 of the grade from written papers or projects) is required.

3. At least one writing-intensive course is required in the major (again, 1/3 of the grade from written papers or projects).

4. "Formal Reasoning" replaces "Math, Logic and Computer Science."

Statistics and Linguistics are included. The focus is on axiomatic and formal reasoning. The Task Force has talked with Engineering about the kinds of changes necessary if CSE 125 (now a technical course) is to be included.

B. The Explorations Knowledge Areas are very similar to present General Education categories.

1. The word "foreign" has been added to "Language and Culture"; however, the category will not be completely foreign language because the department (MLL) and the College do not immediately have the resources to support such a requirement. The Task Force expects the proposal to

build over the next 5-7 years towards having a foreign language requirement.

2. Natural Science and Technology will add a requirement for a laboratory experience (not necessarily a separate lab; a minimum of 3 hands-on experiences in the course). Resources are still a concern, and discussions with the departments continuing.

C. The Integration Knowledge Area has two components.

1. Knowledge Application specifies a course outside of the student's major (an explanation was sent out clarifying how this differs from a capstone).
2. The Research/Creative Endeavor/Capstone experience may be

interdisciplinary or not, does not have to be a course, can be an internship or experience within a course. The thrust of the capstone experience is to try to help the student understand how General Education areas relate to their major (not necessarily ALL areas).

D. Some additional, general principles are expressed as footnotes.

1. Two learning outcomes are required for each knowledge area (a significant reduction from prior proposals).
2. The diversity course requirement has increased from 3 weeks' coverage to at least half of the course content; such a course may be inside or outside of the major.
3. Three goals cut across all of the General Education program: critical thinking, social awareness, and effective communication. These do not currently have learning outcomes attached to them. Courses being proposed would specify relevant learning outcomes.
4. The Rhetoric requirement must be completed in the first two years.

Dean Downing, leading into the discussion, noted that this revised proposal, so significantly different from the prior iterations, demonstrates that faculty concerns are being heard and heeded.

Concerns and comments:

••If there could be a placement process where those who have sufficient language skills from high school could place out, perhaps the foreign language requirement could be implemented now.

••American Sign Language (ASL) in Ohio counts as language. ASL would be useful for certain majors. Response: ASL might fit it in the Knowledge Application area.

••For Foundation Knowledge and Knowledge Application Areas, clarifying for advising purposes which General Education courses would be writing intensive is a concern. Response: Courses would have to be identified in the catalog and through the registration process, similar to diversity courses now.

••Do all departments have sufficient staff to enable them to give a meaningful capstone class? Response: Capstone courses are not as much of a problem in the professional schools, which already have them. In talking with CAS chairs, the answer varies by department. It would be nice to have this kind of integrating experience, but it may not be possible. Psychology is very concerned. The Task Force wants to talk with chairs about concerns, and intends to gather and share information on how other units are achieving capstone experiences, to demonstrate different approaches. Further note: Under any revised General Education program, the first students would be admitted, at the soonest, in 2004, giving time to work out funding for capstones, etc. Anything in the program that could not be funded could, obviously, not be implemented.

••Can we drop the term “foreign”? “Modern” was better. *Response:* The Senate voted to add the word; faculty must decide. Also, now we offer Latin.

••If we require language, what are the implications for faculty position allocations? *Response:* A significant number of positions would be required, and the College is not willing to devote all positions in next few years to MLL. Also, the current State of Michigan budget problems will impact faculty positions.

Dean Downing’s general comment: The proposal has implications for the College’s “distribution requirements,” which add breadth and depth to General Education for CAS graduates.

••Writing-intensive courses in the major will be problematic in science/technology programs. *Response:* Lab reports and similar writing experiences are appropriate, so long as around 30% of the course grade is based on written text as opposed to objective tests; such a focus on writing effectively in the discipline is particularly valuable in technical majors, such as engineering. Departments will have to look at their offerings to see what fits (or might be revised to fit). Please communicate any program/department problems with this requirement to the Task Force.

••Diversity courses and transfer credits are a concern. *Response:* Those factors will need to be worked out. OCC, for example, has a 2-credit diversity course. Jenny Gilroy will be working on transfer issues.

••Will courses in religion count, such as one in Islam? *Response:* Perhaps; the course would need to be reviewed. Note: Students may satisfy the diversity requirement in many different places.

••How far is OU away from having a language requirement? How many graduate annually without language? *Response:* The data will be gathered for this and the lab experience before the General Education proposal is formally moved forward.

••What about intensive writing in interdisciplinary courses? *Response:* That should be fine, but of course details of departments getting credit for courses would have to be worked out. Faculty/departments can explore.

••Is there an operative definition for “Knowledge Applications”? *Response:* Learning outcomes originally associated with this category were “how knowledge has been applied to solve real-world problems and the lifestyle, ethical/social and future implications of those solutions.” The purpose is to broaden students’ experience outside of their majors in an applications area. Engineering wants it outside of its school: two courses in the College—applied writing and a course in how physics and math are applied by working engineers. See the applications document sent to departments; Studio Art could be an applications area.

••What about Women’s Studies and American Studies? *Response:* Interdisciplinary Knowledge Integration courses, to the extent possible, would be good.

••How does all of this fit into consideration of the overall program of students, especially with the major? *Response:* It’s same number of credits as now. It should not affect the professional schools or interfere with majors. “It’s a wash.”

•• Could we switch “International perspective” to “Global perspective”? “Global” connotes a more problem-solving concept.

E-mail any additional comments or concerns to Susan Awbrey and/or Michelle Piskulich.

The Task Force is working on a General Education philosophy statement to be shared soon, and Michelle is meeting with faculty in the different knowledge areas (some meetings are still to come).

4. Update on the Budget

Dean Downing focused on FY 03 (current year).

Governor Engler authored a 2% executive order reduction in base appropriations for all institutions of higher education in the State. For OU, that represented just over \$1 million. Governor Granholm and her financial team concluded the 2% was not sufficient to meet budget expectations and issued a 1.5% incremental executive order reduction to State appropriations (another \$785,000 for OU). The total for OU is \$1.83 million.

Although Fall and Winter enrollments are up, the current projection for FYES is lower than what was budgeted, another \$1.2 million shortfall for overall budget expectations. Essentially, OU has a \$3 million problem. Half of the “rainy day fund” of \$1.2 million established in August by the Board of Trustees will be used this year. OU’s target for cutbacks this year thus is \$2.4 million. The academic year is about 69% of the total institutional budget (\$1.7 million) and CAS is 32.57% of Academic Affairs, so CAS portion of the reduction is \$546,000. The dean and chairs are working on this now; mid-year cuts are very hard to implement; they are first looking for one-time savings: spring-summer profits 01, 02; this year’s small operating increase; etc. The College is still looking for ways to cut another \$200,000. Dean Downing is doing whatever he can to not reduce “what is already out there” in departmental operating bases (S & S, student labor). The advantage for this year is the cuts are one-time dollars; starting in FY 04 the reductions will be to base dollars, which will require much more difficult decisions, such as faculty positions. The 3.5% will roll into OU’s base allocation, and State proposals for additional reductions for FY 04 range as high as 15%.

FY 04 and beyond: keep in mind the global context. Michigan schools have been “buffered” compared with those in many states. The recent e-mail from the provost highlights the need for creative approaches for cuts while maintaining academic quality.

Concerns and comments:

••Rhetorical comment: especially given the FYES problem, cutbacks must not be done in such a way as to discourage students from coming to OU and/or to drive away potential students

••How do tuition revenues fit into the picture? *Response:* Approximately, OU’s budget breakdown is: 52% tuition & fees, 46% state allocations, 2% other such as indirect cost recovery. OU’s Board is aware of the issues and is considering substantial tuition increases (most state schools seem to be looking at double-digit tuition increases). Fees, such as technology fees, are also actively being examined; if fewer than 50% of an institution’s students are not impacted by a fee, the state doesn’t count it as an overall tuition increase. All of the basic ground rules are off due to the appropriations decreases.

4. Report on the Library, Karen Miller

The Power Point presentation would not project, but the slides have been posted on the CAS Web site; see link named “Kresge Library--Key to a University of Distinction (2/21/2003).”

The Senate Library Committee’s mission includes coordinating the development of the library with the needs of the rest of the faculty as part of the instructional process.

For several years the committee has been concerned that Kresge would not be able to meet demands of OU’s growing student population and new graduate programs. Two years ago the committee reported on OU’s library compared to “aspirant peer” institutions. The budget from 94-01 was “stagnant.” After the study Kresge has had 2

years of helpful incremental increases to base budget. Unfortunately, these base increases do not resolve the library's problems.

For its new study, the committee looked at libraries of Michigan schools (other than U of M and MSU). WMU, EMU, and Central during the 1990s substantially expanded their library budgets (WMU 11% per year; Central, 10%). In terms of size, volumes, electronic databases, and staff, OU looks a lot more like Ferris, Saginaw (institutions with 7,000-9,000 students). Overall budgets, too, show disparity: for the past two years, the WMU library budget has been over \$10 million; OU's is under \$5 million.

The size and growth rate cause concern for OU's instructional mission. In trying to cultivate a "distinctive undergraduate experience" (which involves students' researching, writing, solving problems using datasets), the resources at Kresge are not adequate to OU's aspirations.

- Inter-library loans have increased markedly.
- Students tend to use ILL for very basic items which should be in our collection.
- For higher-order research, students often have to go to other libraries.
- While not yet "in crisis," the collection needs to see gains soon to avoid crisis for some majors.
- The staffing level is sorely deficient, comparable to much smaller institutions.
- Professional schools' accreditation may be affected: the accrediting bodies for SEHS and EGR have examined the library very carefully. OU's elevation in Carnegie ranking could also be jeopardized.
- The library is subject to one of the highest levels of inflation in the university, for subscriptions, etc.

The committee specifically requests the College and Schools to examine the Capital Campaign and make sure Kresge Library is appropriately included.

6. Good & Welfare

Several faculty pointed out a "current crisis" in secondary teacher certification; SEHS appears to be sabotaging the program and not cooperating or communicating with CAS; the Secondary Education Council has requested information from SEHS. The SEHS MAT seems to be in direct competition with CAS's STEP. Response: Dean Downing has discussed the concerns with Dean Otto, and he will work with the provost also.

Dean Downing adjourned the meeting at 5:00.