

Senate Meeting

December 11, 2025

Members Present: *Al-Shabrawey, Aloï, Arena, Ausloos, Ball, Bartley, Blumer-Schuetz, Boruff-Jones, Carpenter, Carver, Chamra, Chapman, Coleman, Craig, Debnath, Dempsey Dinda, Dunn, Edrisinha, Govind, Grace, Guessous, Guest, Hansen, Hartmus, Hoag, hodge, Jamieson, Kattner, Kauric-Klein, Kies, Knox, Landis-Piwowar, Lewis, Margerum-Leys, Mathew, McCulloch, Merchant, Miller, Mitton, Olawoyin, Pierce, Piscotty, Pratt, Rawashdeh, Rohn, Shesko, thompson, tiegs, Tilashalski, VanLoon, Wadsworth, Wasserman, Wendell, Westergaard, Youngquist*

Members Absent: *Battles, DeVore, Discenna, Dwyer, Johnson, Matthews, Nielsen, Williams*

Provost Thompson called the meeting to order at 3:10 P.M.

SUMMARY OF ACTION ITEMS

UNFINISHED BUSINESS

None

NEW BUSINESS

Procedural Motion approved to staff Senate committees

Motion to change Undergraduate Degree Requirement

Motion from the Senate Academic Computing Committee to change membership approved

Motion from the Planning Review Committee to change membership approved

Motion from the Senate Campus Development and Environment Committee to update their charge to include the words 'cultural' and 'historical' was approved

Provost's Updates:

Provost Thompson shared her appreciation to the entire campus community for the patience exhibited this week during the shutdown, and the willingness to do what was best during that time to serve our students. She emphasized that the commitment shown to students and to one another were remarkable. She gave special thanks to the Registrar's office and Tricia Westergaard for all that went into getting the extra classrooms needed, along with assistance from CSITS and others. She expressed her great appreciation to the outpouring of support from

the surrounding community, with OCC and Macomb Community, St. John's Church offering space and support.

A. INFORMATION ITEMS

Provost Thompson provided the opportunity for Senators to comment on the informational items (Graduate and Undergraduate) listed in the agenda. There were no comments. (Formal agenda provided at the end of the minutes for archival purpose.) She moved on to the Information Items for which there were presentations, as follows:

1.1 Campus Operations Update: Steve Mackie was present to provide an update on the on-going heating repair problem, and expressed his thanks to the university community for their patience. He said that all three repairs have been done, and they are currently filling the lines, after which the next step would be pressurizing and heating. He said that it was expected that heat would be back on all over campus in three days. He added that they are working on a plan for redundancy so that the university does not have to depend on one line as we have been having to do in the present situation.

Ms. Guessous asked if the redundancy plans for the upcoming semester could include lower temperatures for the buildings to take into account the old infra-structure, and for making sure that the most important buildings could have heat if something were to happen in the Winter Semester, such as in labs or classrooms. Mr. Mackey replied that the redundancy plan has to work for all four seasons, with the air conditioning in the summer as well as the heat in the winter. He said that the teams that have been working on this problem are exhausted but they will continue addressing the situation. He stressed that there have been incredible challenges, particularly with the older buildings, during the last weeks. For example, Dodge Hall and MSC area are very difficult to heat in a critical mission situation such as this one. He said they will have to prioritize buildings. Ms. Kattner pointed out that the current closure was very bad for MTD, and she asked how Meadowbrook Theater was able to have performance but not Varner Hall. She noted that they had to cancel MTD performances. Mr. Mackey said that it was hard to get concentrated heat in Varner Hall due to the way the building is laid out. He said there have been assets that came to campus from many places, all over Michigan, Indiana, other states, and even from the government. Mr. Dinda requested that faculty should be told about whether classes will start normally in January as soon as possible in case we have to go remotely because faculty members need time to plan better. He said that faculty members must be notified earlier than 24 hours before classes start if they will have to teach online. Mr. Mackey replied that next week will be the bellwether

for January and he was optimistic that things would be starting back to normal for the winter semester.

1.2 Retention Plan Update: Neil Baumgartner was present to provide an update on the new FTIAC Retention Plan. Provost Thompson introduced this agenda item by mentioning that when she came in as Provost, she wanted to have a cohesive plan for retention. She observed that OU ranks 10th out of 15 public universities in Michigan and so there is definitely room for improvement. She noted that retention went from 78% to 76% last year. Mr. Baumgartner then reviewed previous year retention rates, and showed the goals for the next three years, which are to get to 79%, 80%, 81% in the years 2026-2028. He said the areas of work include: 1). To increase success rates while maintaining high standards, with a focus on Developmental and gateway Course Reform (first-year writing, math, other high impact gateway courses). 2). To enhance re-enrollment efforts, by building on the foundation established by enrollment management to help more students register in a timely manner. 3). To provide support for students experiencing challenges, by enhancing our ability to proactively identify and engage with students before challenges become insurmountable. Midterm grades would be part of this. 4). To develop and operationalize predictive models by using historical student data and success rates, and better identify students who may need additional support. 5). To enhance academic development and resilience by moving to a later withdrawal deadline, and the GrizzFIRE program, for example. He said the plan would include for faculty to continue to identify and engage students needing support, provide ways for students to connect to their program and College/School, and to continue work on improving outcomes in key courses. He noted that students sometimes say in response to why they are leaving the university, that they don't really know why they are here which is something that needs to be changed. Provost Thompson added that financial issues are the number one reason for dropping out, followed by mental health and then academic issues. She said the response rate is less than 5% as far as gathering data on this matter. Ms. Craig asked how we can improve the summer retention rate and help students to get back on track in the summer. Provost Thompson said we need to strategically look at the course offerings and make sure they are the courses that help students. Mr. Govind said there are students who are doing quite well but who leave OU. He said that one reason could be that they do not have an opportunity for independent research, and that there may not be enough rigor for some students, or

better opportunities to work, and he suggested that we may need to engage students more. Provost Thompson agrees that it is all about the student experience. She wants to look at how well high impact practices are being used, as well as experiential learning, and how many internship opportunities there are. Ms. Guessous said she would like to see data on the results or success of the summer classes because sometimes students take multiple classes and get burned out and are not as well prepared for the next level.

B. APPROVAL OF THE MINUTES from the meeting of November 20, 2025

There was a motion to approve the minutes (Guessous, Craig).

The motion was approved (45 yes, 0 no)

C. NEW BUSINESS

2.1 Procedural Motion to staff Senate Standing Committees:

MOVED that the persons below be appointed to the designated committees for the indicated terms: (Guessous, Margerum-Leys)

The motion was approved (43 yes, 1 no)

AI Committee

Bridget Kies (CAS) 2025-2028 term

Kelly Berishaj (SON) 2025-2027 term

Alcia Freeman (SEHS) 2025-2028 term

Anyi Liu (SECS) 2025-2028 term

Ali Malik (SECS) At-Large 2025-2026 term

David Stewart (SOM) 2025-2027 term

Shawn McCann (UL) 2025-2027 term

Seong Cho (SBA) 2025-2028 term

Oscar Rodriguez-Franco (SHS) 2025-2026 term

Classroom Use & Scheduling Committee

Lucia Mazza (CAS) for Jeffrey Heisler (CAS) Winter 2026
leave

Experiential Learning Committee

Angela Kaiser (CAS) for Raquel Prieta (CAS) 2024-2026
term

Senate Planning Review Committee

Yongjin Lu (CAS) Winter 2026 for Randy Gu (SECS)
2023-20

2.2 SUBSTANTIVE MOTION brought forward by the University Committee on Undergraduate Instruction (UCUI) to modify the Undergraduate Degree Requirement Policy in the Undergraduate Catalog changing the credit hour requirements from “a minimum of 120 credit hours” to “a minimum threshold of 90 credit hours; in alignment with HLC policy.” (Kristin Landis-Piwowar)

MOVED *to accept the language change to the Undergraduate Degree Requirement Policy as presented. (Margerum-Leys, Guessous)*

Kristin Landis-Piwowar was present and explained that the Higher Learning Commission implemented a policy change in Fall 2024 in which it will accept application for approvals of individual, reduced credit bachelor's degree program. She said this would reduce our present minimum of 120 credits to 90 credits. By adopting this, an academic unit could develop something new and propose it but a new program would have to go through the entire approval process. She pointed out that this does allow for some flexibility in our curriculum, innovations and some new equities for students that we don't always think about. She added that it does reduce the overall tuition costs for students and thus reduce the burden of student loans. She observed that expediting time to graduation can get them into the work force sooner and earning money which could improve completion rates. Ms Guessous said that she understands that this reduction in credits is something the HLC approved, but faculty need reassurance that this is for some limited specialized programs where it might be appropriate, but not necessarily for most programs. Ms. Landis-Piwowar replied that the proposal is not a push to change what we have, but an opportunity for flexibility for new programs, and not to change the model that we have. Ms. Craig said that her initial gut reaction is absolutely not, and is this the dumbing down of education, and are we taking away the student experience for students? People want to be seen as equal and competitive so if they do a program that is only 90 credits, they could be seen as unequal. Ms. Randall spoke on this, that it is not a concern for graduate admissions, and around the world 3-year programs are quite common in some countries, and we admit students from those programs. She added that combined programs would be part of this. Ms. Craig said she doesn't like to see Michigan become non-competitive by diluting their education when students may not even be prepared when they come here. Ms. Landis-Piwowar said there is already a 90 credit RN program so this is not actually new to the campus. Mr. Dinda asked if the Gen Ed program would

decrease, because the other countries from which students come to OU don't have Gen Ed programs so the 3-year program works for these student but doubts that it would for OU students. Ms. Landis-Piwowar said that the Gen Ed program is required by HLC so Gen Ed would not be going away, and students have a minimum requirement of 30 credits of Gen Ed. So the major could be done in 60 credits to add up to 90. Mr. Wasserman said we don't have to do this to remain in compliance with HLC. He also said there is no top-down pressure to create programs with fewer credit hours, but in fact, there could be a race to the bottom to cut programs. He said it seems like standards are eroding in a very definitive trajectory. Mr. Margerum-Leys said that in SEHS they found that they were able to design a 3-year BA/MA that is something teachers are looking for. He added that they do not want to change existing programs, and he pointed out that these programs have to meet the same standards that exist for all programs, so the proposal does not reduce the standards. He added a personal note, that he had 3-years of funding after coming to university from the military, and his fourth year was terrible. He is strongly in support of the 90-credit plan, regardless of what our competition is doing. Mr. Govind is concerned the shortened programs would not make students competitive to get into the best graduate programs. He does not think it is as good as a 120-credit program because it could provide students with a false hope that when they do a 90-credit program, it is equal to other 120 credit programs. Ms. Kattner said that at first she was against it, but then she began to realize that it is opening the university to a wider group of students, but still it seems like a race to the bottom. Provost Thompson said this is not for every program, but it could be a completion degree, for example, or appropriate for certain programs. She said in Ohio and Indiana, the governments have told universities to have some kind of 90-credit degrees. Ms. Jamieson said that she is in support of this because we need to be aware of the times, and because the cost of education is skyrocketing. She added that OU is unique in offering 4-credit courses, so at other institutions it is easier to take 5 courses per semester. She said she believes there are innovative ways to offer the same amount of content and make the education affordable but in a lesser number of credit hours, thus finding ways to make education more affordable. She observed that fewer Americans see university as a good value, and the world is changing as the availability of loans is decreasing. Mr. Seidel (student) said there is an extreme interest in this from the student body, and the main driver of this interest is affordability. Students want to keep their debt down. Also, it is not every student that would be looking for this.

- 2.3 SUBSTANTIVE MOTION** from the Senate Academic Computing Committee to change the membership of the committee allowing the Chief Information Officer (CIO) to appoint a designee.

MOVED to change the membership of the Senate Academic Computing Committee as presented. (Wendell, Guessous)

Mr. Roumani presented the reasoning for this proposal. He said since other administrators are allowed to have a replacement, they would like to as well.

The motion was made to move to second reading (Wendell, Kies). This motion was approved.

The original motion was approved (39 yes, 4 no)

- 2.4 SUBSTANTIVE MOTION** from the Senate Planning Review Committee (SPRC) to revise its charge and increase membership to ensure representation from all academic units creating equitable representation and increased membership to allow subcommittees to be formed to address the workload of the committee. (Gerard Madlambayan)

MOVED to change the membership of the Senate Planning Review Committee as presented. (Guessous, Grace)

Mr. Madlambayan was present to explain that the logic for this change was to have a more equitable committee with membership from across the campus, for which they would be increasing their membership from 11 to 17. He added that this change would also create a better distribution of work on the committee.

The motion was made to move to second reading (Wendell, Craig)

The motion was approved (34 yes, 8 no)

The motion was then approved (40 yes, 2 no)

- 2.5 SUBSTANTIVE MOTION** brought forward by the Senate Campus Development and Environment Committee to update their charge to include the terms “cultural” and “historical” allowing the committee the consideration of historical or cultural impacts of new campus developments. (Tom Raffel)

MOVED to change the membership of the Senate Campus Development and Environment Committee as presented. (Guessous, Hodge)

Mr. Raffel was present to explain that the committee believes that it is just as important to consider the historical and cultural impacts of new campus development as it is to consider other factors.

The motion was made to move to second reading (Blumer-Schuette, Tiegs)

The motion was approved (41 yes, 2 no)

The original motion was then approved (43 yes, 1 no)

D. ADJOURNMENT

The meeting was adjourned at 5:00.

Respectfully submitted,
Dikka Berven (Senate Secretary)

Oakland University Senate Agenda

Meeting Details

December 11, 2025

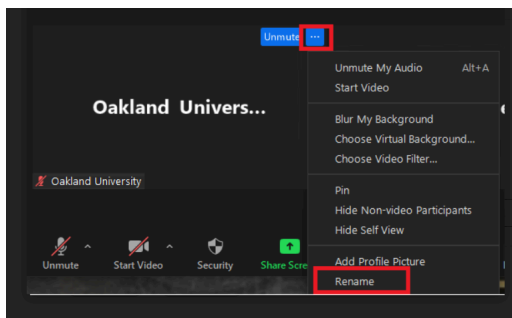
Meeting Time: 3:10 pm

NOTE: **Virtual Option Only** via [ZOOM Registration Link](#)

(Due to the ongoing high temperature hot water (HTHW) pipe system repair, this meeting will not be available in-person.)

Meeting Materials and Documents

- Only elected [senators](#) for the 2025-2027 term may vote
- Vote Yes (1) or No (2)
- If you wish to Abstain, simply do not vote
- If you are attending remotely, please rename yourself for voting purposes. To rename yourself-- hover over individual icon (2) click the 3 horizontal dots (3) click “rename” and rename yourself using SEN and first and last name (ie: SENKevinBall, SENKarenMiller)



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- If senators leave the meeting, or join late, they are required to indicate *via* the Zoom chat for the minutes. Your departure or arrival may affect having a quorum that is necessary for a vote.
- If attending virtually and have a question or comment, please raise your virtual hand and turn on your camera.
- If attending virtually please have your camera turned on especially if you are speaking.

1. Informational Items

1.1. Provost Updates

1.2. Graduate School Curriculum Submissions

- 1.2.1. **Supply Chain Analytics, Graduate Certificate, new graduate certificate to begin Fall 2026;** new 15 credit (five course) fully-online graduate certificate combines two fields, Supply Chain Management and Business Analytics, to help meet growing demand for supply chain analytics professionals as companies are prioritizing real-time data insights to optimize supply chains; Department of Decision and Information Sciences, School of Business Administration (Vijayan Sugumaran)
- 1.2.2. **Music Education, PhD, discontinue admissions beginning Winter 2026 and discontinue the Music Education, PhD degree program** upon completion by the last currently enrolled student, which would be Fall 2027 at the latest, allowing for the university's seven year time limit for enrolled students to graduate; Department of Music, School of Music, Theatre and Dance (Melissa Hoag)

1.3. Undergraduate Curriculum Submissions

- 1.3.1. **African and African-American Minor, modification** to reduce the number of credit in the minor from 20 to 16, and additional electives to the minor, Department of International Studies Program, College of Arts and Sciences (Liz Shesko)
- 1.3.2. **Chinese Studies Minor, modification** to reduce the number of credit in the minor from 20 to 16, and additional electives to the minor, Department of International Studies Program, College of Arts and Sciences (Liz Shesko)
- 1.3.3. **Japanese Studies Minor, modification** to reduce the number of credit in the minor from 20 to 16, and additional electives to the minor, Department of International Studies Program, College of Arts and Sciences (Liz Shesko)
- 1.3.4. **Latin American Studies Minor, modification** to reduce the number of credit in the minor from 20 to 16, and additional electives to the minor, Department of International Studies Program, College of Arts and Sciences (Liz Shesko)
- 1.3.5. **Middle Eastern Studies Minor, modification** to reduce the number of credit in the minor from 20 to 16, and additional electives to the minor, Department of International Studies Program, College of Arts and Sciences (Liz Shesko)
- 1.3.6. **Music Technology, Liberal Arts Minor, modification** to change the name to Music Technology Minor, and reduce the number of credits in the minor from 24 to 16, Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.7. **Instrumental Performance, B.M., modification** to add MUS 1330 (1 credit) and reduce large ensemble requirements from 8 to 7 credits; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.8. **Instrumental Performance, B.M. Concentration in Jazz Studies, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.9. **Instrumental Performance, B.M. Concentration in Music Composition, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.10. **Instrumental Performance, B.M., Concentration in Music Technology, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.11. **Instrumental Performance, B.M. Concentration in Music Theory, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.12. **Instrumental Performance, B.M. Concentration in World Music, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.13. **Music Education and Performance, Choral and General Music, B.M., discontinue** double majors in music education and performance for HLC compliance, students can pursue new degrees in music education with a concentration in performance; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)

- 1.3.14. **Music Education and Performance, Instrumental and General Music, B.M., discontinue** double majors in music education and performance for HLC compliance, students can pursue new degrees in music education with a concentration in performance; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.15. **Music Education, Choral and General Music, B.M., modification** to add MUS 1330 (1 credit) and reduce large ensemble requirements from 8 to 7 credits; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.16. **Music Education, Choral and General Music, B.M. Concentration in Piano Pedagogy, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.17. **Music Education, Choral and General Music, B.M. Concentration in Piano Performance, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.18. **Music Education, Choral and General Music, B.M. Concentration in Voice Performance, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.19. **Music Education, Instrumental and General Music, B.M., modification** to add MUS 1330 (1 credit) and reduce large ensemble requirements from 8 to 7 credits; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.20. **Music Education, Instrumental and General Music, B.M. Concentration in Instrumental Performance, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.21. **Music, B.A., modification** to add MUS 1330 (1 credit) and reduce large ensemble requirements from 4 to 3 credits; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.22. **Music, B.A. Concentration in Jazz Studies, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.23. **Music, B.A. Concentration in Music Composition, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.24. **Music, B.A. Concentration in Music Technology, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)

- 1.3.25. **Music, B.A. Concentration in Music Theory, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.26. **Music, B.A. Concentration in Piano Pedagogy, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.27. **Music, B.A. Concentration in World Music, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.28. **Piano Performance, B.M. modification** to add MUS 1330 (1 credit) and reduce large ensemble requirements from 4 to 3 credits; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.29. **Piano Performance, B.M. Concentration in Jazz Studies, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.30. **Piano Performance, B.M. Concentration in Music Composition, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.31. **Piano Performance, B.M. Concentration in Music Technology, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.32. **Piano Performance, B.M. Concentration in Music Theory, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.33. **Voice Performance, B.M., modification** to add MUS 1330 (1 credit) and reduce large ensemble requirements from 4 to 3 credits; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.34. **Voice Performance, B.M. Concentration in Jazz Studies, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.35. **Voice Performance, B.M. Concentration in Music Composition, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)

- 1.3.36. **Voice Performance, B.M. Concentration in Music Technology, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.37. **Voice Performance, B.M. Concentration in Music Theory, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.3.38. **Voice Performance, B.M. Concentration in World Music, new major dependent concentration** based on recommendations from NASM (National Association of Schools of Music) to create major dependent concentrations with specific disciplines; Department of Music, School of Music, Theatre and Dance, College of Arts and Sciences (Melissa Hoag, Elisabeth Hoegberg)
- 1.4. Combined Graduate School and Undergraduate Curriculum Submissions
 - 1.4.1. **Bachelor of Interdisciplinary Studies/Court Administration, Graduate Certificate, Combined B.I.S./Graduate Certificate, new combined Bachelor of Interdisciplinary Studies to Graduate Certificate program** for students pursuing an Interdisciplinary Studies degree that want to pursue a career in Court Administration, Departments of Bachelor of Interdisciplinary Studies and Political Science, The College of Arts and Sciences (Jen Cordon-Thor, Doug Carr)
 - 1.4.2. **Bachelor of Interdisciplinary Studies/Criminal Justice Leadership, Graduate Certificate, Combined B.I.S./Graduate Certificate, new combined Bachelor of Interdisciplinary Studies to Graduate Certificate program** for students pursuing an Interdisciplinary Studies degree that want to pursue a career in Criminal Justice Leadership, Departments of Bachelor of Interdisciplinary Studies and Political Science, The College of Arts and Sciences (Jen Cordon-Thor, Doug Carr)
 - 1.4.3. **Bachelor of Interdisciplinary Studies/Health Care Administration, Graduate Certificate, Combined B.I.S./Graduate Certificate, new combined Bachelor of Interdisciplinary Studies to Graduate Certificate program** for students pursuing an Interdisciplinary Studies degree that want to pursue a career in Health Care Administration, Departments of Bachelor of Interdisciplinary Studies and Political Science, The College of Arts and Sciences (Jen Cordon-Thor, Doug Carr)
 - 1.4.4. **Bachelor of Interdisciplinary Studies/Local Government Management, Graduate Certificate, Combined B.I.S./Graduate Certificate, new combined Bachelor of Interdisciplinary Studies to Graduate Certificate program** for students pursuing an Interdisciplinary Studies degree that want to pursue a career in Local Government Management, Departments of Bachelor of Interdisciplinary Studies and Political Science, The College of Arts and Sciences (Jen Cordon-Thor, Doug Carr)
 - 1.4.5. **Bachelor of Interdisciplinary Studies/Nonprofit Organization and Management, Graduate Certificate, Combined B.I.S./Graduate Certificate, new combined Bachelor of Interdisciplinary Studies to Graduate Certificate program** for students pursuing an Interdisciplinary Studies degree that want to pursue a career in Nonprofit Organization and Management, Departments of Bachelor of Interdisciplinary Studies and Political Science, The College of Arts and Sciences (Jen Cordon-Thor, Doug Carr)
 - 1.4.6. **Bachelor of Interdisciplinary Studies/Masters of Public Administration, Graduate Degree, Combined B.I.S./M.P.A., new combined degree** for students pursuing a Bachelor of Interdisciplinary Studies degree that want to pursue a career in Public Administration, Departments of Bachelor of Interdisciplinary Studies and Political

1.5. Campus Operations Update (Steve Mackey)

1.6. Retention Plan (Neil Baumgartner)

2. Approval of [Minutes from November 20, 2025](#)

3. Unfinished Business

None

4. New Business

4.1. **Procedural Motion** to staff Senate Standing Committees:

MOVED that the persons below be appointed to the designated committees for the indicated terms:

AI Committee

Bridget Kies (CAS) 2025-2028 term
Kelly Berishaj (SON) 2025-2027 term
Alicia Freeman (SEHS) 2025-2028 term
Anyi Liu (SECS) 2025-2028 term
Ali Malik (SECS) At-Large 2025-2026 term
David Stewart (SOM) 2025-2027 term
Shawn McCann (UL) 2025-2027 term
Seong Cho (SBA) 2025-2028 term
Oscar Rodriguez-Franco (SHS) 2025-2026 term

Classroom Use & Scheduling Committee

Lucia Mazza (CAS) for Jeffrey Heisler (CAS) Winter 2026 leave

Experiential Learning Committee

Angela Kaiser (CAS) for Raquel Prieta (CAS) 2024-2026 term

Senate Planning Review Committee

Yongjin Lu (CAS) Winter 2026 for Randy Gu (SECS) 2023-2026 term

4.2. **SUBSTANTIVE MOTION** brought forward by the University Committee on Undergraduate Instruction (UCUI) to modify the Undergraduate Degree Requirement Policy in the Undergraduate Catalog changing the credit hour requirements from “a minimum of 120 credit hours” to “a minimum threshold of 90 credit hours; in alignment with HLC policy.” (Kristin Landis-Piwowar)

MOVED to accept the language change to the Undergraduate Degree Requirement Policy as presented.

First Reading: Amendable, debatable but not eligible for a final vote at this meeting.

Comment: Rationale and proposed new language
UCUI Minutes October 14, 2025

4.3. **SUBSTANTIVE MOTION** from the Senate Academic Computing Committee to change the membership of the committee allowing the Chief Information Officer (CIO) to appoint a designee. (Qunfeng Liao, Yaman Roumani)

MOVED to change the membership of the Senate Academic Computing Committee as

presented.

First Reading: Amendable, debatable and not eligible for final vote at this meeting

Comment: Presentation

Rationale and proposed changes to the Senate Academic Computing Committee

- 4.4. **SUBSTANTIVE MOTION** from the Senate Planning Review Committee (SPRC) to revise its charge and increase membership to ensure representation from all academic units creating equitable representation and increased membership to allow subcommittees to be formed to address the workload of the committee. (Gerard Madlambayan)

MOVED to change the membership of the Senate Planning Review Committee as presented.

First Reading: Amendable, debatable and not eligible for final vote at this meeting

Comment: Presentation

Rationale and proposed changes to the Senate Planning Review Committee

- 4.5. **SUBSTANTIVE MOTION** brought forward by the Senate Campus Development and Environment Committee to update their charge to include the terms “cultural” and “historical” allowing the committee the consideration of historical or cultural impacts of new campus developments. (Tom Raffel)

MOVED to change the membership of the Senate Campus Development and Environment Committee as presented.

First Reading: Amendable, debatable and not eligible for final vote at this meeting

Comment: Rationale and proposed changes to the Senate Campus Development and Environment Committee

Good and Welfare

Adjourn