

WAYNE STATE UNIVERSITY – ACADEMIC SENATE
Official Proceedings
November 2, 2016

Members Present: Keith E. Whitfield, Provost; Louis J. Romano, President, Academic Senate; Robert Ackerman; Mary Anderson; Poonam Arya; Ivan Avrutsky; Douglas Barnett; Linda Beale; Cathryn Bock; Tamara Bray; Krista Brumley; Margit Chadwell; Victoria Dallas; Susan Davis; Donald DeGracia; Susan Eggly; Jane Fitzgibbon; Andrew Fribley; Nancy George; Ewa Golebiowska; Daniel Golodner; Smity Gupta; Carolyn Herrington; Ellen Holmes, renee hoogland; Peter Hook; Patricia Jarosz; Barbara Jones; Mahendra Kavdia; Fayette Keys; Qin Lai; Todd Leff; Leonard Lipovich; Karen MacDonell; Katheryn Maguire; Aaron Martin; Bryan Morrow; S. Asli Ozgun-Koca; Victoria Pardo; Charles Parrish; Alexey Petrov; Lori Pile; Michele Porter; Elizabeth Puscheck; Susil Putatunda; Jeffrey Rebudal; T.R. Reddy; Robert Reynolds; Brad Roth; Anne Rothe; Heather Sandlin; Naida Simon; Richard Smith; Gail Stanford; Amanuel Tekleab; Ronald Thomas; Ellen Tisdale; Sokol Todi; Mark VanBerkum; Sandra VanBerkle; William Volz; Jennifer Wareham; Barrett Watten; Jeffrey Withey; Jingping Xu

Members Absent with Notice: Paul Beavers; Stephen Calkins; Brian Edwards; Moira Fracassa; Jennifer Hart; Michael Horn; David Kessel; Stephen Lerner; Christopher Lund; Kypros Markou; Izabela Podgorski; Beena Sood; Xin Wu

Members Absent: Ashok Kumar; Diane Levine; Santanu Mitra; Bo Shen

Others Present: Rita Casey, Liberal Arts and Sciences; Tamica Dothard, Office of the Academic Senate; R. Darin Ellis, Associate Provost for Undergraduate Affairs; Daren Hubbard, Chief Information Officer, Computing and Information Technology; Alan Jacobson, Office of University Budget; Jeffrey Kuentzel, Director, Counseling and Psychological Services; Allison Martin, Assistant Vice President for Planning, Assessment and Innovation, Finance and Business Operations; 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 1:06 p.m. The meeting was held in the Bernath Auditorium in the Undergraduate Library.

I. BANNER EFFECTIVENESS PROJECT

Daren Hubbard, the Chief Information Officer and Associate Vice President for Computing and Information Technology, and Allison Martin, Assistant Vice President for Planning, Assessment and Innovation,

informed the Senate about the goals of the Banner Effectiveness Project, the status of the work, and the on-going plan for the project. Banner was implemented at Wayne State in 1997. Over the years, adaptations were made to the application as business processes and business practices changed. The Division of Computing and Information Technology (C&IT) is trying to use Banner more effectively as both a tool and with the University's business processes.

To that end, C&IT wanted an outside party to provide a description of the functionality of our current system and of the new version that Banner soon will release. They want to document the needs of departments that utilize the Banner modules to ensure that it can meet those needs. They will review the academic and business processes related to the needs of customers and the needs of students and faculty to ensure that the necessary transactions can be processed whether they are in hiring, financial transactions, or registration. They will investigate the products that are available, look at the best practices at other institutions that utilize the applications, and look at market trends to try to forecast how we can become more efficient and effective in the use of the application.

A steering committee that consists mostly of administrators who have used Banner a great deal has been formed. Linda Beale is a member of that committee. The committee is seeking input to help guide the focus and to identify opportunities for further investigation and enhancement.

From both the consultants and the steering committee, C&IT hopes to get specific recommendations to optimize Banner and its capabilities, to recommend either existing tools or new tools that will enable Wayne State to be more effective at making data driven decisions. They want to recommend business processes that will improve our operational effectiveness and efficiencies. They also want to be able to recommend particular technologies related to the student module that will support our goal of improving student success.

The steering committee selected the Strata Information Group (SIG) as the external consultant. SIG has worked with Ellucian and has experience with the implementation of Banner. The Group is knowledgeable about best practices worldwide. They will focus on human resources, finances, students, and financial aid. They are in the process of scheduling workshops to gather the information needed to identify the

processes that have to be updated and to better align what Wayne State does as an institution and what Banner can provide.

Ms. Martin displayed the draft project plan. The first phase is project planning, preparation and project management. They are identifying how to conduct the surveys. The users of human resources, finances, students, and financial aid modules will be surveyed to learn how they use the system and how the system was modified to meet their needs. That information will be compared to ideal best practices.

In the second phase, they will identify the people who have the knowledge about the system and survey them. Employees on the operational side and on the academic side will be surveyed. The consultants will compile the survey data. They will hold three-day workshops for each of the four modules to review the results of the survey in depth, identify the gaps in our use of Banner and best practices, identify what areas are the easiest to address, and prioritize the areas that need further improvement.

The consultants will compile the information and the recommendations into a final report that the University will use to decide what the next steps should be.

The workshops will begin in January and run through March. Human resources and finances will be the first areas to be covered.

Mr. Hubbard asked for feedback on the process and on the use of Banner. He said that faculty should have improved classroom management capabilities, such as improvement in the grading process for large section courses and for multi-section courses that have graduate teaching assistants and discussion sections. Although faculty do not deal with Banner on a daily basis, Mr. Hubbard wanted the Academic Senate to be aware of the review. The academic staff are more involved with Banner, but it does affect faculty.

Mr. Todi asked if researchers who have either external or internal grant support would be able to access the financial information in Banner. The information that is now on the dashboard does not agree with the information in Banner. Mr. Hubbard said that they are evaluating the access policy to determine if access can be expanded. They want researchers to have the correct information. He added that the University is moving to an all funds budget that will eliminate the gaps among the various funding sources. All sources will be on the dashboard. Mr. Hubbard said that Provost Whitfield has charged a committee of associate vice presidents and faculty representatives to improve and streamline data collection so accurate data will be available in a single source.

Mr. Hubbard said that the steering committee has begun the process of evaluating the learning management systems available in the marketplace. A new version of Blackboard will be released that requires the University to install a completely new application. Blackboard will then no longer support our current version. This is an opportunity for C&IT to investigate what other options are available. There are two competitors: (1) *Desire to Learn*; and (2) *Canvas*, produced by Instructure, Inc. About 800 campuses in the U.S. use *Desire to Learn*. *Canvas* is a five-year old product designed with faculty in mind with a streamlined approach to presenting educational materials and interacting with students. It is being adopted rapidly on college campuses.

C&IT has a committee of faculty who use Blackboard daily to evaluate the options and to create a list of the requirements and services we need. Compatibility between our current Blackboard application and a new application is a pre-requisite. There should be 90 to 100% compatibility to export the current materials into the new system. Also required are detailed training and support for faculty by the company from which we purchase the system.

II. COUNSELING AND PSYCHOLOGICAL SERVICES

Jeffrey Kuentzel, Ph.D., is the Director of Counseling and Psychological Services (CAPS). He was invited to inform the Senate about the work that the staff at CAPS carries out. CAPS is accredited by the International Association of Counseling Services. The counselors provide free confidential service to registered Wayne State students. Individual counseling, couples counseling, and group therapy are provided. It provides educational programming, crisis intervention and consultation with faculty, parents and the University community to support student wellbeing. CAPS has a director, an associate director, a half-time training director, 10 full-time counselors, a full-time case manager, a full-time psychiatrist, about 10 graduate student trainees from colleges around the region, and part-time temporary counselors. The counselors are state-licensed masters and doctoral level psychologists, counselors, and social workers.

The number of college students seeking mental health treatment is growing rapidly, outpacing enrollment growth. In the last four years CAPS clients have increased from 800 to 1100 students. However, the number of staff positions has remained the same.

The most common diagnoses are generalized anxiety disorder and other anxiety, major depressive disorder and other mood disorders, adjustment disorder, substance abuse, phase of life problem, and academic problem. Less often, the counselors also see post-

traumatic stress disorder, bipolar disorder, eating disorder, schizophrenia, personality disorders, and autism spectrum. Our students present higher symptom levels than students at other universities, except for substance use, which is lower here than at other universities.

Mr. Kuentzel provided statistics about the past mental history of the students who use CAPS and he explained the process by which students access treatment. Students do not need appointments for their initial visit. When a student goes to CAPS, a counselor conducts the triage consultation on the first visit. If the student is in crisis, the staff immediately act to ensure safety. Usually within four hours of triage, the clinical review team determines the disposition of a new case, which could be: assignment to a counselor for an intake examination; assignment to the case manager; assignment to group counseling; appointment with the psychiatrist; or referral to other resources in the community.

Students who have used CAPS's services are surveyed to assess their experience. The ratings have been good. CAPS is developing plans to measure the effectiveness of the services at the beginning of treatment, during treatment, and at the end of treatment to quantify symptom reduction, which is evidence of the effectiveness of the services.

In addition to clinical services, CAPS consults with academic staff and faculty and makes presentations at departmental meetings and in classrooms. CAPS has liaisons at most schools/colleges and student services. CAPS provides alternatives to counseling. One such alternative is called "Let's Talk," where students can drop in at several locations on campus for informal and potentially anonymous conversations about their concerns with the counselors. CAPS conducts mass mental health screenings for depression, alcohol use, and eating disorders. About 100 students complete the screening every month.

CAPS participates in orientation for students, parents, and faculty and conducts resident advisor training. A representative from CAPS is on SUIT, the behavioral intervention team, and a representative is on the crisis management team. CAPS staff present at national conferences and participate in national organizations.

Mr. Kuentzel listed the symptoms students may demonstrate that might indicate they are in need of crisis intervention or counseling: changes in behavior or academic functioning; poor memory, poor concentration, and/or poor attention; diminishing classroom attendance; changes in personal hygiene/appearance; changes in mood, such as increased apathy, irritability or anger; any communication of suicidal or homicidal

thinking; unusual statements or behaviors; increased isolating behavior; suspicion of drug or alcohol abuse.

Mr. Kuentzel asked that faculty and staff reach out to students who may be experiencing difficulties, express their concern, listen to the student, be patient, try not to judge or blame, consult with CAPS, and follow up with the student. If a crisis is imminent, call Public Safety.

CAPS is setting up a formal means to review its utilization.

Mr. Hook asked if services were available for students who are only in online programs. Forty percent of the students in the School of Library and Information Sciences are in the Detroit metropolitan area, 20% are in other areas of Michigan, and 40% are in other states or are international students. Mr. Kuentzel said that CAPS is not able to provide services to online students now. Counseling centers are using more technology, but the counselors' licenses are valid only within the state of Michigan.

Mr. Romano asked about the budget of CAPS and how much additional money would be needed to reduce the waitlist time from six weeks to three weeks. The budget, Mr. Kuentzel said, is about \$1.2 million. Based upon the ratio of counselors to students, CAPS's accrediting agency recommends that ten additional counselors have to be hired for it to be a well-staffed center. A statistic that often is cited is that tuition created from retaining two or three students would pay the salary of a full-time counselor. Even a small increase in the number of counselors would be beneficial. The literature shows that counseling centers have a positive impact on retention and graduation rates.

Ms. Brumley asked if data about the use of services was available by gender, race, and ethnicity, particularly regarding sexual assault. Mr. Kuentzel said that the unwanted sexual experiences that students reported refer to lifetime experience, usually sexual abuse in childhood. Racial and ethnic minorities are a large proportion of their clients.

In response to a question, Mr. Kuentzel said that professional translators are available if students need their assistance.

III. PROCEEDINGS OF THE ACADEMIC SENATE

October 5, 2016

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of October 5, 2016. PASSED.

IV. REPORT FROM THE CHAIR

1. Provost Whitfield reported that Darin Ellis, who has been serving as the Associate Provost and Associate Vice President for Undergraduate Affairs, has assumed the joint role of Associate Provost for Academic Programs and Associate Vice President for Institutional Effectiveness. The goal of the change is to improve institutional accuracy and transparency of our data so decisions are data-driven and are consistent across the University.

Mr. Ellis is a professor in the Department of Industrial Engineering and has been at Wayne State for 22 years. He believes his knowledge of engineering and his data mining and data analysis skills will help the University. In addition to the institutional research aspects, some of the elements of the Higher Learning Commission accreditation, assessment efforts, academic program review, and testing, evaluation and research services are part of this institutional effectiveness model. The purpose of the new organization, Mr. Ellis said, is to have the utmost integrity with the quality of the data, to have one version of data. The data need to be transparent so they can be traced and audited from the transaction point to the aggregate models used to make decisions. He wants to be responsive to the faculty and to collaborate with them. He offered to update the Senate as the body requests.

Provost Whitfield added that President Wilson wants metrics associated with the strategic plan so we can track our progress in meeting the goals of the plan.

Also, the Provost mentioned, as part of the reorganization, Dean of Students David Strauss will report directly to him.

2. Provost Whitfield and Vice President Decatur co-sponsor the Budget Planning Council, which is charged with advising the President about current and multi-year budget issues. The Council will be involved in moving the University to an all funds budget model. It will look at creating a new financial aid model that will both award students for merit and assist students who need financial support. The Council will look at tuition and fees, including differential tuition.

3. When Serrine Lau, Dean of the Eugene Applebaum College of Pharmacy and Health Sciences, became ill, Professor Howard Normile, who had retired, returned to the University to serve as Acting Dean during the time when the College was dealing with an issue related to accreditation. Professor Normile has stepped down and Professor Deepak Bhalla has been appointed Acting Dean of the College.

4. In September Lance Gable was appointed Interim Dean of Law, replacing Jocelyn Benson who resigned from the deanship. The search committee has met and has selected a search firm that has much more experience than any other search firm in filling the position of law school dean. Deans for law schools come from many different pursuits within the field of law.

5. The terms of some Deans end this year: Cheryl Waites, Social Work; Sandra Yee, Library System; and Wayne Raskind, Liberal Arts and Sciences. The Provost was not sure that there would be reviews of all the Deans, but he will inform the Senate when that is determined. Mr. Parrish was recognized. He said that the reviews would be carried out. The reviews are reviews of the schools and colleges. They are not reviews of only the Deans.

Provost Whitfield left the meeting to attend to other University business. Ms. Beale, the Vice Chair, assumed the position of Chair.

V. REPORT FROM THE SENATE PRESIDENT

A. Report and Announcements

1. Mr. Romano extended an invitation from the golf team to Senate members to tour the Matthaei complex, have lunch and a free golf lesson on November 9.

2. The Sesquicentennial Committee is planning for the 150th anniversary of the founding of Wayne State. It is discussing having academic symposia organized by the colleges. The Committee wants to invite a Nobel laureate class speaker to campus with some of our faculty presenting in the same area. The sesquicentennial events will begin in January 2018 and end in November 2018 to coincide with the conclusion of the Pivotal Moments capital campaign. Schools and colleges will be invited to submit proposals for funding these symposia.

3. Diana Goode, who has been serving as the Interim Associate Vice President for Budget and Finance, has been appointed to the permanent position. The Policy Committee will invite her to a future Senate meeting to hear a report about her plans for the office.

4. Ms. Beale added that she and Mr. Romano serve on the Budget Planning Council, an important and ambitious undertaking of Vice President Decatur. The Council will develop an all funds budget model that should inform the units about their budgets, how much money they are spending and on what they spending the money.

5. African-American Graduation Rates

The Policy Committee asked the Provost for data about the retention and graduation rates of our students to understand better why the graduation rate of our African-American students is very low. A report by the Education Trust in 2010 showed that the gap between our six-year graduation rate of first-time-in-any-college white students and African-American students was the worst in the nation. In 2010 the gap was 36%. Although the six-year graduation rate of all our students has improved, the gap in 2016 is still 32%. There also are wide gaps in the retention rates of the two groups from the first to the second year, the second to the third year, and the third year to the fourth year.

The Policy Committee looked at the following factors that might cause the gap: advising and the timing of declaring a major; joining learning communities; living off campus; incoming grade point averages (GPA) and ACT scores; academic holds; finances; the mathematics competency. Mr. Romano reported what the data showed.

Advising and the timing of declaring a major

Students do not have to meet with an advisor to register for classes. There is currently no way to find out if a student has seen an advisor. However, a student must see an advisor to declare his or her major and this can be used as a proxy for student accessing advising services. A comparison of the percentage of African-American students with all students does not show a significant difference.

Joining learning communities

The belief has been that students who participate in learning communities would be more likely to succeed. The comparison does not bear that out. In the last three years, there were more African-American students participating in learning communities than all students.

Living on campus versus off campus

Some research has suggested that students who live on campus perform better than students who live off campus. It is one of the rationales for on-campus housing. We have a much higher percentage of African-American students living on campus than all other students but the GPA difference between the students living on campus and those living off campus is very small. This is also true for all students. This does not appear to be a factor.

Incoming GPAs and ACT scores

The average data for the period 2006 through 2016 show that although incoming GPA scores and ACT scores have increased, the gap between African-American students and all students remains about the same. The GPA and ACT scores for African-American students are about 2 to 3 points lower than for all students. This suggests that the FTIAC African-American students are less prepared for college-level work and that we may need to provide additional support so they can succeed. If we admit students who are not prepared for college, it is our responsibility to help them succeed.

Academic holds

In fall 2006, 73% of our African-American students and 44% of all students had academic holds during their first year. The numbers have improved, but still close to 50% of our African-American students had academic holds in fall 2015, while only 27% of all students had academic holds. These holds are further evidence that this student group is not sufficiently prepared for college work.

Finances

In the fall of 2006, 83% of our African-American students had financial difficulties and could not pay their tuition bill. If a student owes more than \$500, a financial hold is put on his/her record, and the student is unable to register. There is improvement, but the number still is too high. As of fall 2015, 60% of the African-American students had financial holds.

Ms. Casey pointed out that the data do not take into account the amount of time students have to work. The time students spend in academics and the time they spend working affects the speed with which they can complete their degrees. Mr. Romano agreed. Ms. Simon said that the student survey has shown that students work an average of 30 hours per week. Mr. Romano said that the data lead to the conclusion that students drop out because they cannot pay tuition.

Mathematics competency

Forty-three percent of all students fulfilled the mathematics competency requirement with their ACT or SAT score or by passing the math proficiency examination. Twelve percent of the African-American students met the requirement by the same means. Over the last three years, the Policy Committee has tried to get the administration to address the problem. Nothing was done until May when the requirement was removed from the general education program, which subjected the University to very bad national publicity.

Ms. Brumley asked if the data could be linked to the FASFA to determine employment and childcare. Mr. Romano said that there was not much difference in the data whether students were or were not married and whether they have or did not have children.

Mr. VanBerkum said that any solution should target all students who enter the University with an ACT score below 20.

Mr. Romano asked Senate members to send him ideas for what data might provide more information about the disparity in graduation rates.

6. General Education

The Provost drafted a revised charge for the General Education Oversight Committee and the General Education Reform Committee. He sent the draft to the Policy Committee, which suggested changes and added issues that need to be addressed when developing a new general education program.

B. Proceedings of the Policy Committee

The Academic Senate received the Proceedings of the Policy Committee meetings of September 26, 2016, October 3, 2016, and October 17, 2016. They are attached to these Senate Proceedings as Appendix A.

ADJOURNMENT: The meeting adjourned at 3:11 p.m.

Respectfully submitted,



Louis J. Romano
President, Academic Senate