WAYNE STATE UNIVERSITY
ACADEMIC SENATE
PROCEEDINGS OF THE POLICY COMMITTEE
August 31, 2020

Present: L. Beale; P. Beavers; L. Lauzon Clabo; V. Dallas; r. hoogland; D. Kessel; C. Parrish;
B. Roth; N. Simon; W. Volz; A. Wisniewski

The item marked with an asterisk constitutes the Action of August 31, 2020.

Guests: Elizabeth Bohan and Claudia Teschky, Consultants, WittKieffer Search; Ann Yates, Senior Partner, WittKieffer Search

Interim Provost Clabo called the meeting to order at 2:03 p.m.

*1. Proceedings of August 24: Policy Committee approved the Proceedings of its meeting of August 24, 2020.

 2. Report from the Chair:
   a. Kick Start College Program: First-time full-time students admitted for the fall term had the opportunity to take one tuition-free online general education course during the summer semester in either Oral Communication (COM 1010), Basic Writing (ENG 1010), Introductory College Writing (ENG 1020), or Intermediate Writing (ENG 3010). Forty-five percent of the students enrolled in COM 1010 and 55% in one of the English courses. Ninety-five percent of the students in COM 1010 passed the course, 98.5% passed ENG 2020, 94.7% passed ENG 1020, 100% passed ENG 3030. Provost Clabo is checking how many of the students registered for the fall term and if they are coded in Banner so their progress can be tracked.
   b. Parking Update: Policy Committee had asked whether faculty who participate in the assigned parking program would have the cost of parking withheld from their paychecks unless they opted out of the program. Provost Clabo checked. Faculty and staff in the program will not be charged to park in the fall. That was the intent of the original announcement, but it was not clear to some people. Students will be charged to park.
   c. Telephone System Update: There are problems with the phone system in Enrollment Management. The plan was to have a new system installed before the beginning of the fall term but the restrictions imposed to prevent the spread of the coronavirus delayed the work. AT&T will install the new system by the end of September.
   d. COVID-19: From August 24 through August 29, 1,105 potential residents of the dorms were tested for COVID-19 in partnership with the Detroit Public Health Department (DPHD). The city loaned the university six Abbott Rapid testing machines. DPHD tested one-half of the students and one-half were tested at the Campus Health Center. Volunteer faculty from the College of Nursing and volunteer medical and nursing students assisted in the process. Nine students tested positive. Eight returned home for the quarantine period. They will return to campus when their quarantine period has ended. One student was quarantined in a dorm room on campus. The positivity rate is 0.81%.
   e. The Public Health Committee identified the trigger-point metrics that will determine if more stringent restrictions should be put in place. There are three alert levels. The first is heightened alert which means that when a metric hits a particular point, the Public Health Committee will watch the metric very closely and prepare for more restrictive action on campus. The second one is targeted action: metrics are largely related to a particular class, building, or dorm where targeted action, such as suspending a particular course section for a period of time, can address the issue. The highest level of alert is the depopulate-campus alert. When we hit a trigger point for this, everyone will be moved off campus as was done in March. The campus-specific depopulate-campus metrics are (i) a positivity rate greater than 15% on campus; (ii) having three or more clusters in a seven-day period (where cluster is

defined by the CDC as five or more cases that are related to each other by contact tracing) or (iii) a three-day rolling average of more than fifteen new cases a day. The only metric that is not independent is whether stakeholders are complying with public health measures, whether people are wearing masks and practicing social distancing. To depopulate campus these infractions would have to be combined with other indicators. We also have non-campus specific indicators for depopulating the campus: (i) if the state or our region reversed to an earlier re-opening stage; (ii)if the city of Detroit had a positivity rate greater than 15% over a seven-day period; or (iii) if there were fewer than 15% of hospital beds and fewer than 15% of ICU beds available in Wayne County. The Campus Health Center website has a dashboard with data that includes a list of presumptive cases and confirmed cases since July 1 by week and cumulatively with a graph showing cases over time, as well as positivity rates by week since July 1. Ms. Beale suggested that a message be sent to faculty and staff alerting them to the fact that the trigger-point metrics are posted on the coronavirus website and that the dashboard is posted on the Campus Health Center's website. Ms. hoogland thanked Provost Clabo and the Public Health Committee for setting a clear path for dealing with COVID-19.

3. Report from the Senate President:
   a. C&IT announced that people could link their office telephone to another phone using Clearspan Communications.
   b. The Law School looked into exam proctoring and advised that students probably would feel that their privacy was being invaded. The Curriculum and Instruction Committee has discussed the issue. Mr. Roth gave Ms. Golebiowska material about proctoring exams. He expects the CIC will work on the issue this year. Ms. Simon will take the issue to the Student Affairs Committee to consider it from the student's point of view.
   c. There is a meeting on gender, equity, and retention initiatives on September 21.

4. Inclusive Access: Mr. Beavers is the co-chair of the Inclusive Access Pilot Committee that was charged with establishing a small pilot program to test Barnes & Noble Education's inclusive access system for providing new texts to students at below-market price. To make clear to students what the program is B&N uses the term first-day pilot program. Mr. Beavers said that classes have to declare very early in the previous semester that they are interested in the program to use the program the following semester. Last May we should have had a list of the classes that would use first day in the fall semester. For the winter semester, the classes should be identified by September 15, but Wayne State got an extension to October 1. The committee was pleased to learn that B&N acts as a bookstore and not as a vendor in offering the discounts. The sales agents for the publishing houses also contact faculty separately to encourage them to get books and courseware through first day discounts. There is debate among committee members about how to extend the pilot in the winter term. The pilot was set for lower-level courses. Some members want to extend participation to higher-level courses while restricting professors from only using e-books rather than using the e-books combined with the related courseware. There is some question whether the program should be extended only to courses that are using the courseware to see if there is more participation by FTIAC students and if faculty are satisfied. If faculty sign-up for the courseware, it has to be purchased from the vendor. In the pilot program, almost every instructor signed up for both book and courseware. If only the book is used, students can often buy a cheaper copy elsewhere. If faculty use the first-day program though the bookstore rather than direct through the various vendors, it is cheaper for students because of the ability to buy en masse across the country. Mr. Beavers said that a program through Cengage gives faculty access to all Cengage textbooks, something that is not offered through inclusive access. Students who use multiple Cengage textbooks get a much better deal than anything Barnes & Noble offers. The committee hopes to track the use of First-Day Access to determine whether buying the course books from Barnes & Noble makes a difference, whether courses that used the program in the Fall also use it in the Winter term. The committee also wants more information about data collection--how it is collected and what kind of data. Accordingly, the program will not be expanded widely. Since much of the responsibility for selecting textbooks and courseware packages and monitoring

cost rests on the faculty, faculty should ask students to comment about the course materials when they fill out the SET forms.

Mr. Beavers noted another issue that had come to the committee's attention: how information is gathered through Canvas and courseware and Learning Analytics and other software that allows for an analysis of how students are learning, when they are learning, and how much they are reading textbooks. The committee thinks the university should tell students what data are gathered and how the data are being used. Ms. Beale suggested that this issue should be brought to the Data Transparency Subcommittee created by the Senate for review.

5. Election of the Policy Committee: Policy Committee discussed how to conduct the election of the 2020-2021 Policy Committee by Zoom at the September 9 Senate meeting. Nominees are given the opportunity to explain why they are running for office. One of the nominees is unable to attend the meeting. PC discussed how to make his statement available to members without prejudicing either him or other nominees.

6. Student Evaluation of Teaching Scores: Associate Provost for Faculty Affairs Boris Baltes sent a message to faculty that the online SET form would be sent to all students. In the winter 2020 term faculty were able to opt out and ask that the SET forms not be distributed to their classes. Though not clear in the notice, instructors can opt out for the Fall 2020 term and not have the forms sent to the students but the individual faculty would have to make the request: the office for Testing, Evaluation and Research Services will not send a message to notify faculty that they could opt out before the forms were sent. The faculty would be able to waive their scores after seeing them at the end of the semester. It was noted that some faculty are opposed to having students complete the SET online only. Provost Clabo will discuss Policy Committee's concerns with Mr. Baltes.

7. College of Education Concerns: Policy Committee discussed the situation in the college.

[Provost Clabo left the meeting. Ms. Bohan, Ms. Teschky and Ms. Yates joined the meeting.]

8. Search for the Provost: Ms. Yates asked the members to talk about the priorities a new provost would have to address immediately, in the short term and in the long term and what qualities they would like a provost to have.

Ms. Beale believes one of the most important qualities for a provost is to be consultative and collaborative and understand the importance and practice of shared governance. The provost should listen to the perspectives of the faculty and academic staff because they may offer information the provost had not considered that will result in a better decision. Established by the Board of Governors, the Senate members are the people elected to speak for the faculty and academic staff. Further, the provost must promote graduate and professional education and research and not just undergraduate programs. Doctoral programs are costly, but they are also important to attraction of stellar faculty who want to work with doctoral students on important issues. The provost needs to think strategically and identify hurdles students face and how the university can help them succeed.

Mr. Roth added that an aspect of shared governance is a willingness of the provost to hold people in his office accountable. The Academic Senate censured an official in the Provost's office for an egregious action (deletion of a whistleblower email), but the administration ignored the censure. When someone joins the university as a provost there is a tendency for that person to rely heavily on what an official tells the provost. If the provost is dependent on the people an unfortunate accountability gap forms. Some people in the provost's office have very little respect for academic governance.

Ms. hoogland wants a provost who is aware that the enterprise of the university is teaching and research by the faculty. Too often the administration creates policies and makes rules without ascertaining what would benefit students and faculty. The person should be willing to listen and then fight for the concerns of students and faculty. The provost should have the courage to stand up to his/her superiors when necessary.

Mr. Roth noted that temporary help makes permanent decisions. These positions are often merely 3-5 year positions; but when people have their eyes on the next job, they have a bias for making changes for the sake of taking credit for a change.

Ms. Dallas emphasized communication skills and the ability to be open to others' ideas. She suggested that provosts should not rely on software as a solution to every problem. Others mentioned the need for understanding and experience of a unionized environment and compliance with a collective bargaining agreement.

Ultimately everyone on Policy agreed that there are a number of key characteristics of a good candidate: the candidate must be consultative and openly share information; have a terminal degree; have significant relevant experience in academic administration; have good judgment about people and their competencies; be able to advance the concerns of students and faculty; support diversity and inclusion through recruitment and campus culture; be willing to hold people accountable for their actions and decisions; be committed to the institution rather than seeing it as a stepping stone to the next place; understand budgeting and support budget transparency, including work through the Budget Planning Council and the various unit Budget Advisory Committees; have good communication skills; and show a clear willingness to listen to ideas that go against any preconceived views. Part of the provost's job is to represent the faculty and academic staff to the rest of the university administration so that the executive administrators understand the issues.

One challenge for a provost here is the fact that the university is divided into a 'main' campus and a medical school. The dean of the medical school reports as dean to the provost but has his own turf as VP for Health Affairs, so the clinical side of various schools is outside the provost's jurisdiction. The VP for Research has not only the grant and research accountability side but also the incentives and support for research (and recently, even research hires, as in the problematic iBio hiring initiative). That separation of research from academic affairs at a Research 1 institution creates barriers for efficient and consistent research development. It is also important that the provost provide adequate focus on the humanities and the arts, including research.

In response to a question about reasons that a candidate should find the university an attractive alternative, members mentioned the commitment of its faculty and academic staff to the university, their research, and their students. In addition, a university with thirteen schools and colleges offering undergraduate, masters, professional and doctoral degrees, including a medical school that does a significant amount of research, should be an attractive move for someone at a somewhat smaller university. Another particularly strong factor here is the university's commitment to public education—meaning the importance of creating opportunities for students and faculty to work on issues of significance to the community and nation, and the importance of offering an excellent education to diverse students.

9. <u>Mentoring of Graduate Students</u>: Mr. Kessel would like to discuss with administrators revising the criteria for selecting faculty to mentor graduate students and post docs. It should be more than the number of publications. Policy Committee will discuss this with the Provost and perhaps the Research Committee could invite the new Graduate School dean for a discussion of the issue.

_____

Approved as revised at the Policy Committee meeting of September 21, 2020