

## WAYNE STATE UNIVERSITY – ACADEMIC SENATE

### Official Proceedings

November 5, 2014

---

Members Present: Margaret E. Winters, Provost and Senior Vice President for Academic Affairs; Louis J. Romano, President, Academic Senate; Mary Anderson; Poonam Arya; Ivan Avrutsky; Kevin M. Ball; Michael Barnes; Douglas Barnett; Linda Beale; Abhijit Biswas; Cathryn Bock; Frances Brockington; Suzanne Brown; David Cinabro; Victoria Dallas; Nabanita Datta; Heather Dillaway; Maria Ferreira; Jane Fitzgibbon; Moira Fracassa; Andrew Fribley; Nancy George; Ewa Golebiowska; Jeffrey Grynawiski; Ellen Holmes; renee hoogland; Michael Horn; Barbara Jones; David Kessel; Qin Lai; Lawrence Lemke; Leonard Lipovich; Kypros Markou; Fayette Martin; James Martin; Howard Matthew; Boris Mordukhovich; Bryan Morrow; James Moseley; Joshua Neds-Fox; Victoria Pardo; Charles Parrish; Philip Pellett; Lori Pile; John Porcerelli; Elizabeth Puscheck; Robert Reynolds; Michele Ronnick; Brad Roth; Heather Sandlin; Andrea Sankar; Beena Sood; Gail Stanford; Ronald Thomas; Ellen Tisdale; Sokol Todi; Mark VanBerkum; William Volz; Deborah Walker; Casey Westerman; King-Hay Yang

Members Absent with Notice: Robert Ackerman; Joseph Artiss; Randall Commissaris; Donald DeGracia; Zhengqing Hu; Patricia Jarosz; Stephen Lerner; T. R. Reddy; Marsha Richmond; Naida Simon; Jianjun Wang; Barrett Watten; Jeffrey Withey

Members Absent: Robert N. Frank; Avril Genene Holt; Maik Huttemann; Willane Krell; Kafi Kumasi; Jason Mateika; Alexey Petrov; Susil Putatunda; Linea Rydstedt; Lobelia Samavati; Ryan Standfest

Others Present: Haley Barnes, Office of the Provost; Brett Green, Senior Director, Total Compensation and Wellness; Gloria Heppner, Associate Vice President for Research; Alan Jacobson, Office of Budget, Planning and Analysis; Robert Kohrman, Associate Vice President for Budget, Planning and Analysis; Jeffrey Kuentzel, Director, Counseling and Psychological Services; Joseph Rankin, Associate Provost for Undergraduate Affairs; William Slater, Educational Outreach; David Strauss, Dean of Students; Ricardo Villarosa, Dean of Students Office; Angela Wisniewski, Office of the Academic Senate

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

#### I. IMPORTANT STUDENT SERVICES – INFORMATIONAL REPORTS

##### A. Care Report

Dean of Students David Strauss presented information about how to get help for students who may be experiencing problems. When a member of the University community has any kind of concern about a student, the Dean's Office encourages them to submit a Student Care Report. The report may cover all types of problems. The person may notice that the student does not feel well, is distressed, or tells the faculty or staff member something that is very troubling. There is no such thing as over-submitting. The report goes to Dean Strauss and the Student Conduct Officer. They address Care Reports immediately and evaluate what the next steps should be. They quickly engage others to assist the instructor or the student. Assistance could involve Counseling, the General Counsel, Public Safety, and/or residence life. The action taken could be removing the student from a class or from the campus if the activity is disruptive. The Dean or Student Conduct Officer may contact the person who submitted the report for additional information. The Dean's Office will contact the student only with the submitter's permission. They provide options and advice to the submitter. They keep in touch with the student and the submitter as needed. They will advise the submitter of the campus resources for the student and for the submitter. There are times when the Student Code of Conduct comes into play.

The Dean of Students Office (DOSO) recommends that instructors do not note subjective comments in STARS. If an instructor wants to make a note in STARS, they should only note that a Care Report is in the DOSO and that office should be contacted for more details. The DOSO is the repository for the information and subjective comments are not to be inserted in the academic record.

Post-Virginia Tech every University formed a team of administrators who discuss student issues so problems do not worsen. WSU's team is called the Student Update and Information Team (SUIT). Their purpose is to balance the safety of the classroom and the campus and help the student succeed academically.

The Dean of Students Office website is [doso.wayne.edu](http://doso.wayne.edu). It has resources for the campus community from student organizations and activities to conduct. The Student Care Report form is online. If the person reporting an incident needs assistance in completing the report, they should contact the Office.

Dean Strauss next addressed the subject of identifying and handling disruption in classrooms. He suggested that the instructor's syllabus address expected behavior in the classroom. Some students do not know how to behave, and it is recommended that instructors inform students in writing what is permitted in the classroom and what is not permitted. Information about this is on the DOSO's web page. Also on the web site is information about how to deal with disruptive students. There is a code of conduct process that has to be followed. There are templates on the web site that instructors may use to notify students to cease and desist disruptive behavior. In addition, Dean Strauss added that instructors always submit may a Care Report.

Dean Strauss responded to questions from Senate members.

He said that his Office has statistics about the number of Care Reports filed each year. They receive about one per day. Most are about disruptive behavior. His office keeps in touch with the instructor to find out if the situation has been resolved. Often the instructor does not contact him again. Most of the time when students are told that their misbehavior is unacceptable, they stop the behavior.

The expectations of discourse and appropriate behavior are the same for students taking classes online as for those in face-to-face classes. Dean Strauss' Office could tailor rules to apply to online situations. The expectations apply to every student, whether they are in classrooms, online, in laboratories, internships, in a field experience, or student teaching. If a problem develops in situations that are part of a student's curriculum, the policies apply.

The Student Code of Conduct applies to every student, whether that student is on the main campus, the Medical School campus, or at extension centers. The Code of Conduct is available on the DOSO's web site. There are two tracks: one for academic misbehavior, which is adjudicated by the school or college; the other is for non-academic misbehavior, which is handled at the University level.

The DOSO informs faculty of the services that are available by making presentations at the schools and colleges. Dean Strauss will reach out to them again.

In a case where a student has serious psychological problems, Counseling and Psychological Services is bound by rules of confidentiality, and cannot divulge information about the student. If a faculty member has a student who appears to be experiencing psychological problems, they should report what is happening, and the DOSO will follow up.

Dean Strauss said that his Office and CAPS have to act as a result of behavior and not on suspicion. Some students may have mental health issues, but no one can mandate that they seek counseling. A faculty member may encourage a student to attend counseling, but cannot require them to do so in order to remain in a class.

If a situation arose where a graduate assistant was experiencing problems that affected his pursuing his degree and his work as a graduate assistant, Provost Winters suggested that the faculty member contact the Associate Provost for Academic Personnel. As a graduate assistant, the student has a contractual relationship with the University.

## B. Counseling and Psychological Services

Jeffrey Kuentzel, the Director of Counseling and Psychological Services (CAPS) informed the Senate about the services his office provides. CAPS is accredited by the International Association of Counseling Services. Its web site is [www.caps.wayne.edu](http://www.caps.wayne.edu). CAPS offers free and confidential counseling and psychiatric services to registered students. It offers individual, couple, and group counseling. It offers workshops, educational activities, crisis intervention for students, faculty, and the University community in response to a tragedy. The counselors are state licensed masters and doctoral level psychologists, counselors, and social workers.

In the last year the staff performed over 7,700 individual appointments, almost 1,000 group sessions, 763 initial consultations, almost 500 intake evaluations, 70 crisis intervention sessions, over 100 psychiatric evaluations, over 600 medication reviews, and 150 management sessions.

The most common diagnoses at intake are generalized anxiety disorder, major depressive

disorder, other mood disorders, and adjustment disorders. Many students have experienced trauma or life threatening situations or have witnessed others in such situations resulting in posttraumatic stress disorder. CAPS also helps students with phase of life problems and academic problems. Less common, but seen on a fairly regular basis, are bipolar disorder, eating disorders, schizophrenia, personality disorders, and autism spectrum.

Students do not need an initial appointment. When they go to the office, they are seen soon for the triage consultation. If the situation is an emergency, the counselor will intervene immediately and act to ensure safety. Otherwise, within about four hours the triage will be reviewed by the clinical review team to determine the disposition of the student, which will include one or more of the following: assignment to a counselor for intake, assignment to the case manager if coordination of services is needed, assignment to group counseling, appointment with a psychiatrist, or referral to other resources in the community.

The student is limited to 16 sessions but, if clinically warranted, the number can be extended. The limit is in place to manage the volume of students seeking services. A 24-hour a day crisis service is available. CAPS offers groups on a number of topics, such as depression, interpersonal therapy, mindfulness, recent loss support, coping skills, and an LGBTQA support group.

CAPS provides consultation to staff and faculty regarding students. The counselors present at department meetings and in the classroom on a wide range of topics. They offer workshops on many issues and can tailor workshops to particular needs. An outreach request form is posted on the CAPS web site caps.wayne.edu. For a consultation, call the office at 577-3398 or email [www.caps@wayne.edu](mailto:www.caps@wayne.edu). CAPS has liaisons to most schools and colleges and student services. CAPS has a program called "Let's Talk" that is provided by a counselor and is available at a few campus locations. It is not counseling but is a place where students who are uncomfortable going to the Counseling Office are able to meet with a counselor to get support. Students do not have to give their names. CAPS conducts mass screenings for depression, alcohol use, and eating disorders. They participate in orientation and conduct training for resident housing advisors. They are represented on the University Crisis Management Team. They

present work at national conferences and participate in national organizations.

If a student's ability to cope is deteriorating, some of the following signs may be present: a sudden drop in academic functioning, changes in behavior, problems with attention or memory, a drop in attendance for no apparent reason, appearance changes, mood changes, homicidal and suicidal tendencies. Mr. Kuentzel encouraged faculty to reach out to the student and express their concern. The student may not respond, but he suggested that they try to talk with the student at a later time. In a crisis, call Public Safety.

Asked about the caseload for counselors, Mr. Kuentzel said that the accrediting organization requires that face-to-face counseling in a week be about 26 hours, which is about five clients per day. Having five relatively tough cases in one day is stressful. The counselors provide many other services: outreach, consultation, prevention, research, program evaluation, committee assignments. Major projects are scheduled for the summer, if possible, when the numbers of students seeking help drops.

Provost Winters noted that from her experience in working with students, CAPS is a wonderful resource. She thanked Mr. Kuentzel for his presentation.

## II. RETIREMENT INCENTIVE

Brett Green, Senior Director of Total Compensation and Wellness, explained the voluntary retirement incentive program. Nine- and twelve-month tenured faculty and academic staff with tenure or employment security status, who are 65 or older and who have a total of 80 points (combined age and completed years of service) are eligible for the program. He explained the benefits of the program.

## III. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE

October 1, 2014

It was **MOVED** and **SECONDED** to **APPROVE** the Proceedings of the Academic Senate meeting of October 1, 2014. **PASSED**.

#### IV. REPORT FROM THE SENATE PRESIDENT

##### A. Report and Announcements

Mr. Romano mentioned that the strategic planning process is nearing completion. A town hall meeting will be held on November 11. Mr. Romano advised those who want information to attend the meeting. Both President Wilson and Provost Winters will speak at the town hall.

Mr. Romano is a member of a committee to evaluate how summer tuition is distributed among the schools and colleges. He is also on the search committee for the Vice President for Finance and Business Operations. Rick Nork, the current Vice President, is retiring at the end of December.

Mr. Romano next spoke about student retention. Monica Brockmeyer, Associate Provost for Student Success, and Robert Kohrman, Associate Vice President for Budget, Planning and Analysis, presented data about retention to the Policy Committee. Ms. Brockmeyer told the Committee that the six-year graduation rate is 33%, up from 28% two years ago. Mr. Romano attributes much of the increase to the fact that advisors are actively encouraging students who are close to graduation to complete their degrees. Those efforts have to be repeated each year to keep the graduation rate up, but he is concerned that we will reach a limit. This method does not address the heart of the problem, which is the year-to-year retention rate.

The first to second year retention rate for full-time students with ACT scores of 16 to 20 who entered in 2006 as first-time-in-any-college students was about 70%. Retention from the second to the third year is slightly lower at about 50% and it drops still further from the third to the fourth year. Similar trends are seen for the other ACT cohorts. Although the University has increased support for our students by hiring advisors and providing different programs, the data do not show a change in retention from the first year to the second year for any cohort. Also, some research suggests that focusing resources on students with ACT scores below 20 does not help retain them. Most of our students have ACT scores of 21 to 24. This is the group the University should also focus on.

Although the six-year graduation rate is the standard set by the federal government to measure a university's success, when a student drops out, the University has failed this student. Wayne

State's focus should be on retaining students until they receive their degrees even if that takes eight or ten years. He believes retention would improve if students were required to declare a major in their first year and if they saw an advisor in their first year. Students, especially those who are borderline, have problems if they don't see an advisor.

Ms. George asked if the students who leave Wayne State are tracked. Provost Winters replied that the National Clearinghouse tracks students as they move to other educational institutions. The University contacts students who drop out or stop out. Many students think of their action as stopping out with the intention to return. Much of the data in the six-year cohort precede our raising the admission standards. It will be a few years before we have good longitudinal data on the higher admission standards.

Mr. Romano noted that the new admission standards raised our average ACT about one-half point. One thing that has changed, the Provost said is that the University reduced the number of special admissions from 140 students to about 32 this year. The changes, she added, are occurring, but they are very slow.

Mr. Barnes asked if the University tracks students who transfer from community colleges; he was under the impression that they had lower ACT scores. Provost Winters said that transfer students did not necessarily have lower ACT scores. That may have been true in the past, but students go to community colleges for a wide variety of reasons. We do track transfer students. The data by which the government judges us is the six-year graduation rate for students who start here as freshmen, are full-time, and never attended another college or university. The American Council on Education and university presidents across the country are trying to get other numbers counted as well. At ten years, we have graduated many of our students.

##### B. Proceedings of the Policy Committee

The Academic Senate members received the Proceedings of the Policy Committee meetings of September 22, October 6, October 13, and October 20, 2014. They are attached to these Proceedings as Appendix A.

October 13, 2014

The administration changed the composite fringe benefits rates, resulting in doubling the amount of money that research grants pay to cover health care insurance for nine-month faculty and for graduate students who are supported by grants during the summer. Mr. Lipovich asked if the changes applied to twelve-month faculty, as well. They do not.

Mr. Romano told the Senate that the Policy Committee recently met with President Wilson and his Cabinet. At that time, the Committee raised the issue of the change in the rates. The President planned to try to re-negotiate with the National Institutes of Health (NIH) to revert to the previous rate and to form a committee to find a better way to solve the problem. If NIH does not renegotiate the rates, funds from the Office of the Vice President for Research will be used to compensate those who are being charged the extra money. Under the new rates, \$1 million for research would be transferred from grants in the College of Liberal Arts and Sciences to the administrative side.

October 20, 2014

Mr. Roth asked for an update on the implementation of the peer review of teaching (item #4). Provost Winters noted that the collective bargaining agreement between the University and the AAUP-AFT charged each unit with developing guidelines for the peer review. To assist departments in developing the guidelines, the Committee on Implementing Peer Review of Teaching was formed. It suggested a mechanism for the reviews; that is being sent to the units. Departments may adopt the guidelines of the Committee or they may develop their own guidelines. Mr. Romano added that all faculty, i.e., assistant, associate, and full professors, would be reviewed. Faculty will be reviewed every few years by one faculty member. The information from the review is not to be used to determine salary increases or in any punitive way. It is not to be reported to the administration unless the faculty member wants it reported. The Provost will send additional information about the reviews when she sends the guidelines.

#### V. REPORT FROM THE CHAIR

Provost Winters attended the meeting of the Association of Public and Land Grant Universities. The public universities in the organization tend to be

the research intensive ones. About 300 people attended, including presidents and provosts. President Wilson is very active in a subdivision for urban-serving universities, and the Provost is becoming more involved, as well. She attended the faculty affairs commission presentations and panels.

Items of interest were: intrusive advising, interaction of large sets of data to predict the courses that are barriers to students' proceeding and the gateway courses and how that information applies to individual students. There was a session on holistic admissions. Temple University no longer requires students to submit SAT scores; they are optional. Applicants write four very short essays that are scored by two trained graduate students. The graduate students do not know who the other grader is nor do they know the student's background. Wayne State is considering including an essay as part of the application process. One of the branches of the NIH conducted a large-scale study on student achievement and holistic admissions in STEM (science, technology, engineering, and mathematics) departments. The holistic admissions coincided with higher achievement.

The Provost urged the faculty and staff to attend the town hall on November 11 to learn about the strategic plan. The attendees will have an opportunity to comment on it and to ask questions. The plan will be posted on the web site prior to the town hall.

VI. NEW BUSINESS: There was no new business.

ADJOURNMENT: The meeting adjourned at 3:00 p.m.

Respectfully submitted,



Louis J. Romano  
President, Academic Senate