

WAYNE STATE UNIVERSITY – ACADEMIC SENATE
Official Proceedings
May 4, 2016

Members Present: Margaret E. Winters, Provost and Senior Vice President for Academic Affairs, Chair; Louis J. Romano, President, Academic Senate; Robert Ackerman; Mary Anderson; Joseph Artiss; Poonam Arya; Linda Beale; Abhijit Biswas; Cathryn Bock; Tamara Bray; Randall Commissaris; Donald DeGracia; Susan Eggly; Jane Fitzgibbon; Andrew Fribley; Ewa Golebiowska; Daniel Golodner; Jeffrey Grynawski; Jennifer Hart; Avril Genene Holt; renee hoogland; Peter Hook; Michael Horn; Maik Huttemann; Patricia Jarosz; Barbara Jones; Mahendra Kavdia; David Kessel; Fayette Keys; Pramod Khosla; Qin Lai; Todd Leff; Lawrence Lemke; Diane Levine; Leonard Lipovich; Christopher Lund; Aaron Martin; James Martin; Joshua Neds-Fox; S. Asli Ozgun-Koca; Victoria Pardo; Charles Parrish; John Porcerelli; Jeffrey Rebudal; Robert Reynolds; Marsha Richmond; Brad Roth; Naida Simon; Richard Smith; Gail Stanford; GERALYN STEPHENS; Ronald Thomas; Ellen Tisdale; Sokol Todi; William Volz; Deborah Walker; Jianjun Wang; Barrett Watten; Jeffrey Withey; Xin Wu

Members Absent with Notice: Ivan Avrutsky; Michael Barnes; Frances Brockington; Krista Brumley; Victoria Dallas; Moira Fracassa; Ellen Holmes; Ashok Kumar; Stephen Lerner; Boris Mordukhovich; Alexey Petrov; Lori Pile; Heather Sandlin; Beena Sood; Mark VanBerkum

Members Absent: Douglas Barnett; Nancy George; Jason Mateika; Bryan Morrow; Elizabeth Puscheck; Susil Putatunda; T. R. Reddy; Linea Rydstedt; Guojun Wu

Others Present: Monica Brockmeyer, Associate Provost for Student Success; Stefanie Baier, Post-doctoral Fellow, Office of the Provost; Michelle Bruner, Director, Academic Success Center; Tamica Dothard, Office of the Academic Senate; R. Darin Ellis, Engineering; Thomas Fischer, Liberal Arts and Sciences; Gloria Heppner, Associate Vice President for Research; Daniel Isaksen, Liberal Arts and Sciences; Keashly, Associate Dean, Fine, Performing and Communication Arts; Cheryl Kollin, Director, University Advising Center; Michele Ronnick, Liberal Arts and Sciences; Leonard Savala, Director, Office of Multicultural Student Engagement; M. Roy Wilson, President, Wayne State University; Angela Wisniewski, Office of the Academic Senate

CALL TO ORDER: Provost Winters called this regularly scheduled meeting of the Academic Senate to order at 1:32 p.m. The meeting was held in the Undergraduate Library.

I. UPDATE: REPORT FROM THE GENERAL EDUCATION REFORM COMMITTEE

Provost Winters charged the General Education Reform Committee (GERC) with developing a general education curriculum that would meet the needs of Wayne State's students to succeed in their majors and to graduate. She said that the presentation to the Senate was the first day of due diligence when the faculty and academic staff could give the Committee feedback on the proposal. The Committee's website has a great deal of information and through it faculty and staff may interact with the Committee. The website is <http://wayne.edu/engaging-gened>. Thomas Fischer, Associate Professor of Psychology, Liberal Arts and Sciences, and Monica Brockmeyer, Associate Provost for Student Success, co-chair the GERC. They presented the Committee's work to the Senate.

Mr. Fischer told the Senate that Provost Winters had charged the GERC with reviewing the current general education program and making recommendations for changes as needed. The GERC is nearing completion of the proposal. Mr. Fischer explained the process the Committee followed. The Committee wanted the proposal to reflect what the faculty and academic staff want in a general education program and to produce graduates who are able to meet the needs of society and of the work environment.

The Committee surveyed students, faculty, and staff. Focus groups were held with students, faculty, staff, employers, and alumni. The Committee looked at institutional data and best practices at other universities. It analyzed the data and constructed a SWOT analysis of the strengths and weaknesses of our current program. Principles to guide the development of a new program and a set of learning outcomes were developed. From these, the structure of the curriculum was designed. Town hall meetings were held; they were well attended by diverse groups of people.

Mr. Fischer highlighted some of the principles that guided the development of the proposal. General education should reflect the uniqueness of Wayne State as an urban research institution in Detroit. It should include pathways for all students including non-traditional and transfer students. It should be a dynamic, integrative, high engagement experience. It should cultivate intellectual and practical skills as a foundation for further study and for lifelong learning. Mr. Fischer explained that the GERC was driven by the need to increase retention and the need to attract students. It created a program that students will want to take.

The proposed program requires students to take a total of 33 credits in the general education curriculum. Students must take two core courses in Year One. The core courses pair Signature courses with basic composition or oral communication courses and a community course. In Year Three, students take a Signature capstone course that integrates community engagement. There are a series of breadth courses between Year One and Year Three. The Committee will propose a diversity course as well as an additional fundamental competency that is an intermediate composition course.

The Committee wants to create three key elements in Year One: develop knowledge and skills for college success; inspire students with coursework that is distinctively Wayne State; and promote a feeling of “belonging.” Data show that many students drop out because they feel they don’t belong or fit in a university. The sense of belonging would be fostered not only by social engagement with instructors, advisors, and peers but with the community as a whole.

The University community told the GERC that students needed to develop critical thinking skills and an understanding and appreciation of diversity. The Committee wants to build learning outcomes into the Signature and foundational courses that address both critical thinking and one of the diversity outcomes.

Explicitly linked to the Signature courses are student communities, i.e., peer-led sections attached to the Signature courses. Those sections will focus on community building and the practical skills essential for student success. Either a writing course or an oral communication course will be paired with the Signature course.

The GERC envisions the Signature courses to be the hallmark of a student’s experience at Wayne State. All freshmen will have to enroll in the Signature courses. A Signature course should be the first major highly engaging course students take. The courses should inspire students about the benefits of higher education and should address compelling issues from the context that is distinctively Wayne State. They should be centered on themes such as culture, sustainability, health, ethics, and urban development and renewal. The courses need to address critical thinking and diversity as key learning outcomes. These courses, Mr. Fischer said, are the kinds of courses faculty like to teach.

The second paired element is the student peer community. The purpose of these communities is to help build academic skills and skills for college success as well as ties to the community. The classes should be small sections led by peer mentors. The activities

could focus on time management skills, study skills, and test-taking skills. This course would involve engaging in the local community, participating in activities on campus, and taking advantage of the cultural attractions in the area.

The third aspect is foundational competence. Focus groups and national surveys of employers identified written communication and oral communication as the top two essential skills for college graduates. The advantage of pairing them with the Signature courses is that the Signature courses provide a context where students can develop and practice these skills. The GERC envisions the sections having 25 to 30 students. The first course would be a basic composition course paired with a Signature course. Students would take intermediate composition in Year 2. Students who place out of basic composition by the means we currently use would be able to take an unpaired Signature course and would be able to take the intermediate course when they wish.

Students who need a developmental writing skills course would take English 1010 as they do now. They would take the course in the fall semester paired with a Signature course. They would take the basic composition course paired with a Signature course in the winter semester. These students would be required to take an oral communication course in Year 2 as an unpaired course.

Next, Mr. Fischer explained the breadth requirement. The GERC proposed that the mathematics requirement be determined by the student’s major. Students who do not have a major with a specific math requirement would have to take what the GERC calls a quantitative experience course. These courses are intended to develop a style of thinking that is quantitative in nature. The requirement has three goals. First, students should develop the ability to reason and solve problems in real-life situations using quantitative methods. Second, students should develop the ability to critically interpret quantitative information such as that in graphs and tables. Third, students should develop the ability to use quantitative information to communicate. Quantitative literacy and critical thinking are two key learning outcomes that are to be embedded in the courses.

The capstone course is a Signature course that should address large contemporary issues that reflect the distinctiveness of Wayne State. All Wayne State graduates, including transfer students will be required to take the course. Students who transfer under the Michigan Transfer Agreement (MTA) or with an Associate Degree will be required to take the course. It will be a distinctive requirement of a Wayne State graduate.

The GERC wants the capstone courses to be different from other courses. They want them to include some form of community engagement. The capstone courses need to engender informed citizenship by providing experiences that require students to consider issues from multiple perspectives while engaging in our local community. The courses should emphasize active learning, i.e., students should practice outside the classroom what they learn in the classroom. The GERC wants teams of students from different backgrounds/majors to address issues that are relevant to our community. This will help develop teamwork skills and an understanding of issues related to diversity.

The GERC is proposing three groupings of breadth courses: the natural sciences, the humanities, and the social sciences. They are designed to align with the Michigan Transfer Agreement (MTA). The groupings account for 19 credits, a reduction of six credits from our current curriculum. The social sciences would have six credits. Social sciences combines our current categories of social studies, American society and institutions, and historical studies. Students would take two different courses from different departments. Six credits would be from the humanities and the arts. Two courses from different departments would combine our current visual and performing arts category and our philosophy and letters category. Students would take seven credits in the natural sciences, two courses from two different departments. One of these courses must have a laboratory component. This category combines our current physical and life sciences categories. Six credits of the breadth requirement can be taken as Signature courses in the first year. For students with majors that do not have a specific math requirement, three credits of the breadth requirement must be from a course with the designation "quantitative experience." Three hours of the breadth requirement can be taken as a course capstone.

When people were asked what makes Wayne State distinctive, "diversity" was at the top of the list. As a result the GERC recommends that diversity be a central component of the curriculum. This was addressed in three ways. One is through the development of three learning outcomes: intercultural knowledge and competence; global learning; and ethical reasoning. The Signature courses must address one of these learning outcomes. The Committee feels that the student communities and the teams that are developed within the capstone courses, by facilitating interaction among students, is a great way to leverage the diversity of our University. In the diversity requirement students would explore their own cultural backgrounds and perspectives, the relationships to other backgrounds and perspectives, and the legacies that shape them. Students will examine the dynamics that shape overall human experience and inform social group differences.

Students will learn to interact with people from different cultures and backgrounds to help them function in a global society and a modern workforce.

Mr. Fischer summarized the credits in the proposed general education program. There are nine credits of Signature courses. Each student community course is one credit; students would need two courses in this category. There are nine credits in the foundational courses and three credits in the diversity course. Students would take seven to ten credits in breadth courses. Nine of those could be in the Signature courses and three in the quantitative experience course if the student's major does not have a math requirement.

Associate Provost Brockmeyer thanked the members of the Senate and other members of the campus community for their input in the development of the proposal. She explained how the consultation process would proceed. A brown bag lunch and a town hall will be held in May. Mr. Fischer and Ms. Brockmeyer will meet with the Deans, the Associate Deans, members of the schools and colleges, and the advisors from the schools and colleges to develop first-year plans and four-year plans for the many disciplines and fields of study. They will explore in detail how the first year curriculum and the entire proposal would play out in the various curricula.

People may continue to send feedback to the GERC via its website, the blog, and by contacting members of the Committee. The GERC will continue to accept feedback. They will aggregate the comments and reflect them back to the Academic Senate. The Committee is committed to having a period of information gathering to determine if adjustments should be made in the proposed curriculum. Additional town halls will be held at the end of the summer and in the fall. The Committee will summarize the feedback and perspectives they receive and will determine if adjustments should be made to the proposal.

In seeking approval of the proposal, Ms. Brockmeyer knows, that in addition to the full Senate, the Senate's committees need to be consulted. She wants to return to the Senate at its first meeting in the fall to hear the members' reactions and advice. She then would like the Senate to vote on the proposal. Afterwards, it would be forwarded to the Provost.

President Wilson would like the revised general education program implemented in fall 2018. To meet that deadline, colleges would have to move rapidly to consult about themes for the Signature courses and to develop requests for new courses. The Office for Teaching and Learning will support faculty who are interested in developing courses. The Signature courses would have to be approved in the winter term.

The program could be rolled out in stages. We would need a full suite of capstone courses in year one. Courses for the First Year Experience and the breadth courses would have to be in place for entering freshmen. Degree Works would have to be reprogrammed and websites and bulletins updated. Advisors would have to be trained and courses would need to be scheduled.

Ms. Brockmeyer and Mr. Fischer took questions from members.

Mr. Roth stressed that what makes Wayne State a distinctive institution for undergraduate students is the strength of the graduate majors. He was concerned that a re-allocation of resources would negatively affect the University's strengths. Wayne State has top-ranked national and international faculty who devote time to undergraduates in mid- and upper-level courses. Wayne State, Mr. Roth said, does that better than any other public institution in Michigan.

Ms. Brockmeyer agreed that the University has strong majors. The GERC believes students will have more flexibility in their programs and will have the ability to double major or to have a minor. Students will have contact with more faculty and they will have more disciplinary opportunities. Attracting and retaining more students would result in an increase in resources. The proposal was designed so any program that now participates significantly in the current general education program would have a pathway to participate in the new program through the Signature courses. The University's adoption of the responsibility-centered management budgeting model and the moving of the Office of Budget, Planning and Analysis to the Office of the Vice President for Finance and Business Operations also would affect resources.

Mr. Parrish asked how many sections would have to be offered in a term to accommodate students in the foundational courses. The foundational courses, Ms. Brockmeyer said, are the oral communication course and the basic writing course that are required in the current general education program. As now, about 25 to 30 students would be in each section. Eighty to 90 sections are run every term. Often the classes are taught by part-time faculty and by graduate assistants.

Mr. Parrish expressed concern about the budgetary implications of the proposed program on graduate programs. Ms. Brockmeyer said that the program was designed primarily with the needs of undergraduate students in mind, but it was expected that every program with graduate student funding that is dependent on general education would have a pathway to propose courses in the new curriculum. Developing new courses, Mr. Parrish said, would be a major challenge.

Mr. Fischer noted that many groups and many individuals believe students have to take too many credits in the current general education program. One approach to revising the program would be to simply cut courses. Instead, the Committee focused on developing a program that would make our students successful. Many of the Reform Committee members are in departments that depend on revenue from general education to support graduate students; they were aware of the concerns. The Signature courses, which should be hallmarks of the University, are the pathway forward.

Mr. Parrish asked Mr. Fischer to define "community" as it is meant in the program. Mr. Fischer said that community could be between students, between students and faculty, between students and their advisors, between students and the city or the state or international.

Mr. Romano asked the speakers to clarify the number of general education credits that would be required in the proposed program. Mr. Fischer and Ms. Brockmeyer explained that the required general education courses, i.e., the Signature courses, would require seven credits, two courses of three credits each and a one credit course. The Signature courses would be offered in large lectures, perhaps a few hundred students in each course. That is part of the reason the Signature courses are paired with the written and oral communication courses. The pairings result in a smaller learning environment. Peer mentors would lead the communication courses. The salaries for the mentors would be offset by an increase in the retention of students.

Ms. Beale noted that student communities need focused leadership. She does not believe they will contribute to the education of students who have difficulty with reading or with communication. The University does not have the resources for the program to succeed. Ms. Beale thinks that creating a Signature course in a discipline that is tied to a basic composition course and an oral communication course would require at least a year of preparation.

Ms. Brockmeyer replied. The GERC has examples of universities that implemented these types of courses in the timeframe that is laid out in the proposal. Meeting the schedule would, she said, require concentrated effort.

Mr. Todi liked the goals of the proposal, but he was concerned that students who matriculate knowing the career path they will pursue might find the program too rigid. Students pursuing a pre-medicine program might go to another university where they could graduate sooner.

Ms. Brockmeyer said that the program is streamlined for students who know what they want to pursue. High-achieving students do attend other universities that have similar programs. There are many topics in the Signature courses that would be of interest to pre-med students and to students in other professional programs.

Asked how many institutions have this type of program, Ms. Brockmeyer said that, although no other institution has adopted this exact program, the blocking of courses has been characteristic of learning communities for at least 20 years. The University of Wisconsin-Oshkosh recently paired foundational courses in basic composition and oral communication. The GERC synthesized from that program.

Mr. Parrish asked for a list of the universities that have such programs. He stressed that developing the courses would require a lot of work. Faculty are rewarded for research and publications, not for preparing new courses. They should be compensated for developing the new courses. It appeared to him that the Committee did not address that issue. Mr. Fischer said that the Committee began to discuss the issue of resources, but the core curriculum had to be developed first.

Mr. Parrish countered that consulting with faculty should be done in the fall and winter terms, not during the summer when most faculty are not on campus. Ms. Brockmeyer said that consulting would definitely continue in the fall.

Mr. Romano found the proposal interesting, but he questioned whether it was appropriate not only for undergraduate students but also for a research university that educates graduate students and supports them with teaching assistantships. Supporting graduate students is an important aspect of Wayne State. Such a complex program will be difficult to put in place and it will be difficult to anticipate the problems that might arise prior to its inception. It also will be difficult to anticipate the budgetary implications of the program.

Mr. Romano said that with the implementation of general education in 1984 and with the revisions that were made over the ensuing years it was possible to adapt current courses into the program so faculty did not have to develop drastically different courses that incorporated very different goals from the courses they were teaching at the time. The University, Mr. Romano said, has to determine if we have the resources to develop the new courses and if faculty will participate in this major undertaking.

Mr. Fischer said they envision that many of the courses for the breadth requirements are current courses. The breadth requirement will not require the creation of a

large number of courses. Some of the diversity courses and the capstone courses would need to be realigned or to be developed.

Mr. Romano asked if any department currently has a Signature course. He said that these courses as described have many specific requirements – diversity, critical thinking, be inspirational and motivating, promote intercultural knowledge and competence, global learning and ethical reasoning, be centered on themes such as culture, sustainability, health, ethics, and urban development and renewal, promote a feeling of “belonging”, and be able to be paired with a writing or oral communication course as well as with a community engagement course. This is a tall order and it seems unlikely that any current course could possibly fulfill these provisions.

Ms. Brockmeyer said that it is standard for first-year courses at major research universities in the U.S. to address critical thinking and issues of a diverse society. Mr. Romano asked for information about the courses departments currently have that could be designated Signature courses. Ms. Brockmeyer will provide the information.

Ms. Levine told the Senate that, at the Medical School’s most recent accreditation, the School was criticized because its curriculum was staid and old. Doing the same thing repeatedly is comfortable, and although everyone is working to capacity, changes are needed. She thinks the proposal is exciting, but it may not be wise or feasible to implement the entire program at one time. She suggested that a pilot program could provide information to revise it, if that were necessary. She added that students are interested in courses that are inspiring and attractive. Ms. Brockmeyer will explore the possibility of a pilot program.

In response to comments from Mr. Kavdia about the need to focus on the global aspects of the University as an opportunity for research, Ms. Brockmeyer noted that one of the characteristics that makes Wayne State distinctive is its international community. When the GERC set learning outcomes for diversity courses, they specified a choice of intercultural competency and global learning or global perspectives. Provost Winters added that she did not envision diversity to be constrained or restrained in any way.

Mr. Lemke, who served on the General Education Reform Committee, likes the proposal. In his freshmen geology class he includes writing, calculations, and environmental issues that are societal and global in nature. There are opportunities for discussions about social justice and other elements that easily could include diversity. He thinks most instructors are capable of and would be excited about integrating these

elements into their freshmen level general education classes. He said that all segments of the University expressed a need to change the current program. He encouraged the faculty to evaluate the program as a whole, to rise above the interests of their own departments and programs and make their decisions based on what is best for the students and for the University as a whole. The proposal, he said, addresses attracting and retaining students, which will maintain tuition revenue.

Mr. Neds-Fox agreed with Mr. Lemke. The staff in the Libraries have had to make many changes over a period time to align better with goals that the administration believes are most important for the success of our students and for the University. He encouraged faculty to look at the proposal with that goal in mind.

Mr. Parrish objected to the idea that faculty are concerned only with their own departments and programs to the detriment of others. The general education program morphed over time because of a lack of leadership at the Provostial level. The general education course in the Department of Political Science was developed with intellectual integrity and to teach civic literacy to students. He agreed that students now are required to take too many general education courses. However, instead of addressing that issue, the approach of the GERC was to change the entire program. Mr. Parrish warned that the result might be chaos. He pointed out that, although the importance of critical thinking is mentioned throughout the proposal, it eliminates the Department of Philosophy's course in critical thinking.

This completed the discussion. Provost Winters thanked Mr. Fischer and Ms. Brockmeyer for their presentation and discussion of the proposal.

II. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of April 5, 2016, as submitted. PASSED.

III. REPORT FROM THE SENATE PRESIDENT

A. Report and Announcements

Mr. Romano updated the members on the targeting of faculty by hackers who filed or attempted to file fraudulent income tax returns in their names. He estimated that about 20% of the faculty were targeted. It is not known how the hackers accessed the information. Although the Administration has stated that there is no evidence that the

University's computing system has not been breached, there are other possible lines of breach and the investigation is continuing. Mr. Romano will keep the faculty informed of the status of the investigation.

Mr. Romano thanked the Senate members for their hard work this year. In particular, he thanked the Chairs of the Senate's committees and the members who agreed to serve on ad hoc committees in addition to their Senate committee assignment. He thanked Tamica Dothard for the support she provided to the committees and for her work at the Senate meetings. He also thanked Angela Wisniewski for assisting the Senate in carrying out its work.

This being the last meeting of the Senate that Provost Winters will chair, Mr. Romano expressed his appreciation for her constant presence and for the respect with which she dealt with the faculty. She was a partner with the faculty. He appreciated her consultation with the Senate and with the Policy Committee.

Provost Winters thanked Mr. Romano for his leadership of the Senate and thanked the Senate members for their good work. Although at times there were disagreements, she never felt that the relationship between the administration and the Senate was adversarial.

B. Proceedings of the Policy Committee

The Academic Senate received the Proceedings of the Policy Committee meetings of March 28 and April 11, 2016. They are attached to these Senate Proceedings as Appendix A.

IV. MATTERS SUBMITTED BY THE POLICY COMMITTEE

Proposed Amendment to the Bylaws

The Elections Committee proposed that the Academic Senate amend Article VI, Officers of the Senate, Section 4, of the Bylaws to change the month when the President of the Senate is elected. The amendment was distributed to the Senate for discussion at its April 6 meeting. As stipulated in the Bylaws, the motion to adopt was tabled for action at today's meeting. It was MOVED and SECONDED to REMOVE the amendment from the TABLE. The amendment would change the Bylaws to agree with current practice. The Bylaws now state that the Senate President is to be elected in March, but for several years the election has been held in April. The vote to change the language in Article VI, Section 4 from March to April was taken. PASSED.

IV. YEAR-END COMMITTEE REPORTS

A. Budget Committee

Ms. Beale, the Chair of the Budget Committee, provided the attached report (Appendix B) about the work of this year's Committee. The budget situation at the School of Medicine (SOM) was a major focus of the Committee. The Committee tried to understand how the problem developed and what is being done to address it. It provided input to resolve the problem. One of the Committee's concerns was the administration's focus on detenuing or otherwise removing faculty rather than taking other actions.

The Division of Finance and Business Operations under the leadership of Vice President William Decatur is interested and concerned about the academic community and has been consulting with the Budget Committee.

The Committee met prior to the meetings of the Board of Governors and reviewed the agendas of the Board's Budget and Finance Committee's meetings. Scheduled for discussion at the April 1 meeting of the Board was a request to authorize spending \$2.5 million for a design study for the Hilberry Gateway Project, which had been planned since the late 2000s. The Senate's Budget Committee was concerned that the cost of the project, which had been budgeted at \$42.5 million, might have increased since it originally was designed. It was concerned about the cost due to the University's financial situation as a result of the fiscal problems in the SOM. The original plan for the Hilberry Project had been to raise only \$10 million through philanthropy. The Budget Committee thought that was too little. The only time the Project was mentioned to the Academic Senate was in a presentation by then Vice President for Finance and Business Operations Rick Nork when he also talked about the IBIO and the Student Center Buildings as three buildings that would be funded mostly by philanthropy.

The more such projects are funded by the University and not by philanthropy, the worse the financial indicators for the University in general would be. The Senate's Budget Committee discussed the request at its meeting of March 28 and Vice President Decatur removed it from the Board's agenda.

Matthew Seeger, Dean of the College of Fine, Performing and Communication Arts, met with the Budget Committee on May 2 to present the

rationale for the Hilberry Project. It is his view that \$10 million is the maximum that could be raised from donors because of the Grand Bargain that was made for the City of Detroit. The Budget Committee asked that the University consider a much smaller less costly study to possibly phase in the Project.

B. Curriculum and Instruction Committee

Ms. Fitzgibbon, who chaired the Curriculum and Instruction Committee (CIC), reported on the four issues on which the Committee focused this year. One was the proposal to revise the general education program. CIC recommended that a member of the Committee serve on the implementation committee for the new program, and Ms. Brockmeyer agreed.

The second issue involved the quality of online courses. CIC members discussed their experiences with teaching online courses and provided feedback from colleagues who teach online courses at this or at other institutions. There are a number of ways to address the issue; none of them are cheap. CIC felt strongly that the criteria to evaluate online courses must be the same as the criteria used to evaluate traditional courses.

The third issue was student retention. Ms. Brockmeyer said that our retention rate is improving, although not at the rate we would like. Her office will continue to work with advisors to improve the retention and graduation rates. In addition, Ms. Brockmeyer is developing a new track to improve a student's ability to graduate in four years.

The fourth issue was working with Associate Provost for Undergraduate Affairs Joseph Rankin on the implementation of the new course scheduling matrix. Departments are adjusting their schedules to bring them in line with the new matrix.

Ms. Fitzgibbon thanked the members of CIC for their work. The annual report of CIC for the 2015-2016 academic year is attached to these Proceedings as Appendix C.

C. Facilities, Support Services and Technology Committee

Mr. Artiss chaired the FSST Committee. He began his presentation by thanking the members of the Committee for their work and, in particular,

he thanked Ms. Pile for writing the Committee's minutes.

The Committee participated in the development of the Capital Outlay Budget Request that the University submits to the state for the funding of capital projects. Last year, members of FSST donated eight laptops that the Division of Computing and Information Technology (C&IT) cleaned and gave to the Helping Individuals Go Higher (HIGH) Program. Over the summer, a subcommittee of FSST worked with Finance and Business Operations and C&IT to arrange for a steady stream of laptops and desktops to be donated to the HIGH Program.

Two members of FSST are members of the 3N Daycare Committee, which will submit its report to the Provost about daycare facilities for students, faculty, and staff.

C&IT kept FSST informed about the upgrades and updates in IT. Mr. Romano asked the Committee to look into the fraudulent filing of employee's tax returns. As of a couple of weeks ago, C&IT had not found evidence that the University's computer system had been hacked. Hackers would have to breach several databases to get the information they required to file an income tax return on behalf of faculty. Two weeks ago the Internal Revenue Service reported that there were two million hacks and the number was increasing exponentially. In addition to WSU's faculty and staff, large corporations in the area were hacked. It is possible that the affected tax returns were those filed in Cincinnati. C&IT continues to follow the situation.

Mr. Artiss and Ms. Beale are members of the Information Systems Management Committee (ISMC), which discusses progress and issues related to major software and IT changes. They raised the concerns that users of TravelWayne continue to have. The administration is trying to negotiate fixes for the system, but Ms. Beale and Mr. Artiss argue that the University should replace it.

For many years the FSST Committee and the Senate President have attempted to have the Vice President for Finance and Business Operations consult with the Senate on the projects the University submits to the state for funding through the capital outlay budget process. This year under the leader of Vice President William Decatur, Mr. Romano and Mr. Artiss sat on the Capital Outlay Proposal Committee. The legislature approved Wayne State's first priority to

renovate the Science and Engineering Library for use as the STEM Innovation Learning Center.

The Student Senate is working on a policy for a recycling green plan. Tarek Bazzi, the liaison from the Student Senate, asked for FSST's assistance with the project. The Committee worked with Facilities Planning and Management and Marketing to develop a map showing the location of unisex washrooms, mothers' rooms, meditation rooms, and foot washing stations.

Two members of FSST served on the University Parking Committee. A pilot program that allows first-time-in-any-college students (FTIACS) to park free on campus might be instituted. The program often is referred to as "free parking." It is not free; the cost is buried..

Two members of FSST served on the search committee for the Provost.

A member worked on the preferred-name software that C&IT created so the name that a student prefers would be reflected on the student roster and the class list. The student's legal name would be used in some databases.

Mr. Artiss listed the outstanding matters that next year's Committee ought to address. It should monitor the success of the FTIAC parking trial program and progress on the issue of daycare services. A member of FSST should sit on the University's capital outlay committee to develop the list of projects to submit to the state. A member should participate in the work of the committee that is repurposing the Science and Engineering Library. A member will have to be appointed to serve on the ISMC.

The annual report of the FSST Committee is attached to these Proceedings as Appendix D.

D. Faculty Affairs Committee

The Chair of the Faculty Affairs Committee, renee hoogland, thanked the members for their work on the issues that were brought to the Committee. She told the Senate about the major issues on which the Committee worked.

The Faculty Affairs Committee has had faculty mentoring on its agenda for many years. This year's Committee recommended to the Policy Committee that a small task force be formed to discuss the complexities of coverage, confidentiality, and related issues, and to form a small committee to conduct a survey. The task force will

begin meeting next week to discuss the purpose, content, and deadlines for the survey. When the parameters are established, a draft survey will be prepared.

The FAC was concerned about the criteria for graduate faculty status. The policy was released as a one-size-fits-all policy. Disciplines have widely different standards for work output. On February 1, the Policy Committee discussed the issue with Dean of the Graduate School Ambika Mathur. She agreed to re-open the time period to give colleges and departments the opportunity to request the criteria that should be used to determine who in their units might be given graduate faculty status.

Working with the CIC, the FAC identified issues that need to be considered in the teaching of online courses: governance, academic freedom, intellectual property, workload, technical problems, and quality control. The 2N committee that is supposed to explore these matters did not meet during the 2015-2016 academic year. FAC is concerned about the delay because in the last three to six years more online courses have been implemented and the Office for Teaching and Learning (OTL) has held training sessions and workshops to support instructors who teach online. The FAC has not been consulted about any of the initiatives. The Committee prefers to have more transparent communication about the initiatives. Also, it is not clear to the Committee what OTL is doing about online teaching and learning. This week a small group of FAC members will go on a fact-finding mission to the OTL. The FAC will report to the Senate next year about this issue.

The Policy Committee asked FAC to look into the peer evaluation of teaching required by the Agreement between the University and the AAUP-AFT. FAC is not sure if the potential problems with the requirement have been resolved. Forty of 65 units have developed guidelines. The Committee has requested more detailed information from the Provost's Office. It is expected that the information will be available in the summer.

The student representative to the Committee introduced the matter of open source materials. C&IT and the Dean of the Library System, Sandra Yee, are conducting a pilot project. Dean Yee has allocated \$10,000 for faculty who are willing to write chapters. FAC is concerned about issues of academic freedom, copyright, and the commercialization of study materials. The Committee will monitor the development of this initiative.

Ms. Hoogland believes it is important that the FAC be a central component in discussions about reforming the general education program.

The annual report of the FAC is attached to these Proceedings as Appendix E.

E. Research Committee

Alexey Petrov, the Chair of the Research Committee, presented the Committee's annual report at the April 6 Senate meeting.

F. Student Affairs Committee

The Annual Report of the Student Affairs Committee for the 2015-2016 academic year is attached to these Senate Proceedings as Appendix F.

V. COMMENTS BY THE UNIVERSITY PRESIDENT

President Wilson updated the Senate about the School of Medicine. Last year the Liaison Committee on Medical Education (LCME) put the School on probation. A team from the School made a presentation to the LCME in Chicago. The LCME reversed the decision of the site team, removing the probationary status and putting the School on warning. It is unusual, the President said, for the LCME to reverse the recommendation of site visitors.

The LCME cited the School for its poor recruitment of minority students. In the year for which the LCME had data, only one African-American was admitted through the regular admission cycle and four were admitted in the post-baccalaureate program. For this year's incoming class, 44 African American students, 27 Hispanic students, and 4 native American students accepted admission. There will be 290 students in this year's entering class.

The University and the Detroit Medical Center are negotiating their contract. The President is hopeful that decisions will be reached by June 7. He mentioned that Tenet Health, which owns the DMC, does not own any other academic medical centers. He also said that past University administrations did not leave the University in a strong position to negotiate with the DMC. Many changes are occurring in medicine and different models are emerging for structuring medical schools and for training medical students.

The Higher Learning Commission (HLC) will visit campus March 6 and 7, 2017. It is essential that everyone know what the site visitors expect and that faculty be engaged in the process. The visitors will

ask faculty if they know the University's mission statement. If they do not, the University will be cited. Information about accreditation is on the website HLC.wayne.edu. John Schiavone, who co-chaired the accreditation team, left the University. Professor Hilary Ratner has replaced him as co-chair. Sandra Yee, Dean of the Library System, is the other co-chair. A campus-wide communication plan will be finalized this week. A draft of the self-study, which is now known as the assurance argument, will be available in August. The steering committee will begin seeking faculty and student input this September.

It is early, but the preliminary enrollment figures for the fall term are encouraging. The number of FTIACS is expected to increase, potentially exceeding 2650. More students have paid their enrollment deposit this year compared to last year at this time. Overall enrollment may increase.

The six-year graduation rate has risen over the past four years from 26% to 35%. Although it is a low base, nationally that probably puts Wayne State in the top five universities that have that much of an increase. We are on pace to have a larger increase in our graduation rate over a ten-year span than Georgia State University, which is recognized for the improvement it made over a ten-year period. The graduation rate of minority students has not improved. The overall increase was with Caucasian students, which widened the gap in the graduation rate between minority and white students. We have to change the way in which we address the needs of minority students to improve their graduation rate.

The overall four-year graduation rate has risen in the past two years from 10.6% to 18.4%. The graduation rate is increasing for every ACT category except for students with an ACT score of 30 and above. It is expected that those students would have a high four-year graduation rate. Their rate is about 46% and it is not increasing. Students with ACT scores of 30 and above should be able to graduate in four years. Their parents expect them to graduate in four years. We have to determine why the graduation rate for these very capable students is not better.

The ninth annual Anderson Economic Report reveals that the University Research Corridor (URC) contributed \$17.5 billion to Michigan's economy. That is up from \$16.8 billion the previous year and \$12.9 billion in 2007, which is the first year the report was published. For every dollar the state invested in Wayne State, Michigan State, and the University of Michigan, which comprise the URC, the state received \$22 in economic benefits. At the Mackinac Policy Conference the three University Presidents talked about what their institutions are doing

individually and combined to assist in the revitalization of Detroit. President Wilson encouraged people to read the report on the website urcmich.org.

Negotiations continue about the state appropriation for higher education. It appears that the approved state budget will allow universities to increase their tuition by as much as 4.8%. Our appropriation still will not be restored to the level it was in fiscal year 2011. The state government uses metrics that do not take into account our graduate students and medical students. The administration is asking the schools and colleges to model a budget with a .75% decrease. If the University has an increase in enrollment this year, the units will not have to cut their budgets but will be able to plan for strategic investments. There is a fine balance between keeping tuition affordable and the need to make strategic investments.

The Pivotal Moments Campaign is on schedule. To date, we have raised \$540 million of the \$750 million goal. President Wilson has visited with alumni in many states. He has contacted alumni whom the University had not contacted previously. They appreciate his reaching out to them. The capital campaign will conclude in 2018, the 150th anniversary of the University. A year-long series of events will mark the anniversary.

President Wilson commented on the athletic programs. Our swimming, women's track, golf, and cross-country teams are among the best in the country. We rank in the top 5% in the country of Division II schools. The students are not only great in sports but they are good academically. Almost all of them have a grade point average of 3.0 and above and many have a GPA of 3.5 and above. Their graduation rate is very good. President Wilson appreciates the accomplishments of the students. He now serves on the NCAA Division II Presidents Council as an at-large member. There is, he said, a lot of respect for Wayne State's athletic program.

The President took questions from the members.

A member asked whether, with Wayne State's having a good golf team, the University had solicited donations from golfers or from companies that sell products to golfers. The President was not aware if that had been done, but he noted that Wayne State has partnered with Ford Motor Company on a golf tournament for the past 2 or 3 years. The proceeds from the tournament previously had been donated to other charities. Now they will be donated to the University for scholarships.

From his experience working with students, Mr. Reynolds suggested that students with high ACT

scores might not graduate in four years because they take advantage of the many internships available to get a jump start on their careers after graduation. If we can get better information about them after they graduate, we may see that they do great work for Wayne State and for the community. President Wilson agreed that there might be multiple reasons for the low graduation rate. We need to determine what they are.

ADJOURMENT: The meeting adjourned at 3:40 p.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Louis J. Romano". The signature is written in black ink and is positioned above the printed name and title.

Louis J. Romano
President, Academic Senate