

**WAYNE STATE UNIVERSITY – ACADEMIC SENATE**  
**Official Proceedings**  
January 11, 2017

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Members Present: Keith Whitfield, Provost, Chair; Louis J. Romano, President, Academic Senate; Robert Ackerman; Poonam Arya; Ivan Avrutsky; Douglas Barnett; Linda Beale; Paul Beavers; Cathryn Bock; Tamara Bray; Krista Brumley; Stephen Calkins; Margit Chadwell; Victoria Dallas; Susan Davis; Donald DeGracia; Brian Edwards; Jane Fitzgibbon; Ewa Golebiowska; Daniel Golodner; Jennifer Hart; Carolyn Herrington; Ellen Holmes; Peter Hook; Michael Horn; Barbara Jones; Donna Kashian; Mahendra Kavdia; David Kessel; Qin Lai; Todd Leff; Karen MacDonnel; Aaron Martin; Bryan Morrow; S. Asli Ozgun-Koca; Victoria Pardo; Charles Parrish; Alexey Petrov; Lori Pile; Elizabeth Puscheck; Robert Reynolds; Brad Roth; Anne Rothe; Heather Sandlin; Bo Shen; Naida Simon; Richard Smith; Gail Stanford; Amanuel Tekleab; Ronald Thomas; Ellen Tisdale; Sokol Todi; Mark VanBerkum; William Volz; Jennifer Wareham; Barrett Watten; Jeffrey Withey; Jingping Xu

Members Absent with Notice: Susan Eggly; Moira Fracassa; Andrew Fribley; Smiti Gupta; Fayette Keys; Ashok Kumar; Stephen Lerner; Diane Levine; Leonard Lipovich; Christopher Lund; Katheryn Maguire; Kyros Markou; Jason Mateika; Izabela Podgorski; Michele Porter; Michele Ronnick; Beena Sood; Xin Wu

Members Absent: Mary Anderson; Nancy George; Santanu Mitra; Susil Putatunda; Jeffrey Rebudal; T.R. Reddy

Others Present: Thomas Anderson, History, Liberal Arts and Sciences; Monica Brockmeyer, Associate Provost for Student Success; Rita Casey, Psychology, Liberal Arts and Sciences; Tamica Dothard, Office of the Academic Senate; R. Darin Ellis, Associate Provost for Academic Programs and Associate Vice President for Institutional Effectiveness; Alan Jacobson, Office of Budget, Planning and Analysis; Timothy Michael, Associate Vice President for Business and Auxiliary Operations and Chief Housing Officer; Ricardo Villarosa, Dean of Students Office; Angela Wisniewski, Office of the Academic Senate

CALL TO ORDER: Provost Whitfield called this regularly scheduled meeting of the Academic Senate

to order at 1:30 p.m. The meeting was held in the Bernath Auditorium in the Undergraduate Library.

I. PLANS FOR CAMPUS HOUSING

Timothy Michael, the Associate Vice President for Business and Auxiliary Operations and Chief Housing Officer, updated the Senate about the Housing

Facilities Master Plan that the Board of Governors approved last year. He displayed maps of the current housing facilities and as they would be at the completion of the Housing Master Plan.

The majority of our housing is occupied by undergraduate students. Ghafari Hall opened in 2001, followed by Atchison Hall in 2004, and the Towers Residential Suites in 2005. Prior to the building of these residence halls, the University primarily had apartment housing.

In fall 2008 the housing system was full. Market studies conducted in 2010 and 2014 showed that we were not meeting the demand for student housing. Rentals in the area were meeting some of the need. By 2014 the cost of apartments in midtown had increased and owners were focused on renting to young professionals. The prices were beyond the reach of students.

About 12% of our students live on campus. Although most students commute, they do not commute from their home address. Most try to live near campus, but are being moved farther out because of the cost and availability of housing.

In fall 2015 the demand was so great that students were living double and triple in rooms on campus and in floor lounges. Eighty-seven students were housed at the St. Regis Hotel. This situation recurred in fall 2016.

In fall 2015, the University began a housing master planning process to assess current facilities and future demand for student housing. The most recent study completed in December 2016 confirmed that the demand would grow.

A goal of the University's Strategic Plan is to increase enrollment to 30,000 students by 2020. The projected housing demand for that number of students would be about 840 more beds than we currently have. Currently, we have an unmet demand for 600 beds. When the DeRoy Apartments are demolished, we will have a deficit of about 1250 beds.

Over the next five years the DeRoy Apartments will be demolished. The new Anthony Wayne Drive (AWD) Apartments will house about 840 people. The Chatsworth Apartments will be renovated to suite-style facilities that will increase the number of beds from 142 to about 380. The Thompson Home is being converted to suites that will house 60 students beginning in fall 2017.

Construction of the AWD Apartments is to begin in 2017 with one building opening in fall 2018 and the second building opening in fall 2019. The DeRoy Apartments are to be demolished in fall 2019. The Chatsworth Apartments are expected to close in fall 2019 for renovation. The land on which the DeRoy Apartments now sits will be converted to green space for student use. The Thompson Home will be a learning community for majors in the College of Fine, Performing and Communication Arts.

The University is negotiating with Corvias Campus Living to form a partnership to support our on-campus housing program and to provide new housing options on campus. The partnership would limit the impact of new housing projects on the University's credit and balance sheets. It would ensure that the implementation of the housing master plan did not unduly tax or drain resources that could be used for other academic initiatives.

During this period of negotiations, the University is working with Corvias to design the new housing. Because we do not have a partnership with the company, Corvias is doing the work at its expense and risk. If we are unable to reach agreement with the company, Corvias will absorb the expenses incurred. The goal is to complete negotiations in January and close on funding in April 2017.

Mr. Michael took questions from members.

The University is investigating the possibility of opening a daycare center. One suggestion had been to locate it in the AWD Apartments building. Ms. Rothe asked how the center might be accommodated. Would there be an outdoor area that the children could use? Mr. Michael said that there would be some green space, but it would not get much sunlight. He also noted that the floor plan of an apartment building with a hallway in the center of the building might not be the best location for such a facility. The University will have to adhere to state regulations governing childcare facilities.

Mr. Horn asked how parking would be affected when the surface lot that is now used for parking is closed for the AWD Apartments. Mr. Michael said that the parking facilities have never been full and we can lose the roughly 200 spaces on that lot without needing to replace them. Parking Structure #1 was full in the fall semester due to the FTIAC parking initiative that allowed first-time-in-any-college students to park free on campus. If that initiative continues for freshmen or for upperclassmen and enrollment increases, we will need to add parking spaces.

Several members spoke to the need for housing for Ph.D. students, in particular for families. Wayne State competes internationally for graduate students. Having housing for full-time Ph.D. students available on campus might attract students from other areas of the U.S. and from other countries.

Mr. Michael said that, although earlier plans had included housing for graduate students, the current plan does not. The housing master plan is concrete for four years. After that the demand for housing should be re-assessed. The AWD Apartments are slated for upperclassmen but there is no prohibition against graduate students living there. There is a group of students who are willing to pay more to live on campus than they currently pay. The new building might draw those students, freeing space in the more economical buildings that could accommodate graduate students. Studies have not shown a demand for graduate housing. Undergraduate students are on the waitlist and the temporary housing the past two years has been for undergraduate students. At the request of Senate members, Mr. Michael will look at the past surveys to see if our not having housing dedicated to graduate students discourages potential students from applying. The University is on the verge of developing a new campus master plan. Housing is a subset of that planning process.

Mr. Reynolds asked how having 800 more people living on campus and additional retail facilities might affect transportation in the area. Mr. Michael said that a study did not indicate that physical changes would be needed, except perhaps for the intersection of Anthony Wayne Drive and Warren which gets congested. Adjustments may have to be made in the shuttle service. Changes will have to be made to accommodate undergraduate Business School students when that School's new building is opened downtown.

Ms. Rothe asked if an environmental study had been done to determine if the location of the apartments close to the Lodge Freeway would have a detrimental effect on the health of the residents. Mr. Michael said that type of study had not been done. Environmental studies were done to insure that the site is not contaminated. The building will be LEED Silver certified.

Provost Whitfield and the Senate thanked Mr. Michael for his presentation.

## II. GATEWAYS TO COMPLETION

Associate Provost for Student Success Monica Brockmeyer presented information about gateway

courses that may serve as barriers to student success and how that problem is being addressed.

WSU's six-year graduation rate for FTIACS has improved over the last five years and is now 39%. The goal is to increase it to 50% by 2021. Ms. Brockmeyer is working in collaboration with Associate Provost for Academic Programs and Associate Vice President for Institutional Effectiveness Darin Ellis and Associate Provost and Director of the Office for Teaching and Learning Mathew Ouellett to achieve the goal. In that regard, the University has increased support services for students in many areas.

Ms. Brockmeyer explained that gateway courses are foundational courses, the 1000- or 2000-level courses. They also could be 3000-level courses that transition to a degree. They are the bases upon which further learning depends. The administration looked for courses that are high risk, i.e., a high percentage of students drop the course, receive a mark of incomplete, or fail the course. In many cases, the courses have high enrollments and thus affect many students. They have a significant impact on student success and on our retention and graduation rates. The courses may be barriers to student progress, to persistence, and to degree completion.

Ms. Brockmeyer highlighted some of the courses that have the highest number of failing students. These courses do not necessarily have the highest percentage of failing students. The administration is working with the Dean of Liberal Arts and Sciences to identify interventions that might improve student performance and learning.

The University is adopting the advising toolkit "Advising Works" that will provide additional data to understand the impact of the courses that are barriers to student achievement. For a particular class, the data will inform how getting an A, B, C, D, or F relates to the likelihood of graduating within six years or eight years or never graduating. The data also predict the completion rate for different majors.

The barrier may be causal so that improving outcomes in the course would boost our graduation rate. In other cases, the relationship may be more correlational so that outcomes in the course are a result of student readiness or financial concerns that are disproportionately represented in the students in the class. Course success is dependent upon student readiness and interventions such as advising, supplemental instruction, tutoring, the fit of the instructor with the course, the pedagogy or delivery style, the sequencing of the course in the curriculum, and academic policy and practice.

With the values of continuing inquiry and increased data, Wayne State and seven other institutions are beginning a collaborative called the "Michigan Gateways to Completion Project." With financial support from the Kresge Foundation, Wayne State has committed, over a three-year period, to create and test a plan for exploring, adjusting, and innovating two high-failure-rate gateway courses. The John N. Gardner Institute is providing support and analysis tools. The Institute also is providing an assistant to help the departments and faculty navigate the process.

The faculty and the Chairs of the departments that teach the two courses will meet with other people in their disciplines who have made innovations in their courses. They are in the first stage of the process, assembling institutional data and evidence to better determine which students are successful and which students are not successful in the courses. They are assembling a support team. Staff in Ms. Brockmeyer's office, the Office for Teaching and Learning, the Academic Success Center, and the Advising Office will provide support to the faculty and the departments working on the innovations.

Over the three years, they will look at student outcomes in the courses, at data about which students are performing well, and the impact of performing well or not performing well as the student moves further into the curriculum. They will look at other information about our institutional contacts to see what is being done nationally around active learning within the discipline. They will attempt innovation and explore the outcomes with our partners.

This ended Ms. Brockmeyer's presentation. She took questions from the members.

Provost Whitfield asked what assistance would be available to a student who gets a C- in a course, and has a 38% chance of graduating, to increase his or her likelihood of graduating. Ms. Brockmeyer said that there are other services available that are connected with the Advising Works Toolkit. Knowing that a particular grade in a course means the student is unlikely to graduate alerts the advisor that the student needs additional help. The advisor will be able to better direct the student to that help. The Provost suggested that the advisor might need to question the student about the reasons for the grade. Did the student not understand the concept or does the student need to improve time management or study skills? Ms. Brockmeyer agreed and, she said, in some departments that type of dialogue is occurring.

Ms. Beale believes that, not only should students talk with an advisor, they also should talk with the instructor to learn what they need to do to improve.

Students should be encouraged to speak with the faculty about their performance.

Ms. Beale asked what type of support would be given to faculty who redesign their courses as part of the project. Ms. Brockmeyer said that travel expenses to attend the teaching and learning academy and the Gateway Conference would be paid. If there were to be additional support, that would be negotiated with the Dean.

Ms. Simon said that if students who receive grades of C- were included in the statistics, the number of students who were not successful would be higher. If students got a C in every major course and a C- in every other course, they would not graduate.

Ms. Brockmeyer thought it would be useful to look at courses with high enrollments although they did not have a high percentage of students who received a D, F, W, or I because a small improvement in those courses could result in a large number of students being successful. Mr. Parrish and Mr. Romano thought the focus should be on courses where half or almost half of the students are not successful because there may be an inherent problem in the course.

Ms. Rothe believes that, to analyze why students are not successful, attention must be paid to the preparedness and training of the instructors, i.e., whether they are full-time or part-time faculty, lecturers, or graduate assistants. Are they being mentored? Is there a coordinator trained in the pedagogy as well as in the subject matter? Ms. Brockmeyer said that the teams that conduct the inquiries would have that information.

Mr. Reynolds pointed out that the courses with large numbers of unsuccessful students have different purposes. Some are gateway courses into the University. Others are courses that filter into majors and career paths.

Provost Whitfield and the Senate thanked Ms. Brockmeyer for her presentation.

### III. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE

November 2, 2016

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of November 2, 2016. Mr. Romano noted a correction in the Proceedings. It had been reported that Howard Normile had returned from sabbatical leave to serve as Acting Dean for a period of time while Serrine Lau, the Dean of the Eugene Applebaum College of Pharmacy and Health Sciences, was on sick leave. Professor

Normile had returned from retirement. That correction was made and the Proceedings of the Senate meeting of November 2 were APPROVED AS CORRECTED.

### IV. REPORT FROM THE SENATE PRESIDENT

#### A. Report and Announcements

##### 1. Graduate Assistantships

Mr. Romano is a member of the committee that is reviewing how graduate teaching and graduate research assistantships are allocated in the University. Steven Firestine, Associate Professor in the Department of Pharmaceutical Science in the Eugene Applebaum College of Pharmacy and Health Sciences, chairs the committee. Dean of the Graduate School Ambika Mathur serves ex-officio as an advisor. The committee hopes to have its report completed this semester.

##### 2. Tuition Rates

Mr. Romano also serves on a committee that is looking at how tuition is structured per credit hour, including the differences between lower division and upper division students, in-state and out-of-state tuition, and graduate tuition.

##### 3. General Education Reform

Mr. Romano analyzed the proposal of the General Education Reform Committee (GERC) and presented the information to the Senate.

Provost Winters gave the charge to the GERC in November 2013. The Committee held its first meeting in December 2014. It released a document that contained the Committee's guiding principles in December 2015. Associate Provost Brockmeyer and Associate Professor of Psychology Thomas Fischer, who co-chair the GERC, presented the Committee's work to the Academic Senate on May 4, 2016. As of the fall 2016 term, subcommittees of the GERC have been meeting to discuss aspects of the proposal.

Mr. Romano compared the proposed general education program with the current program. Currently, students take 40 credits of general education courses. Fifteen of the credits are in the competencies: basic English composition; intermediate English composition; oral communication; critical thinking; and mathematics. The 25 other credits are group requirements in the areas of natural science; historical studies; social science; foreign culture; and humanities. The College of Liberal Arts and Sciences and the

College of Fine, Performing and Communication Arts have additional general education requirements for their majors. Some of the courses in the majors fulfill the colleges' gen ed requirements.

In the GERC's proposal, students would take 12 credits of foundational courses (basic composition, intermediate composition, oral communication, and diversity) and 19 credits of breadth courses (natural science, social science, arts and humanities). There also is a two-credit community course. The total number of general education credits is 33. Under the GERC's proposal critical thinking is removed from the requirements, the mathematics competency would be included in the natural science requirement, historical studies and foreign culture would be included in the social science requirement, and humanities would be included in the arts and humanities requirement.

Mr. Romano listed the sequence of courses students would take in their first two or three years. He explained the components of the signature courses and their pairings with the composition, the oral communication, and the community courses. He noted the purposes of the diversity course and the capstone community engagement course. The quantitative experience would be for students who do not have a mathematics course in their major.

Mr. Romano reviewed the organizational, pedagogical, and budgetary issues that need to be addressed.

Members raised other problems such as the difficulty scheduling the courses that are linked, whether the reform program would negatively affect students' time to graduation, how to handle linked courses with courses that have lectures and labs, how transfer students would be affected.

Mr. Barnett asked what the impetus was for redoing the general education program. Mr. Romano said that President Wilson thought the number of general education credits, particularly in the College of Liberal Arts and Sciences, were excessive and possibly a hindrance to students' completing their degrees within six years. The current program is complicated. The President wanted a simpler program with fewer required credits.

Ms. Beale said that in the initial discussion about general education reform, it was pointed out that we should identify the barrier courses and the reasons students do not graduate, but that was not done.

Ms. Bock suggested that a program with signature courses linked to other courses might be made optional for interested students. Also, if one of the goals was to increase diversity learning within the curriculum, faculty with courses that are open to including more diversity within the syllabus might be provided financial resources or release time to develop the aspect of diversity more broadly in their courses.

Ms. Beale followed up on Ms. Bock's suggestion by stressing the need for the administration to provide support to faculty to redesign courses and to develop new courses. In response to a question about possible re-direction of financial resources, Mr. Romano said that the budget planning council would look at how the omnibus fee is allocated.

Provost Whitfield thanked the faculty for their comments and suggestions. Changes have been made in the proposal based on faculty comments. The Academic Senate is the body that must continue to inform the process. He appreciates the work of the GERC, but he is concerned about the cost of implementing a dramatically different program because of budgetary restrictions. In addition, the question of the math competency has to be resolved; that decision will affect the design of the general education program. The Provost encouraged faculty to continue to participate in the discussion. As changes are made in the proposal, the Senate, he said, would be apprised of the revisions.

The discussion ended with Mr. Parrish repeating issues that he had mentioned in earlier discussions. In revising the general education program, the University has to consider how the changes would affect our traditional disciplinary organization. The reputation of the University rests upon academic accomplishments within disciplines. What are the implications for our graduate programs? What are the implications for the disciplines? What organizational structures are implied for the program?

Ms. Beale asked the Provost if the Policy Committee would be able to appoint one representative to each of the subcommittees of the GERC. The Policy Committee will take up the question at one of its meetings.

#### B. Proceedings of the Policy Committee

The Academic Senate received the Proceedings of the Policy Committee meetings of October 24, 2016, November 7, 2016, November 21, 2016,

and December 5, 2016. They are attached to these Senate Proceedings as Appendix A.

V. REPORT FROM THE CHAIR

Provost Whitfield announced that on January 31 from 10:00 to 11:30 a.m. he would hold a town hall meeting with faculty on the broad topic of faculty success and what assistance faculty need from the administration. The town hall is not only for junior faculty. The discussion will include topics of interest for senior faculty, as well.

ADJOURNMENT: The meeting adjourned at 3:36 P.M.

Respectfully submitted,

A handwritten signature in cursive script that reads "Louis J. Romano". The signature is written in black ink and is positioned below the text "Respectfully submitted,".

Louis J. Romano  
President, Academic Senate