WAYNE STATE UNIVERSITY
ACADEMIC SENATE

PROCEEDINGS OF THE POLICY COMMITTEE
October 3, 2022

Present: D. Aubert; L. Beale; r. hoogland; P. Khosla; M. Kornbluh; J. Lewis; N. Rossi; B. Roth; S. Schrag; N. Simon

I. APPROVAL OF PC PROCEEDINGS

The September 19, 2022 proceedings were approved with technical corrections.

II. REPORT FROM THE CHAIR

Presidential Search: Provost Kornbluh provided an update on the presidential search, based on the report provided by Board of Governor's Chair Mark Gaffney at the Board of Governor's meeting on September 30th. The search committee will consist of 14 to 18 people including several Board of Governors members, faculty, staff and students.

Listening Tour: There will be a listening tour for the Board of Governors (and available to search committee when established) to hear input on what people want for the next president. Gaffney expects to hold four listening sessions: Academic Senate, Student Senate, community/Foundation/alumni, and OMSE/DEI. Linda Beale added that the Academic Senate was asked to co-host the first session with the Board of Governors on October 13th. All faculty and academic staff will be invited.

III. REPORT FROM THE SENATE PRESIDENT

Presidential Compensation: Beale informed Policy of the Board's decision to increase President Wilson's base pay by 6% (retroactively to beginning of fiscal year). He will also receive a $35,000 bonus for his work on improving the graduation rate.

Fund for Medical Research and Education (FMRE) Write-off: Beale shared that the Board announced a final decision to write off the $39 million FMRE owed to the university as reimbursement for medical school salaries. Kornbluh noted that this amount was related to unpaid receivables from UPG (University Physicians Group practice plan) in the years prior to its bankruptcy and the formation of the new Wayne Health practice plan. She pointed out the Budget Committee of the Academic Senate and the Budget Committee of the Board have usually discussed FMRE and practice plan commitments but there was no mention of this decision in either committee prior to the announcement.

Interim Vice President of Research: Tim Stemmler in OVPR became the interim Vice President of Research, replacing Steve Lanier on October 1st. Beale recommended inviting Stemmler to Policy to talk about several issues including the indirect cost recovery (ICR) petition, how research stimulation funds are being used and the questions relating to when

the various administrative research initiatives should be chartered (or temporarily chartered initially) as centers. The provost has suggested addressing these issues by changing the statute to include nested centers, which would more readily apply for CURES (Center for Urban Responses to Environmental Health) as a center under the chartered Institute for Environmental Health Sciences (IEHS) and possibly also for the Center for Health Equity and Community Knowledge in Urban Populations (CHECK-UP). From what was discussed at the Board meeting, it may be that the Center for Leadership in Environmental Awareness and Research (CLEAR) should also be chartered as a CIAC II center: it has been receiving OVPR funding for over two years with a team of leaders and faculty from multiple schools and colleges, which means it should have had a temporary charter two years ago under the current BOG statute. Beale suggested Policy members review the BOG statutes on centers prior to Stemmler meeting with Policy so that there can be a fruitful discussion about future developments of centers.

Kornbluh added that Stemmler's taking the position is a chance for a new beginning, with improved consultation and responsiveness. He intends to help him follow the rules. There are communication issues that need to be resolved: almost all the research stimulation dollars from OVPR have gone into areas related to medicine, but nonetheless the med school faculty are the angriest about the OVPR's operation without collaboration. He suggested it would be important to focus on the goals rather than Lanier's failings.

Jennifer Lewis agreed oversight is important, but she also doesn't want to hamstring that office. She had experienced when funding from a federal agency came out late and OVPR provided the opportunity to go after it. She doesn't want to jeopardize that. Beale agreed that bridge funding and seed funding are important functions of OVPR. Nonetheless, even that is sometimes handled in a way that makes it hard for faculty to take advantage of it: an example is a recent announcement about Arts and Humanities funding that provided no details regarding the total amount available, the number expected to be awarded or even if there was a cap on the amount that could be requested. It appeared that all of these factors were at OVPR's discretion.

Undergraduate Research: Beale noted that another topic that had been brought to her attention by faculty was a need for more emphasis on finding ways to involve undergraduate students in research beyond just the UROP funding program. This might be another area for discussion with Stemmler. It would be helpful to hear his ideas in terms of encouraging faculty to include research for undergraduates as a part of their curricular thinking.

Beale also suggested the Research Committee and the Faculty Affairs Committee should consider the question of how to encourage faculty to provide more opportunities for undergraduate research. What resources might be created to help and what process would be necessary to make them possible?

DFW statistics: Beale shared with Policy the updated test-optional and test-informed data provided by Carly Cirilli (Sr. Dir. Institutional Research & Data Analytics). Members expressed some confusion in comparing the original data with the new data. Beale will reach out to Cirilli and J. Morrissey (Dir. Institutional Research) for an explanation.

Essay Pro: Policy members discussed a new software service (like Barnaby Learn) that helps students cheat on essays. Beale described the Essay Pro advertisement on YouTube that essentially said "if you want more time with your family, take advantage of this service." To use the service, a student would enter the field of assignment, stipulations, due date and then be given a choice among potential essay writers with ratings provided by students who used them before. Beale suggested that the Faculty Affairs Committee and the Curriculum and Instruction Committee consider this issue and make a recommendation to the Senate Policy Committee re a possible action. Perhaps that would be a statement from the Provost and Academic Senate to faculty and students that use of such services violates academic integrity conduct rules while depriving students of the learning opportunity that undertaking a writing assignment provides.

Lewis pointed out that the wealthy have always hired tutors for their kids: wealthy students get a lot of support. You have to sort out what student themselves are actually writing and turning in and what is the product of help. It is an academic integrity problem. Naida Simon sits on the Tuition and Fees Appeal Board, and she explained that students must put in writing why they want their money back. When their applications are poorly written, she checks STARS to see where they took their English composition course: more often than not they took it here and received good grades. She asked how students who can't write a complete sentence can you get an A or B in ENG 1020. renée hoogland noted how important it is for students to learn to write: seniors should not graduate with a meaningless degree because they got passed from one class to the next. Pramod Khosla agreed with hoogland's point but also worried that if faculty demand too much there will be a high number of Ds, Fs and Ws. It might help to consider alternate modes of assessment when possible, since it is near impossible to keep up with the software businesses profiting off helping students cheat.

Beale said it is obvious we cannot punish the companies that sell these services, but we can let students and faculty know that using these types of services constitutes a violation of academic integrity. Lewis agreed—not only a violation but also a loss of what students should be gaining in the class, as hoogland commented: students might get a B or C, but they won't learn to write. We can work on helping people appreciate what it is they are here for besides cranking through these classes and getting their major. Beale agreed that this is the kind of information and approach that might be taken if there is a Senate statement for faculty and students. hoogland suggested a statement will not work, because students don't read statements. They like learning outcomes, so it is important to introduce them to what they are here for. If they aren't learning, they are wasting their time and money. Khosla pointed out that these platforms are starting in high-school or earlier. hoogland responded that is a key point: when students arrive focused only on grades, faculty have to use remedial teaching.

Beale brought the discussion to a conclusion by noting that these types of issues are clearly important. Policy should consider—whether as a part of the bylaws revision or as a general policy statement that we might present at the plenary—what we think the Senate's role is on statements about educational policy or other national issues. We could talk Barnes and Noble out of selling Bartleby Learn at the cash register, but we can't do the same thing with

an independent company like Essay Pro, so we have to figure out some other way to be effective. She asked Policy members to think about what the policy ought to be, either as our sense of what the policy is or putting into bylaws.

OTL Integrated Learning Environment Advisory Council: Tonya Whitehead (Assoc. Dir. Center Teaching & Learning) would like to put out a survey about technology to faculty. Beale asked hoogland to elaborate on this because she sat on the Integrated Learning Environment Advisory Council.

hoogland said the discussion began with State Hall and then became a point of discussion for the overall integrated learning. They were seeking input from across the board, but the group had no broad access to faculty. She thought it was important that faculty who actually use the classrooms and very expensive technology get what they need rather than what looks good on a glossy flier. hoogland will follow up with Whitehead to send Beale more information so she can discuss this further with the provost.

Inside Higher Ed Webcast: Beale mentioned the upcoming webcast from *Inside Higher Ed*, "The Evolving Faculty Affairs Landscape" featuring host Scott Jaschik. Although this takes place during the next plenary session on October 12th, members can still register to be sent a recording of the webcast and a copy of the presentation slides. Beale will share the information with Policy members to sign up if interested.

IV. COMMUNICATIONS AND REQUIRED ACTIONS

A. Academic Senate Oct. 12 Plenary Session Draft Agenda

Beale moved some of the time allotted for the IT security discussion and reports from the Senate chair and president to Board of Governors chair Mark Gaffney so there could be questions and comments about the search for the president directly with the members of the Academic Senate. This and the listening tour will provide two opportunities for faculty and academic staff to participate.

B. Presidential Search Listening Session with Faculty and Academic Staff

Beale discussed the proposed Board of Governors listening tour session with Policy. The Board Chair wants to schedule the first one next week, so Beale suggested scheduling it Thursday, October 13th. It will be in person, livestreamed and recorded. The presidential search committee won't be fully appointed by this date but should be for future sessions. It is important to have good faculty turnout, so Policy members agreed the best time to encourage attendance is 11:30 to 1 pm.

Beale will be acting as the moderator for the session and asked Policy members to provide her with questions that the audience could be asked that would prompt them to bring relevant comments and characterizations. Khosla recommended also asking faculty to email Policy questions by a certain date. He could gather the questions and put them into categories. These

questions, along with questions from the floor, will make the session more participatory. Michael Barnes suggested sharing Policy members' questions in Microsoft Teams.

    C. Remote Operations Policy

A draft of the remote operations policy was shared with Policy members for discussion. Beale was concerned that the draft as stated may not make clear to faculty what moving to remote operations means for classes that are currently scheduled as in person classes. She suggested adding a statement that makes it clear what faculty are supposed to do or allowed to do. For example, it could be along the lines of "an announcement of a move to report to remote operations requires faculty members to cancel their in-person classes and allows (or requires?) them to schedule online synchronous classes at the regularly scheduled class time."

There was some discussion about whether the statement could merely state that faculty should schedule online classes, allowing synchronous or asynchronous. Beale noted that any synchronous classes would need to be at the scheduled in-person time: otherwise, people would choose times that create conflicts for students. She thought that moving to an asynchronous class would also create a number of problems: faculty might need several days to create the classes, forcing students to 'catch up' a week or two later when the materials are posted but regular classes have resumed, creating timing problems for students that they hadn't expected and adding the stress of a move to asynchronous for students who signed up for in-person because they did not want remote classes. hoogland thought faculty flexibility might argue for allowing synchronous or asynchronous classes. Brad Roth did not think it would be a good idea to disallow the possibility of going asynchronous: the idea of one size fits all when you don't know what the circumstances are going to be is always a problem. Lewis thought it was odd to make a hard and fast policy around things that are by definition not predictable: faculty members will adjust to the situation. Barnes recommended adding a more general statement about maintaining the level of teaching that would have been accomplished that day, so it could be asynchronous or synchronous.

Beale noted that this doesn't mean that there would never be full closures without remote operations for terrible snowstorms that knock out travel and electricity over a broad region, but this would provide an alternative when remote operation was feasible—for example, if there was flooding rather limited to the campus buildings or legionnaires in multiple campus building ventilation systems. Beale noted that there were many questions from both students and faculty last winter term regarding whether faculty could take a class remote during a campus closure for snow—including whether even classes that were already designated as remote could continue to meet remotely if the campus was closed. This policy helps by providing answers to those issues.

Kornbluh explained this was designed to allow us to be more flexible with closing. Last year we closed on a day when roads weren't that bad, and the next day we stayed open when we should have been closed. The culture of how to respond to weather emergencies has changed around the country and cities want schools to be more careful. This is designed to allow us to close more frequently without the students losing their educational experiences.

Barnes was concerned about the suggestion to require a synchronous class at the same time: it is hard to do a turnaround for an 8 am class in an hour. The option to create a learning module that is asynchronous should be allowable for that reason. Kornbluh, however, assured Policy members that faculty will know about a campus closure ahead of time rather than a few hours before classes start if the policy is put in place. This policy is intended to give us *more* warning, not less.

Simon asked about academic staff who work on campus that day. If the campus is closed and the remote operation policy called into play, Kornbluh said they would work from home. Aubert referred to the existing flexible work arrangement (FWA) policy about weather closures: originally academic staff would be expected to work from home, but that was taken out of the policy. This policy is something new. Kornbluh explained that many faculty were very upset to lose classes. This policy is designed to err on the side of safety to close campus but allow work to take place remotely. Beale pointed out that this policy allows staff to work remotely even if they were only allowed to work two days from home under their FWA: they would work remotely on the days this remote operation went into effect without losing their scheduled remote days.

Aubert suggested this should be subject to impact bargaining and she plans to check with the contract enforcement team.

Beale said that the view among Policy members seems to be that having an option to "go remote" rather than only in person or full closure seems reasonable, but the policy needs to include a clear statement so that faculty who have in-person or remote classes understand what they are required/allowed to do. Kornbluh suggested he could provide a brief presentation on this at the November plenary—hopefully before the snow hits.

   D. Selection of Senate Parliamentarian

Policy members discussed potential Senate members to fill the role of Senate Parliamentarian. Beale will reach out to the members suggested to determine their willingness to serve.

   E. Article XXX Committee Replacements (Mershawn Gayden up for promotion; Margaret Campbell retiring in November)

Policy members discussed potential replacements to fill the open Article XXX Committee seats. Since these were people nominated for the seats at the time of the original Article XXX appointment, Beale will provide the names of the current selections to Boris Baltes and Jake Wilson so they can include them on the committees.

   F. CIAC II Replacement (Erika Bocknek cannot serve)

Policy members discussed a replacement for their initial recommendation for the CIAC II Committee because that person cannot serve. Beale will reach out to to determine the nominee's willingness to serve on this committee and, if so, provide the name to Stemmler and the CIAC II chair.

G. Center for Urban Studies Charter Review (BOG statute here)

Not all Policy members were able to access the charter review document in time for the meeting. Beale asked members to review it so they can come back to this at the next Policy meeting. For CIAC-I committees, Policy provides a memo to the president, provost and director of the center regarding our recommendation on whether the charter should be renewed or not renewed, based on our review of the self-study and other documents or information (sometimes we request additional information from the director and CIAC-I chair if we feel there is information missing). The provost provides his own recommendation to the president. The president then recommends renewal or non-renewal to the Board of Governors. Usually, the Provost doesn't act until Policy has acted, and it is a consensus recommendation (ie., both Policy and the Provost agree).

The Research Committee has been charged to look at centers and Noreen Rossi questioned if the people in the various centers know what the process is for the renewal and evaluation of these centers. It was her understanding that some centers were chartered under the VPR but didn't come through the final processes.

Kornbluh explained there are a group of centers that report to the provost office, many of which used to report to CLAS but were moved when the relationship with CLAS did not work well. The provost office has started to clean those up and they are still being worked on—many are overdue for review. There are also college-level centers that are supposed to be approved by the provost office as well. There is a list of the approved centers. There were also a number of entities that called themselves centers but had not gone through the chartering process and no longer are considered centers.

Rossi said it would be helpful to have a list of all the centers with their dates of chartering or renewals and information about the "nested" centers. There are two websites that have two different lists, and it would be nice to have clarity and consistency.

Beale explained there were quite a few centers that had not had their review in a timely fashion. If a center has a charter for five years, the review process is supposed to start in year four. Often what happened over a lengthy period is that there was no review for years or the review didn't get started until the year when the renewal should have occurred. The center is supposed to go out of existence if it doesn't get re-chartered or receive an official extension for the review. The process is improving now that the provost office is paying attention. One of the things the Research Committee could do is to think about the language that would clearly cover the kinds of grant-related nested centers that are intended to operate long-term as a center versus the kind of grant- related centers that exist only for a particular grant and are not intended to be long lasting.

H. December Commencements

Policy discussed the December commencement ceremonies and determined which members will give congratulatory remarks on behalf of the Academic Senate:

Michael Barnes (CFPCA) will speak at ceremony I (9 am)
Noreen Rossi (SOM) will speak at ceremony II (2 pm)
Linda Beale (Law) will speak at ceremony III (7 pm)

I. BA in Law Proposal (CLAS and Law)

Policy members held an initial discussion regarding the BA in Law proposal under Law and CLAS that builds on the minor in Law program that currently exists. The proposal has not yet been finalized. Beale noted the proposal will need to come before the Senate plenary for a vote because it is an educational policy decision about a new degree that is cross-disciplinary across different schools.