

WAYNE STATE UNIVERSITY  
ACADEMIC SENATE

PROCEEDINGS OF THE POLICY COMMITTEE  
March 27, 2023

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

Guests: Carly Cirilli, Sr. Dir., Business Intelligence and Data Analytics; Darin Ellis, AVP

I. MENA DATA COLLECTION

Ellis and Cirilli were invited to Policy to gather input and provide updates on the plan to move forward with tracking and reporting on MENA (Middle Eastern North African) self-identified racial identity as part of the university's race and ethnicity reporting. MENA students make up about 5% of our first-year applicants and about 9% of our first-time enrolled students.

This was initiated at the request of the Student Senate and DEI Council, though we had been considering this over a number of years as part of our DEI strategic focus on building an inclusive community. The Department of Census does not officially recognize this category of racial identity: the Integrated Postsecondary Education Data System (IPEDS) does not include MENA as a separate race. Accordingly, we include MENA students in the same category with white students for official institutional reporting. While it is likely only a matter of time before IPEDS does recognize the MENA category, we can honor our DEI commitment by adding MENA as a race for our operational reporting so that we can make better data-informed decisions.

A self-identification process was put into place several years ago for students to be able to select their race and ethnicity, and this data has been collected and stored. Middle Eastern has been an option for self-identification since the start of that process. The goal is to move to a production environment for 2023 that updates Middle Eastern to MENA and that allows students to update that data at any time.

The current process works by collecting race/ethnicity data in the account management system: when students log into Outlook, Academics or Canvas for the first time, they are prompted with a checkbox selection to self-identify their race/ethnicity. Students are required to update this information every three years. If a student decides not to answer the question, they can choose "ask me later" but they will continue to be prompted when they log in until they respond.

Going forward, the source for race/ethnicity will be the most recent of the student's application or the account management system. MENA data will not be included in IPEDS reporting until the government changes that system, but most of our internal and operational dashboards and reports will incorporate MENA data. These dashboards are used to make enrollment and course-related decisions. If this change is put in place, updating these dashboards will be a phased approach, prioritizing reports that should be addressed first.

Beale asked whether MENA data will only be internally available or whether it can be incorporated into university marketing information. Ellis explained that students are informed about our general data use, noting that while we use this data, we also adhere to FERPA and do not identify individual students, so we must take care about sample size when we disaggregate data. We can use such data to provide general information about the university and schools/colleges, (i.e., 23% of our students identify as Middle Eastern North African origin). There are advantages to properly using that data to tell our story as a

campus. Cirilli noted some of this information has already been shared with marketing as they are designing certain campaigns for recruitment.

Pramod Khosla asked what countries come under the MENA designation. Ellis described the social cultural construct of race and ethnicity as tricky: the university does not tell people how to identify or check to verify whether students appropriately checked the box. It is generally understood within the MENA community that it includes Morocco and up to Turkey.

Noreen Rossi asked whether race and ethnicity are separate. Cirilli responded that MENA is considered a race designation. She added that students can select multiple races, which would be reported as two or more races for IPEDS.

After a quick internet search, renee hoogland noted the Middle East is variously defined as a geographical region. Ellis agreed, noting that is one reason the Bureau of the Census has taken time in deciding how to officially recognize this group as a census category. Cirilli added that the construct has evolved since the initial project to save date began: the local community initially argued for including Middle Eastern as the category, but they have now changed the request to MENA, including a letter of support noting their excitement in seeing this move forward.

Cirilli's team will be working with enrollment management to ensure consistent language is used on the application, which currently lists Middle Eastern. This will eventually be rolled out in HR for employees as well. All data will be collected going forward: we cannot go back and reproduce certain data sets with this information, but we will be able to fill in some gaps with our current student population. For those students who have applied within the past few years, Middle Eastern was an application option, so we do have information for them; but for current students who applied earlier, the account management system will gather the data.

Beale asked whether IPEDS requires separate listings of race and ethnicity. Could all the terms in these two categories be alphabetically listed and allow people to choose? Ellis confirmed IPEDS currently requires race and ethnicity to be considered separately, even though race can be multi-checked. Provost Kornbluh noted that the purpose of including MENA is to allow these students to be represented. MENA would likely be treated in any change as an ethnicity category rather than a race category, if separate reporting continues. Currently, ethnicity categories are only Hispanic/Latino and non-Hispanic/non-Latino. Race categories included in IPEDS are: American Indian; Alaskan/Native; Asian; Black; Native Hawaiian or Other Pacific Islander; and White (blank data goes into an 'unknown' category).

Jennifer Lewis questioned the survey method: common advice when constructing a survey is to have demographic questions at the end to avoid branching, and it sounds like this information is being asked right away. Is a response required? If a race is not chosen, Cirilli explained that a student can continue to choose "ask me later". Currently, the system reminds a student every day, but that time frame can be expanded so do not receive the message every day. Ultimately, students need to respond. This has been in the preproduction environment for some time, and students have answered the question without complaints.

Lewis was confused about why there is not an option to decline. She knows people in minority communities who will not label themselves because they are concerned about potential use of the information. Ellis confirmed we are required to collect IPEDS information. When students declined to answer in the past, an Institutional Research staff member would look at the student's One Card picture to assign a race category: Ellis ended this practice.

Lewis noted two faculty members have approached her noting the lack of greetings for Ramadan this week. Kornbluh confirmed an email on Ramadan is planned for this week.

Ellis requested Policy's approval to include MENA data, and Ellis and Cirilli will be available for the plenary if requested. They have the support of the Information Systems Management Committee (ISMC) and the MENA community. Beale agreed to send a memo to the provost, copied to Cirilli and Ellis, indicating Policy's support for the addition of the MENA category to internal data collection.

## II. SHORT COURSES

Ellis discussed the value of short courses for students with or without flat rate tuition. From his perspective, staying on track with the number of credits is the most important thing to ensure graduation in a timely manner. There are any number of reasons why students may register for a course that they either cannot, should not or do not want to finish. This is a way for us to offer more flexibility and more opportunities for students to continue on course rather than getting behind if something goes wrong in the first four-to six-weeks of a class. Whether tuition has already been paid under a flat rate tuition or whether a student is trying to make sure they are not involved in a return to Title IV (R2T4), this is about increasing the options for students. Admittedly, so far there has not been much progress on the approach that has been taken. The Provost's Office started by looking at summer courses that are already offered on a part-term basis and thus do not have to be redeveloped to fit into a seven-week period. There are not very many, but they can be specialized, especially in business. Naida Simon clarified that the spring semester is eight weeks, the summer semester is eight weeks, and the spring/summer semester is 13 weeks.

Ellis pointed out such short courses are a more common practice at other institutions than here. There are also reasons why it might be of interest or value to some of our faculty to teach only in the second half of the term. The Provost's Office has looked primarily at the second half of the term because that provides an opportunity for students to catch up if something went wrong in the current semester and a student has to withdraw from the class. He specifically used the term "withdrawal" rather than "drop": during the drop period, you also have the opportunity to add, so the drop/add date happens before census. Census is when a student's schedule is set and the tuition bill is due. After that, a student can withdraw but will receive a W on the transcript. Angela Zanardelli (Assoc. Dir., Study Skills Academy) has been responsible for first-year seminar (FYS 1010): she has developed some draft syllabi for second-half-of-term student success courses to be offered at the Academic Success Center that can be taken for credit. Those options are in development, and those working on this project are talking to faculty and staff focused on undergraduates to determine other options.

Beale noted that this seems to be a major change in educational policy. It seems to be a statement of an intent to create courses designed in timing and scheduling to permit students to withdraw from courses because they are not succeeding (for whatever reason, be it illness or late realization that they do not have the aptitude for the course and hence are failing it) could take. This is the same issue Policy discussed in connection with the courses Steffi Hartwell (Dean, CLAS) proposed. Why is this not a new educational policy that should go through complete Senate approval, just like Gen Ed courses do? If the staff of the Academic Success Center is creating the syllabi for these classes for students to get credit, that appears to erode the faculty role in establishing curriculum and courses and to require a policy that permits that.

Ellis clarified that courses that extend only over parts of term already exist. He noted that almost a decade ago, when the course offering matrix was redone, Joe Rankin involved the Senate in talking with the Curriculum & Instruction Committee (CIC) regarding the development of a course matrix that included time slots for part-term courses. Beale pointed out that a presentation to CIC is not sufficient. Items that require Senate approval come from standing committees to the Policy Committee and are then

put on the plenary agenda if they involve such an educational policy. She does not believe that occurred—certainly not courses given for credit by staff in the Academic Success Center rather than after approval of and taught by faculty in schools/colleges. Brad Roth noted there may have been some sort of policy that Margaret Winters put forward as interim provost, but he did not think there was any approval of partial semester courses.

hoogland explained that Policy is not trying to block or obstruct development of appropriate courses, but members are concerned about the quality of education for students who are already vulnerable who would otherwise not be flunking classes. Asking them to do something that is condensed sets them up for failure.

Lewis indicated that she taught an intensive class that met five hours every day in the summer. There are of course colleges and universities that have a January intensive term. It may be beneficial for some students to have an intensive course. Her concern is around the content of the courses and if they are academically sound.

Beale agrees that it may be possible to have useful intensive courses, but that it does require a reasonable policy (which should have come before the Senate) regarding where they are located and how they are approved.

It is Kornbluh's understanding that these courses need to be approved by the faculty within their departments and by the schools/colleges. Any new course would have to go through the same process and the college would have control over that.

Ellis agreed it was fair to question whether courses offered centrally by the Academic Success Center are appropriate. He noted that was at the heart of the Wayne Experience suspension. He agreed with the provost that these classes need to go through faculty governance just like other undergraduate courses. Departments provide peer review for quality in their own offerings, and schools/colleges are the second level for that school/college's offering. It is entirely appropriate for these courses to go through that same quality control process.

Beale suggested we should have a general educational policy regarding such 'intensive' courses. It is reasonable to say that departments and their schools/colleges can decide to offer 'intensive' courses, but having the Academic Success Center offer courses for credit does *not* seem like an appropriate process. Kornbluh agreed that the chair works with faculty within the department to control the curriculum, and the dean with faculty, in a non-departmentalized school/college.

Ellis added that, for many years, the university had a small number of specialized courses that were offered out of the Provost's Office because they were viewed as needing to be uniform across schools/colleges or because they served special needs (i.e., APEX 1010, FYS 1010). Both Kornbluh and Ellis agree, however, that there should be faculty control of such courses, so the goal is to change that situation as soon as possible for FYS 1010. If they do anything in this area, a faculty committee should control it, like a faculty of record. The provost is not looking to run centralized courses that are not governed by faculty. Nonetheless, Ellis noted that the schedule for fall must be done now, so there will likely be some centralized sections of FYS 1010 this fall. As we go through the Wayne Experience suspension review, he hopes to ensure that these courses move to a proper academic home.

Jane Fitzgibbon asked if the focus of the short courses is at the 1000 level. Beale suggested short courses could be done at any level the faculty decides, though when we talk about a pick-up course in mid-term for students who have withdrawn, the main reason is because they are not doing well.

The provost suggested various reasons faculty and students might prefer intensive short courses. A student writing a senior honors thesis may want to schedule their course time differently. Most of the advice regarding online courses proposes dividing a full semester course into two shorter courses. There are already courses that run on different schedules: the question is more one of who controls that process.

Rossi returned to the concern regarding appropriate alternatives for students who are having trouble in the course in which they originally enrolled. If the short-term course is an intense course, it will likely be more hours per week for the remainder of the term, in addition to their 9 credit hours (if they were at 12 and withdrew from a three-credit course). She noted her concern that there be sufficient oversight, assistance, and counseling for these students so that they do not blow it in the short course as well. Hoogland added that when she taught all-day intensive classes in Finland, the students were extremely diligent. She is concerned that faculty will have other courses to teach, and students will have other classes to take: if those students are already weaker than they should be because they did not do well in a class, they may continue to struggle.

Kornbluh stated that if we do not offer this, students will likely lose their financial aid and fall out. It costs students who fall from 12 to 9 credits: their odds of graduating decrease. At Kentucky, these kinds of short, intensive courses allowed them to rescue about half the students. While that is fewer than you would want, it did mean that a substantial portion of the students who withdrew from courses were able to protect their financial aid, make progress and get back on track. Certainly not all of them were successful, but if the university had not offered this solution, all of those students would have been lost. The short courses at Kentucky were for about two-thirds of a semester. Departments looked at their spring/summer courses and determined whether there were faculty interested in teaching American history in 12 weeks instead of the typical 16 weeks. Some of the students who dropped a chemistry course took a short course in history and got a C or higher, keeping their financial aid and staying on track. Some of them failed out, but they were all already on the path to failing out. It is not a perfect solution, but we think that it will help some of these students. What is also needed is a professor who really cares about working with and connecting with challenged students, though some of the students indeed appear determined not to succeed in college.

Beale raised the concern with the scheduling issue involved here because students are already signed up for other courses. Creation of intensive courses that double the time commitment for half a semester requires time to prep for and attend the class. There seems to be a limit to the timing when courses designed for that purpose can be scheduled. Does that not require some reasonable policy that has gone through the Senate in order to be implemented properly?

Hoogland questioned how they will know what courses will be required. Are faculty supposed to just add teaching an intensive course when they have already designated the two classes per semester they will teach in their regular schedule? Danielle Aubert thought it was more a question of timing. How do you plan when you do not know what the enrollment is going to be?

Ellis explained this will not be a large program: it will span a few hundred students at most. The Provost's Office has already asked some people to consider who would be best suited to teach a class like this, what should it entail, what support is required, and how can it fit with normal schedules? The Provost's Office does not have everything worked out, so this is a situation to go slow and just see. We can figure this out along the way and with the faculty in the units that want to offer these opportunities.

Beale noted the likelihood that non-tenure track, part-time and teaching faculty will inevitably be used for these types of fill-in courses. Ellis responded there will be a mix of instructional resources applied. Some of the faculty may prefer to be scheduled that way. If there is a guarantee that a class will run during the

second half of term, faculty could plan that in advance. The predictor is the rolling average. Eventually we can establish what the norm is so that we can schedule something regularly.

Lewis likes the effort to do something for students who experience bumps along the road. Her brother was hospitalized in his freshmen year and lost the entire semester. Had this been available, he would have been able to get back on track. She also had a student in a similar situation. Getting her teaching done in eight weeks sounds good: she will sign up to teach these classes. Additionally, her students will benefit from the intensive course because they do a lot of fieldwork. She adds that full-time faculty are not necessarily better instructors. There are both part-time and full-time faculty who are fantastic teachers. The only requirement is that the courses be real courses.

Khosla questioned who would decide what courses to offer. Would his department look at the data for their courses and have the independence to decide for themselves that these are courses they want on the schedule? Right now, five of 35 students have withdrawn from a class offered in his department. Can a class be run with only five students? Would there be a limit to the number of students? Kornbluh responded that whoever builds their curriculum now, such as the associate dean, should work with Ellis and his office in reaching these decisions. Ellis said he cannot set either a minimum or maximum for the number of students required to run such a course.

Simon noted the university will receive no additional tuition. A student will have paid for the credits: whether they take two classes for that credit (one with a W and one with a grade) will depend on how the student is doing. For example, some students can take calculus in an eight-week session while others need two semesters to do one calculus course.

Aubert asked what kinds of classes would make sense. This is where her department runs into trouble—how to anticipate where the students will flow. For example, is the Provost's Office looking for foundational classes rather than advanced ones?

Beale noted that fallback 'intensive' courses have to be something that withdrawing students want to take as well as something they can do successfully. Ellis stressed the Provost's Office is still at the start of this initiative. Beale responded that it is critical to have a plan for the second half of the semester that includes some number of fallback courses. It requires looking at past withdrawal rates to determine whether there would have been a possibility of creating appropriate courses for half of those students.

Simon noted the withdrawal rate for all undergraduate students over the past five years is between 2% and 3%. The withdrawal rate of students who get EAA grades over the same time frame is 7% to ~9%, but EAA students are weaker students (those who get a C minus). Beale suggested those are the students to plan to capture.

Kornbluh and Ellis are open to input and advice from Policy members. The idea is to start small as an experiment. If a department offers one course and does not have enough people, the Provost's Office does not intend to penalize the faculty member as owing a class. This needs to be done in a reasonable way.

### III. APPROVAL OF PC PROCEEDINGS

The proceedings of the March 20, 2023 Policy Committee were approved as revised.

#### IV. REPORT FROM THE CHAIR

Controversial Social Media Post: Kornbluh discussed the controversial Facebook post from Steven Shaviro (CLAS) who explained to the provost that he is an ironicist. Kornbluh understood it was meant to be polemical, but it is hard to see how it is ironic. Social media is not a good place to be ironic. As of Monday morning, the post had been shared over 100,000 times. The inboxes of the provost, the dean of CLAS and the president were filled with death threats against this professor, amongst other things. From his understanding of our support for free speech and from the document Brad Roth and his colleagues wrote, there are some limits. This addressed the unreasonableness of shouting down speakers, but it could be read to suggest that assassination could be justified rather than shouting speakers down. The administration felt that the discussion of campus free speech debates went over a line and that we were obliged to report this to the FBI because it mentioned assassination. The professor was suspended with pay from teaching while an investigation takes place.

hoogland noted the important context was that this was a comment on an incident elsewhere. Kornbluh explained this was a comment referencing what happened at Stanford last week when the Federalist Society invited a far right, Trump-appointed judge with a history of transphobic comments and rulings to speak at Stanford. The students shouted this person down in the room. The associate dean for diversity and inclusion attended this event. Kornbluh thought it was odd that the dean did not attend, knowing it would likely be a problem. The associate dean for diversity and inclusion made statements explaining why the students found his views reprehensible, but she also asked the audience to allow the judge to give his speech. Beale noted that the associate dean succeeded in calming the incident down, with the disruptive students leaving the room, but the judge—who had engaged in sharp barbs with the students—then refused to give his speech. The Stanford president and law dean apologized to the judge and the Federalist Society, and Stanford subsequently suspended the associate dean, who also has an editorial in the *Wall Street Journal*.

Khosla questioned how long Shaviro will be suspended. The provost believes at least until the police provide a report back to the university. Roth shared a link with Policy members providing a definition of true threat to the community to give the criminal justice context of it: he does not think this qualifies as a true threat that would be punishable as a crime. Of course, it is an egregiously poor exercise of judgment.

hoogland noted Shaviro would not kill an ant. He is a philosopher who talks and thinks abstractly. Kornbluh thought there is not much in philosophy about the creative use of violence for social change. hoogland explained this is like the Black Panthers. The problem is that protests just allow ideas from these right-wing speakers to get a lot of attention. Kornbluh suggested nothing enables the spread of right-wing ideas more than a left-wing English professor saying, ironically or not, that assassination of people who are reprehensible is acceptable.

Roth countered that the real question is *whether the faculty member has a university-related responsibility not to post items in this fashion*. It is plausible that a faculty member has a responsibility not to suggest that visitors to this campus be subjected to such remedies. After reviewing the document Roth and his colleagues wrote, the provost took the position that because it is about campus free speech, it is different than writing about Hindus and Muslims and the rest of the world.

Rossi said faculty need to be aware that we have a community of highly diverse staff, students and faculty, some of whom are psychiatrically imbalanced, are on medication and their judgment can be impaired. They may be off medication, so we need to be careful how we speak, because it may be taken by such an individual as condoning action. Beale added that we are in a climate where people everywhere (i.e., politically, nationally, statewide) are pushing violence in irresponsible ways. Shaviro probably did not in any way mean this as threatening and in fact said at the beginning that he was not

advocating any illegal or criminal action. We are regrettably in a situation where it is easy for people to act on things that are said that were not intended to goad people to action.

Aubert noted that the email from the president was itself very concerning, especially because it came without providing any context, yet named the university department. She had heard from some faculty whose students thought that students were being threatened by one of our professors. The message created a generalized feeling of danger from professors, and students feel they are in danger. It looks bad for all of us.

Kornbluh noted it was going to be in the news no matter how the university responded, because it was tweeted to Fox News. Beale noted that the president's message worsened the problem by suggesting that the Facebook post might be a criminal act when in fact it did not rise to the level of a threat: she recommended Policy's discussion of the harm the president's message did should be shared with the president. Lewis stated that she agreed with President Wilson's email, since it does matter that the Facebook post was from a professor. hoogland disagreed, stating in particular that the president's email should not have provided the professor's department. Lewis conceded that was a problem. Beale noted that apparently no one had thought through the impact of the president's email on the university faculty and students, much less on the external community.

hoogland asked the provost what is expected to happen next. Kornbluh assumed this would be cleared by the FBI and the police in relatively short order. He asked for Policy members to advise him on next steps. Policy members supported a follow-up message to the university community about the resolution of the situation, ideally in a way that would balance the president's email.

Aubert expressed concern for Shaviro's safety, but Lewis noted he posted to Facebook where he has many followers so he might have anticipated some controversy.

Roth returned to the idea of whether the professor had a responsibility to the university in making the post. It is one thing to say that one has a responsibility as a faculty member not to make that sort of comment with respect to the particular people who have been invited to speak at this campus. Roth deals with civil wars, so for him, nothing is a surprise, and the legitimate political spectrum is much wider, including discussion of situations where people have good reason to want to kill other people. The question is what an academic space looks like. Surely, Shaviro did not mean the post in the way it was viewed. There needs to be a kind of balance here. On the one hand, it should be made clear that the post was injudicious and inappropriate; on the other hand, it would be regrettable if a professor's career were destroyed over this. Beale agreed that the post called for something in the way of reprimand to avoid a greater problem, both internally and externally; suspension even for a brief time to ensure no threat was intended is itself already a severe penalty—it should not rise to the level of destroying a career. The president's email itself had a chilling effect on faculty free speech.

As written, Rossi suggested it could be taken many ways depending on who the reader is. It is different than being in a classroom with a dialogue or debate. Beale noted that being in writing made it worse, since the last sentence (about the historic assassination) could be interpreted differently when taken out of the full context and tweeted to a larger audience. Kornbluh suggested one of the most important things we can teach our students is to stay out of this type of mess on social media. hoogland agreed these things get out of hand quickly with social media.

Khosla suggested Policy discuss just what the faculty responsibility is in such situations. Some faculty use academic freedom as a shield to move to the edge without actually going overboard. We are in an institution: if you say something about group X, we have students from group Y and X. If you say something about a group, it does have an impact. hoogland asked whether there are professors here who



say offensive things about ethnic groups in class. Policy members confirmed there are some who do. Aubert added there are transphobic things said, too, noting people associated with the university post various materials on their personal Twitter accounts. hoogland believes this situation has been blown out of proportion, and it will be hard to get it back into the bottle.

## V. REPORT FROM THE PRESIDENT

Graduate Faculty Status. Currently, the Graduate School has rules about what defines graduate faculty status. Kornbluh does not see anywhere in the Board of Governors (BOG) statutes or anything else that gives the Graduate School the right to define who has graduate faculty status. Beale noted that the Graduate Council claims they have the right to set graduate faculty status under their bylaws, which were amended at some point to include that as a function of the Graduate Council. Bylaws are supposed to go to the BOG, but it is not clear whether that provision was approved.

Kornbluh noted that the norm is that departments and schools/colleges determine graduate faculty status based upon disciplinary rules rather than on generic rules of a graduate school. The Graduate School's current rules, for example, require that a faculty member publish certain numbers of articles within five years to have graduate faculty status, with renewals requiring new publications. He comes from a book-based discipline where most people would not meet their criteria over the years. He is concerned about the authority exercised by the Graduate Council over the faculty in departments and schools/colleges. The Department of English should determine who has graduate faculty status in English, not a graduate school. The provost and Beale wanted to know the opinions of Policy members more widely.

hoogland agreed with Kornbluh and Beale. She would not presume to have any kind of valid opinions and assessment of what people do in other departments. It is difficult enough to understand one's own department and discipline. When she served on the Promotion and Tenure Committee, she had to explain that a monograph is given much in her department, but not long articles with 15 co-authors. These things are discipline specific and that is an important distinction. Departmental faculty also understand that publication varies: there are times when a person has a bad situation. If we can exercise leniency with students through short courses, then we should be able to exercise leniency with faculty. Faculty may end up in crisis, fall ill or have an aging parent to take care of, and then maybe they do not have enough publications for that five-year period.

Aubert asked for clarification on who belongs to the Graduate Council. Beale explained one must be on graduate faculty to be a voting member of the Graduate Council and you must be elected from your unit. There is representation from each of the schools/colleges that have graduate programs (whether only master's degrees or both master's and doctoral degrees). Some have been on the council for a long time, while others are relatively new. Under their bylaws, graduate faculty status is required for serving on Ph.D. dissertation committees. It is a very restrictive view. Beale's sense is that several of those who worked on this were resistant to expanding criteria. Marcus Dixon pushed the idea that this was within Graduate Council jurisdiction because of their bylaws, as well as claiming that the Senate has no right to deal with graduate education at all. Beale has long thought that the BOG statute establishing the Graduate Council as a separate group from the Senate creates problems, since it is hard to separate graduate education policies from general educational policies: ideally, the Graduate Council would be a standing committee of the Senate, and the Senate plenary would deal with all matters that come from it, just like we deal with proposals that come from either the General Education Oversight Committee or the standing committees of the Senate.

Kornbluh suggested they could theoretically propose the Board of Governors change the statute to make Graduate Council a subcommittee of the Senate, just like the Curriculum & Instruction Committee. Two standing committees could be created: one that does undergraduate and one that does graduate. Beale

pointed out the difference in that the Graduate Council approves graduate programs. For example, for Education to create a new master's degree (or terminate an existing one), the Education faculty must first approve it, then it goes to Graduate Council, then to the provost, and finally to the BOG. Kornbluh suggested that suggests that the BOG does not trust the College of Education to plan their own programs.

Beale noted the Senate does not approve undergraduate degree programs, only the schools and colleges do, but the Graduate Council approval of all graduate degree programs adds a step for graduate degrees.

Beale added that the Graduate School has its own dean, associate deans, no faculty and a curious budget. The dean is the chair of the council. In the past, the graduate faculty were only people who could chair or serve on a Ph.D. committee, and each doctoral candidate had to have at least two people with graduate faculty status on their committee. The current proposal before the Council will increase the number of categories of graduate faculty status by creating inferior categories of people who can serve on committees but cannot chair the committees or people who are only affiliated graduate faculty (which the medical school already has) who would now have official status as affiliated graduate faculty on committees (from clinics or from Henry Ford). Beale has often discussed this fact at Graduate Council meetings. Some there have agreed that this should be a departmental and school decision, because that is where the disciplinary expertise lies, not in the Graduate Council, but the leaders do not agree.

hoogland questioned when their elections are held. Beale assumes Graduate Council elections are generally conducted by schools/colleges in the same way that they do the Senate elections. Law handles its Graduate Council elections at the same time it does other elections. Beale noted, however, that there had been a problem with deans appointing Senate members rather than holding elections, and the same may have occurred in the case of Graduate Council elections.

Kornbluh pointed out Ph.D. education is very concentrated at the university (CLAS comprises 40% of Ph.D. programs, and then comes engineering and medicine). The Graduate Council does not reflect that concentration, with many representatives from departments and schools/colleges with primarily master's or even no Ph.D. programs. Chemistry has more Ph.D. students than any individual college. Psychology has the second most. These departments are particularly at odds with the Graduate Council's approach.

Beale explained that moving much of the work of the Graduate Council back to schools/colleges and/or the Senate would require a change to the Board of Governors statutes. Nonetheless, matters that are educational policy rather than degree program approval are within the Senate's jurisdiction. Those items must still come to the Senate before going to the provost for sending to the BOG, and she has consistently reminded the Graduate Council that educational policy decisions come to the Senate. Beale added that the Graduate Council had approved at its meeting in mid-March an interdisciplinary graduate certificate proposed by the CLEAR center that is not a chartered center: the center does not have authority to approve a certificate, so the Graduate Council determined that it could act as the faculty (approving a certificate with courses primarily in Medicine and CLAS) to approve the certificate to be housed in the Graduate School. Beale argued that was a wrong-headed decision that ignored the need for curriculum to reside in schools/colleges as approved by those school/college faculty.

Rossi asked if the Graduate Council approves new doctorates. Beale answered that schools/colleges must approve a new doctorate degree, but then it comes to the Graduate Council for approval before going to the provost and BOG. This interdisciplinary certificate, however, has not been approved by the faculty of any school/college. Rossi noted there was a proposal for a new doctorate in reproductive medicine, which is within the physiology department, that did not go through physiology or the School of Medicine but directly to the graduate office. Luckily, it was caught and sent back, but it demonstrates the confusion as to what authority the Graduate Council has.

Beale noted this new interdisciplinary certificate is similar because it is the principal investigators under the CLEAR grant that wanted particular courses to be required for a certificate and then various existing courses to be permitted as electives. They talked to the faculty who are working with the CLEAR grant who said they would be glad for there to be a certificate, and they submitted that proposal to the Graduate School asking that the certificate be housed in the Graduate School. It was approved last week to be run by the Graduate School in coordination with a center that is not a chartered center, but is only a center because there is a grant. Kornbluh stated that this certificate requires his approval, which he will not give. He intends to tell them the certificate must be either in the School of Medicine or in CLAS or both, where the courses come from.

#### VI. DRAFT AGENDA FOR APRIL 5 SENATE PLENARY

There was a discussion at Policy's last meeting about moving the president's report to the beginning of the meeting. Beale did not do that this time because she had already shared the time with Dave Massaron (VP and CFO), and the election of the Senate president must be at the beginning of the meeting. It would make more sense to wait until next fall to make that change.

#### VII. NEW BUSINESS

Rossi reported she has been asking for a budget at the School of Medicine's Budget Advisory Committee for the last two years she has been on it, but she has so far only received one slide.

Kornbluh pointed out they are obliged to consult with the Budget Advisory Committee under the collective bargaining agreement. He suggested she write an email to Dean Sakr (Medicine) and Thane Peterson (Medicine), copying both him and Massaron, stating she does not understand why no budget documents have been shared with the Budget Advisory Committee. Rossi was considering inviting Massaron to their next meeting to explain the accounting at the School of Medicine. For example, at the February meeting she asked about salaries on grants and where the salary savings go. The accountant did not know and said he would get back with her. Kornbluh assured her that salary savings do not come to central but rather go to the department or the college. He suggested she also ask that they provide information about salaries to chairs being paid by Wayne Health.

Beale questioned if we are still paying Wayne Health-connected salaries on the assumption that Wayne Health will reimburse us for that later. In the past, physicians received salaries from the university for both the university's portion and the University Physicians Group (UPG) portion, but UPG paid us back only part of what it was supposed to pay. Around 2015, we carried a receivable starting around \$15 million which grew to at least \$20 million. Rossi noted that Wayne Health is merely the local name: the practice plan is still UPG for tax purposes.