

WAYNE STATE UNIVERSITY
ACADEMIC SENATE
Official Proceedings
April 7, 2021

Members Present: Laurie Lauzon Clabo, Interim Provost and Senior Vice President for Academic Affairs; Linda Beale, President, Academic Senate; Almufarrej Faisal; Leela Arava; Poonam Arya; Paul Beavers; Juliann Binienda; Timothy Bowman; Pynthia Caffee; Stephen Calkins; Susan Davis; Kelly Dormer; Paul Dubinsky; David Edelman; Brian Edwards; Tom Fischer; Jane Fitzgibbon; Samiran Ghosh; Wanda Gibson-Scipio; Ewa Golebiowska; Daniel Golodner; Siobhan Gregory; Xiaoyan Han; Lance Heilbrun; Marisa Henderson; renee hoogland; Michael Horn; Arun Iyer; Barbara Jones; Thomas Karr; Satinder Kaur; Mahendra Kavdia; Fayette Keys; Thomas Killion; Christine Knapp; Manoj Kulchania; Jennifer Lewis; Wen Li; Karen MacDonell; Krishna Rao Maddipati; Georgia Michalopoulou; Carol Miller; Santanu Mitra; Ramzi Mohammed; Ekrem Alper Murat; Sandra Oliver McNeil; Nicole Pagan; Charles Parrish; Rachel Pawlowski; Thomas Pedroni; Shane Perrine; Sean Peters; Michele Porter; Richard Pineau; Avraham Raz; T.R Reddy; Shauna Reevers; Stella Resko; Robert Reynolds; Joseph Roche; Noreen Rossi; Brad Roth; Krysta Ryzewski; Ali Salamey; Berhane Seyoum; Bo Shen; Naida Simon; Jennifer Stockdill; Elizabeth Stoycheff; Scott Tainsky; Neelima Thati; Ellen Tisdale; Ricardo Villarosa; William Volz; Clayton Walker; Jennifer Wareham; Jeffrey Withey; Hossein Yarandi

Members Absent: Wei Chen; Richard Dogan; Alan Dombrowski; Justin Long; Christie Pagel

Guests: Louis Romano; Karin Tarpenning; Mary Paquette Abt; Rebecca Cooke; Brelanda Mandija; Rohan Emmanuel Kumar

- I. ELECTION OF THE SENATE PRESIDENT – Naida Simon, Elections Committee Chair (with assistance of Manoj Kulchania, Student Assistant as timer and Rohan E.V. Kumar, Student Assistant)

Only Senate members were admitted for the conduct of the election. After the election was completed, non-members were admitted to the session.

Provost Clabo turned the election process over to Simon. Simon announced that she had received nominations for Linda Beale and opened the floor for nominations or self-nominations. There were no nominations from the floor. Accordingly, Simon asked for a motion to close nominations. All were in favor, and none were opposed. Simon asked for a motion for unanimous consent to the election of Beale, and all were in favor. Beale was congratulated on being re-elected as Senate President.

II. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE.

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of March 3, 2021. PASSED.

- III. FISCAL YEAR 2022 BUDGET PLANNING UPDATE – Rebecca Cooke, Interim Vice President for Budget and Finance; and Brelanda Mandija, Senior Director of University Budget

Vice President Cooke thanked the group for inviting her and began with a PowerPoint presentation (attached).

A. Budget Timeline and Process.

Cooke reviewed the unusual timeline this year. A new provost will come on July first, and Cooke also expects to relinquish her position as Interim Vice President for Budget and Finance over the summer. Both positions work together, so there will be a hand-off while the budget plan is underway, making the timeline even more important. The Budget Planning Council (BPC) has been formed. and the template and timeline have been distributed to those who will make presentations. The information has also been presented to the President's Cabinet, the

Academic Senate Budget Committee, and the Board of Governors.

The BPC, chaired by Provost Clabo and VP Cooke, includes deans, business affairs officers, and four representatives chosen by the Academic Senate Policy Committee: Professors Linda Beale, Santanu Mitra and Christy Chow, and Librarian Paul Beavers. The goal is to provide information about the units (schools, colleges, and divisions). Divisions are units that run administrative functions within the university, such as the Office of the Provost, the Office of Finance and Business Operations (FBO), and the Office of Vice President for Research (OVPR). These presentations will take place through March and April, providing members of the BPC the opportunity to ask detailed questions and then discuss, without the unit present, the information presented. At the end of April or early May, the BPC will develop its recommendations, usually through an additional two or three meetings.

Cooke also noted that an April meeting will take place at which the Board of Governors has traditionally approved dining and housing rates as well as the School of Medicine tuition rates. A housing contract with Corvias governs housing rates separately from other university functions. The arrangement with Corvias permitted the university to borrow and build additional housing, the Anthony Wayne residence hall. That contract essentially allows annual 3% increases in housing rates without Board approval: if a higher rate increase were desired, the Board would have to approve. The Board does approve dining rates annually, and the university is requesting a dining rate increase this year. The School of Medicine is also asking the Board to approve an increase in medical student tuition. This approval occurs before consideration of the tuition rate for the main campus because the medical students attend in the summer and need to know applicable tuition rates. It is also the time of year that prospective students are making decisions.

Recommendations on budget action from the BPC will go to the president ranked in terms of divest, hold, or invest. On June 25, the Board

will be asked to approve a tuition rate *and* an “expense reduction target.” Reduction in expenses is directly affected by tuition. Approval of a reduction target is a new idea to help bring clarity to the unit recommendations and ultimate budget decision. The BPC presentations will provide information on what expenses would be cut in each unit if it is asked to implement a 5% or 10% cut to the unit’s overall budget and what the impact of those cuts would be, to help prioritize funding at the unit level. After the Board meeting in June, the units will be informed of the president’s allocation decisions based on that Board-approved cut target. That information goes into the August budget books that will be presented to the Board members for discussion and, hopefully, to gain consensus. Last year there was no consensus on the President’s recommended budget, and the approval of a revised budget was delayed until the end of April. The expectation is that this process will result in budget approval by the Board at the October 1st meeting.

Cooke asked for questions about the process. Villarosa noted that there had been Senate Budget Committee discussion of the relationship between an increase in the tuition “sticker price” and increased need-based financial aid to students and wondered if appropriate messaging to faculty, staff and students was being used around that. When Cooke indicated she was uncertain about the question, Beale explained that it is important for the Board members to understand that the university has traditionally increased its financial aid proportionate to increases in tuition, so that disadvantaged students continue to get an appropriate discount. Cooke indicated that this had been discussed with the Board in prior years. Villarosa said that the message needs to be clear that a tuition increase is not a vote to burden disadvantaged students. Beale added that this is why the increased discount accompanying a tuition rate increase has traditionally been labeled “Board of Governors financial aid”—this label helps Board members understand that the tuition increase is accompanied by an increase in financial aid. Cooke noted that the lack of a tuition increase last year was because the Board was concerned about the impact on students, especially during

the pandemic. She would welcome assistance in helping the Board understand the relation between tuition increases and financial aid.

Beale brought up a question raised in the chat regarding whether information on the increased tuition rate for medical students could be provided. Those materials, however, are not available until after the Board votes to approve the rates. Another chat question complained that the size of the proposed cut to CFPCA will decimate the theater and dance programs. Cooke recommended posing this question to the Provost's Office. Another question asked whether cuts would not be made 'across the board'. Beale replied that the purpose of the BPC is to make strategic recommendations rather than supporting across-the-board cuts. Another chat commented that the schools and colleges have already made significant cuts for multiple years and asked how programs can be grown without the people needed to teach them. Cooke responded that this is why the BPC does not support across-the-board cuts to close a budget gap. The university needs to look strategically at the areas in which we can and should grow and also consider what programs can be reduced. Her job, she stated, is to make sure that the administrative functions run as efficiently as possible.

Another member noted that the basic science departments in the medical school don't have a budget for anything but personnel and suggested that the university leadership needs to be aware of this issue. Another commented that the university pays administrators unreasonably high amounts and suggested that there should be cuts to both salaries and numbers of administrators to help meet any budget reduction target. Other members noted agreement with that sentiment, because of the significant number of administrators: administrators typically do not teach or do research that furthers the academic enterprise but do consume revenue. Members also asked for information about the COVID 19 relief funds and how they will be used to offset any budget shortfalls. Cooke explained that there is information on this at the end of her slide presentation.

B. Budget Scenarios.

For the Fiscal Year 2021 budget, there was no tuition increase other than the increase approved for medical students. There was also a flat state appropriation. The pandemic also impacted enrollments, but not as much as at many other institutions. Nonetheless, decreases in graduate enrollment were particularly damaging, since graduate credit hours produce more revenue than undergraduate credit hours. The university therefore created a budget with a deficit, on Board insistence. There was a \$12.5 million shortfall in the General Fund, and a \$3 million shortfall in the Auxiliary Fund (largely because of loss of parking revenue). To make up for this \$15.5 million deficit, the university agreed to use funds from the "rainy-day reserve", leaving less than \$4 million in that reserve fund. To achieve that budget, the university eliminated some vacant positions and withheld pay increases to non-represented employees, while also reducing operational funding (in part made possible by the pandemic). Temporary actions included furloughs for higher-paid non-represented employees (those with salaries over \$70,000), 5% pay reductions for executive leadership (provost, VPs and deans), and a 10% reduction for the president. Hiring was restricted, with the president's approval required for hires. This means there are now holes in our organization, though it has helped the budget and allowed savings.

There is still a \$12.5 million operating deficit. As we move forward into next year's fiscal planning, the university will have to fill that hole. The lack of a tuition increase compounds the revenue loss, since that revenue can never be made up when there are state limitations on tuition increases. The governor is offering one-time additional funding for next year up to 2%, but that is not a base increase. The governor also recommended a 4.2% tuition increase cap. There are generally significant penalties that make exceeding the cap too expensive. If there is a tuition increase for next year, the university will also need to raise financial aid. Inflation is rather low, but there are also increases in liability insurances, utility costs and other unavoidable expenses to be considered.

A significant portion of the revenue to run the university comes from tuition and fees and another portion comes from state appropriations and indirect cost recovery from research grants. Tuition revenue has become a less sure source of increased funding, as enrollments decline because of fewer students graduating from high schools, resulting in increased competition for students. Similarly, the state is reducing its investment in higher education: it has dropped 37% since 2001. This is difficult for students who struggle with affordability, since the main source to make up for the state reduction in appropriations is tuition revenue.

Beale posed additional questions from the chat. A member asked whether differential tuition for online, hybrid and in-person courses or between units could be helpful. Cooke responded that she has not been directly involved in those discussions, since that is perhaps more an academic question than a finance one. Clabo added that a problem with differential tuition is that there is not usually a matching financial aid discount for needy students, so it becomes a student out-of-pocket cost. Another asked whether it was expected that the policy prohibiting pay increases for grant-funded research staff would continue. Clabo noted that it might be advisable to invite Gail Ryan to discuss this issue at a future meeting. This policy stems from federal regulations that prohibit the university from disproportionately awarding higher pay to those funded under grants than to those paid from the General Fund. If nobody funded by the General Fund gets a raise, grant-funded faculty or staff cannot get a raise. Cooke mentioned that the same regulation allowed us to continue to pay those supported by research grants even if they were not coming to the university to work. Another member asked whether there was consideration of adult learners seeking re-education as a source of enrollments.

Cooke noted that the budget process starts with a budget outlook to estimate any gap between revenue and expenses based on certain assumptions and projections. This year the budget office produced two sets of projections.

The first considers a flat state appropriation with no tuition increase, a slight drop in enrollment, inflationary pay increases for all employees, and operating expenses. That assumption produces a FY22 budget gap of \$44 million dollars.

More optimistically, there is the potential for one-time money from state appropriations. The state is receiving federal funding and its budget may not be as constrained as initially expected. This scenario also assumes a slight increase in enrollment with a flat scholarship expense, but if tuition is increased, financial aid will have to increase as well. The governor's budget includes a 4% supplemental amount related to the CARES Act funds to be discussed shortly. Under this rosy scenario, the university still has a \$20 million shortfall that will require targeting any potential decreases, such as negotiating our liability insurance. Enrollment can have a dramatic effect, and the question asked about nontraditional students is relevant, since that likely represents a huge opportunity. The university has learned that teaching remotely is possible, and that is something that nontraditional students may prefer, which may help us increase revenue. These should be decisions reached because we think they are good decisions, not temporary decisions to solve next year's budget.

Further, Cooke added that she did not think that one-time funds are the answer because that just makes it harder to balance the next year's budget. She suggested a need to look closely at functions and those programs or amenities that are nice but that perhaps we can no longer afford. She stated that the university does need to increase tuition, because two years without tuition increases would create long-term damage. She also considers it necessary to give pay increases to people who will have other options once the job market opens up and unemployment is down. Therefore, she considers it essential to have layoffs. There are vacant positions that have produced savings, but she thinks it is inappropriate to continue to keep all of those vacant.

Clay Walker commented that the framework presented on the slides was disappointing, since

it suggested that represented employees had not sacrificed but that non-represented employees had. Beale added this had been raised at the Academic Senate Budget Committee as well, and that it showed a lack of understanding of the incredible additional work that faculty and academic staff had done under difficult conditions during the pandemic, without extra compensation. The fact that they got minimal pay increases under the contract while often working many unpaid hours beyond normal week-in and week-out is ignored by this language, as is the much higher level of pay for many of those managers who did not get pay increases. Cooke stated that non-represented employees have also made non-monetary sacrifices, but this deals specifically with the lack of pay increases.

C. Federal Pandemic Funding for Higher Education.

The federal funds to assist higher education have come in four different forms, three of which have been awarded and the fourth of which is not yet available to us. The first funding was the Coronavirus Relief Funds (CRF). For the FY21 budget, Michigan cut its state appropriation to the university by \$22.8 million but offset that cut with an allocation from the federal CRF it received of \$22.8 million. Faculty and staff were asked to fill out a survey showing how your job functions were impacted by the pandemic, and that was used to document the substitution of CRF monies for General Funds that would have otherwise paid salaries. The university worked with its accountants to ensure compliance, and that methodology has been used by Plante Moran with other state institutions.

The other funds are Higher Education Emergency Relief Funds (HEERF) awards. Approximately half of each of the HEERF awards must be provided directly to students, and this is handled by the Financial Aid office. HEERF I student funds could not be applied by the university to pay delinquent student accounts, and the university was not permitted to suggest that students use the funds for that purpose. Later HEERF awards have somewhat more flexibility. The HEERF III awards permit

the institution to remind students that they have delinquent accounts and can use the HEERF grant to pay those amounts.

The institutional award that comes directly to us from HEERF I was enacted in March 2020 with many strings attached restricting how it could be spent. The university used a portion for technology needed to go remote and for additional pay for campus safety personnel who were required to interact directly with people who might have COVID without the ability to social distance. The university has also received the HEERF II funds but is still assessing potential uses.

The HEERF III total award is \$57 million, with half again going to students and half to the institution. The requirements appear to be more lenient, including use for plexiglass and other in-person pandemic-related expenses and lost revenues. The university expects to use these funds in the most advantageous way and are currently considering what that might be. The funds will likely substitute for losses within the last year in parking and similar areas.

Further questions from the chats included whether personal protection equipment (PPE) for undergraduate labs was covered by HEERF funds. Clabo answered that the university has carefully documented PPE costs, and they are being charged to these funds. Testing and vaccination expenses are also covered here, including \$250,000 a month for testing supplies. These funds will cover all direct expenses of the pandemic. Another asked whether there was a time by which these funds have to be expended. Cooke answered that there are workable deadlines. Roughly, she thought HEERF I's deadline was around May of this year, HEERF II likely by the end of the year, and HEERF III in 2022.

Parrish mentioned that the state was governed by a provision for "maintenance of effort" that might mean the withdrawal of state funds and substitution of federal funding was a problem. Cooke answered that it isn't clear whether the substitution was acceptable to the federal government, and that there may be negotiations

that benefit us in the future. The governor's suggestion of a one-time payment of 2% that would not be a base increase may reflect the state's strategy for addressing this in the FY22 budget increase.

Stockdill asked whether the funds would cover the new protocol to ensure that all students have a clean lab coat and face mask. Clabo responded that those costs would be reimbursed through CARES Act funds. Cooke mentioned that Bryan Dadey had worked with the deans to ensure all those expenses were covered, including charging them to a separate code to facilitate reimbursements.

Noting that the total HEERF support for the institution of \$50 million or so is about the same as the amount of the deficit needed to be covered, Beale asked whether it is wise to make decisions to cut academic programs that are already struggling because of budget hits in the past on a one-year basis, rather than using these funds to assist the university through another difficult budget year while taking more time to conduct in-depth planning for long-term academic needs and programming. Cooke offered her perspective that the university's financial struggles are not COVID-related but issues the institution needs to address. If the university does not take action to fix the structural budget deficit, it is just "kicking the can" to the next person down the line to fix, which she views as a mistake. She does not think it is appropriate to use a windfall or reserves to cover an operating deficit. She thinks the university should address the gap between expenses and revenues and use the HEERF awards to invest in enhancement of education for nontraditional students that may be our bread and butter in the next 5 years.

Clabo asked whether the funds could be used for one-time deferred maintenance expenses. Cooke indicated that her preferred use of the \$50 million would be for deferred maintenance, such as small capital projects and elevators repairs. AVP Davenport has created an inventory of needed projects, and it would be good to work through some of those.

Beale commented that the idea of buying time would not be to shuffle the gap down the road but to connect the cuts with a sounder strategic plan regarding the academic enterprise. It is important that there be a clear understanding across the entire campus regarding the kinds of cuts that make sense. There would be, she suggested, a benefit in limiting the amount of the FY22 reduction to allow that deeper planning to take place. The Strategic Planning Steering Committee is just getting underway to develop a plan for the next 5 years. It would be a shame to make mistakes in program cuts that cause losses of faculty because of morale and thus research and expertise in areas that should be growing. This is what is worrisome about trying to solve these long-term problems so quickly when they are in part created by lack of revenues but also in part created by the rapid increase in higher-paid administrators.

Clabo asked whether the rainy-day fund would be replenished by the HEERF funds. Cooke explained that the FY22 budget planning starts with a \$12.5 million deficit. Even if all else were equal, expenses will be \$12.5 million more than revenue. Beale noted that rainy-day funds are there to use on a one-time basis, so in fact that could be considered a good use of HEERF funds if it allows the university to avoid cuts that may not be necessary if enrollments (especially graduate and international enrollments) bounce back. Cooke said the issue is whether we should replace the rainy-day funds used and noted that she thinks that is inappropriate given the \$12.5 million hole plus any new budget gap created for FY22.

Beale asked whether there are plans to make the president, vice presidents, and deans whole in terms of the salary-increase amount that was eliminated from the budget for FY21, resulting in no pay increases for them. Pay increases, she noted, tend to be much higher at the administrative level, both in percentage and dollars, because most of those administrators make two or three or more times a typical faculty salary (and often keep that high salary level even if they retire back to the faculty from a vice presidency or deanship position, for example). Cooke said that she did not know of

plans to make those salaries whole this fiscal year.

The Chair thanked VP Cooke for the presentation.

IV. REPORT FROM THE SENATE PRESIDENT.

A. Budgetary Matters.

Beale explained that the Budget Planning Council has started to meet, with four Senate representatives involved in the discussions, including the Chair of the Senate Budget Committee and the Senate President, ex officio, and Professors Santanu Mitra and Christy Chow as appointed Senate representatives. The Senate representatives hope to make some reasonable recommendations about which units should be protected from severe cuts in this cut process, with the expectation that the university president will pay some attention to those recommendations. In the past, there has been a strong BPC consensus on which units should see more of their funding reallocated, but the president has not followed those recommendations.

The budget concerns the university faces are real. There is a demographic decline that will impact this and every other university but the decline is especially significant in Michigan. The Detroit public schools have accounted for about 20% of our entering classes, but the numbers of graduates are shrinking. The Senate, working with deans, need to assist as much as possible with recruitment. The graduate dean, for example, wants faculty to assist their undergraduate students in considering enrollment in a graduate degree program here.

B. The Future of Education Charge to the Standing Committees.

The president has set a timeline that requires that strategic planning take place very rapidly over the summer. If the Senate's standing committees do not rise to the challenge of making proposals about the educational enterprise, the recommendations will be entirely determined

administratively. Beale urged that each standing committee select three or four topics to consider and that all members sign up for one of their committee's working groups. The working groups can make progress over the summer. This is a lot to ask, but it is essential that Senate members participate in this endeavor.

C. The Career Insight Bot.

Members may want to read the Policy Committee discussion of the Career Insight Bot. This is a software platform that supposedly would assist students with choosing careers and hence appropriate college majors that showed up on various websites, such as departments within CLAS and the Admissions Office, without any prior consultation with faculty. The Provost was not even aware of it until it was added to the agenda for the Policy Committee. Several Policy members took the platform's test and went through the process for considering majors. The system referred them to fields like cosmetology or administrative assistant work. It was clear that this platform was targeted more at commercial job training institutes than at liberal arts universities. Provost Clabo has now ensured that those unsuitable choices of careers were removed. This is an example of how the Policy Committee can make a difference. Hopefully these things will be brought to the attention of faculty in the schools and the Academic Senate in the future before they are added to university websites.

D. Student Code of Conduct Governing Academic Misconduct.

A Senate subcommittee reviewing issues connected with the Student Code of Conduct regarding academic misconduct was established with the goal of educating students about plagiarism and cheating and ensuring an appropriate faculty role in decisions that are made when students cheat. Professors Hoogland and Roth have had a significant role in this. Members can read the Policy minutes that are included on pages 29-30 following the proceedings from the last plenary for a discussion of the issue. The question that the subcommittee is trying to resolve is how to

cabin administrative discretion to overturn faculty decisions when students are caught in serious cheating incidents. It is important to uphold the appropriate interests of the faculty and rights of the students.

E. UROP Subcommittee.

The UROP Subcommittee led by Roth is a success story. Members have worked with Student Success personnel to create a process that changes the review from single administrative staffers making idiosyncratic decisions about their ‘stack’ of applications to a more standardized review process with subcommittee faculty participation. The goal is that the decisions be academically relevant and fair, and that funding be provided to support students’ own projects.

F. Facilities Restructuring.

Rob Davenport, Associate Vice President for Facilities Planning and Management, met with Beale to discuss the restructuring planned to create a more responsive facilities crew that can work on better scheduled workorders with appropriate tools at hand. There may be a presentation explaining more of this at a later Senate meeting, but members can read some of the ideas in the March 29 Policy minutes. Techs will work in regions and have tools available to them. FP&M is doing this without special funding.

G. Consultation Concerns.

As usual, it seems, there continue to be concerns about the lack of consultation or appreciation of the Senate role by senior administrators. Neither President Wilson nor Board Chair Marilyn Kelly acknowledged the Senate resolution on the DEI Council issue and the importance of the Academic Senate’s educational policy jurisdiction on these issues. It is not clear that the president values shared governance. President Wilson has indicated that he no longer plans to honor the agreement reached with Beale last year to hold regular one-on-one quarterly meetings with the Academic Senate president. In addition, there has been only one meeting this

academic year of the Executive Cabinet with the Policy Committee, which was handled more as a ‘show and tell’ than as a genuine attempt to discuss significant issues. It is regrettable that the president would breach his commitments to meet privately with the Senate president and to hold at least two joint Policy/Cabinet meetings during the academic year.

H. Senate Secretary.

To end on a high note, Beale noted that a new Senate secretary will join us in early April. She again thanked our “secretary emerita” Angie Wisniewski for her help in hiring a new secretary. Simon, Wisniewski, and Beale interviewed a group of candidates to select Amanda Powe. She is currently a financial aid officer at Madonna University. She is incredibly professional and has a wonderful personality. She will be a great help to the Academic Senate, and you will all get to know her well. She should join us at the next plenary session.

V. REPORT FROM THE CHAIR.

Clabo updated Senate members on public health issues, noting that the worst period for the university and region was November and December of last year. Now, however, there has been an uptick in cases and deaths in Michigan. There's a 3-day trend of an increasing mortality rate, and on Saturday the 7-day positivity rate in Detroit hit 16.1%, which exceeds the trigger metric to depopulate the campus at 15% positivity in the city. The president sent a tentative announcement about moving most of our operations remote effective today. And as of today, the rolling 7-day average in the city of Detroit is a positivity rate of 17.6%, so the region is trending in the worst direction.

There is of course good news. There is vaccine more readily available, and the Campus Health Center is running several vaccine clinics this week with both second-dose Moderna clinics and first-dose Pfizer clinics. Next week will add 1000 doses a week of the J&J one-dose vaccine that will be targeted to the student population. The Campus Health Center continues testing as an important way to check the status of people

who are symptomatic or may have been exposed without being at full vaccination status (i.e., two weeks *after* the second dose of Moderna or Pfizer or the single dose of J&J). There will be a daily check of metrics and a decision whether to move back to campus on April 17th. The announcement at this point is for 10 days.

Yesterday Clabo had the opportunity to moderate a panel presentation by last year's assessment grant recipients, which was a well-attended event. It was a good example of the work faculty and academic staff do in using data to support decision-making. The grant cycle for this year's assessment grants is open, and the link is available on the website with a due date of May 7.

Academic Recognition Week is May 3-7. This is a week when we recognize faculty, academic staff, and graduate students. There will be daily newsletters about events and opportunities.

Villarosa asked if there was any additional information on vaccine mandates. Clabo explained the topic is a subject of vigorous discussion within the restart and public health committees. More schools are moving in this direction, but there are a variety of perspectives on whether to mandate vaccines, particularly for students. There may be a decision within the next 2 weeks, though it is dependent in part on availability of vaccines and approval status. Full approval for the Pfizer and Moderna are likely soon, and J&J will likely follow soon after.

Finally, Clabo reminded that Dr. Mark Kornbluh, the new Provost, arrives July 1 and she looks forward to having the Senate meet him. Beale added that we expect to have a few guests for the next Senate meeting, including Mark Kornbluh and Governor Shirley Stancato.

The meeting adjourned at 3:30 p.m.

Respectfully Submitted,



Linda M. Beale

President, Academic Senate

**WAYNE STATE UNIVERSITY
ACADEMIC SENATE
PROCEEDINGS OF THE POLICY
COMMITTEE**

April 5, 2021

Present: L. Beale; P. Beavers; L. Lauzon Clabo; J. Fitzgibbon; r. hoogland; C. Parish; N. Rossi; B. Roth; N. Simon; R. Villarosa; Rohan E.V. Kumar

1. Approval of March 29 Proceedings.

The Proceedings were finalized with corrections suggested by Brad Roth.

2. Student Success Data Presentation:

Monica Brockmeyer, Senior Associate Provost for Student Success, presented some data requested earlier by Policy related to student success and retention. (Brockmeyer's slide presentation and a spreadsheet with additional data were distributed separately to Policy.)

Brockmeyer also provided some information regarding the test-optional "psychosocial/non-cognitive" factors used in application review for the test optional pathway. Her office and Enrollment Management (EM) collaborated last year in developing the process, honing the eight factors developed by William Sedlacek to three so that the review process can be completed in a timely manner. The result is to determine if the applicant has (i) a realistic self-appraisal, (ii) a preference for long-term goals, and (iii) examples of leadership, community activities, and/or knowledge of a field of study. Those factors are considered with the transcript, short essay, and advising staff evaluation. After the admission determination, some students are recommended for an interview for APEX or the VIP program.

Roth explained that the Senate is attempting to understand how decisions are made to assess a student's likely ability to succeed. How does this contribute to EM's scoring for admission decisions, and how are these decisions made? Who is involved in assessing the short essays? Are people with academic expertise reviewing the essays? These are subjective issues rather than quantitative or objective. How is that taken into account in the admissions decision? Brockmeyer explained that Student Success is not a part of the entire admissions review process but has some role at the beginning and conducts a second review in some cases. The area also tracks the number of students admitted. Information about the way the rubrics are applied "is not shared in detail outside of EM."

Brockmeyer explained the admissions timeline, beginning with the recruiting stage (the current point for Fall 2021). The statistics show the rate of acceptances and provide some qualitative understanding of the interviews. Yield and class size will be available at census in the fall. At the end of the first semester, Student Success can review outcomes and how those relate to the admissions scoring.

Beale asked how the process determines which students may need more support to succeed. Brockmeyer responded that there is a number threshold based on the EM determinations for admissions. She confirmed Beale's hypothesis that the factors are transformed into an overall score, but without providing any information on how the weighting is done. For Fall 2020, the university had expected a large number of students would forego the tests under this approach, but that did not happen, perhaps because it was a new process. Brockmeyer considers that the factors used are grounded in the Sedlacek literature and that students can be appropriately supported through the onboarding process.

Beale objected to Brockmeyer's characterization of the information Policy had requested about how test-optional admissions is being scored as appropriately kept secret within EM: this is educational policy to which Policy must have access. Administrative personnel should not be

making that decision without Senate input. We have been asking for data and information on these admissions and outcomes processes for several years, and the data has not been shared. This is just one more item in that list. Note that the scoring process can be shared on a confidential basis to ensure that it would not be made publicly available to either applicants or other universities. Beavers agreed that the rubrics and scoring should be shared. Simon added that Dawn Medley and Ericka Jackson from EM would be coming on the 14th to the Student Affairs Committee to discuss the admissions process. Roth and Beale asked for acceptance and yield rates based on those factors, and Brockmeyer indicated she would notify EM of the requests.

Beale asked how many students were referred by EM to Student Success support programs in the first year of the test-optional use of these psychosocial factors for admissions decisions. Brockmeyer responded that sixty-five were accepted for the Bridge program, though total numbers referred for support were down considerably. The market is changing. For example, Eastern Michigan allows students to self-report scores without validating them, making it hard to predict what will happen in this cycle.

Responding to Parrish's question about the qualifications of the people scoring the psychosocial factors, Brockmeyer stated that the decisions are made by academic staff who are admissions counselors in the Office of Undergraduate Admissions, all of whom have undergraduate degrees. Many also have master's degrees or even doctorates.

Brockmeyer shared some APEX results but these represented only selected retention information and no admission statistics information (i.e., GPA and test score if available) as well as average GPAs of students in these programs both in the programs at Wayne and as they move into regular classes at Wayne, as had been requested by Policy. The data also did not show race, gender, or ethnicity information. Brockmeyer stated that (some) GPA data was in a larger analysis (not shared at

this point). There are no graduation rates for Kickstart yet since it is a new program. She indicated she would share academic information soon.

Rossi commented on the big drop between second term and first semester of second year, wondering if there is data on why those students do not return. Brockmeyer said financial concerns weigh heavily as well as other responsibilities. Rossi would like to see the data to be sure it is not due to academics, where there might be an action item that can improve the student's ability to stay.

Beale pointed out that the second-to third-year retention is even more disturbing. The students arrive with a cohort, taking prescribed courses: perhaps support is reduced after that point. Roth added that there is at least an improvement in retention over time and wondered if the Student Success group had identified what helped to improve student retention. Parrish added that the trend did not seem significant. Brockmeyer thought the improvement was due to Jackson's arrival in 2015, boosting staff professionalism and morale. Retention into second year has ranged from 77 to 81 percent for the last decade. Beale mentioned that retention into third year needs to improve. Simon added that the students shown on the graph are not students that would have normally been admitted to the university, and they have severe skill-set deficits. When they take classes in a cohort, they do okay; but when they go into their majors, they have trouble. The APEX program does not give up on the students. Some students are unrealistic, some hit a wall, some don't have scholarships and only have Pell. These students need the most support, and it has to be more than financial. Beale added that the university likely needs to provide more support once they have declared a major. Clabo commented that we know the variables for success in some majors, such as the health professions; but we may not have this data across the board. The university needs to recognize that these students are not all alike and consider how to help them get into an appropriate major and get appropriate support. Parrish commented that Athletics has done that

well, so perhaps the university simply needs more intervention along those lines.

Brockmeyer pointed out that Kickstart's purpose is to increase yield, whereas Heart of Detroit is a financial support program. APEX and VIP are programs that provide academic and navigational support. Beale asked whether Heart of Detroit and Kickstart could be combined into one program, and why we bring students into APEX that we know tend to be less advantaged and less financially stable without providing financial support. Beale suggested that it would be more efficient to market a systematic way to help anyone who needs academic, financial, and/or navigation assistance. Brockmeyer supports collaborative programming, but stated her view that one-stop shopping has benefits.

Beale asked why there was not an exit interview process in place from the onset of each of these programs, since it is critical to evaluate their successes and their failures. Brockmeyer stated that advisors do take notes. Beale suggested that a system is needed to collect data automatically and more comprehensively regarding students who leave the university so that roadblocks can be identified. Brockmeyer welcomed the opportunity to collaborate on such a project.

Rossi asked if the students applied separately to each of the programs. Brockmeyer explained that students are channeled to specific programs by staff. Warrior VIP students get an invitation with their admissions letters, but the program is optional. APEX and VIP students receive the invitation with their admissions letters. Heart of Detroit students are identified by the financial aid office. Rossi recommended making it easier for these individuals by providing a global package, depending on their qualifications. Clabo did not think it fair to group these students together because they represent different audiences with different needs. For example, Heart of Detroit is for all Detroit High Schools, but this does not mean that they are necessarily academically or financially disadvantaged. Kickstart was used as a pilot because those students' first year would be online after an interrupted senior year in high school. The idea was that a single online college course could

provide an easier transition to remote college studies. This is not as important for Fall '21 when we are preparing for most classes to be face-to-face.

In discussing the programs, Beale noted that the Senate is most interested in seeing full data about APEX and VIP. We have asked for admission data and semester-to-semester GPAs, credits, and retention rates by cohort, broken down into overall and by gender, race and ethnicity. Brockmeyer said VIP data provided in these materials is only from summer and fall 2020. Extensive outcome data for the first year will be shared, but there are no second-year outcomes for fall. Institutional research will provide more comprehensive official data. Beale again requested that admission GPAs and semester GPAs, race, ethnicity, and gender be included in the outcome data. Brockmeyer agreed that unofficial data could be provided. Like the Senate, she would like to ensure that students are in the right programs and that the decision is equitable with respect to race, ethnicity, and other factors. Fitzgibbon asked if we know race, ethnicity, and gender for students who drop out and whether financial issues related to dropping out are explained to students. Brockmeyer responded that drops are tracked by those factors, but Student Services handles any information on financial impact of dropping out.

3. C&IT Reorganization, Ongoing Planning, and Captioning Policy

a. Consolidation

Rob Thompson, Interim Associate Vice President and Chief Information Officer, explained that the consolidation is going well, as the unit works to provide centralized, consistent, and high-quality support to the campus and academic units. Inventory is underway, as is computer refreshing and hardware. The unit will implement virtual desktop infrastructure for the campus in order to deliver software updates remotely. Adobe, Microsoft project, and others will be deployed to academic units. Since consolidation, the unit has serviced 1200 incidents from academic units, with a 97% satisfaction

rating. Service infrastructure is migrating to C&IT, Pharmacy classroom installations are underway, and the Law auditorium hardware is being updated. Another project will be to update faculty and departments doing face-to-face instruction to ensure that they have whatever is needed, such as laptops and headsets.

Beale noted that the Internet Systems Management Committee had been the primary way in which Senate representatives could suggest that C&IT consult on particular developments with the Senate and with faculty. It seems that communicative function has declined, and communication that is sent is often not well designed for the academic (non-tech) audience. For example, Law faculty received an email recently that was very poorly thought through—it assumed that faculty would know what was included in C&IT contractual agreements and provided information about process that was not easily accessible. It is important that C&IT have appropriate consultation—and that the communications that are sent out are reviewed by faculty before sending so that they will not merely be deleted and ignored. Thompson said the governance committee is in place and perhaps requires an increase in faculty participation. C&IT does have a faculty liaison, College of Education Associate Professor (clinical) Geralyn Stevens, who assisted in the transition from Blackboard to Canvas: she can be asked to review communications to faculty. Thompson asked if there were other ways that this problem could be addressed. Beale suggested making sure that Fitzgibbon, the current representative on ISMC, is aware of communications expected to go out early enough for her to bring that information to Policy for discussion and comment. Providing the agenda for ISMC meetings ahead of time, with a copy to Fitzgibbon and Beale, would also help delineate issues that may raise questions and permit adequate discussion.

Beale also referred to a confusing email from C&IT that appeared to most faculty as a phishing attack. Roth recalled a major Canvas function change that had been poorly explained. Thompson noted that the Student Senate asked that Canvas be used more for communication and wondered if that would work for faculty as well. Members responded that listservs are preferable for faculty, because most faculty pay attention to their email daily. Beale added that the system should provide for an actual person to send the email so that nameless emails are eliminated, and the language in emails should be more carefully considered. Command structure does not sit well with faculty: the emails should be more polite, informative, and personable to be effective. Roth explained that the anti-phishing emails had various features of actual phishing attempts. Thompson indicated that the C&IT team is endeavoring to make sure that this does not happen again.

b. Captioning and Transcribing

Beale explained that she had received complaints about restraints on ability to do question and answer sessions in a virtual open house because of the lack of captioning and transcription services. She asked Thompson to explain the new federal requirements and how the university is handling them. Thompson introduced Krystal Tosch, Web Accessibility Coordinator, who is the expert for the WCAG 2.0 standard adopted 2 years ago. The good news is that automatic real-time captioning will be available via Zoom soon, and TEAMS has already released its version of the option

Tosch explained that public-facing events must have live captioning. The university has contracted with a captioning vendor, and RSVPs now include an accommodation form so that departments can be proactive. Beale asked if there is special software used for special events, and Tosch responded that Student Disability Services

should be involved so that live captioning can be scheduled for current students. Beale asked how captioning is provided for outside guests or prospective students. At this point, TEAMS provides an option, and Zoom will soon. Rossi mentioned that her Zoom lectures produce a transcript, but the technical term translations were poor quality. Tosch explained that the Zoom transcript is not live, so the host can edit the text if needed. Roth mentioned that he had participated in a CLAS open house event that was held on a platform that no one understood because, he was told, Zoom could not be used for the event because there was no live captioning. Beale suggested that C&IT should prepare a flier on conducting open houses that clearly states the captioning policy and what software can be used. Thompson indicated he will work on developing such a document.

Parrish asked whether the issues of concern regarding Mac users in the Art Department have been addressed. Thompson is working with the dean to train the support team. Parrish suggested that Thompson speak with Danielle Aubert, and Beale suggested that he also talk with Judith Moldenhauer, a professor of Art in Graphic Design and one of the Senate representatives on the Academic Restart committee. Thompson agreed to do so.

4. Report from the Chair:

Provost Clabo announced that the President will be moving most campus activities to remote. The campus itself remains relatively safe: the positivity rate last week was 2.02% and the number of cases has fallen from the high of 48 a week ago. Nevertheless, when the City of Detroit hits a 15% positivity rate, the metrics indicate that we must depopulate the campus. On Saturday the 7-day rolling average in Detroit was 16.1%, and today that 7-day average is 17%. Conditions are changing but going in the wrong direction. The announcement tomorrow will require

the campus to move to remote effective Wednesday except for the health professions, students in clinical rotation, and those personnel determined to be essential workers. If metrics improve in 10 days, the campus will move back to limited on-campus operations; otherwise, the period of largely remote activities will be extended. The Student Center is closed except for vaccine clinics, and the fitness center is closed except for COVID testing. Libraries will remain open to accommodate students who need a place to study. Villarosa added that there was a communication from a dean's office that was misleading in suggesting how much campus activity would remain. Clabo explained that the dean's message would be clarified, since the exception from the suspension is for on-campus research laboratories.

As for vaccine mandates, Clabo said this is a discussion at the Public Health Restart Committee. Beale has received questions from faculty regarding the requirement and their ability to communicate their requirements for students in the classroom. Clabo discussed issues under consideration. Legal scholars differ on whether a vaccine that is under emergency use authorization without full FDA approval can be mandated. Some argue that the vaccinations are no longer experimental because millions of people have received them and there is now solid data. Various universities have announced decisions to mandate, such as Rutgers and Cornell (for students and not faculty and staff). They are avoiding HR issues by not including faculty or staff. Beale suggested that the university could use the same type of mandate used for the flu vaccine, with various categories of exceptions. Clabo thought the significant difference between the flu and COVID viruses required further consideration, but insisted that the university would continue to follow science. If the university decides to mandate vaccination, it will need to do so fairly soon.

Parrish asked what contingencies will need to be considered if there is a large student population that is not vaccinated. Clabo responded that metrics will be published for in-person gatherings and meetings, and classes will likely follow similar principles. This is not about singling out students, faculty, and staff that are not vaccinated but about achieving a suitable number of vaccinated personnel. Parrish expects there will be evolving surprises so plans to use Zoom in the fall.

Simon noted that even if faculty are vaccinated they may be worried about carrying the virus home to family if exposed to many unvaccinated colleagues and students. A vaccination passport might help address those issues, but Clabo noted the legal issues associated with the vaccination passport. This experience is "building the plane as we fly it." The Director of the CDC has stated that vaccinated individuals do not transmit the virus. The university cannot ask faculty to be health professionals. Rossi mentioned that the vaccine will protect you 95% of the time, but 5% may get it. If so, then the person is 100% sick. That's why it is so important to wear masks and wash hands frequently. Many health professionals have declined the vaccination already, so it would be difficult to mandate in the university setting. The medical school is in some ways insulated from any shut-down/open-up cycle. Rossi's classes have been recorded for 20 years, and students did not show up even when there was not a pandemic. But she suggests that more thought needs to be given to the idea of cycles of opening and closing as it relates to faculty. The cycle may continue past this semester. Clabo suggested the local projections are worst in the next 2 weeks. An opening in the vaccine pipeline may put us in a better position later. Parrish thought teaching face-to-face is nonetheless a risk.

5. Academic Senate Plenary Agenda for April 7.

President Wilson was invited to the meeting and replied merely “thanks.” While Beale assumes he intends to participate, she will have to follow up to get a definitive response.

6. Strategic Planning Steering Committee Senate Representatives.

Beale noted that Wilson had asked the Senate to name only two representatives to the Strategic Planning Steering Committee. She noted that the projected membership provided by Wilson includes various deans and members of the President’s cabinet, with Provost Laurie Clabo and Michael Wright as co-chairs. Wilson is apparently appointing Associate Professor Paul Kilgore (Pharmacy) and Professor Walter Edwards (Humanities Center) as his selected faculty to serve, in accordance with his claim that he has a right to appoint at least as many faculty as selected by the Academic Senate to any university committee. The group agreed to ask the Senate President and Academic Staff member Marisa Henderson to serve. Beale asked Clabo if there was a written charge yet and Clabo said that she doubts it.

7. Standing Committee Higher Education Topics.

Beale asked if the liaisons and chairs have selected topics and started developing working groups for the higher education issues. Rossi has selected four topics and asked her committee to break into working groups around those topics. The committee will finalize the groups on April 22. hoogland has groups selected with members: Elizabeth Stoycheff, Poonam Arya, and Marisa Henderson on one, and renee, Thomas Pedroni and Daniel Golodner on the other.

The group discussed overlapping of the topics. hoogland thinks that there will be overlapping but different perspectives. Roth suggested that item 4 be broken into multiple items. Rossi mentioned that there will be a process for reviewing the overlap

after the individual committee reports come to Policy. Fitzgibbon and FSST will work on topics related to facilities but noted that it was hard to get participation. Beale suggested sending the selected topics and asking each member to pick a topic with which they are willing to participate over the summer. Beale asked Rossi to send to the committee a copy of how her group is handling this issue. It would also be helpful if each chair would create a document with the topics selected and the members of the working groups, so that all are aware of that information. Fitzgibbon requested that Beale address this in her President’s Report at the Senate plenary session.

Approved via email on April 28, 2021

**WAYNE STATE UNIVERSITY
ACADEMIC SENATE
PROCEEDINGS OF THE POLICY
COMMITTEE**

April 12, 2021

Present: L. Beale; P. Beavers; L. Lauzon Clabo; J. Fitzgibbon; R. Hoogland; C. Parrish; N. Rossi; B. Roth; N. Simon; R. Villarosa; Rohan E.V. Kumar; Amanda Powe

1. Approval of April 5 Proceedings.

Approval was deferred until Amanda Powe, the Senate’s new secretary, has an opportunity to settle in and assist in preparation of minutes.

2. Research Facilities at Scott Hall.

Rob Davenport, Associate Vice President for Facilities Planning and Management, provided an update on research facilities at Scott Hall. He first explained how cooling plants work. The cooling tower is a large unit that is a water-cooled device. Water cascades down the coils, and the fans drag air across those coils and up through the unit. The chiller makes chilled water that is then used to cool the building. A typical condensing unit outside of homes is a combination of a cooling tower and chiller,

called a dry cooler or a DX cooler. When it rains, it is cooling the refrigerant. The devices bring return air into the building, mixing in the box with outside air. The outside air come across a filter bank. If heating, the air goes past the heating coil. If cooling, the air would go past the chiller and perhaps also a humidifier.

The cooling tower at Scott Hall is large, with four units holding 12 thousand gallons of water. The challenge is to fill the cooling tower in 2 days to start the season, which is usually done in mid-April when Detroit temperatures are about 49 degrees with overnight temperatures in the 30s (and sometimes lower). The towers cannot be filled too early or the water will freeze, nor can they be filled too late, since cooling won't be available when needed. Every year staff attempts to get the timing right. The process to start a cooling tower, particularly at Scott Hall, can take up to a week and a half, because the tower is filled and water is treated. The procedures are designed by the internal Water Management Committee with a clear document governing tower startup. This year, temperatures zoomed to 15-20 degrees above normal, so the start-up was unexpectedly late. Scott Hall's proximity to the DMC also created an issue with respect to the startup. As the cooling tower operates and brings air into the fans, it brings water with it. If that water has legionella in it, it may be sprayed over the community. In the startup process, we introduce a chemical to prevent problematic biotics like legionella.

On the chiller side, there is a closed-loop system whereby the water goes into the chiller to be cooled and then ultimately into the air handler to introduce cooling into the building. This too must be filled in the spring, treated, and emptied in the fall. Over the winter we usually take the chiller apart for maintenance. The end is taken off and inside there are tubes that run the length of the unit. We clean the tubes and replace and repair as we see fit.

It is quite complicated to get the cooling towers and chiller working together. The recent Scott Hall challenges included supply fan and return fan failures (illustrated in the slides). It took two weeks to get those fans running, and that

impacted the third floor of Scott Hall. In the spring and fall (shoulder seasons), there must be moving air 24/7. If we are not moving air, we have real problems. In the spring and fall, if the chillers are closed or not running at capacity, it is important that the fans run. These problems began about the 25th of March. The seasonal startup of the tower and the chiller combined with the fan problems to create the second issue. With the high temperatures throughout Scott Hall, we placed spot coolers to assist. This helped once done, but it did not happen until late Thursday and early Friday. Additionally, FP&M has changed both chemical providers and service providers for the towers, and that transition also caused some challenges with the startup.

Over the weekend we were able to start the chiller and tower. We have been running them both for 24 hours. Temperatures have stabilized and we have gotten through the most difficult part of the season, which is the startup.

Noting that this is a perennial problem but was ameliorated by placing spot coolers in critical areas Thursday or Friday, Beale asked why the use of the spot coolers didn't take place much sooner. Davenport explained that there was a communication problem: once he was aware of the issue, he and his team were able to respond. He had frank conversations this weekend with the team and thinks they have achieved a cultural change as a result. It included a phone conference Saturday to be sure that our program for Sunday was working properly. Phil Cunningham was on this call along with Rob Moon. There are great partnerships and resources, but it was necessary to get the right people involved. Beale followed up with a question of where the gap in communication occurred. Davenport stated it was regrettably within his own team. Building occupants raised the issue and let it be known that it was an extensive issue, but it did not come to Davenport until Thursday afternoon. He indicated that one of the most important emails he received was the one from Beale letting him know the extent of the problem, which allowed him to "peel the onion back."

Jane Fitzgibbon told Davenport that she had also reached out in March. Davenport replied that he had followed up on that with the electrical supervisor. That problem involved the variable frequency drives (VFD), essentially a dimmer switch for the fan motors. Three VFDs failed. When they fail, there are two things that can be done: (i) put them in manual to bypass the VFD or (ii) bypass them all together. Davenport had provided specific instructions regarding how the technicians should handle the problem, but instead of following those instructions, other unsuccessful attempts were made to resolve the issue without informing him. He was surprised that his instructions had not been followed.

Noreen Rossi thanked Davenport for his responsiveness and noted that it seems both climate and equipment were causative factors. Dr. Hazlett, vice dean for research, said that there are various studies about the aging equipment, so Rossi suggested that projects should be prioritized and put into the budget along with better communication to those working in the building. She added that she works in the basement of the VA and tells her students that she likes being there since she is with the people that run the hospital—the engineers and cleaning staff. When administration is out, no one notices; but when there is no one to empty the trash, we notice. There needs to be a way to make it clear that their jobs are important.

Davenport noted that was something he hoped to make work better. He is restructuring the facilities staff to better define roles for this reason. When he came to Wayne a year and a few months ago, the group developed mission and value statements based on preventative maintenance (PM). Every dollar put into PM saves \$3 later. If 80% of work is scheduled maintenance, most of the budget will be spent on PM and only a fraction for reactive maintenance. Today, however, only 10% is spent on PM so the deferred maintenance backlog only increases. PM pays future dividends. For capital renewal, best practices invest 2% of current replacement value back into the campus. With a current replacement value of about \$2 billion, Wayne should be spending 2% or about \$40

million annually, but our current average annual capital investment for deferred maintenance is only \$5 million. Lacking both a PM program and capital to invest is not a great combination. FP&M is working to find more creative ways to invest by creating a best-in-class operation and maintenance program.

This program has 4 pillars. PM-centric cultures, performance management, engagement, and expense management. PM requires 6 key steps that include identifying each piece of equipment and putting it into a workorder system that will automatically signal need for a PM action, and attaching a task list to each work order. Workflow management will be a significant change. Currently, engineers and trade workers are largely autonomous, but this system will introduce planning and scheduling that will put PM and reactive maintenance workorders together into a fully scheduled week of work for each technician. Schedulers will then direct technicians to the proper place. From there it is about maintenance execution. Lack of appropriate performance management has created considerable wasted time. As the technicians become more productive with the refined workorder system, the university can limit its currently excessive subcontract spending by taking over the work.

Additionally, engagement with the people who need the work done is a commitment to the campus. There will be a clear response time for each workorder created—both in terms of acknowledging the need for the work and completion. No workorder will take more than 30 days before the situation is addressed and completed. This will be followed with various surveys to ensure that the work is being addressed appropriately. Currently, the maintenance trade group and engineers work in silos in a centralized model out of a single building, requiring many trucks and too much time spent moving around the campus. The new organization will have two regions (A and B) with 4 districts under those regions. Each district will have dedicated support staff, technicians in maintenance trades, and engineers. Technicians will for the first time have equipped mobile tool carts rather than driving back to base to get

particular tools for each job. This will permit elimination of many trucks and of excessive subcontractor expenses. As the work environment becomes more reliable, the practices will be more predictable.

This model should go live in June and should result in better accountability, improved communications, improved operational performance, privilege of focus, and operating expense management. It is a huge paradigm shift. Sightlines/Guardian has been engaged to identify all the assets and get them into the system, as well as provide a facilities condition index score. We will know precisely where all equipment is and when it needs to be replaced.

Villarosa asked how the changes to arrangements for engineers and skilled trades would impact the people currently in those roles. Davenport reported that there has been open discussion with the maintenance trades' and engineers' unions and leadership. The goal is to have the right engineers and trades persons with the right skill sets in the right buildings.

Beale noted that Scott Hall has a limited lifetime, but researchers will need to conduct research there throughout that limited lifetime. How does FP&M expect to handle that issue in terms of the necessary improvements in a building that is slated to die? Davenport responded that some components are non-negotiable and must be replaced, like the malfunctioning fans. But there are different ways to cool a building. I-BIO, for example, has a large DX unit rather than a cooling tower. In future, the university should invest in dry cooling, but it would not be reasonable to do so for Scott Hall. Each issue will require choosing among possible options. Beale asked if dry cooling was less susceptible to the legionella issue, and Davenport answered that there is no legionella problem because there is no water. The startup and cool down can be done in hours if needed.

Rossi asked if there could be a central reporting number that anyone could call to report important issues. Davenport responded that the problem currently is that the workorder system is not reliable, and folks don't have confidence

that the issue will be handled appropriately or timely. The new process should address that. Those who do the work are ready for this, too, because they see a broken process. It is a middle management change within FP&M that was necessary.

3. Student Senate Course Information Matrix Plan.

Riya Chhabra, president of the Student Senate, joined by Nathan Chavez from C&IT and Marcella Eid, Vice President of the Student Senate, joined Policy to discuss the course information matrix the students have been developing over the last year and a half. It is an online platform that will allow faculty members to upload syllabi and other materials that would provide students more information about their courses during the registration process.

Eid explained that students would like to see a class syllabus before registration. The rationale is that they have a better idea of what to expect, which is helpful when they must work while studying and need classes that fit their schedules. The syllabus may show what weeks have high activity and assignments. The Student Senate began by presenting the matrix to the CLAS faculty and hearing their objections and concerns. After further developing the matrix, the CLAS faculty had no further concerns, nor did the Council of Deans. The students hope the Academic Senate will also support the idea.

Chavez explained that his team supports Canvas, Zoom, and other programs that are used within Canvas. His department took on the project so that it could use Canvas capabilities. The matrix allows access to course materials, before registration, to the extent that faculty have selected documents for students to view through this opt-in model. The original discussion, in Fall 2019 when the project began, was to make the actual syllabi for courses available. Canvas offered an opportunity: "Wayne State University is a leader in the state and beyond with some of the work we are doing." The project was on hold during 2020 but has continued now. The program is available at <https://cim.app.wayne.edu>. Faculty will be

prompted to upload material, and students will be able to browse. Beale asked whether faculty could browse, and Chavez noted they can do so by clicking the “browse courses” link to gain access to the student view.

Faculty can share information under any or all of five topics: course description, course summary, grade weighting, modules list, and syllabus. The decision regarding what items to share can be made for each course. Content is displayed as it is in Canvas. A faculty member can open the Course Information Matrix and enable content to be shared for any course. It is an archive, not a predictor. Faculty are not expected to share course materials until a course has completed. Beale asked how far back it goes, and Chavez responded that it includes course content back to Winter 2018, which was our first semester with Canvas. Beale asked whether all those years would be shared even if not relevant. The answer was that all would be shared *unless* the faculty member selected only certain years, terms and courses.

Villarosa asked if there was an automatic clean-up and, if so, whose responsibility that would be. Chavez noted that the control is on the user level. Faculty would have to uncheck documents and select new ones. Beavers mentioned that he maintained a paper version of this in the library but thought this matrix would better serve students. Fitzgibbon asked if this pulls from a specific course page, and Chavez explained that it pulls from whatever is in Canvas. It will not show documents for a course that is not published.

The workflow starts with faculty visits to the site to decide which courses or terms they would like to share, that information is added to the matrix, and then students visit the Course Information Matrix to view all previously shared information. Beale asked if there were any issues related to faculty materials and ownership of them. Chavez noted that in order to access the system, you must have an Access Id: no access is available externally. Beale suggested there should be a copyright statement in the initial webpages for the matrix, cautioning students not

to share the professors’ workproduct. Chavez indicated they would look into it.

Beale noted that the matrix is being described as voluntary and suggested there should also be an overall statement of purpose and expectation to ensure that faculty, students (and administrators) understand that this is a voluntary sharing decision by faculty. It would be helpful to see a written draft for approval before the Academic Senate could fully support the idea. Chhabra explained that they passed a resolution at their last Senate meeting which included the idea of a voluntary platform for instructors. The idea is to include this in the email to faculty and students. Beale noted her appreciation but pointed out that such a student statement has no force. There will need to be a *university* statement for these issues that provides the foundation of the project. Simon added that this was similar to what was available in paper when she was in school; but clearly faculty will not want someone to take materials and use them in their own book, as if they were the authors of the materials. Beale added that this is why a general statement about copyright, notice, and policy is needed.

hoogland asked whether there is a way for faculty to remove zoom links from modules that were added for current students but that she does not want to remain available to other students. Her department utilizes a Canvas site with the syllabi added, but while Canvas permits faculty to ‘hide’ items, it does not seem to permit faculty to remove them. Chavez replied that a course from a previous semester will eventually go to read-only status. Faculty would have to contact C&IT at imsadmin@wayne.edu to request that they open the course to permit faculty to make those changes or for any other tech issues. Course content is off limits to the matrix, but the syllabus will show in full. hoogland mentioned that she would be happy to allow students to see the syllabus ahead of the class start.

Clabo thanked the presenters for their work on the project. Beale asked Chavez to send the PowerPoint to her for Senate records.

4. Report from the Chair:

a. Campus Virus and Vaccine Status.

Provost Clabo reported that the campus positivity rate has increased to 5.4%, which is the highest ever even though there are fewer people on campus. The city of Detroit's most recent 7-day positivity rate is 20.3%, again the highest ever. Hospitalizations have quadrupled in the past two weeks, increasingly with younger people who are sicker. There is also a slow uptick in deaths. Rochelle Walensky, the Director of the CDC under Biden, spoke specifically to the issues in Michigan, noting that we can't vaccinate our way out of this because the impact of vaccine distribution takes two-to six-weeks to be felt. Her recommendation is to shut things down.

We will have received 1000 doses by Wednesday of J&J vaccine targeted to students. The Campus Health Center will be running three vaccine clinics this week in three different places with second-dose Moderna, second-dose Pfizer, and single-dose J&J. The Center is expecting to vaccinate about 1600 people.

Responding to renee's question why Michigan was hit so hard, Clabo noted the large proportion of the B.117 variant which is more transmissible. Further, MDDHS suggests that Michiganders that were infected last year have diminished natural immunity and that may be leading to spikes here as well as in New Jersey and New York, states hit hardest early on. Beale wondered if these were likely people that were asymptomatic. Hoogland asked if the spread could be related to the fact that the Detroit Airport is a hub for those that travel through the Midwest. While travel has been a source of some transmission, it is not clear why Detroit would have a larger problem than Atlanta or Texas or Florida, states that have been more open.

The variant seems to be the issue, and there will be more variants the longer it takes to get sufficient people vaccinated to reach herd immunity and prevent the virus from morphing further. There is considerable vaccine resistance in younger men. Indoor dining and bars are another method of transmission. Any place where people are unmasked and sharing air is a

problem. There will be a vaccine town hall with Dr. Zervos, Dr. Kilgore, and Athletics, since it is important that athletes be aware of the risks and myths. There is a risk for semi-elite athletes who have long-haul COVID with a cardiovascular impact.

b. Budget Planning Council and Promotion & Tenure Committee.

Clabo thanked Policy members and Senate representatives currently serving on the Budget Planning Council. It is an exercise in patience and persistence with many budget hearings. Similarly, she thanked Hoogland and other faculty who served on P&T, which completed its work last Friday.

5. Report from the Senate President:

a. Teaching Recognition.

Beale noted the problem of many key lecturers having received pink slips as a 'flexibility' gimmick by deans. The irony, of course, is that senior lecturers with pink slips who have been with the university for years, such as Richard Pineau in Math, are being simultaneously recognized for their excellent teaching.

b. Social Justice Action Committee (SJAC) Report.

Beale noted that the SJAC report was finalized without providing an opportunity for Steering Committee review and comments on the final draft as she had expected. This was disappointing. The final report, of course, included the DEI Council as initially suggested by Dean Kubrick's SJAC subcommittee, without any acknowledgement of the Senate resolution or the problem of usurpation of Senate jurisdiction over various educational policy issues. It seems to be par for the course for President Wilson to ignore Senate resolutions on substantial educational policy issues and concerns, without even deigning to provide an acknowledgement of receipt.

c. The Strategic Planning Steering Committee.

Beale noted that a steering committee has now been appointed by President Wilson. Marisa accepted our appointment as one of the two senate reps with Beale. There are 13

administrators, including a significant portion of the President's Cabinet. President Wilson selected 4 deans and 2 faculty (one from Pharmacy and one from the Humanities Center). The full list includes Patrick Lindsay (VP Government and Community Relations); Laurie Clabo (Interim Provost, as a co-chair); deans Amanda Bryant- Friedrich, Stephanie Hartwell, Ingrid Lopez, and Karen Mourtzikos (Executive Vice Dean of Medicine); Senate reps Beale and Henderson; Professors Paul Kilgore (Pharmacy) and Walter Edwards (Humanities Center Director); Steve Lanier (VP for Research, as another co-chair); Carolyn Hafner (HR); Rob Thompson (C&IT); David Strauss (Dean of Students); a student; Dawn Medley (Enrollment Management); Marquita Chamblee (Chief Diversity Officer); and Michael Wright (VP Marketing and Chief of Staff, as the third co-chair). Mark Kornbluh is expected to be a fourth co-chair when he arrives, which would make it 14 administrators with 2 Academic Senate reps (one professor and one academic staff) and 2 faculty members selected by Roy. That represents incredibly limited input from the Academic Senate and faculty generally, even though faculty and academic staff are the core of the educational enterprise. This flawed membership makes the Academic Senate standing committees' project on higher education even more important as an element of strategic planning, though the very early fall date for finalizing this set by President Wilson seems to ignore that faculty need the summer to conduct research and leaves faculty very little time to work on strategic planning.

d. Budget Planning Council.

The Budget Planning Council is always a challenge because some of these presentations simply miss the point. Members ask questions, but they often are not or cannot be answered in the meeting. There are certainly questions regarding how the additional federal HEERF (higher education emergency relief funds) dollars and millions in institutional PEPPAP money figure into the budget needs, and it is not clear whether that information will be forthcoming to us. The strategic initiative funds are not available for discussion nor is the president's office funding.

e. Teams Leads Meeting.

Beale noted the email from Richard Pineau regarding a change that allows students to update their contact information. This may change the course roster. He asked that we think about any issues that might arise. She suggested members email her and Richard if they think of something that should be included. If a name, email, or contact point changes, it may cause a problem for faculty. Roth mentioned that emails should typically stay the same, but it would be good to have a system for informing faculty of changes since sometimes the name also changes on the email, which is confusing. Fitzgibbon mentioned that she has a student this semester who decided to change to her married name. hoogland added that she has trans-identifying people that have one name on the official record and another that they use in class. As a result, she had four Elliots in one class. hoogland asked Clabo if students were able to update their names to have their names officially changed to their chosen name. Clabo confirmed that possibility. The consensus seemed to be that some notice to faculty instructors of such name and email changes would be appropriate.

f. Meeting with Terri Lynn Land.

Governor Land cannot make the May Senate plenary but would like to meet in person on the 25th or 27th of May. Beale suggested that at some point we could consider an outdoor lunch in front of McGregor, but Clabo noted that the current campus restrictions are not likely to be lifted by that time. Beale suggested inviting the Governor to a special Zoom meeting, either at our regular time or at a special time. hoogland suggested an online happy hour as a way to make it less like a meeting and more a way to get to know someone more casually. Beale asked if the days worked for everyone, and all agreed. Beale will work to schedule this if possible.

One-on-One Meetings between President Wilson and Senate President Beale.

Professor Parrish asked about Beale's information to Policy that Wilson had refused to continue the one-on-one meetings of the university president with the Academic Senate

president that he had previously agreed to. Beale explained that he refused to do the meeting as agreed. He wanted to expand to include the provost and possibly others. Parrish asked why Beale had not circulated Wilson’s email to the Policy Committee. Beale responded that she does not typically share all emails that she receives as president of the Senate. Hoogland added that she was copied on the email, and that it was explained in an email to Policy members. Beavers asked whether the provost’s being included was seen as a problem. Beale stated that it was, since Wilson’s firm commitment last year was for quarterly one-on-one meetings that provide a real opportunity for private discussion about sensitive issues. The Senate President meets quite often with the Provost (both at Policy weekly and privately twice a month), so including the Provost in the meeting with the President defeats the purpose of the meetings to create better collaboration and understanding between the two presidents. Wilson had also firmly committed to hold fall and winter meetings of Policy with his executive cabinet, which he has also not done this semester.

Approved via email on April 28, 2021

Associate Vice President for Enrollment Management Dawn Medley and Director of Undergraduate Admissions Erika Jackson joined Policy to discuss the proposal to extend test-option to the Fall, 2022 admissions period. The test-optional approach originated when students were not able to take the standardized tests such as the ACT and SAT that are ordinarily used in admissions decisions. In 2020, the request was made to lift the test requirement to pursue test optional admissions for fall 2020 and fall 2021. There were only a handful of students admitted test optional in fall 2020.

Beale had asked for more information on how students are referred to Apex and Warrior VIP, so Jackson noted that additional information had been added beyond those slides shared at the Student Affairs meeting. Because of the pandemic disruption of the testing process, the admissions group created a holistic review process with nontraditional metrics. Traditional metrics include high school GPA and ACT/SAT scores as well as information about skills and experiences that allow assessment of desirable attributes that are more difficult to quantify with just a test score and a GPA. The factors are based on William Sedlacek’s research measuring noncognitive variables for student success and retention, which suggests that a holistic process can improve retention outcomes. The most common tools for assessing noncognitive variables include letters of recommendation, personal essays, and interviews.

**WAYNE STATE UNIVERSITY
ACADEMIC SENATE
PROCEEDINGS OF THE POLICY
COMMITTEE**

April 19, 2021

Present: L. Beale; P. Beavers; L. Lauzon Clabo; J. Fitzgibbon; r. Hoogland; C. Parrish; N. Rossi; B. Roth; N. Simon; R. Villarosa; Rohan E.V. Kumar; Amanda Powe

1. TEST-OPTIONAL ADMISSIONS
EXTENSION.

Medley and Jackson noted that their offices consulted nationally with other institutions using holistic evaluation about best practices, as well as peer and near-peer public institutions in Michigan. Admissions directors for the 15 Michigan public universities have been meeting every two weeks. Admissions also met earlier with the Senate’s Curriculum & Instruction committee regarding the academic evaluation form. Student success is important, but a critical issue is retention into the second year. Admissions considered realistic self-appraisal, long-term goals, and evidence of leadership and community engagement as critical, as well as the availability of a strong

support person or educational champion. Admissions has adopted Landscape, a College Board platform, to help provide context information regarding students based on their neighborhoods and schools attended.

The process begins with transcript review, followed by assessment of the short answer essays, academic evaluations, and review of the list of leadership activities, work experience, and extracurricular activities. These tasks are handled by admissions counselors who are members of the academic staff with undergraduate degrees (and often masters) and most with at least 10 years of experience. After the application is complete, the student is either admitted, denied, or referred to Student Success for further evaluation, which includes an interview. Those referred are considered for conditional admission through APEX, the eight-week summer bridge program. Students must successfully complete 2 college courses to continue to the fall semester. Another group of students are referred to the Warrior VIP program that provides additional support through peer mentors, faculty mentors, and a learning community but does not require conditional admission.

Beale asked how Admissions ensures that the process is completed in a standardized way, to ensure student success. Jackson answered that it is a holistic admission process based on reading an applicant's essay and letters of recommendation to determine if a student can succeed, adding in the academic evaluation and other factors. The holistic process allows the counselor to look at the entire application. Medley added that there was extensive training to prepare admissions counselors and Student Success personnel. Consistency is important, and staff are encouraged to bring a questionable application to their supervisor's attention. Counselors apply rubrics and they will review how test-optional students perform on placement tests, as a way to gain granular information. The students enrolling for fall will be followed to gain more insight.

Beale asked if they set up placement tests for all students and whether there is a fee for that process. Medley replied that the entire group of tests would cost students \$87. Although that adds to student costs (under discussion within the Provost's Office), the Testing Office is a revenue-driven operation. Fees for low-income students, based on the FAFSA determination of the expected family contribution (EFC), are waived along with their deposits. This is a concern.

Jackson indicated that only about 60% of all Michigan seniors submitted test scores, and that paralleled the applicant pool at the university, where about 45% of the current applicants are test-optional students. Traditionally, students may submit ACT and SAT "sub" scores or take the placement exams if they prefer and wish to pay for this option. The Testing Office is concerned that the disruption in learning may mean that those SAT and ACT sub scores may not be useful in placing students, so all students will be encouraged to take a placement exam.

Medley added that first generation and low-income students are disproportionately unable to take the standardized tests. These students are our primary market, along with students from the Detroit Public Schools and the Detroit metro area. Admissions does not want its processes to create barriers. Jackson added that the test-optional policy will allow all students to submit their test scores for use during the process. The one-on-one help provided by some of the schools in the past is not currently available, so applications are arriving at slower rates for these students. This is also true with FAFSA completion. Test-optional students who submit scores will only be advantaged by the scores, by providing additional context. The score will not be used against them.

Jackson stated that they would like to continue the test-optional policy for fall 2022. Most other public universities in Michigan have indicated they will continue test-option, with the exception of University of Michigan Ann Arbor and University of

Michigan Dearborn. University of Michigan Ann Arbor will announce by the end of the month. Different schools use different terms (test-blind, for example), which has been confusing for parents and students.

There has been a decline in applications for fall because some of the families did not trust the process. Total applications (14,415) are down 13%. 45% of the applications are test-optional. Completed applications are down 28%. Test-optional admits are 35% of the total admits. Orientation reservations are up 3%. The office is encouraging students who have been admitted to take the next steps and register for orientation.

Beale asked if the office is working to encourage more transfers. Jackson indicated they work closely with Educational Outreach, and the Student Success Center has two dedicated transfer admissions counselors who have good relationships with local community colleges. The problem is that the community colleges were hit hard with the pandemic and their enrollment is also down. Students already at four-year institutions are not interested in adding to their disruption by transferring to another institution, so there is a decline in this area as well.

Rossi asked if the decision to remove the tests as a requirement still allows test scores that are submitted to be considered. Jackson said the office may use scores to help with course placement, but not for admission, for which the decision would be made based on their short answer essays, academic evaluation, transcripts and those kinds of things. The test scores would only be used to their advantage even if known at the time the admissions decision is made.

Roth suggested that the calculations being used seem confusing. Medley explained that they would usually consider the number of admitted students divided by the total number of applications received. (These are not necessarily complete applications.) These are competitive admissions with multiple steps in the admissions process. Every student who

applied, every student who submitted a secondary application, everyone interviewed would be considered. Wayne has not had a large number to reach an appropriate calculation. Michigan and Michigan State have, which has skewed the entire state's number of applicants because there are many out-of-state students applying to those two institutions without a test score. Wayne's goal is not to open the floodgates, but to make sure that students can come here and be successful.

Policy members thanked the presenters, and Medley and Jackson left the meeting.

2. Report from the Chair:

a. Campus Virus and Vaccine Status.

Provost Clabo reported that the positivity rate on campus is at about 5%, down about 0.3%. The number of tests conducted on campus is also down as a result of being largely remote. The City of Detroit is improving, as the positivity rate has plateaued for about 5 days at 19.7%. Hospitalizations and mortality are, however, still increasing. Larger systems have reimplemented triage locations and visitor restrictions. Elective procedures may also be limited.

The decision to stay remote through the end of the semester was the right one, but vaccines will continue to be offered on campus. There will be 1100 vaccinations offered on campus this week. There will also be some incentives to encourage students to get vaccinated early. There has not yet been a decision on whether the vaccine will be mandatory for fall.

b. Enrollments.

It is early to be looking at numbers for fall at this time, but they are essentially holding about the same or slightly better than last year at this point.

3. Report from the Senate President:

a. Budget Planning Council.

The Council should finish the presentations by the end of the week and there will be two or three meetings left to arrive at our recommendations. The budget planning presentations have on the whole been better than past years. Some of the larger schools like

Medicine and CLAS are particularly difficult to evaluate, as is the Provost Office budget and OVPR.

b. Dean Update.

Beale noted that a new Dean has been appointed for the Eugene Applebaum College of Pharmacy and Health Sciences. Provost Clabo said Brian Cummings will assume responsibility as Dean on August 1st. He is a Wayne State alumni who has been most recently at the University of Georgia. Cummings has already joined in discussions about interprofessional education in the health professions.

c. Juneteenth Committee.

Beale noted that Juneteenth celebrations are approaching and asked Roth to say something about the events. There is an event about health outcomes on Tuesday night and then a number of different events leading up to Juneteenth. Roth has organized an event commemorating the 100th anniversary of the Tulsa Black Wall Street massacre and there will be more to come.

4. Plenary Session May 5.

Beale explained that Shirley Stancato, who had previously indicated that she would be able to attend the plenary session, had written that another “must do” event had been scheduled at the same time and she could not join us after all. She hopes a meeting with all the Board members can be planned later this summer or fall. The group agreed to invite Rob Davenport to provide a brief (10 minute) presentation on the various efficiency measures being put in place in FP&M since neither Governor can attend the meeting.

5. Pass/ No Credit Grading Statement.

The group discussed the draft announcement. Although the members agreed that it was reasonable to extent the pass/no credit grading policy for spring/summer, they were concerned that the statement included regarding the fall term was too definitive. Given the uncertainties about the state of the pandemic in the fall, Beale will let Daren Ellis know that Policy would prefer to see a less certain statement along the

lines of “although uncertain, the university does not expect to offer this policy in the fall.”

6. Medicine Dean Mark Schweitzer's Request to Reschedule the Senate Plenary Sessions.

Beale had shared Schweitzer’s email with the group, in which he requested that meetings be rescheduled to facilitate participation by clinical faculty in the medical school. The group discussed the issue and considered that the current schedule has been in place for some time without complaints from members from Medicine. Additionally, the schedule has already been announced to the deans for the next academic year, so it would not be possible to change it at this point. Beale indicated she would respond to Schweitzer about the committee’s discussion.

7. SETs Policy.

Beale had shared a letter sent to all Law faculty stating that the university had adopted an online-only policy for SETs. The email provided no opportunity for faculty to determine the timing of the SETs for their classes or to add additional questions as desired for their particular classes. Clabo stated that this was in error and that it would be clarified centrally.

8. Liaison Reports.

a. Subcommittee on Code of Conduct revision.

Roth shared the document that was finalized. He explained that this first report deals with recommendations on educational approaches that will help prevent these kinds of academic misconduct, such as including modules on plagiarism and ethics in the Wayne Experience (WE) courses for fall. Members discussed the next steps. Beale suggested that members read the text and send any comments or suggestions for edits directly to Roth, with copy to her. If there are none, we will consider this report approved by the Policy Committee. A reasonable next step would be to discuss how to expand the WE course to include these topics

with Angela Sickler from the Academic Success Center.

Members continue to be concerned about the various online systems that promote cheating, such as the BarnabyLearn software that the bookstore promoted before it came to the attention of Policy. This should likely be mentioned specifically in the report.

b. Research Committee.

Rossi gave an update on the committee's working groups on higher education topics. They will be meeting in the small groups to develop recommendations. Beale noted that President Wilson set a strategic planning finalization date of November 1st. Although she will ask that the final date be delayed, she expects he will consider it fixed. The Senate committees need to arrive at a recommendation on the issues possibly even before the mid-October date that is in the original higher education topic memorandum. There will need to be meetings of working groups during the summer to achieve this.

Approved via email on April 28, 2021

WAYNE STATE UNIVERSITY

ACADEMIC SENATE

PROCEEDINGS OF THE POLICY
COMMITTEE

April 26, 2021

Present: L. Beale; P. Beavers; L. Lauzon Clabo;
J. Fitzgibbon; R. Hoogland; C. Parrish; N.
Rossi; B. Roth; N. Simon; R. Villarosa; Rohan
E.V. Kumar; Amanda Powe

8. Approval of April 5, 12, and 19 Proceedings.

Approval was deferred to allow everyone to review each item. Comments, edits and final approval will be handled by email.

9. Report from the Chair

c. Campus Virus and Vaccine Status.

Campus metrics are increasingly benign. Cases are down to 9, reflecting on-campus activity suspension. For the campus to open, the 7-day positivity rate will need to be below 15%. Detroit cases are falling, and the city's 7-day positivity has plateaued between 16.5-16.9%. On-campus activity suspension will continue, but the libraries and Student Center will open to ensure students have study space. Use will be monitored closely.

d. Budget Planning Council. The Budget Planning Council has concluded 31 hours of presentations. Discussion and deliberation to prepare recommendations will begin this week.

e. Strategic Planning Steering Committee. The first meeting will be held April 29th.

10. Report from the Senate President:

g. Enrollment Report. Graduate enrollment is down and may be the most challenged group, according to this week's enrollment report.

h. Vaccination Mandate. The University of Michigan has joined other schools by mandating the vaccine for all students in residence halls. Provost Clabo noted, however, that the Michigan legislature is considering legislation that will penalize schools that have mandates. In response to further questions, Clabo explained that emergency use status of the vaccine does not prevent a mandate, and both Pfizer and Moderna should receive full

FDA approval in May, with J&J approval by fall.

- i. BOG Guest Invitations. Since neither Terri Lynn Land nor Shirley Stancato is able to attend the Senate plenary on May 5, each has been invited to meet with the Policy Committee at a convenient time (either a meeting time or a ‘happy hour’ setting).
 - j. Title IX Regulations. There is an ongoing debate regarding finalization of the Trump administration’s Title IX regulations, which instituted trial-like process and limited definitions. This issue will be added to the agenda when there is more information.
11. Communications and Required Actions.
- a. Draft A.S. Agenda for May 5 Plenary. Rob Davenport has confirmed a 10-minute presentation on the FP&M restructuring. Policy will likely need to rearrange items to allow for at least one Senate resolution to be approved as well.
 - b. Student Code of Conduct Subcommittee Report I. Brad Roth explained the division of recommendations into two separate reports, with the first report presented for approval today by Policy so that it can be presented to the plenary on May 5 for full Senate approval. The first report includes educational changes: the subcommittee recommends in particular that a unit on plagiarism and cheating be added to the Wayne Experience course for the fall semester. Members voted unanimously to support the report recommendations. A resolution will be drafted and added to the plenary agenda. Simon suggested that Roth’s group contact a staffperson who can assist in adding the unit to the Wayne Experience course.
 - c. General Education Oversight Committee (GEOC) 2021 Appointments. The Provost and Policy members reviewed the GEOC slate for replacing members with appointments expiring in August 2021. The following were selected to serve: Moira Fracassa (Academic Services Officer IV, Pharmacy), Christine Malinowski (Instructor, Nursing), Anita Mixon (Assistant Professor, CFPCA), Pramod Khosla (Associate Professor, Nutrition and Food Science, CLAS), and Jeff Horner (Sr. Lecturer, CLAS). Beale will send a notice to AVP Baltes so that the invitations to serve can be prepared.
 - d. Board of Governors April 20, 2021 Documents.
 - i. School of Medicine Tuition Increase.
The School of Medicine proposes a tuition rate increase of 1.9% for in-state and 0.3% for out-of-state students. Beale noted that Policy has long recommended such a distinction between the out-of-state and the in-state rates because of the high dollar amount of out-of-state compared to in-state tuition and the increased debt for out-of-state students. Across-the-board increases are problematic because they increase already non-competitive out-of-state rates. There are, however, remaining questions about the increase, since Rebecca Cooke, Interim VP and Chief Financial Officer, indicated that there had been an off-the-record commitment last year that the medical school would receive the full tuition increase funds (a benefit not provided to any other school, where differential tuition is ‘taxed’ for central

administrative uses). It is not clear whether the same commitment has been made this year. Without full information on the PEPPAP fund amounts and uses, it is also difficult to judge the medical school's budgetary needs.

ii. Student Senate Tribal Acknowledgement.

Clabo explained that the original version of the tribal acknowledgement proposed by the Student Senate was to be read at every official event, but clarity was needed regarding events to be covered and methods of delivery. To resolve these issues, the Student Senate has agreed for the acknowledgement to be read at the New Student Convocation and the Spirit of Community Awards. The text will also be added to the commencement program. Beale added that she planned to add the text as a recurring footnote to the Senate's plenary session agenda.

- e. Test-Optional Extension for Fall 2022 Admissions. This issue will be on the Board of Governors agenda, so Clabo asked that Policy review it before it goes to the Board. Members approved the extension, but noted that they hope to see some longitudinal data from the use of the holistic approach with undergraduates (especially regarding the selection of students for special support programs such as APEX) and how well those students succeed, before any proposal for permanent adoption of the test-optional approach is considered. Clabo will acknowledge Policy Committee support when the issue is presented.

12. Reports from Liaisons.

a. Facilities, Support Services, and Technology Committee.

i. Course Information Matrix.

FSST members considered the matrix a good tool so long as it is absolutely clear that it is voluntary. Jane Fitzgibbon explained that many of the faculty members do not provide activation to courses as soon as the students want. Most canvas courses are not activated until a week before courses start. One way to deal with this would be to upload materials earlier with a statement that the information is subject to change.

ii. First-Day Texts.

The First-Day Text system allows students to review a text and may help them decide if they will take a course or buy the text in print rather than as a digital document. For courses using the program and using the accompanying Courseware, it is important that students have this access.

iii. Post Pandemic Questions.

Facilities and online teaching are the issues selected by FSST members for their working groups.

iv. C&IT Consolidation.

Melissa Crabtree, Sr. Director of Campus and Classroom IT, explained the consolidation. Ninety-five conference rooms have been upgraded, and faculty computers are being refreshed. She stated that the consolidation is expected to improve communication and ensure that classrooms are supported as needed in each college and that

faculty are appropriately equipped for teaching.

- b. Curriculum and Instruction Committee. The committee established three working groups to cover topics from the initial charge list numbered 4a, 4c, and 4d(6) (on remote education, proctoring of online exams, and grading). The working groups will meet over the summer.

- c. UROP Application. Roth indicated that there is now a process for application deliberation that should improve quality control and consistency in the way decisions are made. The goal of the program is to support student-originated research projects. It appeared that many of the applications were written by faculty members to add students to their own research projects, rather than being projects developed by students that faculty were willing to mentor and guide. There will likely be an increase in applications once labs are fully open post-pandemic.

- d. Faculty Affairs Committee.
i. Post Pandemic Questions
hoogland suggested that question 4 on online education be divided among three committees, with CIC focusing on part a, Student Affairs part b, and Faculty Affairs part d.

- ii. Emeritus Memo.
Two members of Faculty Affairs prepared a recommendation that restricts the title to retiring tenured faculty who have served at least 10 years at Wayne, with a process that starts with faculty peer approval and then moves directly to the Provost for final approval. The reason for the

restriction included the view that emeritus is inherently a faculty title and that it is currently connected to access to expensive library databases. The working group recommended that other employees be recognized for long-term service in other ways. This will be put on an upcoming agenda for Policy discussion.

- iii. Cybercampus Article.
hoogland recommended that this article be added to the strategic planning discussion and noted how important it is that the faculty voice be heard on these issues.

- e. Classroom Design Committees (State Hall and General). Members are concerned about C&IT classroom design communication and consultation. As often noted at Policy, Ashley Flint really listens to faculty concerns, but the consensus is that Melissa Crabtree does not. Clabo suggested that this feedback be shared with Rob Davenport: the committees might ask him to sit in on the next meeting with Melissa.

- f. Research Committee. Half of the participants have been added to the post-pandemic higher education working groups. The questions selected are: online vs. in person, how to recruit from different countries, changes in undergraduate laboratory courses, and undergraduate/graduate research.

- g. Budget Committee. The committee has now selected topics for working groups: budgeting for graduate student research, budgeting and finance under RCM, certificate programs and other revenue raisers.

