

WAYNE STATE UNIVERSITY
ACADEMIC SENATE

PROCEEDINGS OF THE POLICY COMMITTEE

January 23, 2023

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

Guests: Kate Bernas, Assoc. Dir. Univ. Advising; Kelly Dormer, Assoc. Dir., Strategic Academic Initiatives; Ahmad Ezzeddine, VP Acad. Student Affairs and Global Engagement; David Rosenberg, Chair, Dept. of Psy. and Behavioral Neurosciences; Rob Thompson, AVP/CIO

I. APPROVAL OF PC PROCEEDINGS

The proceedings of the January 9, 2023 Policy Committee meeting were approved as submitted.

II. TRANSLATIONAL NEUROSCIENCES INITIATIVE REPORT

Rosenberg shared a presentation on the Translational Neurosciences Initiative (TNI), indicating that it is on the precipice of exciting developments but is currently in a holding pattern. Although Rosenberg was informed in a chairs meeting with then Medicine Dean Schweitzer that the TNI was being “renewed” for another five years and his position as director was continuing, nothing further has occurred. President Wilson did apparently ask VP Research Steve Lanier to ensure there was a memorandum of understanding in place before he left office, but that did not occur.

TNI deals with the science of the brain and the startling advances made over the last few decades. Pre-pandemic there was neuroscience expertise in various campus units, so the idea was to bring that expertise together in a unit that could lead to greater cross-campus collaboration and better national recognition for the existing expertise at Wayne State. For example, there was little collaboration between biomedical engineering and the sophisticated MRI imaging techniques used for humans and animals, yet they were highly relevant to each other. There were basic scientists in pharmacy with a strong interest in post-traumatic stress disorder (PTSD) and a huge PTSD program in the Department of Psychiatry, but they did not work together. Through TNI, there are now several funded NIH grants and foundation grants. Similarly, there was potential for collaboration between several departments within nursing and the medical school. There was representation from CFPCA at the first Brainstorm meeting, because effective therapies include drawing, writing and journaling. The researchers held discussions about how to look at what is happening in the brain in a systematic way. What are the predictors of response to this type of intervention? Why are children more responsive to animals than human beings? The researchers in TNI have published on diversity and health care disparities, psychosocial and social components, but there have not been systematic studies looking at differences in populations biologically. For example, why do African Americans with multiple sclerosis and plaques have a mortality rate 40 times higher than Whites? Why is there a problem for schizophrenic patients who have particularly negative symptoms that flatten affect? Why is the death rate so much higher in Latinx and African American groups?

In 2014, when they were looking at these strategies, the goal was to develop neuroscience at Wayne State that would be multi-disciplinary/transdisciplinary and able to break free from silos to build on what was happening in psychiatry with the Translational Neuroscience Ph.D. program (funded in large part by an endowment). Before TNI, there was interest from students across disciplines. That proved to be beneficial because the Department of Psychiatry began getting NIH-funded grants with psychology, nutrition and health science, pharmacy and health sciences, biomedical engineering, social work and

nursing. Rosenberg met with Lanier and the deans of the colleges to evaluate an undergraduate major in neuroscience, which everyone supported.

In 2016, the first campus-wide symposium was held at Wayne State to focus on the brain in neuroscience, organized by the Brain@Wayne group and sponsored by OVPR with buy-in from the Department of Biomedical Engineering, EACPHS, Anatomy and Cell Biology, Emergency Medicine, Neurology and Psychiatry & Behavioral Neurosciences. There were 140 registered participants including 45 faculty, 15 undergraduates, 75 graduate students and postdoctoral fellows with good representation from schools/colleges as well as entities such as Merrill Palmer Skillman Institute and the Institute of Gerontology. This paralleled the effort to partner with Henry Ford Hospital: while that did not pan out, there are Wayne State faculty who continue to have funded grants working with Henry Ford Hospital, among others.

The undergraduate neuroscience program major was approved in 2019. There are 40 faculty members from different academic units. Currently there are 16 students (11 Ph.D., five in the M.D./Ph.D. program), nine of which have advisers outside of the Department of Psychiatry.

As a result of these developments, Rosenberg suggested that it is time to make the TNI officially an institute at the university. The focus of NIH investing in this is significant. Federal agencies have prioritized the area through 2025. TNI was able to arrange a collaborative R01 consortium grant with the University of Michigan and the University of Toronto. The pediatrics group at Wayne State through Children's Hospital became the only center in the country that had positron emission tomography (PET) and magnetic resonance imaging (MRI) in a pediatric center. That permitted a unique study of twins from all over the country.

TNI was launched as an "initiative" by President Wilson, former Provost Whitfield, VP Research Lanier and the School of Medicine in December 2016 and the agreement expired on December 31, 2021. The agreement provided up to 10,000 square feet of open and wet and dry lab space in iBio.

When Rosenberg became chair of psychiatry, there was only one endowed professorship. The department now has eight endowed chairs or endowed professors in psychiatry. One of the major donors is the person who created the Gertrude Levin Endowed Chair, which was funded during the first TNI period in 2018, in addiction/pain biology (led by Mark Greenwald). The donor is the grateful mother of a former patient treated by Rosenberg, and there is a request in for \$25-30 million to name the new Institute hoped to be established to replace TNI (the endowed chair that she funded honors her mother and she wants to do something big for her father). She has a large estate appraised at around \$50 million that she plans to sell, with the proceeds going to support the new Institute (though she would prefer it be named the Institute for Brain Health). In the interim, she has also given about \$200,000 a year over the last four years. If she endows an Institute, it would allow for five endowed chairs and sustained revenue supporting research. Additionally, Jim Hiller (of Hiller's Market) has pledged his support and indicated that he can help an Institute raise \$20-\$30 million from additional donors.

Beale noted that one of the reasons Policy wanted to talk with Rosenberg is the lack of clarity around the activities and budget support of TNI. When she talked to Rosenberg about coming to Policy, she requested a budget document showing grants and general fund support (including physical space, etc.) for the last 5 years of the initiative. TNI seems to have functioned as an institute or center under the BOG statute, but without ever going through the chartering process. It appears that it should have started with a temporary charter back in 2015, and then applied for a permanent charter through the CIAC I process after the first year. Instead, apparently President Wilson and Provost Whitfield worked out some sort of contractual agreement via the MOU with Rosenberg for an "initiative" that bypassed the BOG chartering

process. She asked Rosenberg why that failure to comply with the statute on centers and institutes had taken place.

Rosenberg explained that at the time formation of an entity to build support for brain research was originally discussed, former Provost Whitfield specifically suggested it be labeled an “initiative” that would be formalized simply with a five-year MOU. Consideration of establishing an Institute under the BOG statute, he said, could be delayed, thus providing more flexibility during the initial five-year period. As to a formal budget document, Rosenberg had understood that Lanier would provide an official budget allocation for the initiative before leaving OVP. With the change in the deanship of the Medical School, he was also told there would be a budget for him to review and negotiate. None of that has happened.

Beale asked what kind of funding there has been for TNI. Rosenberg reported that the university had provided about \$5 million in support for imaging updates and upgrades (photoacoustic imaging, improving the 3T machine and other machinery), that has been valuable for a field instrumentation grant with co-PIs Schweitzer and Haacke in Medicine. Rosenberg indicated he was also given approval for recruiting on six tenure lines. Additionally, the university supported an administrator to spend 70% of her time to help with hiring. Finally, there was a promise of 10,000 square feet of space in iBio as well as Tolland Park and Scott Hall (or its replacement).

Nearly all of the recruits are iBio hires that have 50% or more of their effort (some have 100%) dedicated to TNI concerns. Rosenberg provided a review of a number of those NIH funded researchers from 2016-2021. Samuele Zilioli was the first hire in 2016 (50% in the Department of Psychology, 50% Behavioral Sciences and Family Medicine), and has two NIH R01 grants: Stress and Cardiovascular Risk Among Urban African Americans and Asthma in the Lives of Families Today. Carolyn Harris was hired in 2017 and receive a NIH R01 chemical engineering grant, Investigating the Cellular Mechanisms Leading to Repetitive Shunt Failure in the Treatment of Pediatric Hydrocephalus. Rosenberg pointed out it would be normal to collaborate with neurosurgery but with the implosion at DMC, it has not been as easy to arrange.

Jun Li was hired in 2018 as Professor & Chair of the Department of Neurology and Scientific Director of TNI. He had two NIH R01 grants, R21, R61, four new NIH R01 grants and T32 submitted before he left in 2022. His startup included four tenure lines. He was a clinical chair and had three clinician educators as well as some other students. Provost Kornbluh pointed out this was a big investment: when we lost the leader, we lost all the rest. When that happens, we need another startup package to bring someone else in. Rosenberg agreed. He noted that Li left not only because he received a fabulous offer but also because of his treatment when he arrived here. The day he arrived, David Hefner, a consultant brought in by President Wilson and made a VP for health affairs, had informed Jun Li that the Henry Ford neurology chair would be the chair of the medical school department, with Li as assistant or vice chair. Rosenberg indicated that we could have kept Li, in spite of the higher offer elsewhere, if we had complied with the offer made to him. Former dean Schweitzer advocated for Li, but Lanier did not fulfill the obligation. Noreen Rossi noted that Li’s lab at the VA was across the hall from hers, and they talked often about the failure to keep promises made. She added that satisfying commitments made in writing is especially important. When situations like the treatment of Li become known, it is a genuine hindrance to recruitment of good faculty.

In 2018, TNI recruited Tanja Jovanovic from Emory as an endowed chair in PTSD and Trauma Neurobiology. She was the most funded NIH investigator at Emory. She now has 85% of her time funded on NIH grants. Ana Daugherty was hired in 2018 with over 50% in psychology. Hillary Marusak was hired in 2019 as 100% funded, and just received a new R01. In family medicine, Kristen Culbert was hired in 2019 for the Twin Study of Androgen Effects on Binge Eating Risk during Puberty. Seth Norrholm was recruited from Emory in 2019 and is co-PI on a Department of Licensing and Regulatory

Affairs for Marijuana Grant for \$19.5 million (the biggest grant in the history of the Department of Psychiatry or TNI). Nick Mischel came from Duke in 2019 and is 50% funded through various foundations and is applying for an NIH K award. He brought rapid transcranial magnetic stimulation to Wayne State. Peter LeWitt was hired in 2020, and worked with Jun Li; he received the Sastry Foundation Endowed Chair of Neurology. Eric Woodcock, a superstar from Yale recruited in 2021, has submitted an R01 and just received an R21 and has around 70% of his salary funded.

Through cross-department, cross-campus, and cross-institution funded grants with TNI scientists as PIs, TNI has brought leadership and a voice in this field to Wayne State. Rosenberg pointed out media attention of TNI: the program was featured four times on 20/20, twice on the Today Show and once on A&E. Dr. Jovanovic was featured on National Geographic, as was Dr. Marusak. Dr. Norrholm was on a Discovery series.

From Beale's perspective, this initiative should have had a temporary charter at the outset that forecast the goals and kinds of funds that would be needed to support those goals at each point for the first charter years. After a year of the temporary charter, it would be up for a five- or six-year permanent charter, and then it would come up for review every 5 (6) years to see if grants, hires and all of those things were working out as expected. As it is, the TNI is a center without having gone through the official establishment of a center, and therefore it now is in an odd state of no formal existence and no certain expectations. Regrettably, Wayne State has a tendency to create things that function as centers without going through the required BOG process. This one certainly looks like something that was intended to be a center or institute under the statute, and it seems that being an official institute is necessary to bring in some of the substantial donor funds that would be interested in supporting the work. Beale reiterated her request to Rosenberg for a budget showing the actual funding that has been provided from the beginning, so that we have some way of knowing where it should go next. Rosenberg indicated he knows what funding was provided, but he did not have the kind of autonomy that a formal center ordinarily would have so it is hard to give a full picture. From what Rosenberg could see, there was \$5 million for the imaging and approximately \$20 million for personnel recruitment. There was a good return on investment.

Danielle Aubert referred to a recent presentation from VPR Tim Stemmler that showed the large amounts of money psychiatry received from OVPR that had gone to retain different faculty. Rossi reminded Policy that Stemmler's presentation was about uses of ICR research stimulation funds. OVPR has a budget over and above those ICR funds. She added that it is preferable to have a chartered institute, because it makes clear what the obligations of the university are and what the director is responsible for. If you do not know what you have and have no genuine control, you cannot be responsible. Nor can you be held accountable, because there's no official budget. That is a problem for something functioning as an institute/center with a director but without a formal charter—there is no way to have accountability.

Kornbluh believes the TNI was caught between conflicting ambitions with the former provost and former VPR. Because the former provost was a psychologist, he was particularly interested in this area and did not want a center that reported to the VPR. The initiative format was used as a means of avoiding having a BOG center. The biggest hire was a chair in neurology that was going to partner with him on this, and we lost that person.

Jennifer Lewis commended the work of the TNI, noting that Policy should both provide oversight and recognize important accomplishments. Rossi added that this discussion is what is needed since, unfortunately, this kind of problem occurs. People get caught when these kinds of things are done nebulously or without following procedure, and then you do lose some of the best people. Beale added that this is exactly why the Board of Governors has a centers/ institutes statute: to ensure there is a process and a clear understanding among all parties of responsibility and accountability. When the statute isn't followed, that accountability link is lost, which is problematic.

Policy thanked Rosenberg for his time and indicated members might follow up with additional questions later.

III. PROBATION PROPOSAL

Bernas and Dormer were invited to Policy to discuss a proposal to update the current BOG statute on probation. Those on campus who work with probation raised a concern that the current statute has not been updated since the mid-1980s, and is too rigid, not providing appropriate opportunities for students to remedy probationary status. A working group comprised of representatives from each of the undergraduate serving schools and colleges, Naida Simon, Dormer and Bernas (with the latter two as co-chairs) was formed to review the current statute and recommend updates to reflect current practice.

Bernas summarized the current probation process. A student goes on probation when their GPA falls below a 2.0. The registrar's office labels that student's record as P1 (first term on probation). The student has two subsequent terms to get off probation before being automatically excluded from attendance for one year. That is, the student will be on P2 status if still below a 2.0 for a second term. In the third term that student is registered (P3 status), the University Advising Center does extra tracking, with unique holds to watch for final grades to determine whether the student is excluded or back at a 2.0 GPA and off probation.

The proposal is to add an option to continue to work with that student beyond the third probation term. The student's GPA may have improved because of a change in major. Perhaps the student has been seeing an advisor, going to the Academic Success Center, and has been working to improve in other ways. The third option would ensure that the student's work can continue beyond that third term with an academic recovery plan that sets expectations—either a change of major or using needed services. With follow-through on the plan, students may be able to bring themselves back up to regular status, get off probation and continue uninterrupted towards the degree.

Beale wondered whether this level of intervention only comes into play in this special situation of post-PC terms. Dormer explained that instead of being refused registration, academic recovery would allow these students up to two additional terms to bring the GPA up to 2.0. To do this, they would enter into a structured agreement to meet with an advisor or success coach or someone in the school/college to determine what actions they can take to bring up their GPA. Right now, if a student fails a course (or wants to improve their grade) they can retake that course and the new grade replaces the old grade. That is a strategy that many students will take to improve their GPA. Often, however, probation students are failing because they are in the wrong major. They decided to switch majors to improve, so they are not interested in retaking the courses they failed since they are no longer relevant. Instead of excluding them from registering at all or forcing them to retake unwanted courses, this program would give them time to improve their GPA within their new major.

Simon noted that this happens because many of our students hope to succeed in a STEM major but need remedial math. They are able to achieve math competency (passing the quantitative experience course), but they cannot succeed in higher math courses. Some students have taken Calculus 1 three times and failed every time. It is fruitless to ask them to take it again: the reason they need it is for a major that requires higher level math than they can do.

Another problem is that students placed on probation following the fall semester have often already registered for winter. Holds get placed after census when they are well into the term, so little intervention is possible. Usually, the first opportunity the advisor has to create a plan is when they are ready to enter the third term. By then, more time is needed to repair the GPA.

renée hoogland asked about the financial impact on students. When they pay for classes on probation, fail, and retake courses or shift to another major, they incur significant expenses. Dormer said that students who have failed classes are at risk of not maintaining satisfactory academic progress, so whether they stay in their major or move to another, they are using up financial aid eligibility. This program will not change that. Bernas noted satisfactory academic progress is something separate, but they are related. The university is much stricter about progress now: gone are the days of a student having a GPA below 2.0 for five, six, seven, or even eight terms. If a student fails a class, they are more likely to pay for that class than if a student were to earn a D or D- in classes that are not covered by financial aid. Maybe the students should take fewer courses, but they are in housing and need to take 12 credits. It is an art as much as a science, and the GPA alone is not the whole story.

hoogland asked how block tuition will impact this. If students are already struggling with credit hours below the number that block tuition incentivizes, then they are set up for failure. Beale noted this issue was previously raised with the provost: the initial discussion suggested it could be handled through some sort of waiver for students on probation. Kornbluh said block tuition provides more flexibility to help individual students in these situations than before.

Lewis asked about the usual result when students do well in the third probationary term but not well enough to raise the GPA to 2.0. Bernas said this occurs frequently. Some students move off probation in their third term, but others need a fourth term. This proposal creates an opportunity for faculty and staff to use their professional judgment to look at those situations and recognize that progress has been made and empower staff to work with such students. Academic recovery plan literature stresses the importance of a written document that appropriately reflects the barriers that led to probation. Dormer noted work already being done. For example, the College of Education has a success coach, and CFPCA does this work through a faculty committee. The proposal would encourage college administrators to offer these additional plans. Nonetheless, there will still be students who are excluded. Bernas indicated that CLAS, the largest school/college, had 114 students in the P3 term this fall, and 634 students with a GPA below 2.0.

Several Policy members asked whether there are enough advisers in place to support this proposal and whether additional training for advisers would be necessary, since plans will do little good if there are not advisers to help advise them and to work with the students to see that they can achieve the goals set out. hoogland noted that many students in the English Department say there are no adviser appointments available. If we do not provide the resources to make potential solutions work, then the proposal will fail. Rossi noted that honors students have told her they cannot locate advisers for meetings. She suggested it was important to know how many students flunk out annually. Beale asked whether more advising resources will be necessary if advisers are overloaded.

Simon noted that it varies in the different schools/colleges and also depends on how many people are on probation at any one time. CFPCA's success coaches track the students on probation, as do CLAS and Nursing. Dormer noted that both Engineering and Nursing have designated success coaches. Bernas indicated advisers are trained about working with students on probation: it is essentially a case management approach. If an adviser has a large caseload in psychology or biology, for example, they may have to focus their efforts on those students in their third probationary term because support cannot be provided for everyone on first term probation. The third term is the best-case management approach in providing time, services and Academic Success Center resources. Another factor is whether the student responds to emails and comes in to work with advisers. The plans can be as intrusive as necessary, and the statute provides for the term of the plan to be decided at the school/college level. Dormer noted the resources through the Academic Success Center with workshops and study skills counseling already do similar intervention work. The plan could require use of the existing tutoring services and regular email check-ins with an advisor, not necessarily more hours with an individual advisor. Bernas added that there

is training around midterm grades, working on a case management mindset. Kornbluh responded that we have 2500 fewer students than we had in 2018, although it is a student body that is particularly resource poor, so we find ways to meet needs the best we can. This policy will allow advisors to be more flexible and supportive.

Beale summarized the Policy consensus in support of the proposed changes and suggested Dormer and Bernas discuss as soon as possible with Curriculum & Instruction and Faculty Affairs (ideally in February so that the proposal can be presented for a Senate plenary vote on March 1). Dormer indicated the changes are expected to be brought to the BOG in April.

IV. WAYNE STATE ONLINE PROGRAM

Ezzeddine and Thompson introduced the Wayne State Online (WSO) program. The concept of “Knowledge on Demand” began under Provost Whitfield: Wayne Online will expand and improve the existing infrastructure to create an organized platform that will be easy to use for prospective students to discover our online programs and enroll. The program is working with schools/colleges that already have online programs in place, and an announcement last semester sought departmental interest in adding new “exclusively online” (whether synchronous or asynchronous) programming. The idea is not to compete with or replace existing programs but rather to add offerings. Ezzeddine reported that the university currently has 11 fully online programs listed at online.wayne.edu. Undergraduate programs include Mortuary Science and Social Work. Graduate programs include Criminal Justice, Information Systems, Law–Human Resources, Sports Administration, Library and Information Science, Learning, Design & Technology, and Theatre and Dance. There are also 8 online certificate programs.

Thompson noted that the focus is on adding substance. The Knowledge on Demand website had very limited program descriptions with limited student-friendly interfaces—i.e., no customer relationship management (CRM) and no request for information (RFI) option. The website will be improved to be more interactive and new programs will be added. Admissions is managed within the Slate system, which has a powerful, integrated CRM system, with Canvas as the platform for all online programs. The project will improve the enrollment process, including targeted marketing of existing online and new programs, with an RFI option that will provide potential student leads through the CRM, including follow-up communications like a welcome letter. There will also be a personal follow-up from the (new) WSO program manager who will do lead monitoring and cultivation to convert leads into enrollments. Interfacing with the schools/colleges/department program managers and advisors early in the process will allow them to communicate directly with prospective students. Once prospects become enrolled students in WSO, the goal is to use different rubrics to assess online program quality, similar to the process for Quality Matters certification, which is a multi-year process that provides good groundwork for determining what constitutes quality online programs.

Beale asked about the role of “program manager” who would oversee the welcome letter, personal follow-up, lead monitoring and cultivation. Ezzeddine explained they are conducting a search for a program coordinator to handle this concierge-style service that would be initially centralized in admissions. Ideally, the schools/colleges will also be involved early since it is clear that early response to RFIs is key to getting students to enroll.

Beale noted the importance of partnership with the school/college because many questions come up about programs that are not easily answered centrally. She asked how assessment of a school/college's online program will occur. Kornbluh indicated that selected faculty members would be paid stipends to be trained in Quality Matters, and they will then work with their school/college/department on their unit's online courses. There will be an investment in online education through Quality Matters and OTL. OTL has had temporary increases in positions during the pandemic, and some of that will be made permanent.

There will also be some funding annually for faculty interested in working on their own online classes and working with their departments. Quality Matters is essentially a part of available workshops for faculty: WSU will not pay Quality Matters to certify online classes, but faculty members who go through the Quality Matters course will bring that learning back to their own departments.

Aubert requested more information on Quality Matters. Ezzeddine explained it is an organization that certifies online programs, offers instructional design, hosts workshops and provides training. Lewis described it as a group that sets standards for what constitutes a high-quality online course, emphasizing certain features and a rubric. Beale could see that being useful, but what constitutes quality online programs will vary widely by field. Kornbluh agreed: the idea is to involve faculty from different colleges and different fields. This will be a modicum of investment in online programming: some professional staff in OTL and some support to allow faculty to attend national workshops to bring best practices about online teaching back to their own units. In some cases, such as engineering, it might be through the Engineering Society as opposed to Quality Matters. In the past, the university paid for ten faculty members to participate in this program and the people who participated were happy with it and brought it back to their departments. Beale suggested a Quality Matters presentation be given to the Curriculum and Instruction Committee, with Policy members invited for that meeting.

Brad Roth asked whether there will be an increase in undergraduate majors that can be completed online and, if so, whether there are sufficient online Gen Ed courses. Ezzeddine noted that two online undergraduate majors, in Social Work and Mortuary Science, currently exist, and there are sufficient online Gen Ed courses for those majors. It will be important, however, to have appropriate sequencing of course offerings: the current online MBA program can take 7 years to complete when courses are not available regularly. Beale noted that scheduling courses in appropriate sequences is a problem throughout the university. Kornbluh added that this is essentially an effort to diversify our market, mostly at the graduate level, though there may be a place for facilitating online completion of a B.A. or B.S. degree. There are more online courses post-pandemic, mostly at the graduate level and in specialty areas. Online will always be a small part of the university budget, but it can be a high profit-margin endeavor because there is no financial aid to students who do an executive MBA or similar degree. Ezzeddine believes it can also be a competitive advantage for programs such as Library Science. WSU was the only university in the country to offer that program online, and it attracted many students from outside Michigan. Currently, our online program also has the advantage of charging in-state tuition, passed by the Board of Governors years ago.

Graphic design offers a few low residency master's programs that are almost fully online, but workshops are held in person. Aubert just visited one at Texas State that she believes is good model for professionals and asked if we offered anything similar in any of the other disciplines. She also asked whether the WSO programs could include in-person segments. Ezzeddine thinks those may offer opportunities to build a connection to the campus, so those options will be entertained. B.A. programs are sometimes done like that. Kornbluh confirmed they are not creating a separate college for the online programs. The programs are still owned by the schools/colleges/departments. WSO is a marketing wing to increase online enrollments in a reasonable way in today's marketplace.

Beale assumed deans are pushing the idea down to faculty, but she thinks it works better, in the long run, if faculty are taking the lead. She asked what communication is being made to inform faculty about the possibility of the stipend support for building a quality program. Some faculty, for example, might be interested in expanding their courses online as a way to attract international students they might not otherwise have in their programs. It might be useful to present to the different faculty councils in the schools/colleges to provide another way for faculty to consider whether they are interested. Kornbluh responded that the goal now is to set up the website and roll out the program. Some schools hire outside program managers. We are not sharing revenue with an outside program manager but hiring one person

and jawboning deans with the hope of having a successful phase 2. Beale agreed it is easiest to have the deans put pressure on faculty, but results tend to be better when growth comes because the faculty want to do it. Finding some ways to make that possible would be worthwhile. Kornbluh noted that undergraduates will continue to constitute 90% of our enrollment. The faculty is smaller, because our student body is smaller, but faculty nonetheless have many demands on them, so there is a limit to the amount of pushing that can be done.

V. ACADEMIC SENATE PLENARY 2/1 AGENDA

Policy members discussed potential topics for the February plenary. Beale has confirmed Governor Marilyn Kelly and Dean Hasan Elahi (CFPCA).

Lewis suggested that academic programming needs to come before the plenary. For example, CIC members were concerned about the process of moving the BA in Law forward. The Senate's substantive concerns were ignored and should not be. Roth added that on that matter, it was clear that the administration generally saw the degree as a way to bring new students in and prioritized approving the program expeditiously. Students may end up enrolling with the idea that the major will give them a leg up for law school admission and may be disappointed when, as the Law School has made clear, it will not do so.

Beale noted that this is one of the reasons we need to work on bylaw changes: clearly, interdisciplinary degrees like the BA in Law that require approval of two different faculties and require courses in two different schools/colleges are educational policy decisions that should have to come to the Senate for approval before going to the Board of Governors. We need to work on the bylaws this semester to include that as well as the expansion of Senate membership we have discussed here, the inclusion of a standing DEI committee and more information on nomination and election processes and the roles of the various standing committees.

As far as another substantive item for the agenda, Lewis suggested that it would be helpful to cover the Mellon grant program and other faculty hiring initiatives. Beale will prioritize the topic if she can make it work.

VI. NEW BUSINESS

Rossi raised the concern that emails are often sent to people because of their position/title who are either no longer with the university or are in another position. Senders get no response and do not know the reason for lack of response. The results include faculty transfer delays, promotion packets being lost, and students unable to get needed information. Notices when people move out of a position should be available to the entire university in some way and posted in readily accessible positions on relevant websites. Thompson said that ordinarily a department is expected to communicate this information. If not, there are administrative ways C&IT can add out-of-office messages for people. Beale clarified that this is often a struggle for someone not in the particular office that a person vacated: the person is still in the university but no longer responds to queries about the former position. An individual trying to get information relevant to the former position does not know who to contact. Beale noted that if the person is not leaving the university and thus keeps the same email, an out-of-office reply would not work. She suggested better website information on personnel in each office, with automatic updates for changes in positions; or perhaps HR could send out a notice to the university community weekly regarding internal changes in positions. Rossi believes the department chairs need to know about it at the very least. Thompson agreed to bring this issue up at an upcoming BAO meeting to assess what might be done.

Approved as amended January 30, 2023.