

WAYNE STATE UNIVERSITY – ACADEMIC SENATE
Official Proceedings
April 3, 2019

Members Present: Keith Whitfield, Provost and Senior Vice President for Academic Affairs; Linda Beale, President, Academic Senate; Robert Ackerman; Jocelyn Ang; Poonam Arya; Paul Beavers; Cathryn Bock; Timothy Bowman; Stephen Calkins; Jennifer Crystal; Victoria Dallas; Susan Davis; Dante Dixon; Richard Dogan; Tom Fischer; Jane Fitzgibbon; Daniel Golodner; Jeffrey Grynaviski; Robert Harr; Lance Heilbrun; Marisa Henderson; Carolyn Herrington; renee hoogland; Michael Horn; Barbara Jones; Thomas Karr; Donna Kashian; Kristen Kaszeta; Fayette Keys; Thomas Killion; Christine Knapp; Sarah Lenhoff; Bharati Mitra; Santanu Mitra; Bryan Morrow; Ekrem Murat; Sandra Oliver-McNeil; Prahlad Parajuli; Victoria Pardo; Charles Parrish; Rachel Pawlowski; Richard Pineau; Izabela Podgorski; Michele Porter; Shauna Reevers; Robert Reynolds; Brad Roth; Ali Salamey; Heather Sandlin; Naida Simon; Richard Smith; Amanuel Tekleab; Ronald Thomas; Ellen Tisdale; Ricardo Villarosa; William Volz; Jennifer Wareham; Robert D. Welch; Jinping Xu; Hossein Yarandi

Members Absent with Notice: Leela Arava; Juliann Binienda; Margit Chadwell; Pamela Dale; Kelly Driscoll; Brian Edwards; Samiran Ghosh; Ewa Golebiowska; Smriti Gupta; David Kessel; Karen MacDonell; Kypros Markou; T. R. Reddy; Berhane Seyoum; Yang Zhao

Members Absent: Alan Dombkowski; Mahendra Kavdia; Justin Long; Rayman Mohamed; Anne Rothe; Krysta Ryzewski; Jeffrey Withey; Fu-Shin Yu

Others Present: Thomas Anderson, Liberal Arts and Sciences; Monica Brockmeyer, Senior Associate Provost for Student Success; Marquita Chamblee, Associate Provost for Diversity and Inclusion and Chief Diversity Officer; Loreleigh Keashly, Associate Dean, College of Fine, Performing and Communication Arts; Chirag Khimavat, Office of the Academic Senate; Amanda Levitt, Liaison, Graduate Employees Organizing Committee; Karin Tarpenning, Liberal Arts and Sciences; Nancy Welter, Liberal Arts and Sciences; Angela Wisniewski, Office of the Academic Senate

CALL TO ORDER: Provost Keith Whitfield called this regularly scheduled meeting of the Academic Senate to order at 1:30 p.m. The meeting was held in the Bernath Auditorium in the Undergraduate Library.

- I. **STUDENT SUCCESS:** Senior Associate Provost for Student Success Monica Brockmeyer reported the results of the university's efforts to improve student success. The overall graduation rate increased at the fastest rate in the nation, from 26% in 2011 to 47% in 2018, winning us national recognition. The strategic plan goal is to reach

50% by 2021, but the office hopes to reach that goal sooner. At the same time, the university has experienced the national disinvestment in higher education from the states, while Michigan's population will continue to decline for at least another 12 years.

The graduation rates of black and Latino students, first-generation students, and Pell-eligible students have also increased. Our overall four-year graduation rate is up 15%. Our students are passing one more course on average per semester than students did 6 or 7 years ago. The number of students who have a GPA above 3.0 has increased by 12%. Our post-graduation employment rate has also improved. Wayne State has the highest social mobility index among Michigan public institutions (a measure of the rate at which students in the bottom percentile of income can move up the income scale). The university benefits financially because students are able to take more credits as a result of being more successful in college and because our retention rate has increased.

Many universities are asking how we achieved these gains. One hundred fifty student success projects have been carried out over the past 6 to 7 years. The university hired 45 additional advisors under Provost Brown and an advisor training academy has been established to support their work. We invested in technology to create a high tech advising environment. Investments were made in the student success center and disability services. The university made more financial aid available for students, resulting in fewer students with unmet needs so they can persist toward their degree. Investments were made in the Office for Teaching and Learning. OTL received a WIDER grant from the National Science Foundation to study pedagogy and to improve learning. OTL and Student Success will sponsor listening sessions across campus for further ideas. The Office is beginning to implement psychosocial interventions. The revision of the General Education program laid a foundation for improving retention.

Over the last few years the university has also synchronized calendars and business processes to smooth out the student experience, something considered effective nationally. Because the university's relationship with students is not symmetrical, the Office is working to ensure that advisers and other academic staff are trained to help students appropriately. There is a student success steering committee made up of associate deans from all the colleges, advisors, financial aid officers, and other directors, which monitors the cohorts week-by-week and attempts to address any actions spotted by removing barriers. We are looking closely at students who have

more than 100 credits but are not able to graduate. The Office for Teaching and Learning is also holding more sessions designed to help us all become more aware of student needs and alternatives for responses, including listening sessions with faculty across campus to discuss these topics. Each year there is also a student success summit.

Despite our improvements, we continue to have large disparities between white students and students of color, between Pell-eligible students and non-Pell-eligible students, between first-generation students and non-first-generation students. Under Michelle Bruner, the Director of the Academic Success Center, the Warrior Vision and Impact Learning Community is a cross-campus collaborative program that aims to close the gap. It began with 76 students in 2017 and was expanded to 200 students this year. The overall retention rate of black students in that program from first to second year was 82%, equaling the white students' 81% retention. The rate was 93% for students who were in both the VIP learning community and the first-year seminar course (slated to be the Wayne Experience course next year). Ms. Brockmeyer expressed her appreciation to the peer mentors and to the students for their hard work.

Mr. Reynolds noted that a virtual tour of the campus was demonstrated to the Facilities, Support Services and Technology Committee and asked if there were plans to incorporate similar technologies in building student success. Ms. Brockmeyer responded that they were developing educational videos in which our students can mentor students transitioning to college. She also offered to meet with FSST to hear their recommendations for similar initiatives. Provost Whitfield added that he and AVP Daren Hubbard are supporting such efforts. For example, faculty in medicine, nursing, and pharmacy are creating a simulation laboratory for inter-professional educational opportunities. The Provost asked faculty who have interesting projects to contact Ms. Brockmeyer.

Mr. Parrish commented that the university is in the middle of the City of Detroit with a population that is 80% black. Thirty-eight percent of the families and 48% of the children in Detroit live in poverty. The university has in the past admitted a significant number of black students, with overall black enrollment ranging between 6000 and 8000. Many of them, however, were not prepared for college-level work: they received Pell grants and borrowed money to attend but would often drop out after one or two years. When Allan Gilmour was president, Provost Ronald Brown recommended adding 45 new advisors and raising the admission standards. The new process would admit those with an ACT score of 21 (considered college ready) but evaluate those with lower scores holistically, looking at GPA and other factors. As a result, we currently have about 4100 African American

students. Over this period of time we had a slight decrease in the number of non-African American students but we had a tremendous decrease in African American students. We are not really helping poorly prepared students, such as by setting up alternative programs to bring students up to college level. Is the university really doing what it should be for for the city of Detroit?

Ms. Brockmeyer agreed that this history is important. She suggested that there had been consistent gains across the spectrum in recent years, tripling black students' graduation rate compared to six years ago and increasing Latino graduation rates. We do have fewer students of color on campus, but we are actually graduating more black students than before. Programs such as the VIP demonstrate that we can achieve equity, so we are building capacity to expand access. We need to achieve both access and student success.

Ms. Brockmeyer added that she had worked with AVP Dawn Medley and others, in collaboration with the Detroit Regional Chamber, to create the Detroit Compact to build data sharing among the K-12 institutions, community college partners and other organizations to provide more information about students that will help them move appropriately between institutions. The university discontinued the transcript hold for students owing money to facilitate the ability of low-income students with some college credits to move to another university. The university's Talent Hub also supports adult learners.

Mr. Villarosa spoke to the need for more academic advisors, since the support system is at capacity and asked whether that was under consideration. Ms. Brockmeyer acknowledged that the university remains below the standard student/advisor ratio. Provost Whitfield commented that the initial adviser investment was huge, and the university faces considerable financial constraints on expansion, but this issue is regularly reviewed. Faculty are also an important part of student success. For example, research with faculty is important for student success, and the Policy Committee has discussed concerns with a recent proposal for changes to the "undergraduate research opportunity program" and a desire to have more research funding available for students across the university.

Ms. Wareham asked whether the administration had collaborated with the Detroit public schools to create a track to Wayne State for their students. Ms. Brockmeyer responded that there are many programs, such as the federally funded TRIO program Upward Bound and the Educational Talent Search. The university also visits high schools with after-school programs, college tours, and FAFSA preparation. With the current strengthened Detroit Public Schools administration, the university is optimistic about the relationship.

The Provost agreed with Mr. Parrish that the university needs to find ways to reach out to Detroiters to help provide the assistance they need in becoming college-ready. It is too late to wait until they apply. We need to create a pipeline that prepares students and brings them to the university. This is especially true today, when Michigan State, Central Michigan and Saginaw Valley are actively recruiting Detroit students. The Compact will open new partnerships, as the K-12 programs will make it easier for parents to engage their children. The university recently hired Tonya Matthews as the associate provost for inclusive workforce development and director of STEM learning innovation. We are renovating the former Science and Engineering Library into a STEM building that will include space for our K-12 programs.

Ms. Levitt, a guest at the Senate, asked about services to aid graduate students and students with disabilities to complete their degrees. Ms. Brockmeyer said the university increased support for students with disabilities. We support more than three times as many test accommodations than we did two or three years ago. We don't publish graduation rates for students with disabilities because of the large variety of circumstances they bring to college.

The Senate thanked Ms. Brockmeyer for her report.

II. FINDINGS OF THE CLIMATE SURVEY

Associate Provost for Diversity and Inclusion and Chief Diversity Officer Marquita Chamblee introduced the climate survey discussion by noting that the idea to survey the campus environment began about 2-1/2 years ago. A group of 18 members of the faculty, staff, and administration have been working on the issue, in collaboration with the Survey Research Laboratory (SRL) at the University of Illinois-Chicago. Initial results were available in late summer but the local team is taking a "deeper dig" into the data, with focus groups of students, staff, and faculty and new questions about the data. The goal is to develop and implement action steps that respond to the issues raised, some of which can be done fairly quickly and others that require longer-term approaches.

Professor Loreleigh Keashly, Associate Dean in the College of Fine, Performing and Communication Arts, and Lars Johnson, Assistant Professor of Psychology, have led the quantitative team. Respondents were asked about the climate at the university and the climate within their primary unit.

The survey is a substantial piece of the data the team is using. About one quarter of the faculty, 40% of the staff, and 12% of our students took the survey. The staff category includes everyone who is not faculty or student throughout the entire organizational structure and does

not distinguish between academic staff and other types of staff. Full-time faculty and part-time faculty responses are shown. The academic staff are separated into represented and non-represented. The team chose three key factors to work with: race and ethnicity, gender, and disability. The people who self identify with a disability feel less positive about the climate whether they are faculty, staff, or students. People across all three groups think the units need to do more in recruitment and retention of diverse members.

The survey looked at hostility (including bullying and intimidation) and unfair experiences. Respondents were asked if they had witnessed and/or experienced hostile behaviors in the previous 12 months. They were asked how often they saw it occur. If anyone indicated one of the eight behaviors or incidents listed on the survey moderately often or more (not just a single incident) they were included in the calculation. Thirty percent of the faculty reported they had seen something like this, staff 35% and students approximately 30%. Full-time faculty reported higher rates of witnessing than part-time faculty. Perhaps this is because they are on campus more. Tenured faculty report higher rates of witnessing incidents than tenure-track or non-tenured faculty. Among academic staff 29.2% indicated that they had been exposed to at least one of these behaviors at least moderately often in the last twelve months. Represented academic staff reported more experiences of hostile behavior than non-represented academic staff. People were asked if they personally experienced at least one of these types of behaviors moderately often, often, or very often. Sixteen percent of faculty, 20% of the staff, and 11% of students report that they experienced these behaviors at least moderately often. Tenure-track and tenured faculty report experiencing more than non-tenure track faculty and full-time report more than part-time faculty. Represented academic staff report that they experienced these behaviors more often than non-represented staff.

The survey also asked if people felt unfairly treated by peers, leaders or administrators and if they were aware of university places to which concerns could be reported. Many people at all levels were uncertain about reporting. If people do not report their experiences because they don't know where to report them we cannot respond appropriately and constructively. That has implications for us as an institution.

People were asked how well their departments addressed issues related to diversity when they were aware of unfair situations. The majority of respondents believe their department handles such issues relatively well. Nonetheless, a third of the faculty, a third of the staff and 20% of students are not at all confident that they can report incidents without suffering repercussions. If people are not confident they will be protected from

negative consequences, the official reports will provide a distorted picture of the campus. Some people said that when they reported an incident, they never heard back from the office. If people report hostile behavior and don't know the outcome, other people hear about it and that contributes to a lack of confidence in the system. Yet, when people have reported problems, the response seems to have been effective. One thing the survey makes clear: people associated with marginalized identities see and experience more hostile behaviors and feel less positive about the university's response to reports.

President Wilson wanted to insure that people were asked about self-expression and freedom of speech. People responded to survey questions to indicate that freedom of speech on campus was important. The response was moderated when the question asked about hate speech directed at certain groups. People were asked how comfortable they felt expressing their personal beliefs in their own environment and expressing their beliefs when they may not be consistent with what others think. Most responders were more reticent in expressing their beliefs when they were not consistent with the views of other people.

People were asked how they engaged in activities around diversity (e.g., making an effort to get to know people who are different from themselves; engaging with someone about a specific diversity topic; and challenging others on issues of discrimination). On the whole, the responses indicated that diversity is an important value in our community, but a person's identity and role on campus influence their experiences and their responses.

The survey shows that there are groups of people on campus who are not positive, are not comfortable or do not feel welcome, indicating a need to gather more information to know how to address the issues. Clearly we also need to have better information about appropriate offices for reports and what various units and offices are doing on these issues. Ms. Keashly asked that faculty and staff notify the Office of Diversity and Inclusion if there are initiatives in their units that deal with issues related to diversity and inclusion.

Mr. Calkins asked how the self-selection of people who participated in the survey affect the responses on the value of diversity, since only 17% of all people on campus and 24% of faculty participated. Ms. Keashly responded that there are ways to make some assessment of this. If only people who were happy or unhappy responded there would be bimodal distributions in many items: that did not happen. The samples match closely to the overall campus population. It is a limited study but the responses are typical of the responses to other climate studies, and the analysts are not relying on a single set of data.

Ms. Simon believes there is an error in the identification of academic staff. The study stated that there were represented academic staff and a large number of non-represented academic staff. All academic staff are represented. Ms. Keashly explained that the data is from the administration. The invitation to participate in the survey was sent using access IDs. The SRL was used so no one at the university would ever see the raw data and would not be able to identify the respondents. The employment status came from the administration and was merged into the data set. Ms. Keashly will check on the employment categories.

This ended the discussion. The Senate thanked Ms. Keashly for her presentation.

III. ELECTIONS COMMITTEE

A. Election of the Senate President

Ms. Simon, the Chair of the Elections Committee, conducted the election of the Senate President. Prior to the meeting, Ms. Beale was nominated to serve as the president in the 2019-2020 academic year. Ms. Simon called for other nominations. There were none and it was MOVED and SECONDED to close nominations. PASSED. It was MOVED and SECONDED to elect Ms. Beale by ACCLAMATION. PASSED. Ms. Beale thanked the Senate.

B. Member-at-Large Election

Ms. Simon announced that voting for members-at-large continues. The two representatives who are elected will serve from August 2019 to August 2022. She urged all faculty and academic staff to vote. The polls will close April 5 at 9:00 a.m.

IV. REPORT FROM THE SENATE PRESIDENT

A. Report from the Senate President

Ms. Beale commented on several issues.

1. Audit Resolution

A resolution, set out below, has been distributed to Senate members. Ms. Beale explained that the Senate would be asked to vote on the resolution at the May 8 meeting because of ongoing concerns about the way that the Office of Internal Audit conducts investigations into anonymous tips. This issue began when Policy learned that Internal Audit had responded to an anonymous tip about excessive absenteeism by carrying out a full investigation that included using a spread sheet with more than four years of university parking records to question whether an employee had

been at work on any day that the employee had not "swiped in" to the University parking facilities. This raised both due process and privacy concerns, since parking is a voluntarily purchased university service.

Policy Committee sent several memos to AVP Carolyn Hafner, who is the chief audit officer, about the procedures within Internal Audit that do not pay attention to due process. Ordinarily, due process requires an initial inquiry that looks at information already on hand to determine if there is sufficient substance in a complaint to justify a full-fledged investigation that places the burden of proof on the employee. AVP Hafner, however, indicated that her office undertakes a full-scale investigation on all anonymous tips. Policy Committee tried to work closely with Ms. Hafner to convince her to have a two-step process with an inquiry being done to corroborate that there was sufficient evidence to merit a full-scale investigation. Ms. Hafner initially was responsive but later informed Ms. Beale explicitly that the Office would always conduct a full-scale investigation, even though about 61% of anonymous tips are not supported by evidence and stem from bias or other personal motive. For that reason Policy Committee thought it important that the Academic Senate be on record about the privacy concerns and the concerns about due process.

Ms. Hafner also suggested to Ms. Beale that the Policy Committee was only concerned because they knew the individual in this case. Ms. Beale told her that it was a widespread concern about the use of that kind of data and the extensive investigation of someone without sufficient basis. Anyone with questions should contact Ms. Beale or any other member of the Policy Committee.

The Academic Senate expresses its concern with a lack of due process in the existing policy of the Office of Internal Audit to initiate an extensive investigation of any anonymous charge against any University employee. This mode of investigation, triggered without corroboration, imposes on the accused a burden to produce evidence of innocence. The Auditor admits that more than half of such charges arise from personal conflicts and are spurious in nature. We urge that the Auditor conduct a limited initial inquiry to determine whether there is sufficient substance to a charge to merit a full-scale investigation.

The Academic Senate also expresses its concern with the violation of privacy rights of

employees who come under investigation by the Office of Internal Audit. In a recent case initiated on an anonymous tip, the Auditor considered an employee's lack of daily card-swiping into a parking lot as relevant to a claim of excessive absenteeism over several years. There is no evidence that the parking contract between the University and the individual, or the terms and conditions of employment at the University, permits such information to be available in an administrative investigation.

2. Department of Pediatrics

In the ongoing problems within the School of Medicine, University Pediatricians (UP), the practice plan for the clinical pediatricians, has severed its ties to Wayne State and has signed an affiliation agreement with Central Michigan University. This has implications for the University in terms of its income from serving as the Medicaid coordinator and for its potential impact on slots for pediatric residents at Children's Hospital. On April 1, Herman Gray, Chair of Wayne State's Department of Pediatrics, announced the formation of a new Urban Children's Health Collaborative. The announcement did not contain many details such as who would participate and what affiliates would be involved. Discussion will continue about this issue. It is hoped that future discussions will involve all affected parties and be more transparent than they have been.

3. The School of Medicine and Henry Ford Hospital

Ms. Beale noted that the letter of intent (LOI) between the School of Medicine and Henry Ford Hospital that was voted down at the Board of Governors meeting had now been made public. Although language in the LOI is somewhat vague, it appears that all graduate medical education would have been moved under the LLC with Henry Ford Hospital rather than staying under the university's Board.

4. The Graduate School

The Graduate School review is underway, and a survey has been mailed. Ms. Beale urged Senate members to respond to the survey.

B. Proceedings of the Policy Committee

Senate members received the Proceedings of the Policy Committee meetings of February 18 and March 4, 2019 (Appendix A). Ms. Beale

commented on some issues that had been discussed at the meetings.

February 18, 2019

Referring to item #10, Ms. Beale mentioned that one of the important issues discussed at the February 18 meeting of the Student Success Steering Committee was the need for an online calculator for students to calculate all the expenses they will have when they attend WSU. There is currently only an online tuition calculator. Students need to understand all of the costs, including housing and meals.

March 4, 2019

Policy Committee had an extensive discussion with Darin Ellis and Ahmad Ezzeddine about spring/summer enrollment, enrollment at the extension centers, and the possibility of increasing enrollment (item #2). Most schools and colleges use adjunct faculty and part-time faculty to teach in the spring/summer term rather than full-time faculty. This limits the courses that can be taught. One way to increase enrollment in the summer would be to offer courses that are needed in sequence. Students could take those courses to move more quickly to graduation.

Item #3 is a report of a lengthy discussion with Senior Associate Provost Monica Brockmeyer about changes in the Undergraduate Research Opportunities Program (UROP). Policy will continue to seek more information and changes to the proposal to move all of the undergraduate research funding to a program with a different focus.

V. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of March 6, 2019. PASSED.

VI. REPORT FROM THE CHAIR

Provost Whitfield updated the Senate on the interdisciplinary hiring program. Six of the nine positions have been filled and he hopes that all positions will be filled in the next two weeks. If there is money in next year's budget to hire faculty, it likely will be extremely limited so it is likely that there would be a similar procedure for determining hires. The second highest number of proposals that were submitted this year were in the area of social and behavioral determinants of health. That field crosses many colleges and may be the next

interdisciplinary area, but it will be contingent on the budget.

Governor Gretchen Whitmer has proposed increasing the budget for universities by 3%, which would mean an increase of about \$6 million for Wayne State, and a cap of about 3.2% on tuition. Last year the Board of Governors wanted the tuition increase to be below the cap so it was 2.9%. It is predicted that we could have a deficit between \$8 million and \$11 million in the 2020 fiscal year budget.

Ms. Beale mentioned that the state legislature may change the Governor's budget proposal. They may reduce the across-the-board amount. In past years the legislature used metrics that do not take into account that Wayne State is a public research university.

ADJOURNMENT: The meeting adjourned at 3:30 p.m.

Respectfully submitted,



Linda M. Beale
President, Academic Senate