WAYNE STATE UNIVERSITY

ACADEMIC SENATE

PROCEEDINGS OF THE POLICY COMMITTEE

December 2, 2019

Present: L. Beale; P. Beavers; V. Dallas; r. hoogland; D. Kessel; B. Roth; N. Simon; W. Volz;

K. Whitfield; A. Wisniewski

Absent with notice: C. Parrish

Guests: Annmarie Caño, Associate Provost for Faculty Development and Faculty Success; Michelle Bruner, Director, Academic Success Center.

The item marked with an asterisk constitutes the Action of December 2, 2019.

1. Article XXX Committees: As in past years, prior to the regular meeting, the Policy Committee met without the Provost to identify the members of the faculty and academic staff whom they would like to serve on the university-wide committees formed according to Article XXX in the Agreement between the University and the AAUP-AFT. Members raised questions about the slates with Provost Whitfield and Associate Provost Caño.

[Provost Whitfield and Associate Provost Caño joined the meeting.]

2. Questions regarding Article XXX Committees: Policy Committee raised several issues related to the nominations. A nominee on the slate for the Academic Staff Tenure and Promotion Committee is seeking promotion and, therefore, is ineligible to serve and has to be replaced on the slate. It was reported that some people eligible to serve on the committees were not notified that nominations were being sought. The Provost’s Office culls the nominations they receive. Policy Committee asked to see all the people who were nominated. Ms. Caño said that last year when longer lists of nominees were submitted, PC returned the slates so that only the number specified in the contract be given to them. Ms. Caño will send the names of all nominees to PC and will investigate how the schools/colleges solicited nominations. PC thought a broad solicitation of nominees would attract more faculty and staff who are interested in serving on the committees.

\*3. Selection of Article XXX Committees: The Provost Whitfield and the Policy Committee jointly selected the members of the Faculty Tenure and Promotion Committee, the Excellence in Teaching Awards Committee, the Educational Development Grant, the General Education Oversight Committee, and the University Research Grant Committee. After the meeting the Provost’s Office was informed that one of the faculty selected for the Faculty Tenure and Promotion Committee had served on his college committee. He was ineligible to serve on the university-wide committee because a faculty member in a departmentalized college cannot serve on both the college and the university committees. Associate Provost Caño participated in the selection process.

4. General Education Oversight Committee: It was reported that several administrators who were not members of the GEOC regularly attend the meetings. Policy Committee members think the presence of administrators, other than Darin Ellis, the Associate Provost for Academic Programs

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and Associate Vice President for Institutional Effectiveness, who chairs the committee, could affect the discussion. Provost Whitfield argued that Policy’s attitude about the presence of administrators is wrong and that we need to change the culture that views administrations that way. PC believes administrators should attend the GEOC meetings only when the committee invites them to discuss specific issues. Provost Whitfield believes administrators can provide support for the decisions of the committee. Ms. Caño offered to ask for information about the meetings and who from the administration attends them.

5. Sabbatical Leaves Committee: Six faculty and one academic staff member comprise this committee. Policy believes the people who serve on the committee should be eligible for sabbatical leaves which means that only tenured academic staff are able to serve on the committee. Only three academic staff in the university have tenure. All others have ESS. Ms. Dallas commented that some academic staff do research. The list of nominees for gen ed was returned to include a faculty member from the humanities. Ms. Caño suggested that the next time the AAUP-AFT and the university negotiate a contract the specific requirements be included.

[Ms. Caño left the meeting and Ms. Bruner joined the meeting.]

1. Academic Success Center and Bartleby Learn: When Timothy Michael, Associate Vice President and Chief Housing Officer, and Jodi Young, Bookstore Manager met with Policy Committee on November 11, they stated that the Student Success Center was very supportive of the use of Bartleby Learn. Policy Committee invited Ms. Bruner, the Director of the Academic Success Center to the meeting to talk about Bartleby Learn and the work of the center in helping students succeed. Ms. Bruner said that she had met with Ms. Young to understand how Bartleby Learn works and how it might supplement the support offered by the Student Success Center (SSC) but the center does not encourage students to use Bartleby. Students will not get communications from the center about Bartleby. The center does not offer tutoring after 7:00 p.m. or for courses above the 3000 level. When students need help with a course that the center cannot provide, they always refer the student to their instructor first. If the instructor is not available, students may access Bartleby. Ms. Bruner distributed a card with information that tells students how to succeed in college. Policy Committee talked about the reluctance of some students to engage with faculty and the importance of their doing so because faculty are their best resource. Ms. Beale suggested that telling students to see the instructor be more prominent on the information given to students. Because the center cannot help students at all times and for all courses, Bartleby may be an option for them.

Ms. hoogland mentioned that students are likely to think the university is promoting Bartleby when it is the bookstore promoting it. Ms. Young had said that the information on the Bartleby website was from authors who teach the subjects. Policy Committee had been told that the information on the Bartleby website was from authors in their field. Ms. hoogland checked the website and found an essay written by a student. It is important to teach students how to evaluate resources.

The Academic Success Center offers peer-to-peer tutoring and supplemental instruction to students in biology, chemistry, physics, and psychology 1010 courses. In fall 2018 4,300 students were in these courses and 900 used the resources of the center. The center compares the performance of students who participate in supplemental instruction with students who do not participate in SI. They consider a person as active in SI if they take six sessions in a

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semester. Students who take SI get one-half to one full grade higher than students who do not participate. SI is offered for courses that have a high dropout rate or a high failure rate, which tend to be STEM courses and language courses. The Department of Computer Science and the College of Nursing pay the salaries of their SI instructors. The general fund covers the salaries of the other staff members. If more departments supported the center, it would be able to cover more courses.

Ms. Bruner said that the center tells students and parents that if students study, meet with faculty, attend lectures, and attend supplemental sessions they will do well. Ms. hoogland added that when students participate in these activities with other students they develop a sense of belonging.

APEX and the success center are separate programs but they coordinate resources so APEX students are connected with resources across campus.

Next semester the Writing Center will offer programs on writing and research and how to avoid plagiarism. The goal for the center is to help many more students. They want more students to take advantage of SI, workshops, and tutoring particularly for students who do not use the services during the regular hours. The majority of the center’s budget, about 90%, goes for salaries including peer mentors and coaches.

According to the Academic Success Center website, “The Warrior Vision and Impact Program (VIP) is a comprehensive student support program and learning community.” It “ensures students’ successful transition into college, fosters their positive engagement in the university and prepares students to challenge themselves as leaders beyond graduation.” The program served 73 students the first year, 50 of whom were black. The second (2018) cohort was about the same size, but the retention rate for Warrior VIP students decreased for that cohort compared to the earlier one. Ms. Bruner attributes the decline to the fact that the center has only one coordinator and the number of students in the program has increased. They have conducted interviews with some students who’ve left the university. The students were doing well academically but had financial challenges. Some students and parents do not understand the full cost of college. They know the cost of tuition, but don’t include the cost of housing, books, and course fees. The administration is developing information to educate students about the full cost of attendance.

Policy Committee thanked Ms. Bruner for attending the meeting.

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Approved as amended at the Policy Committee meeting of December 9, 2019