

WAYNE STATE UNIVERSITY
ACADEMIC SENATE
Official Proceedings
April 3, 2024

Members Present: Laurie Clabo, Provost and Senior Vice President for Academic Affairs; Linda Beale, President, Academic Senate; Suresh Balasubramanian; Cathryn Bock; Maria Bykhovskaia; Pynthia Caffee; Stephen Calkins; Fernando Charro; Wei Chen; Stephen Chrisomalis; Chris Collins; Erin Comartin; Daisy Cordero; Alan Dombkowski; Damecia Donahue; Paul Dubinsky; Sujay Dutta; David Edelman; Jessika Edgar; Ewa Golebiowska; Haidong Gu; Weilong Hao; Marisa Henderson; Lenuel Hernandez; renee hoogland; Michael Horn; Arun Iyer; Christine Jackson; Satinder Kaur; Chris Kleithermes; Christine Knapp; Shelly Jo Kraft; Jennifer Lewis; Feng Lin; Cynthera McNeill; Cynthia Merritt; Georgia Michalopoulou; Bharati Mitra; Ramzi Mohammad; David Moss; Paul Neirink; Rachel Pawlowski; Sean Peters; Kami Pothukuchi; Shauna Reeves; Robert Reynolds; Joseph Roche; Brad Roth; Andrea Sankar; Gina Shreve; Cheryl Somers; Elizabeth Stoycheff; Wassim Tarraf; Ellen Tisdale; Stephanie Tong; Hossein Yarandi; Dongxiao Zhu

Members Absent with Notice: Joan Beaudoin; Juliann Binienda; Stephanie Chastain; Erica Edwards; Sean Hickey; Kristen Kaszeta; Pramod Khosla; Lisa O'Donnell; Richard Pineau; Tamme Quinn-Grzebyk; Noreen Rossi; Ali Salamey; Le Yi Wang; Nicole Wheeler; Jeffery Withey

Members Absent: Heather Abraham; Brian Edwards; Gamal Mostafa; Erika Robinson

Guests: Amr Abdel-Azim; Danielle Aubert; Nicholas Brandon; Klaus Bryant-Friedrich; Kimberly Espy; Ahmad Ezzeddine; Ashley Flintoff; Bethany Gielczyk; Greg Janks; Rebecca Journigan; Brelanda Mandija; Mary Paquette-Abt; Sarah Schrag; Melissa Smiley; Tim Stemmler; Karin Tarpenning; Fred Vultee; Nancy Welter

I. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the proceedings of the Academic Senate plenary session of February 7, 2024. PASSED.

II. COLLEGE TO CAREER

President Espy shared key observations of the university in the short time she has been here, noting that this has informed the College to Career initiative in the context of what she has called a “prosperity agenda” building on the “Our Moment in Time” strategic plan and the university’s mission, vision, and values. The strategic

plan covers 2022 to 2027 and has five focus areas with specific goals and objectives. The prosperity agenda focusses on the university community to catalyze the concepts in the plan and translate them into a set of actions to be undertaken. College to Career is an initiative built on what is already happening to move those actions further and engender greater support. There is hopefully a feedback loop—launch of the initiative followed by additional activities and improvements that drive the desired progress set out in the strategic plan. Espy has been engaged during her initial months here with internal and external stakeholders, including nonprofits, community, government leaders, and businesses, to build support for the university’s work, which she views as one of her primary presidential responsibilities.

Espy noted that she has become aware of the great work being done by the faculty and academic staff here, work that can be highlighted for the external community to see. Our top-tier, student-first innovators are constantly working to bring new ideas into the classroom to make sure our students are prepared for their future. She is impressed with the breadth of what is done to bring that perspective into the classroom in unique disciplinary ways. That is going to look different in art than it would in medicine than it would in law, and everything in between. For example, Wayne State’s student archaeologists’ dig at Malcolm X’s home in Inkster gave students the opportunity to take what they have learned in the classroom from faculty into a real-world context that prepares them for life as professionals. The corollary is that Espy is also impressed that our faculty are able to do so much with so little. She believes that elevating these activities to community awareness will make it possible to procure new resources that will have great benefit for our students.

Fundamentally, we are a university that is committed to mobility for our students. The Brookings Institution has done an interesting study that looks at the differential success as adults of those who were in the lowest 20% quintile as children: without a college degree, 43% as adults remain in the lowest quintile with entrenched poverty, systemic racism, and other difficult to overcome hurdles. In comparison, only 19% of those who grew up in the lowest 20% quintile who completed a college degree remained in the lowest quintile. A college degree thus has significant impact on social mobility, not only for these adults, but also for the generations that follow. The benefit of the degree is not just an economic one: it is also correlated with stable, meaningful relationships and families, improved school readiness, higher levels of community service, greater savings for retirement, and better physical and mental health. As a university community, we need to talk more about these personal and community benefits of education and the social value of enhanced mobility.

Wayne State is committed to advancing equity as a fundamental, shared value. Espy referenced a Gates Foundation report [“Postsecondary Value Commission”](#) that quantified the pathways that create more equitable wealth. A college degree is a key factor. To achieve that greater equity, several steps are required: i) college must be open and accessible to all; ii) college must be affordable; iii) students must be supported during college; and iv) students must earn a degree. A degree alone, however, is not enough. Equitable wealth comes about when people have equitable career earnings that allow them to save and generate wealth.

Wayne State contributes to this opportunity pipeline in various ways. In Michigan, for example, Wayne State serves the most economically under-resourced families—those with a mean family income at \$79,355 and a median of \$58,600. In contrast, U-M serves those with a mean family income of \$355,310 and median of \$154,000. Our students are those who thought they would not be able to afford to go to college and some who originally did not see college as part of their future. Access at Wayne State is illustrated by our first-year, full-time students in Fall 2023: they comprised a pluralistic mosaic of Asians (17%); Blacks or African Americans (21%); Hispanics or Latinos of any race (10%); MENA (11%); two or more races (12%); and other (1%). The financial support is a foundation for that access: 59% of the Fall 2023 cohort paid no tuition; 39% received partial tuition support; and only 2% paid full tuition. (This data includes student athletes coming to Wayne State as first-year students.) Our students are also succeeding at a rate that is comparable to our national benchmarks: about 60% of our students graduate, due in part to the interventions, programs, and good work that our faculty and staff do every day.

Our graduates fuel our metro Detroit talent pipeline. The alums who are employed in the top five employers in Michigan include: 1300+ Corewell Health; 4700+ Ford Motor Company; 2400+ General Motors Company; 2000+ Stellantis NV; and 1000+ U.S. government. This demonstrates that our degree programs and Michigan core industries align well. It is not surprising that Wayne State is a leader nationally in economic mobility, regardless of the different ways that can be measured.

In spite of the data demonstrating the importance of higher education to economic mobility, the national conversation focusses on survey results and headlines questioning the value of higher education. Half of Michigan voters do not think a four-year degree is worth the money. The percentage of high school graduates who

enroll in college continues to decline in the state of Michigan and in the city of Detroit. Nationally, Michigan ranked 16th in household income in 1999, but in 2022 it had dropped to 39th. We are not keeping pace with other states. In fall 2022, 1300 of the students who were admitted to Wayne State attended no college: they may have accepted the false narrative questioning the value of higher education. It is critically important for us to counter that narrative so that those students come to college here. To do that we have to tell the story about our faculty’s impact on students and their career readiness. We already do the work, but we need to be more intentional in communications about it.

These are the high-impact practices that each of our faculty incorporate into their classes. How do we talk about this in a different way? Wayne State's advantage is high quality, community-engaged instruction by outstanding R1 faculty who work at the cutting edge of discovery. That translates into innovative academic classroom experiences that our students enjoy, coupled with many different immersive learning-by-doing experiences, including studying abroad, volunteering in a community service organization, interning at a startup, or working in a school or a hospital. That college-to-career combination leads to informed citizens who lead in their community across their careers. Our graduates have expertise and marketable competencies that employers like nonprofits, community, government, big industry, and small businesses seek, or they are prepared to work on a graduate degree from which they will typically go to work for a government, business, or nonprofit. Ideally, all Wayne State students can have this kind of enriching college-to-career experience that sets them up for success.

Espy noted that the Honors College illustrates what she means in terms of benefits for students. Students there worked on writing and expression and coupled that with design and layout work in developing the new *Rushton Journal*. In one of the classes, they met with experts in intellectual property to understand copyright. That is an example of bringing the outside in to give students the kind of experience of applying what they learn about writing to development of other skills through an immersive learning-by-doing that is typically a co-curricular experience. Many of our students are first generation and do not have those networks built in when they come to college, so it is important for the university to create connections so our students can have those formative experiences that are critical to start early adulthood on the path that is rewarding. The 500 university student organizations, the Student Senate,

study abroad, undergraduate research, interning with different companies for students in engineering, working with small startups for students in law—it is these kinds of experiences coupled with what students learn in the classroom that prepare them not just for a first job but for life. This is the kind of thing we already do but if we share information about it in ways that show how it benefits students while meeting the objectives of legislators and other state officials, we can engender more support for our work.

Espy stated that her goal is for the College to Career initiative to draw attention to the work and the impact of the faculty and academic staff to boost their visibility and better engage with our stakeholders. Government personnel, families, philanthropists, businesses, and nonprofits need to hear this story, so they can understand the difference that an investment can make. Done right, the university will be able to support our faculty’s creativity with additional resources that allow more students to take advantage of these kind of learning experiences. Some donors are already stepping forward. The benefits of drawing attention to these efforts include more resources to support teaching and learning, innovative opportunities for engagement, promoting mentorship in an environment that can make the discipline come alive, and collaboration among faculty regarding best practices. Espy noted that one of the activities of the Office of Teaching and Learning is to help connect people around these kinds of opportunities.

The initiative also has benefits for the community. They have early access to talent, and our students find the jobs that excite them. It builds trusted connections, advances our competitiveness, and advances equity. Employers that seek a diverse workforce can come here. It also engages alumni and other stakeholders to support the success of our city and region. This is also an equity opportunity: Michigan’s net lifetime earnings gain would be significant if racial parity in college attainment were achieved.

Going forward an effort will be made to inventory the kind of experiential learning work that is underway across the campus. Ahmad Ezzeddine (VP Academic Student & Global Engagement) and academic affairs sent a survey to chairs asking for specific information about this work within their departments so that it can be made more visible both internally and externally. A QR code has been created to provide a way for faculty and others to share stories. Done systematically and qualitatively, we should develop dynamic, wide-ranging information to tell our Wayne State story better and get

rid of the "hidden" in the “hidden gem” description of the university. This College to Career initiative is about framing our work differently to stakeholders, so that they will understand the impact investing in Wayne State can have for students and faculty. It is about supporting and scaling our efforts to reach more students. It is building the infrastructure to support faculty who lead in this high impact work.

Chrisomalis (CLAS) emphasized the number of programs that need funding on both the student side and the faculty side. There are internship programs that have been run for decades on a shoestring budget, often run by a faculty member with an associate director title who has kept them going for years on nothing but fumes. For this to grow sustainably, faculty need some reward: that investment of time and energy comes at a cost of burnout and disillusion. Espy agreed.

Reynolds (ENG) noted Espy’s emphasis on students starting out in college, but often in Computer Science it is transfer students who have been elsewhere and developed an important skillset but realize Wayne State is a better fit for them. Espy responded that the initiative was not meant to exclude transfers but the data for first generation students had seemed particularly compelling. About 40% of our students are transfers: they clearly are eligible to participate in these activities, and gain similarly from the experiences.

Jackson (Business) noted the difficulty that faculty department chairs sometimes have in making connections to the community. When encouraging faculty to get involved with this experiential learning, and to facilitate these experiences, it would be helpful to have a structured database in which community partners and companies that list their needs and the students they seek, and faculty can also list their interests for experiential activities when seeking companies and community partners. Espy agreed that kind of infrastructure would be helpful across university. Beale noted the new UROP ForagerOne software is designed to do some of that: it might be possible to expand on that.

Donahue (Libraries) noted the need to better tell faculty stories but added that academic staff and staff stories are mostly not told at all. Hopefully there is some consideration in sharing those aspects as they relate to the initiative. For example, every day she sees custodial services staff talking to students to encourage them, but only the people who pay attention and the students with whom they talk are aware of their impact. It would be

helpful if those kinds of stories could be shared. Espy appreciated the comment, noting that when she mentions faculty, she does not mean to exclude staff. Everybody plays a role in this kind of work.

The Senate thanked President Espy for sharing her goals for the initiative.

III. CALL FOR NOMINATIONS FOR 2024-25 SENATE PRESIDENT

Senate Elections Committee Chair Knapp noted first that the annual Senate apportionment had been completed working with Naida Simon (UAC) before she retired. For the 2024-25 academic year, the Senate will have 74 Senate members, down from 76 members this year.

The ballot for the member-at-large election was sent via email at the end of March. The election is run through the Get Involved voting platform until Friday, April 12. The member-at-large positions are open to anyone across campus. Linda Beale (Law), Emily Reetz (CLAS), and Noreen Rossi (Medicine) are the candidates for the two open positions. Elections for school/college Academic Senate positions are separate and will be run through the individual schools and colleges. If a current member's term is ending, please talk to the person in your school/college who handles the election process to be sure that your name can be on the ballot if you wish to continue to serve on the Senate.

This is also a call for nominations for the 2024-25 president of the Academic Senate. The presidency is a one-year term running from the beginning of the fall 2024 term up to the beginning of the fall 2025 term. The election for Senate president will take place at the plenary session on May 1. A Senator who is interested in self-nominating or nominating another person should reach out to Knapp or the Senate office via email, by phone, or by stopping by the Senate office in 4339 FAB. Nominations will also be accepted from the floor at the May 1 plenary. The only eligibility requirement for Senate president is that the person be an elected member of the Academic Senate.

IV. REPORT FROM THE SENATE PRESIDENT

Beale welcomed Senate members back after two months due to the necessity of cancelling the last Senate meeting due to the scheduling of the Board of Governors' committee meetings and full session on the same day.

We do not usually change the date of our plenary session once we set it for the year. Beale has suggested to the Board secretary that the Board should be encouraged not to schedule a meeting for the regular plenary time.

Policy Committee members and Senate representatives have been busy in the winter term on various university-wide committees. We have many new administrative people coming on, as you probably have recognized. Ezemenari Obasi as the vice president for research and Melissa Smiley as the chief of staff and university relations officer are already here. There will be a new vice provost for enrollment management on June 1. Obviously, these new administrative leads will have a transition period in learning about the university. We are at the same time working on the school of public health (SPH) initiative, including both an executive committee and a number of working groups. Even though the appointments to the SPH working groups were made with some urgency because we thought that all working groups would be starting to work in late 2023, several representatives appointed by the Senate reported that they had not yet met. After some inquiries, the Executive Committee met for the first time last Friday: it will purportedly meet on a biweekly or monthly schedule henceforth. That meeting includes the co-chairs of the working groups, so hopefully it will ensure more coordination of the activity among all the groups so that the work can get done. If a Senate member was appointed to a working group that has not started meeting, please let Beale know. There is no certainty yet about most of the budgetary matters that are required for the start up, but the planning is continuing.

Beale alerted Senate members to the foreign influence disclosure requirements that Policy has been working on for some time. It seems to be more difficult than it should be, partly because the focus tends to be on the federal agencies like NIH that have certain disclosure requirements that are posted on the OVPR's website under research integrity. But the necessary disclosures also apply to others—people that are teaching in China in the summer, for example, because of relationships with listed countries that change from time to time. These disclosure policies are intended to help faculty—failure to disclosure can lead to certain monetary penalties and liabilities, whereas over-disclosure of something that was not required to be disclosed creates no real problem. Nonetheless, the desire is to have a policy that is itself clear regarding what kinds of foreign relationships must be disclosed and to provide a question-and-answer that is posted on the website that will clarify the most obvious issues that come up. It will

be important that the forms for disclosures and the consulting form are clearly written and in agreement as well. Currently, the university's consulting disclosure form does not require any disclosure about summer teaching or research abroad, for example. Policy continues to work on that with the Foreign Influence Committee, but please be aware—and let your peers in your schools/colleges/divisions know—that the disclosure requirement exists even though the updates are not completed.

In the proceedings, Beale noted the discussion about the Mellon hires and the Detroit Center for Black Studies. That discussion is ongoing. Obviously, the center will need to be chartered and that charter will go to the Board because it will be a CIAC committee under the provost. Hopefully that can move forward soon.

We have been talking about interdisciplinary programs from the undergraduate level, the graduate level, and the certificate level a good bit over the past months as well. There is still an intent to put together a task force between the provost and the Senate on that issue. It has been delayed because of the many other commanding things that have come up (i.e., the SPH and various senior administrative searches). For Beale and many others, the workload has become harder this semester than the norm, and that has certainly been true for Policy Committee and for the other Senate committees. Beale thanked everyone for that work, which is truly important to shared governance.

As a final note, Beale mentioned that the Wayne Experience course requirement was suspended for a year. That year is ending without passage of a replacement. It is Beale's understanding that the suspension will be continued for another year, so members of the Senate Curriculum & Instruction, Faculty Affairs, and Student Affairs committees, as well as the Policy Committee, will need to focus on that through the summer and fall. Ideally, there will be an opportunity to pilot various options—including the critical analysis course suggested by the Faculty Affairs Committee—that might allow a range of courses depending on student needs.

V. REPORT FROM THE CHAIR

Many of the items that the Senate president discussed intersect, and Provost Clabo is grateful for the relationship between the Academic Senate, especially the Policy Committee, and the Office of the Provost. Our ability to work every week for two hours on substantive

issues, as you see in the proceedings, helps to move the mission of the university forward.

Clabo announced there will be a new vice provost for enrollment management. At Wayne State, we often refer to positions in terms of the people who held them before they became vacant. This is the Dawn Medley position. When she left in 2021, Ezzeddine added the responsibility for enrollment management. It is clear to all of us that enrollment is existential to our university. Our ability to generate revenue to support operations is segmented in some areas. Yes, philanthropy can and should support the College to Career initiative, for example, but our hopes of getting additional funding from the legislature are modest at best in most years. Our method of growing revenue to support the work that we already do is to grow enrollment. There are various factors in play this year that may make enrolling students more difficult, including the demographic cliff and the debacle with FAFSA delays. We need someone whose eyes are fully focused on how we market to potential students, how we bring students into what is sometimes called the funnel, but most importantly, how we increase the yield of students who enroll. There are ways of using data to improve these tasks, and it is time for us to modernize our processes around enrollment management and the packaging of financial aid. Two years ago this fall, we engaged the RNL consulting and marketing research firm to assess our financial aid and enrollment strategies. While the firm determined that the university does many functions well, it also discovered some “low-hanging fruit,”—i.e., opportunities for process improvements. Dr. Charles Cotton will be joining us as a new vice provost for enrollment management on June 1. He will meet with Policy Committee during the summer, but clearly it will be important to have him come to a plenary session in the fall for a discussion about strategies to consider for enrollment management.

We are already planning for Fall Opening. Our goal is, again, a robust series of events that start but do not end that first week. The goal is to build engagement in the campus community, especially for new students, beginning with Fall Opening. There will be some changes from last year. Because move-in and opening events were concurrently taking place, at least some students thought Fall Opening events were aimed at students living on campus rather than designed for the entire campus community. This fall, move-in will occur on Wednesday and Thursday, and campus-wide Fall Opening celebrations will take place Friday, Saturday, and Sunday. Last year we had an inaugural faculty

brunch on Sunday. That event will be repeated: it provided an opportunity for faculty to connect within and across schools and colleges. It precedes the next important event, which is New Student Convocation. Last year that took place on Keast Commons but the location did not work well: i) the uneven ground at Keast Commons presented accessibility issues; ii) it was too large a space so was mostly empty, which did not support students and families making connections; and iii) because the convocation was just a short walk away from FestiFall, people wandered off—which had the result of eliminating the joyful end of convocation when new students and their families progress through the line-up of faculty on either side (often referred to as the gauntlet) who welcome, applaud, and cheer them along. After extensive consultation with staff in the Office of the Provost and the Policy Committee, this year convocation will move back to McGregor. If it looks crowded, that is good. We will try to find some ways to include additional displays, so sightlines are not impacted.

Finally, Clabo thanked Senate members Beale and Sankar (CLAS), who served on the Budget Planning Council again this year. Budget Planning Council finishes its last hearing this week. It is a wonderful opportunity to learn about the university, both academic and non-academic units that operate on campus, but it is an incredibly time intensive, important service.

VI. RESOLUTION IN APPRECIATION OF INTERIM VP RESEARCH STEMMLER

The Research Committee of the Academic Senate brought forward a resolution to acknowledge the work of Dr. Timothy Stemmler in his role as the interim vice president of research. The resolution unanimously passed by a show of hands.

VII. UPDATING THE CAMPUS PLAN

Abdel-Azim (Assoc. VP, FP&M) and Flintoff (Dir., Planning & Space Mgmt) shared with the Senate the update of the 2019 campus plan. Janks (DumontJanks) summarized the key ideas of the previous plan, provided an update on where we are now, and invited any discussion.

The world has changed quite a bit since DumontJanks was last here in 2019. The first order of business was to make sure that the big ideas the plan considered were still appropriate, given our new realities. The first key

idea was the major corridors of activity. This is helpful from a planning perspective: potential changes should reinforce activity along these key corridors (two major North-South corridors; the internal Gullen Mall corridor; the civic corridor on Cass; the major East-West community axis that link the campus with several cultural institutions in the neighborhood). This is a basic organizing idea and assists in thinking about "real estate value" within the core of the campus.

The second significant idea (not meant to exclude the medical campus, business school, or other key elements of campus from the conversation) that emerged through several rounds of conversation five years ago was that concentration of academic activity within an enhanced core would promote opportunities for collaboration, collegiality, activity, energy, and vibrancy that would in turn support the student experience, as well as the research and teaching/learning work of the faculty. That review included the condition of various buildings that we struggle to maintain with available resources. The thought was that strategic reduction in the square footage of maintained space would allow the university to invest in fewer buildings, trading off quantity for quality in ways that would enhance everything on a day-to-day basis.

The deferred maintenance was an important piece five years ago that led to consideration of several buildings, though not all of that thinking remains relevant. For example, the original plan suggested reducing space in the undergraduate library, but today the need for student support spaces has led to reconsideration of that idea: it is important to make the space useful but not reduce the available space. Manoogian and General Lectures were considered because they are on valuable real estate, though programs that are there would need to shift to other buildings. On the sciences side, we looked at both Shapiro and Life Sciences, with the idea that about 400,000 square feet could potentially be reduced. There would be challenges, however, in emptying Shapiro and Life Sciences because of the nature of the programs in those buildings: the 35,000 assignable square feet of wet lab space could not be accommodated elsewhere on campus without new construction. Other buildings were also considered. Prentis (an absolute gem on campus with a key gateway location) could have other uses, perhaps community oriented or connected uses in that building. FAB is a mixed administrative academic building—perhaps it should become an academic building and Maccabees, which is a mixed academic/administration might become focused on administrative uses. That would support the idea of

reorganizing academic uses within the core of the campus.

Lastly, it is important to note that moves do not happen in isolation, but that they aggregate and create synergies and future opportunity. While the university is not in an expansionary mind frame today, several years from now the university may need to add significant additional footprints. Even as we are consolidating and trying to create campus vibrancy through a qualitative approach today, can that be done in ways that set us up for big moves in the future? The parcel on which sit Manoojian and General Lectures could accommodate easily 400,000 to 500,000 square feet of building.

Based on that work, State Hall has been reinvented as a center for learning with significant student spaces. It is a good example of how planning can translate into meaningful action and make our lives better.

What has changed? We have rerun all of the numbers, and our overall space inventory has changed a little. The nonresidential space at Wayne State University in classrooms is only 8%. That is a normal figure for institutions of our profile: it is just not the picture assumed because nobody wants to think that universities are just glorified office parks. About a third of the university's space is offices, which is also not unusual. More importantly, there were no significant changes over the last four to five years. We have looked at classroom utilization on various days of the week, and there continues to be some softness in the utilization profile. It would not be unusual for a high-profile urban research university at peak times to be at 80% or more in use, but Wayne State is not. That supports the consolidation strategy developed in 2019. Historical state standards have generally suggested that classrooms should be used at least 30 hours per week for scheduled instruction. More forward-looking states have begun to think more like 40 hours per week as a minimum.

There has been some discussion about the need for larger classrooms. There are a few large spaces and capacity within those rooms for additional space. It is likely a question of time-of-day scheduling preferences more than quantity of classrooms; but it makes General Lectures important because there are few rooms of that size elsewhere. In the same way that replacing the science buildings would require new construction because of the wet lab use, replacing General Lectures would require new construction. While we do not necessarily need significantly more large classrooms, we do need the ones that we have. If you look at labs, the

utilization is similar: highest utilization in our core science classes, but not a lot of change. Within the office environments, we were looking at ratios of offices to people. This includes both private offices and bullpens. As a heuristic, most universities are between 0.5 and 0.75 stations per FTE. Offices would reduce that number further. Post pandemic, Wayne State's employee FTEs have decreased since the previous study. In terms of the general finding that we should favor consolidation strategy, this data would continue to support that. We have looked at student spaces, and some changes with the STEM conversion, but not significant differences.

Where does that lead us, and as we revisit the Wayne State framework, what are the priorities that were identified for our work? Did the original principles make sense for these ideas around the major axis, some of these ideas about concentrating and consolidating academic activity? If they do, what would be an actionable consolidation strategy? Those are the questions that are presented to the Senate today. We would like to continue to activate some of those outdoor spaces. What might some of those be? The last piece is more of a data management question as we continue to grow our research portfolio that is expensive and important space. How should we think about managing it? What are appropriate metrics? That part of our work is in its infancy, and we are still in the data-gathering stage. As we think about those steps, we invite your comment and questions.

Beale noted it is hard to answer those kinds of questions, or even to ask what questions we should be trying to answer, without having some sense of resources and what it requires. For example, if there is an old building that is not very functional and requires significant renovation, we should quit using that and build a new building. Of course, that will have a substantial cost. She liked the idea of consolidating academics because that encourages interaction among faculty from different disciplines, and even students flowing through spaces in which a variety of people are located in a variety of fields, encouraging interdisciplinarity. The question is how involved that would be and does it remove people from the spaces they need to be in (e.g., connection to teaching labs; connection to research labs; connection to typical classroom spaces for their disciplines). Beale did not have the answers to those questions. How to have input in this situation is hard, although we all want input.

Janks replied that is the heart of the issue. We have not been given a specific budget to work with, but it would be prudent in whatever strategies we conceive of to try

to minimize the costs involved. Once you start going down that road, it does lead you in a certain direction. For example, the lab piece is going to be an expensive piece, so you want strategies that minimize impacts on labs or folks' adjacencies to labs. The more you keep uses consistent with what buildings were meant to be, the cheaper it will be. For example, the idea of administrative uses in Maccabees makes sense from a cost perspective because you are not having to radically change the building. This may not answer Beale's important questions, but it does illuminate a way to investigate it.

Reynolds is in computer science, which occupies three of the 14 floors in Macabees. We have labs facilities that may not conveniently go to FAB. Parking is also key because many of our students commute to campus. How does parking fit into this scenario?

Those are great questions, and Janks noted they are not here to present an actual plan, rather discuss ingredients. Assuming we could figure out the labs question and the parking question, the most important question for computer science is whether a reintegration within the core campus better promotes what you are trying to do, both from a pedagogical and research perspective. Reynolds noted his department has over 1000 undergraduates and growing, so where they go, a majority of the student population would be. Consolidating would be good thing for everybody.

Thinking about President Espy's presentation earlier in the session, Sankar asked whether there is consideration of the relationships between the university and the community, both in terms of integration and in terms of safety. Janks confirmed integration with the community was one of the pillars of the thinking. He would be surprised if that were to change in any way. Of course, safety is also important.

Calkins (Law) noted that comparing the classroom use data from 2018 to the more recent data, evening use has decreased. More generally, saying that not a lot has changed in the last several years does not prove much because inertia is powerful. For instance, it is his impression that there are more students using the Student Center than there used to be. On the other hand, other places on campus have fewer students. There are probably the same number of offices per faculty member or staff member as before, but people spend a lot more time at home than in the offices. If he wanted to figure out what to do, he would not just compare numbers but rather think holistically about what is different and

question if this is going back to the way it was or is this a new normal. There are some hard questions that ought to be searchingly thought about, though he has no idea what the answers are.

Janks agreed, rephrasing to say any changes would further support a consolidation strategy. There is nothing to suggest movement in the other direction. It is challenging to grapple with more subjective considerations, but the story he is hoping to tell is that there was considerable thought about how to respond to conditions. It is not that nothing has changed, rather did the inputs change dramatically so that we need to have a new conversation, or are there elements of the previous conversation that continue, notwithstanding the fact that certainly work modalities and student movement patterns and other changes have occurred. It is unclear if the distinction is helpful, but that was an important point.

Abdel-Azim noted the reconfiguration of State Hall was a great example of how we changed our approach in the way that we deliver education with more smart classrooms that maximize interface interaction between the students. It becomes an important part of the education. That is a big change you have seen in formal and informal ways, and the amount of technology we added to that building is a good example of what to look for. We set a standard that is higher than what we had, and this will likely be followed in the future.

Edgar (CFPCA) was curious about more specific details that might have gone into that data. How closely are you looking at how these spaces are being used, not just how they are listed? Is a general lounge space for students anywhere that has a vending machine, or does it have to have a table? In the art department's building, there is a vending machine, but there is nowhere for students to sit. What is that area classified as? Similarly, they teach in spaces that are labeled as classrooms, but in reality, they are much more like labs/research spaces that the students inhabit nearly 80% of the day and into the night. The classes are not scheduled in there for probably 50% of the time. How do those details factor into that data or is it being pulled out of it?

Janks responded that art spaces are always unique. With respect to studios and the kinds of activities that are happening in those spaces, we are trying very hard to make appropriate judgments. Janks would have to check a specific space to make sure, but it is unlikely any of those studios are considered as general classroom spaces in the coding—there are fairly rigid rules about how

those spaces are coded. The student space question is in some ways just as challenging. There are specific rules that you use in coding the spaces that would distinguish between vending and other lounge spaces, but it does not necessarily look at the furniture arrangement. This is why they are holding several meetings with students and student groups to hear directly from them in terms of the kinds of spaces that they want, because that is not something a spreadsheet is ever going to solve.

The flipside of the student use of the space is the use of the space for events. Jackson noted the business school does many events utilizing those classrooms, so it is important not to lose sight of that use for general classrooms. Janks explained how those events are logged in their EMS system so that they can track such uses. If they are not in there, these kinds of conversations are needed to make sure the activities are understood.

VIII. FY2025 BUDGETARY PLANNING

Gielczyk (Senior Vice President, Business Affairs) thanked everyone who participates (two Senate members and two additional faculty) in the Budget Planning Council meetings. It is time consuming, and the feedback is appreciated. There are still a number of things in flux, but it is hoped to have a budget done in June.

To give the Senate a sense of the fiscal year 2023 (FY 23) year-end status, slides presented at last month's Board meeting were shared. The endowment is almost \$550 million. There were big losses in FY 22 because of market conditions, but those losses have been recouped and additional gains recorded. The data for the second quarter is not yet available, but it is expected to continue that trend. That provides some additional endowment funding for the campus. Gielczyk pointed out the creation of a new endowment spending policy approved by the Board last fall that will provide schools, colleges, and divisions quarterly insight into endowment fund balances. Over time there were some large continuing balances: by making that more visible to leadership those funds can be used to offset some of the pressures on the general fund. If it is difficult to satisfy the restrictions set by the donors, it will be possible to go back to them and work with them to maximize the funds' use. Donors do not like to give more money if they think their existing gifts have not been used. There will continue to be a focus on this endowment spending policy.

Similarly, cash flows are up. The cash pool is the

university's working capital and is invested in three tiers (cash, fixed income, and longer-term investments). Some of that is bond proceeds: when a bond is used for physical capital renewal projects, the funds are received upfront and spent down over time.

Gielczyk noted the benefits from the big jump between FY 22 and FY 23. The university will receive \$100 million from the state for the health sciences building, but not through the state's capital outlay process that requires the university to spend our resources first and get a reimbursement for the state's share later. Instead, the university received \$50 million upfront last year, even though that was two years before actual construction would begin. That \$50 million generates the interest which increases the funds available for the building.

To save money annually, we do a refinancing of existing bonds where possible, even in a tough interest rate market. Last year, we were able to realize about \$3.5 million over three fiscal years by refinancing some bonds. We will start that process again this summer with a hope to save about \$2.5 million. This decreases the debt service payment in any given year, which we know is going to go up at some point. To match that School of Medicine building, the university will issue bonds estimated at \$150 million: the Board approved the issuance last year, but the university is waiting to issue if possible when interest rates have come down. Having the state money upfront allows us to use that before borrowing and paying interest on bonds, producing additional savings.

The current year budget is the first Board-approved, structurally balanced budget since before the pandemic that we did not build in knowing one-time funds into the budget upfront. That is a good first step as we continue to try to balance the budget. To achieve that required about \$10 million in cost savings mechanisms and reallocations across campus. This meant \$7.1 million in eliminated vacant positions and \$3.1 million in eliminated general expense. Since being adopted, the state did approve an appropriation that was slightly higher than originally budgeted (5% increase rather than 4%, about \$2.4 million).

Fall and winter enrollment has also been higher than budgeted, giving us another \$2.5 million. Since this is the year of implementation of block tuition, there was considerable uncertainty because of the reduced rate for higher credit hours. Because of block tuition, however, the university may have fewer students taking classes in

the spring/summer terms—i.e., if students took a full course load during the academic year, they may not want or need additional credits over the summer. Budget planning has assumed a potential reduction in spring/summer enrollment, with hopes that any drop in spring/summer enrollment only offsets the additional revenues from the fall and winter terms, rather than exceeding that revenue increase.

Enrollment is our primary revenue driver. Net tuition and fees are 60% of the overall budget, and state appropriations is another 32%. There are many factors in flux. The governor has proposed 2.5% in state appropriations, which is half of the allocation over the last two years. The intelligence from Lansing is that this is a return to normal after experiencing large one-time balances (from federal HEERF and state surplus). Growing revenues post-pandemic has slowed. Unfortunately, we are not expecting either the House or Senate to put out an appropriation percentage much higher than the governor's proposal. There may be some additional one-time funds here or there, but it is unlikely that there will be significant new funds from the state.

Enrollment in fall 2023 had the FTIAC class and transfers up significantly (though graduate enrollments continued to decline). If those trends continue throughout the undergraduate cohort and those smaller Covid classes graduate out, there should be an overall increase in undergraduate enrollment. In thinking about enrollments for FY 25, overall state population and birth rate trends continue to be of concern. The FAFSA delay represents a significant challenge. Any delay in information about available financial aid for a student body that is as financially dependent on aid as ours could result in a make-or-break decision on whether they can go to college. If they do not find out that they can afford college until too late, that could have a significant impact. The potential impact on universities with high Pell/high need populations like ours will likely be greater than on other institutions. Graduate enrollment declines continue to offset the gains that we are making in undergraduate enrollment, so the new VP for enrollment management will need to focus on that as well.

On the expenditure side, compensation is our largest overall expenditure driver (65% overall, of which 64% is contractual and 36% is non-represented), followed by some operating expenditures (14%), and financial aid (14%). The facilities costs are fairly low (5%), but those expenses will grow because the five-year capital renewal plan is funded out of a large, designated fund that is set

aside and then added in as one-time funds throughout the year.

Tuition and fees are impacted by block tuition. Wayne State was the only one of the 15 public universities that reduced tuition this year because block tuition was priced at 14 credits instead of 15 credits. Even though we did a 3% tuition increase last year, Wayne State is now below the statewide average. That is good for students, but it also has a revenue impact. Many of the university's peers have had higher average increases over the last few years. The state does include a tuition cap, so tuition cannot increase past that cap or the state funding is not available. The cap last year was 5%, and it is 5% again this year. Many of our regional counterparts last year increased tuition by 4.5%. It is likely that Wayne State will need to consider higher tuition this year. Modeling shows that an increase here of 4% when others increased by 3%, would leave WSU in the middle. Importantly, when tuition increases, financial aid also needs to increase to cover that cost for those hit the hardest. Students on a full Pell who are part of the Wayne State Guarantee or the Heart of Detroit will see no increase. The university will need to consider whether the income thresholds for the Wayne State Guarantee, especially under the new FAFSA rules, need to change. The guarantee will cover a larger share of the undergraduate population each year, since it only applied to this year's incoming students. As it applies to each new cohort, it means that a larger proportion of our students will be fully funded.

Fiscal year pressures for the current year include compensation increases, which will offset any gains from tuition increases. Deferred maintenance and construction costs continue to remain high, and there is a large backlog of deferred maintenance. Budgets have phased in higher deferred maintenance operational costs each year in an attempt to catch up on all of the deferred work. There are both large capital renewal projects—part of that five-year capital plan for which we are using one-time funds—and high increases in utilities, especially insurance. When there are floods and fires, insurers get nervous about their profits and rates increase. Technology costs are increasing significantly, even though C&IT is aggressive about negotiating good prices. The general fund continues to bear costs of the Corvias housing public/private partnership on a 40-year plan. Occupancy post-pandemic is under what is required for the investors to make money and to pay off the residence hall bonds. Budget personnel meet with the note holders monthly to convince them to restructure and recognize the reduced value of that asset. While they

lose money and the project itself does not make debt service payments, the university has to continue to fund its housing services. Residential life staff were originally paid with revenues from the project, capped at about \$5 million a year. Although people were nervous about the potential risk of a public/private partnership, this arrangement has insulated us from a much larger risk that we would have seen over the last five years.

To summarize the budget office's approach to budget modeling suffice it to say that preliminary budget modeling is subject to change as we work through additional costs. We are just starting to get some of the current year costs on health insurance, and those may change over time. We are being conservative because of the potential FAFSA impact on enrolments. We are hopeful that FTIAC growth and transfer growth continue to help offset some of the losses on the other end. Overall, we are estimating a flat enrollment. For modeling purposes, we have built in a 4% tuition increase (just over \$16 million). We are assuming 2.5% for state appropriations. Compensation is built on existing contracts (with an assumption of continuing at 2% to 3%). There are a variety of other expenses to be covered: unfunded hiring and recruitment and retention commitments on the academic side including additional faculty lines and filling out the Mellon grant hires; the housing costs; the campus deferred maintenance costs; and other initiatives across campus, with the largest being a multiyear commitment for the final year of increases for Development's capital campaign. There is also the first year of costs for the new campus access and security plan and additional cameras. This is an initiative that began over a year ago before what happened at MSU. It is a priority to have consistent access in all of the buildings and a centralized way to lock down buildings if necessary. That will be a 3- to 5-year project with a \$3 million annual cost.

This all leads to an approximate \$12 million deficit, equating to a 3% budget reduction for the university. The Budget Planning Council asked schools, colleges, and divisions to provide both 3% and 6% reduction scenarios. The goal is to provide a more strategic way of making those reductions, rather than continuing with across-the-board reductions as done in the last few years. Ideally, reductions will be more targeted. Depending on what happens with the state budget and other cost analyses, that reduction number may change.

Cordero (Financial Aid) commented that the impact of the FAFSA delays is very worrisome. Even the president of the National Financial Aid Officers and

Administrators cannot respond on how to handle the issue. Her particular concern is students who are documented because they were born in the United States but have parents who are not documented and therefore have not been able to submit a FAFSA. That means the Center for Latino and Latin American Studies will suffer. Parents already tell her they cannot be identified out of fear of what may be done with that information. She added that students born here whose parents both have documentation are also in a bad situation. The financial aid office does not anticipate being able to provide information until May. The Admitted Student Day event is on the 13th, and the question will be "when am I receiving an award letter?", and our answer will be, "soon", but we have no idea when that is going to happen. The students who are on our pledges—the Heart of Detroit and merit—are fine, but that is only a handful of students. The bigger population has nothing at this point. The parents of students who do not have Heart of Detroit or merit are expecting Pell grants and loans. The financial aid office is struggling, because there are no answers, and nobody wants to talk to us. If you call FAFSA, they hang up on you. She thinks the impact will be much worse than the budget office is currently predicting.


Gielczyk appreciated the helpful feedback. She checks in with Cathy Kay (Sr. Dir., Financial Aid) on a regular basis to see how the financial aid office is holding up. Whenever the information does become available, it will have to be turned around at an incredibly accelerated pace. They usually work with institutional research over the next month to adjust those estimates and will take that into account.

Based on the campus plan presentation regarding relocating classrooms, labs, and offices, and this budget planning presentation where business as usual creates a \$12 million deficit, Pawlowski (Honors) is curious about the conversation between these two groups. It makes her nervous with all the things that are going to happen, and that number is just going to get bigger. Gielczyk explained part of what they are doing is a 10-year plan that does not happen all at once. Some of those steps were anticipated in the five-year capital renewal plan. Because the campus plan was done in 2019, some of those items are now on the list, but not as extravagant in nature as everyone would like. One-time money is already set aside for some of that, and the deferred maintenance allocation also pays for some of that. Taking some costly-to-run buildings offline will save money. The new bond will cover more than just the monies needed for the School of Medicine building,

including a \$10 million match for the law school. There may be some additional cushion, though there is also the potential to redo a building for the proposed SPH. Those are the various pieces under consideration. Without that investment, of course, enrollment suffers more. The budget office is trying to be as thoughtful and careful in planning as possible.

The meeting adjourned at 3:29 p.m.

Respectfully submitted,



Linda M. Beale
President, Academic Senate