

WAYNE STATE UNIVERSITY  
ACADEMIC SENATE

PROCEEDINGS OF THE POLICY COMMITTEE

October 31, 2022

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

Guests: Darin Ellis, AVP, VP Academic Affairs; Kelly Dormer, Assoc. Dir. VP Academic Affairs; Virginia Kleist, Dean, Mike Ilitch School of Business; David Massaron, Sr. VP, CFO; Amber Neher, Academic Service Officer III, University Advising Center; Rob Thompson, AVP, CIO

I. PRESENTATION ON ADULT LEARNERS AT WSU

Ellis, Dormer and Neher provided the Policy Committee with information about the university's adult learner re-engagement programs. Neher is the coordinator for the adult learner programs housed in University Advising Center located on the first floor of the Adamany Undergraduate Library (UGL). Adult learners are defined as 25 or older, completing their first BA degree (no postbaccalaureate or graduate students), working full- or part-time, and balancing kids, family, etcetera. These adult learners most likely identify as Warrior Way Back (debt forgiveness), Phoenix Reentry Program (GPA forgiveness), or Returning Warrior (stop outs—anyone who has taken time away from their undergraduate degree at Wayne State) students. These students may also be transfer, military-affiliated, justice-impacted or first-time-in-any-college (FTIAC) students. Adult learners are not new to Wayne State, which has always been a commuter institution and destination for adult learners through the Interdisciplinary Studies, Monteith, and other programs. However, low graduation rates and inadequate support meant that many students prematurely left the university because they felt “Wayne’d”. The current effort has a focus on relationship building with staff, students and the community as a whole to create a cultural shift as we support adult learners. Neher highlighted a quote from Medley's dissertation credited to a student in the Warrior Way Back (WWB) program:

[T]o be honest, even though the reason why I was not able to finish school was kind of my fault and not handling my finances correctly, I still had a negative view of [Wayne State]. But after the debt mitigation program, I felt like there were people out there that actually wanted me to finish my degree and helped me.

Adult learners are central to the university's 2022-2027 strategic plan for building robust support for adult degree completion programs, a commitment to lifelong learning, providing support to individuals with existing college credits to complete their degrees and expand their career opportunities. Students with some credit but no degree (SCND) carry the financial burden of a degree without an accompanying return on their investment. Wayne State has over 69,000 stop outs since 2000 who have not gone on to get a degree—a large population to recruit. Students of color are disproportionately affected. Neher stated that at the state level, 42% of adults have an associate degree or higher but the Black population is underrepresented by 37%; 7% have a credential or certificate; 16% (1.2 million adults 25-64 years old) have some college and no degree and the Black population is overrepresented in that group by 26%. Policy members were

not clear about these statistics, so Neher agreed to provide more information to the Senate office after the meeting.

Linda Beale questioned whether Neher's definition of adult learners as those who come back to complete a bachelor's degree means that the team does not deal with those who only want a certificate and those who already have a bachelor's degree but want some additional certification. Neher confirmed it refers only to students working on their first bachelor's degree: they do not support either of the two groups Beale mentioned. When students in the adult learner category work with her team, there is a holistic conversation. Ellis explained that referrals away take place only when a student expresses specific interest in an area not offered at Wayne State (e.g., HVAC Tech). Provost Kornbluh pointed out the main goal is the same as the state's goal: to broadly increase the number of students with bachelor's degrees by helping this large number of students that stopped before graduating.

Jennifer Lewis asked if certificates are offered without a bachelor's degree. Ellis explained that the Senate worked with the Provost's Office last year on undergraduate certificates, so that we are now able to grant a certificate prior to granting a bachelor's degree. Kornbluh added, however, that the university has not yet done much to develop such certificate programs and this may be something for future discussion regarding marketing particular programs. Ellis noted that we do offer master's level certificates: federal aid is complicated for certificate programs, so it is best to admit students as undergraduates. Kornbluh said our per-credit charges are a factor: other institutions offer non-credit certificates. For example, MSU has a large non-credit continuing education program. Naida Simon pointed out WSU does have a tuition reduction for people over 60.

Neher presented the different ways in which the adult learner population is broken down: 87 WWB students; 273 adult learners (AL)—students that have engaged with the Adult Learner Success Team; 2526 25-plus (25 years or older) undergraduate degree-seeking students that we haven't engaged with yet. When broken down by ethnicity, Black students are more likely to take advantage of these services than the general adult learner population on campus.

Based on fall 2022 enrollment, 2573 students are in the general 25 and older undergraduate population; 256 students have engaged with the Adult Learner Success Team; 69 are WWB students. Sixteen percent of all undergraduates are adult learners; 55% are part time; 42% are Pell eligible; 27% are Black. Popular majors include Management/Info Systems, Psychology, Marketing/Supply Chain and Teacher Education. Ages span 25-81, with 32 as the average. Kornbluh questioned whether employees are included in these numbers; otherwise, 16% seems too high. He indicated he would follow up to determine the number of employees included.

WWB is a first-of-its-kind debt mitigation program initiated in 2018. Available to students who owe a past due balance to Wayne State, WWB removes or lessens the obstacle of debt so students can complete a degree. To qualify, students must meet *all* the following criteria: 2.00 cumulative GPA at Wayne State; a balance of \$1500 or less due to Wayne State; absent for 2 years or more; no housing hold; no bachelor's degree; and a completed WWB application. Once accepted, students meet with the program advisor to complete a WWB financial agreement and meet with a department advisor to complete a WWB Academic Advising Agreement. To

continue in the program, the student must earn a C or better in each course; maintain at least a 2.5 GPA; have no new financial holds; and take at least six credits each semester. Debt is forgiven in thirds over the course of three academically successful semesters. Kornbluh said all these numbers will be revisited. Some of these conditions are intended to encourage academic success. On the financial side, we can be more liberal and will have to balance this against what the experts think is important to make sure that we keep the student motivated to do well.

The Phoenix Reentry Program provides GPA forgiveness for students who left the university on probation or exclusion status. Neher's team works with them to create a plan back to the university. Students cannot do the Phoenix Reentry and WWB programs concurrently. To qualify for Phoenix, students must be excluded or on probation; have a GPA below 2.00; be away for three or more years; carry no financial balance; and work with the school/college to satisfy its requirements. To continue in the program, students must earn a C or better in each course and complete 12 credits within two years. Ellis pointed out that most of the students in the Phoenix program would also be considered AL. Noreen Rossi asked if it mattered when they dropped out. Simon explained it depends on when they were put on probation/exclusion. If the student satisfies the qualifications, Ds and Fs are not counted. Michael Barnes asked if they have to take those courses again. Simon explained participants must choose: to keep credits towards the degree, they must keep an entire semester's results. To erase grades, they must opt to exclude an entire semester's credits and grades. Ellis added that students must meet all regulatory requirements. The letter grades are reassigned and noted on the transcript—they do not disappear, but they are no longer counted in the GPA or credits attempted. These are complex cases handled on an individual basis. Typically, there are about 10 students in the program per semester. Beale asked whether exclusion of a semester frees up potential for an additional semester of financial aid, but Ellis said it does not.

WWB was a starting point that led Neher's team to focus on Returning Warriors, stop out students, new-to-WSU adult learners, transfers and FTIAC students. Since fall 2018 they have welcomed back 312 WWB students: 71 earned a degree while in program, another 49 afterward; 48 completed the program and are still working on degree requirements; 34 students graduated after one semester—some without needing to take any additional courses.

In addition to WWB, nearly 1300 AL students have sought out the Adult Learner Success Team for support: 300 have reenrolled and 46 have graduated. Beale requested more information on the reenrolled students who have not graduated. Kornbluh pointed out this group wouldn't have gotten a degree another way—it's amazing for this population. Neher said she highlights this group as a positive unintended consequence of WWB garnering so much interest. Barnes asked if the money invested in this program has started to pay off. The last time Neher checked, the ROI was 475%.

The Adult Learner Success Team has two positions partially funded by a Kresge grant. It consists of Chloe Lundine (Adult Learner Liaison); a vacancy for an Adult Learner Advisor; Doug Peacock (Wayne Advantage-Macomb/Transfer Advising, CLAS Phoenix); James Hearn (Adult Learner Career Coach); Amber Neher (Coordinator for Adult Learners Programs). Neher noted this program is also made possible by referrals to a dedicated Financial Aid Officer and Student Accounts Receivable.

Beale asked about the Adult Learner Lounge. Neher said this is located on the first level of the UGL outside the Student Academic Success Suite. When asked about the exoneree students, Neher said there is one enrolled and six in the pipeline. Kornbluh pointed to the movement to release people who should have never been incarcerated. Some of the legal community involved in the movement has urged WSU to do this. He noted that WSU is not right for many of the people they have talked to—we don't want to set them up for another failure.

Examples of student advocacy and support include Tuesday Talks, supplemental advising, success coaching, career coaching, curated connections to campus resources, AL student group, alumni networking, AL weekly newsletter, social media, career and resource fairs, community outreach and recruiting. Beale asked whether faculty are involved in these activities and what is done to get faculty involved. Ellis responded that faculty have not been significantly involved and asked for suggestions for encouraging faculty involvement. Kornbluh recommended a list of faculty volunteers. Beale suggested distributing clear and concise information introducing the program to potential faculty volunteers, including through visits to school/college faculty meetings. Neher provided Policy with a one-page summary of the program.

hoogland noted that this is yet another request for faculty time without compensation and suggested creating some kind of incentive, be it recognition or a small honorarium. The more faculty involvement the better, but Ellis wouldn't want anyone to be pressed into service. Provost senior staff have discussed a fixed term fellow or appointment to be involved for a certain amount of time. Kornbluh pointed out people whose research interests might fit with the program's goals, such as faculty in Education, Psychology, Sociology and Criminal Justice.

## II. PRESENTATION ON THE MIKE ILITCH SCHOOL OF BUSINESS

Dean Virginia Kleist thanked Policy for inviting her to report on her observations, organizational changes, strategic planning, degree changes, fundraising and future of the Mike Ilitch School of Business (MISB). The first 90 days have been positive, and she is very encouraged.

Kleist discussed various MISB student activities with Policy. Business students recently participated in an elevator pitch competition at the Renaissance Center. Twenty-five students presented 90-second speeches to five executives (including Scott Fisher, CFO Ilitch Holdings, Inc.) about who they are and why they should be hired. Kleist was impressed with these students: the three who won were outstanding. Another impressive group are the MPREP (Multicultural Professional Readiness Education Program) scholars: typically African American, first-generation students with a 3.5 GPA, hired by top corporations in the region. This program is designed to uplift these students throughout their time at MISB. She recently met with Sports Management students who do work in the sports entertainment space and listened to the CEO of the Detroit Pistons talk with them. There is an effort to increase philanthropy to grow this program: so far, she has received an additional \$50K.

Kleist was excited about the dual enrollment program in which Detroit Public Schools Community District will pay for 200 junior and senior Cass Tech students to take five classes at

MISB. She also discussed a well-regarded supply-chain management competition with teams from all over the country. Although the MISB team didn't win, they performed well.

The MISB faculty in general provide a warm and supportive collegial environment. There is excellence in research, service and teaching. However, everyone has been beaten up over the budget: people are exhausted and it shows. Travel money is low and faculty in many departments are not capable of taking a research trip. Kleist worries that faculty are in the trenches and don't have a vision of what the future can be, a morale problem that may be attributable to pandemic exhaustion or the impact of successive budget cuts.

Kleist praised the urban Detroit environment and indicated that she sees the glass as half full rather than half empty. However, the realities include graduate and undergraduate enrollments that have fallen precipitously since 2018. She must turn enrollment around with focused strategies and activities. Kornbluh pointed out the Business school has taken cuts like all the other schools, but with the number of students going down they've also lost the differential tuition funding (amounts paid by Business students in excess of the base WSU tuition per credit hour) that provides support for innovation and development.

Beale questioned if there would be an accreditation problem if they tried to increase students without increasing faculty. Kleist said they passed AACSB accreditation just fine. There are a number of adjunct professors, taking advantage of their access to Detroit professionals. She believes the school has a year and a half window to grow programs. There is room for creative delivery of classes, such as having a few large sections and smaller junior/senior class sizes to facilitate better student-faculty relationships. The introductory classes are being done in small batches, which is inefficient, so there is room to manipulate within that constraint.

Simon noted that we don't have as many students from Cass Tech as in the past and wondered whether the school can offer them something extra (i.e., scholarship money, housing money). Kleist said these students should be able to go through four years without debt because of the Detroit Promise program money where the university makes up the gap funding, if any. They get offers to go to Michigan and Michigan State but will end up with substantive debt. If they come to Wayne State, they come out with little or no debt and can go on to graduate school without the enormous debt burden. Simon said it is important to let them know that. Kleist agreed and suggested the financial advisors convey to the parents what the debt load will look like at the end of four years so they are aware that WSU is the better choice.

There was only one department chair for all six of the school's departments when Kleist arrived as well as a lack of communication. To save money, the previous dean had three chairs over six departments (but two of the chairs had left), merging departments (e.g., Accounting was merged with Finance). She is moving to internally hire chairs over the six departments. Kornbluh commented that chairs are an important part of how the academic structure works in communication. They have asked for volunteers and nominations and are following the full process of how chairs are being hired. In the one department where no one has stepped forward, Kleist hopes to interview a person of color currently in an academic leadership role at Penn State. A new budget officer has been hired. The communications officer left shortly after Kleist's arrival and the role has not yet been filled. They are also down to one administrative

secretary for the entire school. There will be an ad hoc DEI committee formed this year and an invitation will be sent to faculty, staff and students to volunteer.

Kleist went on to discuss the decline in budget. There are many possible reasons why graduation rates are declining in the state, including COVID-related factors and a decline in corporate financial support. No matter what the reasons are, enrollment needs to be turned around through creative new changes. Over the last five years graduate enrollment is down 499 students and undergraduate enrollment is down 605 students. She described the budget as a tidal wave: recapture of the budget and carryforward follows a decline in enrollment. Undergraduate students are getting through more quickly, graduating in four years instead of six years. In 2022, about half the students are transfers, which gives a shorter time (and fewer credits) to completion. Kornbluh explained the Business school has provided advising to students at Henry Ford Community College and Schoolcraft College and it reflects the good transfer efforts. It also reflects opportunity at the FTIAC level: this is the only college that has as many incoming transfer students as first-year students. Advertising money will be spent to help. In addition to the Cass Tech students, Cesar Chavez will also be participating in the dual enrollment program. Kleist explained there will be a total of 250 high school junior and senior students. If we can get even 20 % of them to consider coming directly to MISB as freshmen, that could help turn around the undergraduate decline.

Rossi pointed out that there are 45,000 fewer high school graduates in Michigan and questioned whether the decline in enrollment at MISB is proportional to that experienced by other business schools in the state. Kornbluh said nationally business enrollments are going up, not down. Kleist believes we are sitting in the perfect spot with the 21<sup>st</sup> ranked supply chain management program and a beautiful new building: we just aren't managing the nuts and bolts very well. Beale suggested the need for better marketing. Barnes questioned why the focus was only on Cass Tech and not the other DPSCD high schools with high graduation rates. Kleist said she hasn't yet talked to other schools, but the same proposition applies. It is also aligned with the mission of what we are trying to do in the City of Detroit.

There has been uneven growth in some departments: Finance has grown 70%; Information Systems Management has grown 83%; Accounting has declined 10%. We are losing graduates faster than we add graduates with graduation rates up 9.28% but retention down 9.5%. Why are they not coming back? Kleist believes attention must be on quality, particularly in respect of hybrid classes. When faculty merely put their notes online, students do not come back because they are not engaged. Dropouts have been contacted to re-enroll, but there has not been good progress. People want a higher caliber quality. Some want face-to-face only; some want hybrid only; some want online only. Hybrid, though, is particularly difficult, so it may be that classes should be either online or in person.

Beale asked whether faculty are aware of the quality complaints. Kleist plans to have a formal analysis with faculty engagement to help determine the reason. For example, faculty did an analysis of the MBA program that has resulted in important changes currently being approved. There were too many prerequisite classes, and the faculty committee made some structural changes that should make a major difference in retention by reducing the prerequisites to three and increasing the ability to do a specialization in the MBA (i.e., Finance or Accounting). They

also modernized it with three more deeply technical classes in the artificial intelligence data analytics space. She anticipates a major impact on the students who are falling off the map because they were in the pipeline but found it to be a dead curriculum.

Danielle Aubert asked if the retention numbers were similar to the rest of campus. Kornbluh responded that Business has a very large number of part-time MBA students and particularly low retention numbers. Further, Social Work, Education and Business had significant declines in graduate enrollments. Simon asked if employers stopped paying tuition. Kleist confirmed many employers have stopped paying employee tuition. Rocket Mortgage, however, does pay employee tuition, but she learned last week that WSU was not on their preferred MBA list. The following discussion included giving a discount in return for a large cohort.

In the short term, the focus will be to tidy up messes (i.e., having more department chairs). In the long term, the focus will be growing strong programs in the online space that are reflective of the program's strengths. There is currently a Master of Science in Supply Chain Management that faculty are considering moving online. The MBA faculty committee who worked on the recent revisions are also considering an MBA fully online degree. The MBA is currently offered online but the program is not well planned. Kleist is also considering an online health care MBA that builds an MBA with an MD degree, as well as collaborative degrees with Engineering specializations. The MISB strategic plan is being revisited and brought into alignment with the WSU strategic plan. Additionally, there has been an emphasis on fundraising.

### III. WAYNE STATE UNIVERSITY FY24 5-YEAR CAPITAL REPORT AND FY24 CAPITAL OUTLAY REQUEST FOR LAW CLASSROOM BUILDING

David Massaron (Sr. VP and CFO) was invited to Policy to discuss the 5-year capital report and the capital outlay request for a law classroom building. He pointed out that we just received a substantial amount of money from the state for the medical school and we were not initially planning to request funding for an additional project. The legislature had, however, created a project plan covering every university except Wayne State, Michigan and Michigan State that had a capital outlay project submitted, so the decision was made to leverage contacts in Lansing to get a project approved. The project selected was the one closest to being ready: a new classroom building for the law school. The language in the capital outlay request is designed to be flexible because there is a quad of interconnected buildings: the law school dean would prefer the library be redone at same time, although the library component alone would be more than \$40M. The outlay request was designed and drafted to be a classroom building that includes faculty offices and the law clinics.

Whether we are awarded the funding depends in part on the November election results. There is a surplus of about \$7B on the state's balance sheet. Since Wayne State, Michigan and Michigan State were not included in the capital outlay bill advanced through the Senate, Patrick Lindsay in the Government Relations Office is working to add \$120M for the three R1 universities. Other universities also received pension reductions and minimum per student allocation adjustments: for example, Central Michigan received an unfunded liability payment of \$15M and Oakland received a minimal per pupil allocation equal to a 7-8% additional appropriation. In exchange, the big three institutions would receive major capital investments. Based on our overall

priorities, the law school project fit best from the academic side because of its need for space and potential for expansion. A Biomedical Engineering building or a Health Sciences building was considered, but neither was far enough along.

There is language in the budget providing a five-year infrastructure plan. Massaron suggested the need for a broader discussion with all constituencies, including the Academic Senate, to determine where we prioritize. He has been pushing to review the five-year plan to focus more on the nuts and bolts. Considerable investment has been made to make general day-to-day functioning of our academic space and non-academic space livable. Progress is being made on elevators: Schindler was fired and replaced with KONE, with a resulting reduction in service calls. The real test will be in the winter when salt is tracked into buildings and into elevator tracks. Replacing mats is necessary because we *need* people to wipe their feet. In the near term, Massaron suggested it may be important to spend General Fund and other monies on campus-related mechanical systems such as windows and roofs designed to make the temperature consistent. We have also neglected our sidewalks and outside structures. We are likely no longer ADA compliant: a normal university would not have an outside infrastructure that looks like this, so we need to find ways to drive money over time to catch up. The report is a plan to submit, but we are not bound to it. Massaron suggested inviting Rob Davenport (AVP FP&M) to have discussions around these priorities at a future PC meeting.

Beale thought it would be ideal for this report to come to the Facilities, Support Services, and Technology (FSST) Committee months before it is due so there is time for input on project prioritization, and then come to Policy. In June (ideally), there could be a meeting about the prioritization of projects. There could then be discussion at FSST and then at both the Budget Committee and Policy—those three committees should have time to give input. Massaron said his team has been reluctant to share the plan in draft form. He is willing to share the draft without the complete set of data—just a project description that will allow a conversation around project prioritization.

Beale asked if the Capital Planning and Priorities Committee is going to continue to exist and if it will come to Policy for further discussion. Massaron will have a broader discussion with the provost because he does not know what the charter is and how a capital project is defined. There are customer-funded projects through philanthropy as well as money when a school or college has carryforwards set aside for a particular purpose. We need to work through that as we do budget reform to find a better way of allocating funds for capital projects.

Aubert raised the issue about broken elevators in the dorms. Massaron said it is part of the capital planning process. Although those elevators are Corvias' responsibility, it is our fundamental responsibility to make sure they are functional. We did receive approval from the bond holders to do the University Towers improvements. The two broken elevators will be modernized. It will be disruptive when all three elevators are shut down for repairs so they will try to time this to take place over the summer. On the other hand, the company that designed the Anthony Wayne Drive Apartments' elevators will need to work out the kinks. There was a value engineering decision made to buy a state-of-the-art elevator system that had very little mechanical parts, all custom-made for these specific elevators. They are incredibly proprietary

and the kinks have not been worked out. No matter what we spend on those elevators, the reliability will be suspect until that technology is perfected.

The dorms are no longer owned by Corvias but by the bondholders who put up the \$328M and have effectively taken control of the day-to-day operation of cash management and funding of projects. We do not have a plan to invest in the dorm elevators because the revenue from our dorms goes to the bondholders that own them: it is their obligation to fix them. It is our job to use the leverage we have with the contracts to force repairs because we are committed to making sure our students are protected and these investments are made. For example, the bondholders initially balked at providing new keys in University Towers, so Massaron had to explain the security issues with brass keys and asked if the bondholders want to be responsible. They chose to approve the project because these bond holders are life insurance companies who do not want to fight health and safety headlines—their brands are based on trust.

Simon raised the issue of many campus buildings not being handicap accessible. Sometimes the button that is supposed to open the door is non-functional or there simply is not such a button. She requested that be investigated. Massaron said the building coordinators should be putting tickets in for doors not working. The door buttons are part of an ecosystem that determines where the buttons are placed. Lewis said she has a faculty colleague in a wheelchair and a student in a wheelchair. Hearing their experiences on campus informed her understanding of what it is like to be here with a disability in a way that she did not appreciate before. Even when there is ADA compliance, it is impossible to get in and out of the places that people want to go. That creates an unwelcoming campus. She has asked Rob Davenport if he can spend 30 minutes on the phone with them because it helps to hear directly from the people experiencing it. Massaron said he would be happy to speak with them and asked Lewis to email him their information.

Kornbluh encouraged everyone to use the ticketing system and explained the only way to have accountability is if we report when there is a problem: if there is trash lying around, take a picture and report it. If something is broken, take a picture and report it. Beginning December 1<sup>st</sup>, the ticketing system will be upgraded to build dashboards. Massaron said getting this new system going will be bumpy as we do structural reforms, but we need accountability behind these systems. We are trying to create visibility into all of these issues so we can be held accountable.

Aubert pointed out there is no elevator in the Art building and Rob Thompson told her it will take two years before they can build one. What can be done about taking out the trash until then? Massaron said that they have been funded to build an elevator, but it takes a while to add it to a building where one never existed. He thought the trash problem had been resolved when he authorized additional staff hours to remove the trash. There are complications, such as items being taken out that were not trash or items that are extremely heavy that staff are not equipped to move unless specialists are brought in to deal with it without an elevator. Aubert suggested being in closer contact. Massaron said the building coordinator should have a direct line to Rob Thompson, but he will follow up. Policy members again suggested information about building coordinators be published and highly visible, as well as information on how to file a ticket on building functionality.

Barnes pointed out that everyone in Old Main has gotten used to the fact that the building stays filthy all the time, but he asked how to make a change. Massaron said there are two issues that are being worked on: 1) a hiring problem and 2) FMLA. The university's custodial job descriptions do not have physical requirements, so we have hired people who are not able to do the job, even with accommodations, who immediately move onto pre-funded FMLA. That is a problem. We need our descriptions and requirements on the front end to ensure people we hire are physically capable of doing the job with the maximum accommodation we can give. Massaron is working to resolve this problem with Human Resources. As an example, four of the six supervisors currently employed are out on FMLA. He is working with the Service Employees International Union (SEIU) to create quality-control supervisors at the central office who go out to check on overall quality. This allows other supervisors to supervise their individual units.

hoogland asked where she can report overflowing trash cans: it would be useful for these phone numbers to be available, but phone numbers posted are inoperative. Massaron reiterated there is a ticketing system and requests can be made online or through text. There are 127 to 130 tickets submitted every few days. Policy members agreed having clean facilities reflects on the university as we try to recruit more students. Massaron said full cleans begin at 5 a.m. every business day, but there is no staff to do Saturday morning cleaning. Custodians also do not have master keys to access certain classrooms. Kornbluh added that this entire discussion speaks to why Massaron is trying to restructure the budget to deal with the routine maintenance with longer-term planning to focus on how this campus works and to allocate resources to do that.

#### IV. COMMUNICATIONS AND REQUIRED ACTIONS

##### A. Data Breach (5/9/22 draft) and IT Security (10/17/22 draft)

Rob Thompson (AVP/CIO) joined the Policy meeting to discuss the draft of the Data Breach policy with the goal of finalizing it soon. In December 2020, we received notice from the Michigan Department of Health and Human Services (MDHHS) that we needed a public policy with the following information: 1) provide a definition of personally identifiable information (PII) to our campus; 2) provide a definition of a data breach (referenced from the Michigan House Bill 4187 (2019)); 3) describe how we would respond to an actual event of an imminent breach of PII (based on OMB Circulars guidance); 4) report within 24 hours of the actual occurrence of breach or imminent breach and what that process looks like. This policy is necessary for us to continue to receive any funding coming through MDHHS and has been enacted into law to do work for the State of Michigan.

Massaron added this would be an APPM approved through a committee he chairs. It has been paused to get Policy's input to make sure everything is considered. It was initially up for review in February 2022 so there is some pressure to finalize it. Beale explained that Policy reviewed this in February 2022 and emailed him their concerns about the language. There are changes in the current draft which on quick glance appear to address those concerns. Thompson explained there are constraints in the language that could not be changed, since it uses language in the law requiring the policy. He recommended a deeper discussion about the language with Tom Cavalier (Assistant General Counsel), who is familiar with the legal aspects. Due to the current

time constraints, Kornbluh suggested a meeting set up between Beale, Thompson and Cavalier and any other member of Policy interested specifically to discuss this further. Beale agreed, and Thompson will set up a meeting.

B. Polling Questions for Academic Senate 11/2 Plenary Agenda

Policy members discussed the polling questions for the November 2 plenary.

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*Approved as revised at the Policy Committee meeting of November 14, 2022.*