

**Senate Minutes  
December 12, 2024**

**Members present:** *Ball, Battles, Baxa, Bzhetaj, Boruff-Jones, Carpenter, Carver, Coleman, Corcoran, Craig, Dinda, Eis, Garcia, Gemechu, Glover, Goble, Guessous, Hartmus, Kiefer, Kies, Knox, Kobus, Kondratek, Latcha, Margerum-Leys, McMillon, Miller, Mitton, Naus, Olawoyin, Ostergaard, Reger, Rodriguez, Rutledge, Shesko, Wadsworth, Wasserman, Wendell, Wenz, Williams*

**Members absent:** *Al-Shabrawey, Aloj, Barry, Brumer, Carey, Chamra, Edrisinha, Golinski, Hansen, Hay, Insko, Landolt, Lehman-Pace, Lieu, Ligocki, Merchant, Pierce, Qian, Rawashdeh, Stanton, Tiegs, Tilashalski, Trivedi*

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

**SUMMARY OF INFORMATION AND ACTION ITEMS**

**INFORMATION ITEMS**

**1. Graduate Program Submissions**

**a Information Security Management, Graduate Certificate modification to change the name** to Cybersecurity Analytics and Management Certificate to maintain consistency with the MSITM CAM Concentration and restructure courses to allow more flexibility for students; Department of Information Sciences, School of Business Administration

**b Special Education, MEd with a Concentration in Applied Behavior Analysis(ABA) Graduate Program Modification** to begin Fall 2025, to reduce the number of credits for the MEd from 45 to 43 by restructuring the curriculum and modifying the exit options; Department of Human Development and Child Studies, School of Education and Human Services

**c Secondary Education, MAT, Graduate Program Modification** to begin Fall 2025, to modify the curriculum to add two additional two credit courses, resulting in a 37 credit hour program; Department of Teaching and Learning, School of Education and Human Services **d History, MA, Graduate Program Modification** to begin Fall 2025, to fundamentally modify the curriculum and change from 38 to 30 credits and to modify the exit option to include a project or thesis; Department of History, College of Arts and Sciences

**2. Undergraduate Program Submissions**

**a Certificate, Undergraduate, modify the definition of Undergraduate Certificate** to exclude the requirement for 6 credits at the upper division level and update the financial aid language, Office of the Provost

**b Communication B.A., modify** the major by removing the language corequisite from the requirements for the degree; Department of

Communication, Journalism, and Public Relations, College of Arts and Sciences

**c Finance, B.S., Specialization in Wealth Management, modify** to Finance, B.S., Concentration in Wealth Management, Department of Accounting and Finance, School of Business Administration  
**d Management Information Systems, B.S., Specialization in Business Analytics, modify** to Management Information Systems, B.S., Concentration in Business Analytics, Department of Decision and Information Sciences, School of Business Administration  
**e Management Information Systems, B.S., Specialization in Information Security Management, modify** to Management Information Systems, B.S., Concentration in Information Security Management, Department of Decision and Information Sciences, School of Business Administration

**f Operations Management, B.S., Specialization in Supply Chain Management, modify** to Operations Management, B.S., Concentration in Supply Chain Management, Department of Decision and Information Sciences, School of Business Administration  
**g**

**Operations Management, B.S., Specialization in Project Management, modify** to Operations Management, B.S., Concentration in Project Management, Department of Decision and Information Sciences, School of Business Administration  
**h Artificial Intelligence, B.S., Concentration in Cybersecurity, new** concentration for defining curriculum for students, Department of Computer Science and Engineering, School of Engineering and Computer Science

**i Artificial Intelligence, B.S., Concentration in Game Development, new** concentration for defining curriculum for students, Department of Computer Science and Engineering, School of Engineering and Computer Science

### **3. Combined Graduate and Undergraduate Submissions**

(None)

### **4. Badging Update**

### **5. UL Reconsideration Policy**

### **6. General Education Revision Ad-Hoc Committee**

### **7. Senate Updates for Winter 2025**

### **8. Provost Updates**

## **ACTION ITEMS**

### **OLD BUSINESS**

Motion tabled to create a Senate Artificial Intelligence Committee

Motion approved to create a Stackable Graduate Certificate

Policy

### **NEW BUSINESS**

Procedural Motion approved to staff Senate Committees Motion to end the Temporary Test-Optional Admission policy and to establish

a permanent Test-Optional Admission policy  
Motion approved to disband the Senate Student Academic Support Committee  
Motion to create a new M.S. in Bio-Engineering  
Motion to establish a B.S. in Applied Data Science

## **A. INFORMATION ITEMS**

Interim Provost Corcoran invited Senators to make comments or ask questions about the above Information Items 1-3. There were none.

**4. Badging Update** - Brandy Randall was present to provide an update. Digital badges provide a way to demonstrate some of the specific skills and competencies students can gain. Badges will only be issued when the learner has demonstrated that they possess the skill represented by the badge. She said that we want OU badges to have a reputation of dependability and quality for which PACE will be managing the process. She indicated that one can badge all or part of a course, sets of courses, and/or certificates. A minimum grade of C or equivalent for undergraduate courses and a minimum grade of B or equivalent for Grad courses or assignments are needed. Noncredit activities that include an assessment of skill are also possible. Badges can stand on their own or stack into micro credentials, certificates and/or degrees. No badge or micro credential can have the same name as a credit bearing certificate. A badge can be co-branded with another entity. Badges can be set to expire if the content that is badged is likely to become outdated. Badges with an expiration date are the only badge a learner can earn more than once. The badge will not be on the academic transcript at this time. Gerard: Is there a list of the types of badges that can be awarded? Answer: Right now the only one is the paralegal program. She concluded by saying that what is needed is for departments to come up with badges. Senator Wendell asked who are the instructors for the paralegal program? Ms. Randall replied that this is offered through PACE, it is accredited by the American Bar Association and she added that there is a posting for paralegal faculty. She added that there are part-time faculty involved.

**5. UL Reconsideration Policy** - Beth Wallis (Associate Dean KL) was present to explain the new policy addressing book banning attempts. There have been many challenges to titles and content in the USA, a big boom since 2020. Kresge Library is planning ahead and wants to be proactive and so they established a Task Force, and created a policy. It establishes that it is not KL's policy to withdraw materials. It supports academic freedom, and maintains KL's neutrality, and states that only OU community members can submit challenges to materials. [Link to UL Materials Reconsideration Form](#)

## **6. General Education Program Revision Ad-Hoc Committee Update -** Laila Guessous and Maria Paino are co-chairs.

Maria Paino explained the reform efforts. The present program has not been revised in 20 years. Our program was flagged in 2017 as being outdated.

Contemporary programs are modern, interdisciplinary, work to promote curiosity and exploration, and allow students to choose things that interest them. Examples are first-year seminars, diversity courses, service learning, experiential learning. It includes writing across the curriculum, and promotes high impact practices. Employers are looking for people with oral and written communication skills.

She reviewed the 3 Grizz Core Model Proposals which are not packages but have elements. The ULOs will not change. All 3 models have a first-year seminar and each model has a set of foundational course, and each is limited to 20 courses. They think of the elements as 'à la carte'. When students get beyond the foundational courses, they will explore the pathway/strand/theme.

The first year experience \*FYES is the single more important change OU would make. She said that FYES are associated with higher GPAs, increased graduation rates, greater rates of retention, better attitudes toward higher education and more credits accrued. They provide shared experiences and community building. Students gain access to a faculty mentor. They propose three: a Southeast Michigan/Metro Detroit theme, an Experiential Project, and Major Texts, and whichever one of these is used, there would be an academic success portion, small class sizes, optional team teaching, and optional student mentor component. She said students are asking for more math, so quantitative reasoning is present in all the models. Examples of foundational courses are writing, world language, human connection, math, difference and power, scientific inquiry. It is going to be a much more expansive category with an integrative curriculum. These curriculums emphasis interdepartmental possibilities.

She outlined features of the three models:

GESLOS have been removed; there is optional team-teaching; there are opportunities for developing new, modern and interesting course; places for majors to count courses already being offered; high impact practices; all Grizz Core courses have micro-credentials possibilities; adoption of a streamlined assessment process. Questions and Answers followed:

Q: How many people have filled out the feedback forms? A: over 100 but the majority were from the CAS. They are going to start digging into the feedback in the middle of January. Q Bridget Keyes: She thanked the committee for the work and asked about the choice of students picking a pathway—if they are committed to a particular pathway it is against the spirit of learning new pathways and interests. A: Students often don't see the relevance of the program now. They check off courses. So adding themes or pathways gets them excited about that area. Having an overarching theme would get them more excited about it rather than disparate courses. Corcoran said how much the university has

appreciated the work done by this committee.

Ms. Guessous (co-chair) said that a timeline is coming up, they will come back with one or two proposals, and then come back with a final proposal. They are hoping for a fall 2027 launch date.

### **7. Senate Updates for Winter 2025**

Provost Corcoran provided this update: Nicole Clark (SON) for Mary Golinski (SON) who is on Sabbatical Leave Winter 2025

### **0. Update on the Senate Committee (Co) Chairs for 2024-2025 the Senate Record - Amy Banes-Berceli**

Academic Honors Committee

Hong Qian (SBA)

Faculty Diversity, Equity and Inclusion Committee

George Sanders (CAS)

Graduate Council

John Krauss (SHS) Co-Chair

### **9. Provost Updates:** Interim Provost Corcoran provided the following information:

Update on the Provost search. There are no candidates returning to campus. By the end of next week, there could be an announcement. The process has continued to move along.

Commencement is coming up this weekend.

**B. APPROVAL OF THE MINUTES of November 21, 2024** A few errors noted in the members present/absent list will be fixed. The November minutes were approved.

## **C. OLD BUSINESS**

**1. SUBSTANTIVE MOTION** from the University Senate Steering Committee to create a new Artificial Intelligence Senate Committee to provide collaboration involving faculty and administration to provide an opportunity for Oakland University to coordinate a centralized resource in response to this evolving technology for the campus community.

**MOVED** *that the Senate approve creating the Artificial Intelligence Senate Committee as presented in the attached proposal.*

Fritz McDonald was present to update. The proposal has been revised. Q: Dan Arnold asked why the membership doesn't include anyone from university technology services. A: They are open to considering that. Q: Would this committee be more in administrative or strictly in the administrative side? Make sure that the role is clear and distinct. A: Was

there anything that wasn't clear from the charge? Q: Is it mostly academic integrity, or also organizational impact? There are broader ramifications on the administrative side. The committee could benefit from someone from the UTS side. A: Would be willing to reach out people at UTS. Q: It shouldn't be too involved in the staff and administrative side and maybe another committee would be needed to handle that side of it. A; That might be the Academic Computing Committee charge. (All of these were Arnold). Brandy Randall: Thought the grad student side could be beefed up a bit. Was does 'responsive' to the use of AI mean? Need to make sure grad school and grad council is involved. She would suggest adding Grad Council to the charge. Q Liz Shesko: With the appointment of a graduate student, would the student government be the appointing body? A: Brandy Randall said the Graduate Dean or the Student Congress select but whatever works best. Bridget Keys: are all of the bodies listed as potential members were informed and agreed? A: No but we can do that. Mr. McDonald then said that he will consult with the people on his committee and come back to the Senate soon.

**Second Reading:** Amendable, debatable eligible and eligible for final vote at this meeting

**2. SUBSTANTIVE MOTION** from the Graduate Council to establish a new Stackable Graduate Certificates Policy effective Winter 2025 wherein students will have the opportunity to earn a transcript-recognized, non-degree credential for completing a structured sequence of courses that may be stacked into a graduate degree upon admission to a degree-seeking program as outlined. (Brandy Randall)

**MOVED** *that the Senate approve establishing the Stackable Graduate Certificates Policy effective Winter 2025 as outlined.*

Brandy Randall clarified the reason for this motion which is that the policy formalizes something that is happening already.

The motion was approved (35 yes, 1 no).

## **D. NEW BUSINESS**

1. **PROCEDURAL MOTION** to staff faculty on Senate Standing Committees.

**MOVED** *that the persons below be appointed to the committees designated:* (Guessous, Rutledge)

### **Academic Honors Committee**

Hong Qian (SBA)

David Kidger (CAS)

Laurel Stevenson (SHS)

Jason Wu (SECS)

**Faculty Diversity, Equity and Inclusion Committee**

George Sanders (CAS)  
Drake Dantzler (CAS)  
Angineh Djavadghazaryans (CAS)  
Pratik Kothari (SBA)  
Chris Wilson (SHS)

**Graduate Council**

Kevin Grimm (CAS) for Joanne Lipson Freed (CAS) Winter 2025 Sabbatical

**Honorary Degree**

David Kidger (CAS) for Yin Yu-Thompson (SAB) Winter 2025 Sabbatical

**University Committee on Undergraduate Instruction**

Anthony Tuf Francis (SEHS) for Patti Bills (SEHS) Winter 2025 Sabbatical Leave

The motion was approved (35 yes, 0 no).

**2. SUBSTANTIVE MOTION** from the Office of Undergraduate Admissions to end the temporary Test-Optional Undergraduate Admission (due to COVID-19) and to permanently establish the Test-Optional Undergraduate Admission at Oakland University for the incoming classes of 2026 and beyond.

**MOVED** *that the Senate approve to permanently establish the Test Optional Undergraduate Admission at Oakland University for the incoming classes of 2026 and beyond.* (Guessous, Eis)

Shane Lewis (Director for Undergraduate Admissions) was present to explain. He said the goal is to make a recommendation for a permanent policy. The temporary was first instituted for Fall 2020 in light of COVID. Temporary shift was later extended through Fall 2025. For Fall 2024, over 63% of admitted students did not supply a test score. More than 2000 institutions do not require a test score. Many Michigan public universities have adopted a permanent test-optional admission policy. U of M said this helps to level the playing field because the tests can be an unnecessary barrier to students in lower income category and is better for students from all backgrounds. He said that the results of a validity study showed that at OU, the SAT scores did not add predictive validity to the success of the students. In general, high school GPA is the better determinant of a student's success in college. At OU, it has allowed the university to extend their applicant pool. URM students are less likely to want to submit a test score. The URM admitted students has increased. Test-optional strengthens diversity and broadens access to students who have been historically underrepresented. It can create more of an inviting culture to students. The BOT supports this move. The data on student success supports this shift. First-year retention has increased from 73% to 78%, and second-year from 63% to 67%. Policies like this can help to achieve OU's goals.

They want to shift permanently to test-optional admission, beginning with

the Winter 2026 semester.

Q: Julia Rodriguez said this is great, but having talked with parents, students all think they have to take tests. A: We tell them that submitting a test never negatively affects them. If students do submit a score, it can be used for placement. But it is not viewed in the admission process one way or the other.

**3. SUBSTANTIVE MOTION** from the Senate Student Academic Support Committee (SASC) to disband the Student Academic Support Committee as a result of the university growth producing additional committees performing duplicative tasks and the tasks once completed by SASC are managed in new committees.

**MOVED** to disband the Senate Academic Committee (SASC) as presented (Mitton, Guessous)

Nick Lauer read the SASC charge. The rationale for disbanding is that the university has grown so much during the past 20 years that tasks that were once completed by the committee are now performed by other committees, offices and campus groups. The committee is duplicative, and there has not been a clear definition of the committee's purpose or tasks for at least several years. The members voted unanimously to disband this committee.

Julia Rodriguez moved directly to second reading. (Margerum-Leys seconded).

Senator Latcha: is there a particular urgency? Ms. Rodriguez as a member of the committee said there doesn't seem to be any reason to delay it.

Motion to move to second reading: 27 yes, 6 no.

The original motion was approved: 31 yes, 1 no.

**4. SUBSTANTIVE MOTION** from the Graduate Council to establish a new Master of Science (M.S.) in Bioengineering to begin Fall 2025 to synergistically pair advanced course work in both biological sciences and engineering in order to prepare students for the quickly evolving bioengineering needs both in research and industry; Department of Bioengineering, College of Arts and Sciences **and** the School of Engineering and Computer Science. (Shailesh Lal, Alycen Wiacek)

**MOVED** that the Senate approve the Graduate Council recommendation to establish a new Master of Science (M.S.) in Bioengineering to begin Fall 2025. (Latcha, McMillon)

Alycen Wiacek was present to explain. She summarized the need and market analysis and explained that this field is expected to grow because there is a need for this type of advanced engineers and scientists. They did a survey which indicated that 80% of



respondents said they were likely to pursue this program. The goal is to train students in emerging technologies in Bioengineering, apply principles of bioengineering to real-world problems, and analyse the unique ethical problems that exist in the society. She stated that there are very few M.S. programs nationally in Bioengineering. This one is designed to be an interdisciplinary program with Biology.

Mike Latcha made the motion to move to second reading (seconded by Mitton)  
The motion failed (20 yes, 8 no).

**5. SUBSTANTIVE MOTION** from the University Committee on Undergraduate Instruction (UCUI) to establish a new Bachelor of Science (B.S.) in Applied Data Science to begin Fall 2025 as an interdisciplinary platform offering a comprehensive curriculum in data science to prepare students with necessary quantitative and computational skills; Department of Mathematics and Statistics, College of Arts and Sciences

**MOVED** *that the Senate approve the recommendation from the University Committee on Undergraduate Instruction (UCUI) to establish a new Bachelor of Science (B.S.) in Applied Data Science to begin Fall 2025.*  
(Guessous, Craig)

Ana Maria Spagnuolo was there to propose an Applied Data Science degree. She summarized the need and workforce demand. 1000 jobs open in Michigan alone at this time. Expected job growth from 2023-2033 is 36%. The goals are to provide students with foundational knowledge to develop critical thinking skills, analytical abilities and techniques for working on complex problems where data science can drive solutions. comparable programs offered at Michigan public and regional national institutions.

It would an interdisciplinary degree of 124 credits.

- 6. SUBSTANTIVE MOTION** from the Graduate School to revise the Graduate Admissions, Graduate School Policy effective Winter 2025 modifying Graduate School admissions policies to remove the Graduate School required recommendations for graduate certificates, reducing the Graduate School required recommendation to one for master's and doctoral programs, clarifying that earning a previous degree considered to be graduate level in the United States meets qualifications for graduate admissions, and allowing an exception for the requirement that a bachelor's degree be awarded prior to beginning graduate study in the case of an approved agreement with another university that provides evidence that the applicant has met the bachelor's degree requirements; Graduate School (Brandy Randall)

**MOVED** *that the Senate approve the recommendation from the Graduate School to revise the Graduate Admissions, Graduate School Policy as presented.* (Guessous, Eis)

Brandy Randall explained the Graduate Admission Requirements changes which would eliminate the university requirements for recommendation letters for graduate certificates and reduce the university requirement for recommendations to 1 (currently 2); but programs can require more. She explained that these recommendation requirements can be barriers to admission. In addition, she noted that the plan would be to eliminate the requirement for applicants who have earned a degree that is considered to be graduate level in the US (eg, MD, JD, MS), and so if someone does not have a baccalaureate degree but they do have a graduate degree, they could be admitted.

## **7. ADJOURNMENT**

The meeting was adjourned at 4:50 P.M.

Respectfully submitted,  
Dikka Berven (Senate secretary)  
Adjournment: 4:50 P.M