

WAYNE STATE UNIVERSITY – ACADEMIC SENATE
Official Proceedings
February 5, 2014

Members Present: Margaret E. Winters, Provost and Senior Vice President for Academic Affairs; Louis J. Romano, President, Academic Senate; Robert Ackerman; Poonam Arya; Ivan Avrutsky; Paul Beavers; Sherylyn Briller; David Cinabro; Maria Ferreira; Moira Fracassa; Nancy George; Jeffrey Grynawski; Avril Genene Holt; renee hoogland; Michael Horn; Zhengqing Hu; Maik Huttemann; Kafi Kumasi; Liza Lagman-Sperl; Lawrence Lemke; Stephen Lerner; Rodger MacArthur; Brian Madigan; Kypros Markou; James Martin; Howard Matthew; Boris Mordukhovich; Bryan Morrow; James Moseley; Patrick Mueller; Charles Parrish; Alexey Petrov; Jeffrey Potoff; Robert Reynolds; Marsha Richmond; Michele Ronnick; Lobelia Samavati; Heather Sandlin; Andrea Sankar; William Slater; Richard Smith; Ellen Tisdale; James Woodyard

Members Absent with Notice: Joseph Artiss; Michael Barnes; Linda Beale; Abhijit Biswas; Frances Brockington; Victoria Dallas; Donald DeGracia; Heather Dillaway; Cheryl Dove; Karen Feathers; Jane Fitzgibbon; Judith Floyd; Andrew Fribley; Judith Fry-McComish; Ewa Golebiowska; Ellen Holmes; Joshua Neds-Fox; Victoria Pardo; Philip Pellett; Mary Sengstock; Naida Simon; Beena Sood; Ronald Thomas; Jianjun Wang

Members Absent: Jennifer Beebe-Dimmer; Randall Commissaris; Nabanita Datta; David Kessel; Willane Krell; Fayette Martin; Jason Mateika; Elizabeth Puscheck; T. R. Reddy; Linea Rydstedt; Harley Tse; William Volz; Tamra Watt; Derek Wildman; Jeffrey Withey; King-Hay Yang

Others Present: Robert Fournier, Athletic Director, Athletics, Intramurals and Recreation; Alan Jacobson, Office of Budget, Planning and Analysis; Ricardo Villarosa, Dean of Students Office; Angela Wisniewski, Office of the Academic Senate

This regularly scheduled meeting of the Academic Senate was held in the Bernath Auditorium in the Undergraduate Library. A quorum was not present. No actions were taken. The meeting began at 1:37 p.m.

I. REPORTS ON ATHLETICS

A. Robert Fournier, Athletic Director

Mr. Fournier gave an overview of the Athletics, Intramurals and Recreation Program. The Program was established in 1917. It is the third unit of the University, established after the School of Medicine and the College of Education. The purpose of Athletics was to unify the campus to provide an opportunity for students to create spirit

and camaraderie. It is housed mainly in the Matthaei Building, which was dedicated in 1965. Matthaei was built to house the 1968 Olympics for which Detroit was competing. When that failed, construction was halted on the remainder of the buildings that had been planned for the complex.

Mr. Fournier highlighted some of the competitive success the Program has had in recent years. A few years ago Wayne State won the national championship in swimming and the football team went to the national championship game for Division II. More publicity was generated for Wayne State from that championship game than any single event in the history of the University. In recent years, the baseball, softball, golf, and men's and women's tennis programs have done remarkably well.

Universities are ranked according to their competitive success. These are known as the NAUTA rankings. The only way to get points toward the ranking is if your teams are good enough to qualify for the NCAA tournament. In the past ten years Wayne State teams finished in the top 12% of the country in competitive success over a wide range of sports. Many institutions have success in one or two programs, but to achieve success in the NAUTA rankings you have to succeed on a consistent basis over a number of sports.

The women's basketball coach was named the Michigan Coach of the Year last year. This recognition includes all divisions, even the Division I teams. Last year, the swimming and diving coaches were named the national coaches of the year. Since the University started competing in intercollegiate athletics in 1918, we have had 512 All Americans. In the past decade there have been 260 All Americans.

Mr. Fournier spoke about the academic success of the athletes. The grade point average of the student athletes in the fall 2013 term was 3.06. The graduation rate of the student athletes is 30% higher than the campus population according to a federally-mandated study that compares full-time students. The retention rate of the student athletes is 94%. Fifteen of the eighteen teams have a GPA over 3.0. The lowest team GPA is 2.7. Fifty-seven percent of the student athletes have a GPA over 3.0. Thirteen percent

have a 4.0 GPA. Twenty-seven percent of the student athletes have a GPA above 3.5.

Mr. Fournier mentioned the academic support services that are tied to the athletes' academic success. An academic review committee reviews all incoming freshmen before issuing a national letter of intent to see if they can compete successfully academically. The Program has learning specialists to help the student athletes. There is a survival skills class for some students from different socio-economic levels who may not have the background that other students have. Academic liaisons provide another way for students to connect with faculty outside of the Athletics Program who can orient them to the campus. The Program has a part-time academic advisor. To measure the success of the Athletics Program, every student who graduates or who leaves the Program early is interviewed.

The Connect Program connects every new student with a member of the staff or with an administrative coach so they are not associated only with their head coach but with another coach from whom they can learn. The Athletics Program has a student leadership council. The leaders within a particular program meet for lunch. The coaches talk with them about leadership skills. The students hear from all 12 coaches.

In fall 2013 Athletics instituted a program called "Grades First," an electronic system to monitor student success in class. It provides verification and allows the staff to maintain notes and background information on issues that arise for students. Another program is called the "Gold Umbrella." Part of that program acquaints student athletes with issues like LGBTQI. The WHO (Warriors Helping Others) was instituted to address issues of alcohol and drug abuse and to create a culture among the student athletes to provide alternative ways to address these issues.

Last year the student athletes performed 9,766 hours of community service. Over the past four years they performed almost 39,000 hours of community service. This is a student athlete driven initiative.

The University has a 20-game television broadcast contract with Comcast. The games are broadcast live across Michigan and parts of Indiana and Ohio. The contract is free. The commercial spots promote the University. All games are broadcast via the Internet and on Patriot television.

The Mort Harris Fitness and Recreation Center is part of the Athletics Program. It gives students another connection to the campus and is important for the retention of students. It holds adventure trips where students go to various locations for a cultural experience. The participation in intramural sports has grown over time.

Improvements in the near future include the Ernie Harwell Baseball Field and the expansion of the basketball office.

B. Robert Ackerman, the Faculty Athletic Representative

Mr. Ackerman has served as the Faculty Athletic Representative (FAR) for the last 5-1/2 years. The NCAA recommends that the FAR make an annual report to the school's Academic Senate. The FAR is supposed to be the President's and the faculty's eyes and ears with respect to athletics. There is an official provision for FARs in every NCAA institution to ensure that the athletics program follows academic values.

Mr. Ackerman has a formal role with respect to the University's compliance with the NCAA and the Great Lakes Intercollegiate Athletic Conference (GLIAC) regulations. The NCAA regulations are difficult to parse and on occasion an institution will violate one. It rarely occurs, but when it does, the University self reports. Occasionally the University asks the NCAA or the GLIAC to waive certain eligibility rules. Last year, as instructed by the NCAA, Mr. Ackerman administered a survey of athletes in certain sports with respect to drug use. Wayne State, unlike many institutions, has a full-time compliance coordinator. The Athletics Program is in the process of hiring a new compliance coordinator, and Mr. Ackerman participates in the interviews of the candidates.

Mr. Ackerman plays an information role, as well, trying to boost morale and to get faculty and student support for the teams. He sends an e-mail message annually to faculty seeking volunteers to serve as liaisons to the athletic teams. The initial response was so great that two liaisons were assigned to every sport. Now most sports have three faculty liaisons.

He pointed out the success of some of the athletic teams. The women's basketball team has a record of 17 and 2. They are ranked among the top 20 teams in the country. The swimming and diving teams are always among the top teams in the country. All of the University's teams are competitive; the contests are

exciting. Students love to see faculty at the competitions.

As the FAR, Mr. Ackerman also has a role outside the University. The GLIAC has a management council that is composed of the athletic directors, the senior women's administrator, and the FAR from each school. Mr. Ackerman is a member of the management council and is one of the eight members of the executive committee that helps manage the conference between meetings of the management council. In addition, Mr. Ackerman represents Wayne State with the Collegiate Athletic Association.

Mr. Ackerman praised the values of the Athletics Program. He is impressed with the integrity of the coaches and of the staff. He hears repeatedly from the coaches that they place academics first, service second, and athletic competitiveness third. The service hours rendered by the athletes is more than any of the Big 10 schools.

The GLIAC is one of the most competitive conferences in Division II. It is composed of nine Michigan schools, 8 are public institutions. There are 7 private Ohio schools that are pretty new to the conference. Enrollment at the schools ranges from 1800 to Wayne State, which is the largest in the conference. When he assumed the position of FAR, Mr. Ackerman questioned why we were not playing against schools like Eastern Michigan University and Central Michigan University. He thinks it is because Wayne State subscribes to the values of Division II. Division II has what is called a life in the balance philosophy. They are concerned about how much time students spend outside the classroom. They do not want competition to compromise the academic values of the institutions. Wayne State does not win championships in every sport every year but it is competitive in virtually every sport every year. Rather controversial proposals were presented at the recent NCAA convention regarding such issues as NCAA legislation and eligibility. Some of the proposals were heavily contested. All of the proposals and all of the debate on the proposals focused on academic values, whether the new legislation would promote students' attending class and graduating. Although the GLIAC did not get everything it wanted, the focus was on academic values.

Mr. Fournier and Mr. Ackerman responded to questions from the membership.

Mr. MacArthur asked how the campus clinics that Mr. Fournier mentioned tied into the community outreach effort and how the academic performance of our students compared with that of our peers in other Division II schools. Mr. Fournier said that the campus clinics do not impact the community service. The clinics are an opportunity for the University to engage groups that want to be part of Wayne State. Many groups see Wayne State as a place to carry out their initiatives for which services are not available in other parts of the city. An example is the summer football camp for middle school students. There is, he said, not much benchmarking in terms of the GPA against other institutions because of the variations among them. Mr. Romano asked if the other schools in Division II had the wide difference in the graduation rates for student athletes and the general campus population. Mr. Fournier said that the other schools did not have that great a variance in their graduation rates. There is not much comparison among institutions. The resources at the schools vary so the comparisons are within the schools. Mr. Horn, the head golf coach, noted that there are 14 golf teams in the GLIAC. Five of the teams have a GPA over 3.0; Wayne State is one of them.

Mr. Ackerman said that by vote of the institutions in the GLIAC, Wayne State was singled out for two awards. One was based on the community service of the athletes. The other was based on the values such as sportsmanship, game day atmosphere, how well we treated other teams that came to Wayne State. These are not academic distinctions but there is a great deal of respect from our peers in the GLIAC about how Wayne State operates.

Mr. Cinabro asked what the Athletics Program looks for in students before making them an offer and how that differs for the admission of other students. Mr. Fournier was not familiar with the requirements for admission outside of the Athletics Program. The Program looks at the student's high school they attended their test scores in their junior and senior years, their family situation, the type of environment in which the student developed, and if there is a support mechanism to help the student.

Mr. Reynolds asked about the revenue that the sports program generates. Mr. Fournier said that the Athletics Program raises about \$1 million a year through all activities: selling tickets and merchandise and from fundraising. Before Mr. Fournier came to the University, the revenue was about \$100,000 per year. Only about 15 schools

in Division I make money. Getting external support is increasingly hard. The Athletics Program can only sell merchandise at the Matthaei Building. As for being able to purchase merchandise in retail stores, that is handled by the Office of Marketing and Communications. Senate members thought the University's marketing should extend its reach to sell merchandise in retail stores. Provost Winters and Mr. Romano will pass along any comments about marketing to Associate Vice President Michael Wright. Mr. Ackerman added that the total budget for WSU's Athletics Program is a little over \$5 million. Michigan State's athletics budget is about \$86 million and the University of Michigan's budget is a little over \$130 million.

II. PROCEEDINGS OF THE ACADEMIC SENATE

Because a quorum was not present, no action could be taken on the Proceedings of the Academic Senate meeting of December 2, 2013. They will be carried over to the March Senate meeting.

III. REPORT FROM THE SENATE PRESIDENT

A. Report and Announcements

Academic Senate Web Site

The Academic Senate's new web site is operating. The reports from the Senate meetings and from the committees are posted.

Vice President for Research

The search for the Vice President for Research is ongoing. Ten candidates were interviewed last week. The search committee will reduce the number of candidates and those remaining on the list will visit campus. Mr. Romano thinks the position might be filled by the end of March.

Presidential Inauguration

The President's inauguration is April 4. There is a request for faculty to submit proposals to make presentations at the academic symposium that is part of the inaugural celebration.

Policy Guidelines on Courses and Credit Hours

Mr. Romano informed the Senate about the Policy Committee's meetings regarding the proposed Policy Guidelines on Courses and Credit Hours. In November 2012 the Policy Committee reviewed a document *Establishment of a Credit Hour Definition*. The Board of Governors adopted the

definition in December 2012 to conform to a directive from the Department of Education (DOE). The DOE is concerned that some colleges may take advantage of students by requiring much less work for a credit hour than would be normal. The DOE set a standard that defined a credit hour as one hour of lecture for a 15-week period accompanied by at least two hours of homework. For a 3-credit course there would be 3 hours of lecture and 6 hours of homework per week. For other activities such as laboratories, practica, and discussions there should be an equivalent amount of work that corresponds to one credit hour. For example, a discussion section that does not involve comparable amounts of homework could not count as a credit hour. The following is from the DOE letter of 2011 that provided guidelines defining a credit hour. The main concern is that universities are not providing sufficient instruction time to correspond to a credit hour. If the instructor were to give the students more time that would not be in violation of the DOE's rules. The DOE does not want a rigid policy; they want a policy that defines a minimum amount of instruction to correspond to a credit hour. It is clear that they realize that requirements can vary by discipline as long as it is rational.

In January 2014 the Policy Committee met with Kelley Skillin, Director of Professional and Academic Development in the Provost's Office, and John Vander Weg, Interim Associate Provost for Academic Personnel, to review the University's proposed *Policy Guidelines on Courses and Credit Hours*. That draft is dated January 2, 2014. The Provost's Office has given that draft to the colleges requiring the units to adhere to its requirements.

This draft credit hour policy guideline document indicates that an hour of lecture is *generally expected* to require two additional hours of homework. Mr. Romano thinks that could be in violation of the DOE's Guidelines because the Guidelines say that there *must be* two hours of homework per week for each credit hour. The University's Policy says that a laboratory must meet two or three hours per week per credit hour. Mr. Romano also thinks that is a problem because two hours per week is below the minimum required by the DOE's Guidelines. The DOE says that for a laboratory to be counted as a credit hour it needs to be a minimum of three hours. Another problem is that the standard for what constitutes a credit hour in a lab varies by disciplines. Setting the maximum at three hours is a problem for a number of disciplines including Chemistry because most of their labs are more than three hours and the

faculty do not believe that a four-hour lab should count for two credits.

The University's guideline states that a discussion section should count as a credit hour. The DOE's Guidelines indicate that if a discussion section counts as one credit it would require two hours of homework, which the University's does not require. In terms of the discipline-specific requirements, Chemistry does not think a discussion section taught by a teaching assistant is equivalent to a lecture. More flexibility is needed in the Policy. Faculty know best what constitutes a credit hour in their discipline and they should make the determination.

The DOE is clear that they want a policy that specifically states how a credit hour is determined for an online course and for a hybrid course. The University's Policy does not address these questions. It describes an online course but not how credit hours are determined.

The Policy Committee thinks that a credit hour should be a minimum requirement and if the faculty in a discipline think more time should be allocated for a credit hour it should be allowed. A policy that requires specific exemptions for what is routine is a mistake. The Chemistry Department would have to revise its entire curriculum if it were to follow the Policy. Instead it's getting exemptions for many of its courses.

Mr. Romano restated the major concerns that the Policy Committee has with the University's Policy. The Policy should accommodate the disciplines, not exclude them. A discussion section should not count the same as a lecture. A discussion section taught by a teaching assistant is not a lecture. The Policy is contrary to the DOE's Guidelines. Either the discussion section needs to be redefined or homework assignments need to be part of the discussion section. Laboratory sections should follow the DOE's Guidelines and set the minimum criteria for a credit hour. If a three-hour time block corresponds to a credit hour that should be the minimum for a lab. Finally, there needs to be guidance for hybrid and online courses as the DOE's Guidelines indicate.

Mr. Potoff was concerned that the policy would result in poorer service for students in that they would have fewer contact hours with faculty. If a course meets four hours per week but students are charged for three hours they get one hour free; they are getting extra faculty time. Otherwise departments increase the number of credits and charge more money. Previously Mr. Potoff was

able to give students an extra hour if he wanted to do that.

Mr. Romano explained a worse situation that affects some disciplines. The number of hours for a chemistry degree is close to 125 and for a biochemistry degree it's close to 130. That is significantly over the 120 hours that the University targets and it affects the graduation rate. On the other hand, to be accredited for a Bachelor of Science degree, the American Chemical Society requires a certain number of laboratory hours for courses. Most of Chemistry's laboratory courses meet for four hours. To follow the University's Policy, Chemistry would have to increase the lab courses by one credit thus increasing the number of credits to the degree to 135. The Chemistry Department is getting exemptions on the courses but the faculty think the policy should be revised so exemptions are not needed. They want a policy that fits the University and is flexible enough to accommodate the various types of courses. Ms. Skillin told the Policy Committee that the Policy was written to meet the requirements for the University's accreditation. Mr. Romano asked for the specific language from the accrediting body saying that all labs had to be consistent across the University. He has not received that information.

Mr. Potoff said that Engineering has the same situation. Students need 130 credits for a degree. If Physics, Chemistry, and Mathematics revise the credit hours for their courses, Engineering is in an impossible position. It cannot add more credits to its degree. Engineering would have to revise its curriculum because it cannot have students taking 150 credits to graduate. Mr. Romano noted that the problem could be solved by adding the words "at least" before "three credit hours count as one credit for a lab."

Ms. George mentioned that the College of Nursing has similar issues, but they are clinically related. She teaches in the clinical doctoral program and she was told to change her clinical arrangements and the expectations of doctoral students to meet the Policy's requirements. She believes that what is expected of doctoral students and what is done outside the classroom is very different than what is expected of under-graduate students. Nursing has to re-arrange all of its clinical credits because part-time was set at four credit hours and the last course was set at three. Nursing is able to make the change so that the courses are credit neutral. The College was told it had to complete the work by the fall term. Getting course changes through the Graduate School often takes a long time. Ms. George asked if arrangements were being made

so that the adjustments to credit hours would be handled expeditiously. She also asked if there were different expectations for graduate students as opposed to undergraduate students for the amount of work done outside the classroom. Other members also questioned the short period of time in which colleges had to adapt to the new Policy.

Provost Winters said that arrangements have been made to expedite the changes in graduate courses. In general, the discussions began 1-1/2 years ago. The Deans had several presentations about the changes. The first meeting Ms. Skillin had with the Policy Committee was more than a year ago. When Provost Winters joined the Provost's Office, the work was about half way through the planning stage. The University is under pressure from accrediting agencies to have a policy in place. It was mentioned during the accreditation of departments in the College of Fine, Performing and Communication Arts that took place in the last few months. Those are disciplinary accrediting bodies, but everyone says that the university accrediting bodies will follow the same requirements.

Mr. Romano acknowledged that this is part of the accreditation process. The letter from the DOE says that the accrediting bodies will be held responsible for insuring that a minimum standard is obtained. The letter continually says that they are most concerned about a minimum and that the policy should make sense across disciplines. The University's policy, he said, does neither.

Referring to the question about undergraduate versus graduate work, Mr. Martin had always thought that graduate work required more out-of-classroom work but that was not covered in the DOE's definition. Provost Winters said that one of the motivations for the requirements is the belief that universities are not accountable and that, in this particular case, there are issues of truth in advertising, i.e., how much work counts for a credit. This may be the reason why the DOE does not differentiate between under-graduate and graduate courses.

The administration will continue to work on the issue. Ms. Skillin is working with every department that will invite her. The Provost will return to the Policy Committee for more discussion about the Policy.

B. Proceedings of the Policy Committee

The Academic Senate received the Proceedings of the Policy Committee meetings of November

25, 2013, December 9, 2013, December 16, 2013, and January 13, 2014. They are attached to these Senate Proceedings as Appendix A.

C. Report of the Elections Committee

Mr. Woodyard, the Chair of the Elections Committee, made the report.

Apportionment

The apportionment is based on the number of salaried full-time and at least one-half time members of the faculty and academic staff. Each school, college, and academic division gets one representative for the first 15 members in the unit and one additional member for each additional 33 members. For the next academic year, the number of representatives has changed for three units. The number of representatives in Liberal Arts and Sciences will increase from 15 to 16. The number for the Law School decreases from three to 2. The number for the Medical School decreases from 25 to 24. The total number of eligible faculty and academic staff has increased by 15 from 2,145 in 2013 to 2,160 this year. The number of Senators for the 2014-2015 academic year decreases from 85 to 84.

Mr. Woodyard mentioned that there are major issues within Cognos to sort the information that is used to figure the apportionment so if members have questions about the apportionment for their units they should contact him.

Member-at-large Election

Mr. Woodyard explained that two members are elected at-large each year. Five nominees are needed to hold the election. The call for nominations will be e-mailed soon and the election will be held in March.

Hearing Panels

The slates of nominees for the academic staff hearing panel and the faculty hearing panel are formed according to Article XXX in the Agreement between the University and the AAUP-AFT. University Statutes specify that the Academic Senate votes for the members of the panels. Four faculty are elected each year for the faculty hearing panel and four members of the academic staff are elected each year for the academic staff panel. All members serve three-year terms. The election will be held in April.

Election of the Senate President

The election of the Senate President for the 2014-2015 academic year will be held at the April 2 Academic Senate meeting. Nominations will be accepted until the vote is taken that day.

IV. REPORT FROM THE CHAIR

Winter Enrollment

Provost Winters reported on the enrollment for the winter term. Undergraduate enrollment is down 3.6% compared with the winter semester 2013, which is about the same decline as in fall 2013 relative to fall 2012. Graduate enrollment is down 0.8% compared to fall 2013 when it was down 3.6%. Professional schools are down 1.2%. The overall drop from winter 2013 to this winter is 2.7%.

Student Retention and Graduation

Monica Brockmeyer, Associate Provost for Student Success, Joseph Sawasky, the Chief Information Officer, Mark Byrd, Director of Institutional Research, and the Provost visited Georgia State University (GSU) in Atlanta. Both Mr. Romano and the Provost have talked about the remarkable turn around that GSU has accomplished in its retention rate and the time to graduation. GSU is like Wayne State in that it is urban, serves undergraduate and graduate students, and is a research institution. The difference is that it does not have a Medical School.

They spent the day meeting with enrollment management staff, and Provost Winters had a long talk with the Georgia State Provost. Georgia State is doing two things that help them achieve greater success in retention and graduation rates. One is the use of massive amounts of data, which is known as predictive analytics, to predict behavior. They take massive amounts of data down to the individual students. They look at the gateway courses for a major. For example, if a student gets a C in biological sciences in the first year, that is a powerful predictor that the student will not do well in the nursing program. The other piece is the human side. They make much greater use of mentors, advisors, and impact practices like supplemental instruction and learning communities. The practices GSU uses were not surprising, but the scale was.

We need to learn what we can do in intensive tutoring and intensive mentoring. The SMART check is a form of intensive advising; students cannot drop a course without being shown the consequences and if they drop a course too many times, they have to meet with an advisor. The Provost noted that the

Center for Latino/a and Latin American Studies has great success compared to the student population at large.

Searches

Provost Winters updated the Senate on the status of various searches. The search for the Dean of the Graduate School is close to completion. The Provost is considering the feedback from the people who interviewed the candidates. The so-called airport interviews with candidates for the Law School Dean will be held in the next couple of weeks. The search for the Dean of the School of Business Administration is midway through the process. The search committee for the Dean of Nursing has just been established and a search firm has been hired. The Provost is opening another search for an Associate Provost to concentrate on the Greater Retention and Achievement through Diversity (GRAD) Program. That person will interact with both the Graduate School and with undergraduate student success.

Inaugural Research Forum

Provost Winters echoed Mr. Romano's request that faculty submit proposals for the research forum that will be held in conjunction with President Wilson's inauguration. In particular she appealed to the faculty in the humanities and social sciences to submit proposals. We should celebrate Wayne State's being a research-intensive institution University.

Budget

Mr. Woodyard asked how the budget was affected by the decrease in enrollment and where the administration would find the money to cover the lost revenue.

The Provost said that the decrease in enrollment resulted in a 1.1% decrease in the budget. Planning for next year's budget is underway. The Deans do not want across-the-board cuts if cuts are necessary. The non-academic side will have across-the-board cuts equal to what will be roughly the average of the cuts on the academic side, no less. The Deans agreed that approximately 3/4 or 2/3 of the cuts would come from metrics such as the difference in enrollment from past years and research productivity. The administration is looking for a metric for community engagement. The other 1/4 to 1/3 will be based on the materials the Deans submit and the budget presentations at this year's budget hearings.

Governor Snyder released his proposed budget for fiscal year 2014. He proposed a 6% increase in the appropriation to state universities and he proposed that one of the metrics used to determine the amount

universities receive should be the number of students receiving Pell Grants. That was part of his budget proposal last year, but the legislature removed it. The Governor also proposed a tuition cap of 3.2%. Provost Winters stressed that the Governor's proposal is the first version of a budget. It will go through many stages.

Mr. Woodyard asked Mr. Romano to explain what Robert Kohrman, the Associate Vice President for Budget, Planning and Analysis, had said at the Senate's Budget Committee meeting about the budget shortfall. Mr. Romano reported that Mr. Kohrman said that if the University did not receive an increase in its appropriation from the state, we would have about a \$13 million budget deficit. At the Budget Committee meeting, it was also mentioned that another metric that would be used to decide budget cuts for which the Deans will be responsible will be profitability. This is a precursor to the Responsibility Center Management (RCM) budget model. Each college will be judged on how much revenue it brings in from tuition, research grants, and indirect costs. Subtracted from that will be the cost of running the college for such things as heating classrooms and paying the salaries of the faculty and staff. If a college is profitable, that would count in its favor in the budget allocation. Typically liberal arts colleges are profitable and medical schools and engineering schools are not. Provost Winters said that that metric would be used to determine both improvement over time (directionality of profitability over time) and the numbers. The Deans want as nuanced a set of metrics as possible.

V. NEW BUSINESS

There was no new business.

ADJOURNMENT: The meeting adjourned at 3:13 p.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Louis J. Romano".

Louis J. Romano
President, Academic Senate