

**WAYNE STATE UNIVERSITY
ACADEMIC SENATE**

Official Proceedings

December 7, 2022

Members Present: Mark Kornbluh, Provost and Senior Vice President for Academic Affairs; Linda Beale, President, Academic Senate; Leela Arava; Nicole Audritsh; Suresh Balasubramanian; Michael Barnes; Joan Beaudoin; Juliann Binienda; Stephen Calkins; Stephanie Chastain; Wei Chen; Stephen Chrisomalis; Chris Collins; Damecia Donahue; Paul Dubinsky; David Edelman; Brian Edwards; Erica Edwards; Jane Fitzgibbon; Ewa Golebiowska; Daniel Golodner; Haidong Gu; Robert Harr; Lance Heilbrun; Marisa Henderson; reneé c. hoogland; Arun Iyer; Christine Jackson; Anand Jha; Barbara Jones; Satinder Kaur; Pramod Khosla; Christine Knapp; Nasser Lakkis; Jennifer Lewis; Abhijit Majumder; Neena Marupudi; Cynthia Merritt; Georgia Michalopoulou; Carol Miller; Bharati Mitra; Ramzi Mohammad; David Moss; Lisa O'Donnell; Rachel Pawlowski; Shane Perrine; Sean Peters; Richard Pineau; Tammie Quinn-Grzebyk; Shauna Reeves; Robert Reynolds; Joseph Roche; Noreen Rossi; Brad Roth; Ali Salamey; Debra Schutte; Bo Shen; Gina Shreve; Naida Simon; Cheryl Somers; Elizabeth Stoycheff; Wassim Tarraf; Ellen Tisdale; Stephanie Tong; Ricardo Villarosa; William Volz; Le Yi Wang; Jeffery Withey; Hossein Yarandi

Members Absent with Notice: Heather Abraham; Fernando Charro; Erin Comartin; Michael Horn; Jennifer Stockdill

Members Absent: Pynthia Caffee; Alan Dombkowski; Shelly Jo Kraft

Guests: Krista Brumley; Darin Ellis; Sheryl Kubiak; Nicole Gerring; Laura Lynch; Mary Paquette-Abt; Sarah Schrag; Tim Stemmler; Karin Tarpinning

I. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate plenary session of November 2, 2022. PASSED.

II. DISCUSSION OF INDIRECT COST RECOVERY AND RESEARCH STIMULATION FUNDING

Interim VPR Stemmler provided an overview of indirect cost recovery (ICR or F&A) funds from 2017-2022 to show in more detail how they are used to support the research mission broadly across campus. The Office of

the Vice President for Research (OVPR) leverages its strengths and talents across disciplines, schools and colleges, and centers and institutes. Wayne State is valued as an R1 research university by the number of major grant projects awarded, so the OVPR's mission is to find ways to incentivize increased grant-funded research.

Stemmler noted that 2014 was the date when a significant change in allocation of ICR funds took place. The goal of the change was to be able to use the funds centrally to invest in important projects with the potential to bring in significant grants, and there has been a significant increase in funded research over the last few years. There was, however, a decline this year due to a major loss of clinical trials carried out through Children's Hospital and Karmanos Cancer Institute. The university's research portfolio is, however, still doing well. NIH and NSF have increased funding; in 2021 we broke the \$100 million barrier.

The following is a breakdown of ICR fund allocations prior to 2014: 57% went to the central pool; 11.5% to the department; 10% to research stimulation (which is in OVPR's budget); 7.5% to the college; 7% to the principal investigator (PI); and 7% to a research facilities fund. While most R1 institutions were doing much better in research, the university had undergone a significant decline from in the top 50. President Wilson charged an ad hoc committee to evaluate and recommend changes to ICR allocations. As a result, the central pool decreased to 49%; the department shrank to 8%; research stimulation increased to 24%; PI and college allocations each decreased to 5%; and the research facilities fund increased to 9%. In 2021, \$320.1 million research dollars were brought into the university, yielding \$34.3 million in total ICR funds and \$6.8 million in research stimulation funds. Stemmler explained that this was less than 24% of the total ICR funds, because of the different handling of ICR from clinical trials.

Thus, the centralization of F&A dollars was a result of a research faculty-driven movement to help the university build a better research enterprise through bigger initiatives. At that same time, all the research cores, which meet the instrumentation needs for a large number of research faculty at the university, were put under OVPR's direction for oversight. This allowed OVPR to coordinate the core services in a way that made them more useful to researchers across the university. As a faculty member at the time, Stemmler noted that he had three NIH grants and, like many faculty, he complained about the ICR funds going to OVPR. Nonetheless, he realized the value of centralization when he was unable to renew his grants, because he received an OVPR bridge grant to keep the research going.

Several cross-college, high-profile grants have been developed with the increased OVPR support, including the Center for Urban Research on Environmental Stressors (CURES); the Center for Leadership, Environmental Awareness and Research (CLEAR); and Population Health Outcomes and Information Exchange (PHOENIX). University overall funding levels went up because OVPR had money as a result of centralized F&A dollars that could be focused on grant development and hiring grant-writing companies to assist with high-level grants. The number of training grants increased from two to five during that time, and there has been a significant enhancement in the cores' services. There has also been a significant enhancement in internal funding mechanisms over the past several years.

Stemmler showed how the stimulus funds were used in 2021, only including costs over \$25,000:

- \$1.4M Instrument Expenses (Bruker AXS \$200K; DLAR cages \$500K; Northwestern LS-CAT \$100K; Proteomics \$80K; equipment cost share \$420K; IBio fume hoods \$125K in startup packages);
- \$810K Institute/Center Expenses (\$500K for KCI core services; \$60K for IEHS pilot programs; \$100K for Patient-Centered Outcomes Research Institute associated with KCI and the School of Medicine; \$150K Hutzel costs);
- \$641K Faculty Start-up/Retention Packages (EACPHS \$300K; SOM \$50K and \$30K; IEHS \$100K; SOM \$41K; Psychiatry, SOM \$60K and \$30K, Nursing \$30K);
- \$1,310K Research Support (One Health Initiative \$150K; Faith Community Research \$120K; Neuro Translational Science \$40K; Infant Child Development Lab \$50K; Human Research Protection Program \$800K; College of Education \$150K);
- \$381K Salary Support (Psychiatry, SOM \$200K, \$50K, \$50K, \$31K; College of Education \$50K);
- \$926K Internal Grants (Bridge II grants \$100K; Bridge grants \$50K; Arts and Humanities \$100K and \$31K; Grants

Boost \$315K; Post Doc Awards \$300K; Geonomics voucher \$30K);

- \$170K Training Grants (T-RUST \$100K; IMSD \$40K; T32 \$30K);
- \$81K for grant writing support (HRA \$27K and \$54K);
- \$630K Software (Cayuse \$100K; Key Solutions \$250K; CoreVision \$50K; University of Las Vegas \$30K);
- \$50K Additional Costs (Board of Trustees, State of Michigan).

Stemmler suggested that one problem was that while OVPR has used these funds to stimulate research, many in the university community are not aware how the centralized funds have been used. To better publicize what's being done and to also help faculty better understand, Stemmler has been listening to individual school/college priorities and meeting monthly with the research deans and center and institute directors. This has been a useful forum that supports collaboration across colleges to build bigger initiatives. He also meets with chairs to help build interaction between OVPR and departmental initiatives. The internal grant selection process includes faculty evaluation of the submissions. Institute and center priorities are determined through discussion with the core directors. The president and the cabinet provide direction at the highest level of the university.

Moving forward, Stemmler plans to improve OVPR's communication and transparency. As a faculty member, he understands the challenge there has been in locating information and intends to improve OVPR's web presence so that all information related to internal funding opportunities is posted on the OVPR website in a readily findable/accessible form. Currently, one person in OVPR handles all communications, but a dedicated web person is needed, so Stemmler will work to secure funding to support this. To improve communications regarding OVPR-provided opportunities, Stemmler has begun holding town hall meetings on the cores. Finally, an advisory group of key faculty from research areas across the entire university has been established to determine priorities moving forward, including Noreen Rossi (Medicine), Alan Dombkowski (Medicine), Jeff Kentor (CLAS), and Nora Fritz (EACPHS). These different components will act as a conduit to build research, communication and transparency.

Roche (EACHPS) questioned if it is possible to develop a differential rate system that recognizes the different positions of an experienced PI. For example, a PI who has boost or bridge funding can contribute more towards ICR from a subsequent R01 than a PI who has not received such funding. Provost Kornbluh explained that the ICR rate is negotiated at the university level every few years in connection with an assessment of how much physical space on campus is dedicated to research and other things that are paid out. The ICR rate is a constant—i.e., it is the same for every proposal that comes out of the university.

Harr (CLAS) noted that one thing that impacts research but never shows up on this list is the machine shop. He asked if there any plans for bringing it up to date. Stemmler acknowledged that he was not aware of the needs or even the equipment available at this point. Certainly, centralization can save money and allow a bigger input. Kornbluh suggested Harr and Stemmler meet to further discuss this issue.

Majumder (CLAS) asked whether the drop in total research grants has been across the board or in a specific area. Stemmler replied that the biggest declines have been in corporate funding and in the number of clinical trials, such as the ones in Karmanos. Rossi (Medicine) suggested one of the factors contributing to the significant drop has been the loss of clinical faculty who run trials at Karmanos in the Department of Oncology. Infectious Diseases lost four faculty members that were clinically active. Those four have been replaced with junior faculty who are not yet up to speed. We need to hire mid-level clinical researchers in order to increase the number of clinical trials. Stemmler agreed that the loss of clinical researchers and the related ICR funding has made it hard to make stronger investments. However, there are still some very active units.

Regarding the use of research stimulus funds in 2021, Majumder questioned whether the multiple SOM entries are individual faculty members. Stemmler confirmed they are high-level people with multiple grants being courted outside the university: to keep them we have to provide funds for retention packages. For example, one high-level faculty member informed Stemmler of an offer to double their salary with a \$250,000 signing bonus.

Regarding providing more information so that people know up front how the funds are used, Edwards

(Medicine) suggested that any allocation of discretionary funds should be handled as a competition open to all. He would also be interested to see a breakdown by department of ICR money brought in and funds invested in them by OVPR or other sources. That would encourage people or departments who are not seeing such return investments to be more active in these initiatives.

Stemmler noted that OVPR sends email blasts with information about program funding opportunities, but he acknowledged that may not be the most effective way to communicate. The information is out there, but it is hard to find, so he is trying to build a better web presence that is easier to use. There will also be a better conduit of information through the vice deans and research deans at the university. He agreed it would be useful for the OVPR to provide a breakdown of ICR funding by department and hopes to do that in the future. The idea of centralized funds is that the needs one year might be different from the needs of the last year, so the numbers fluctuate. Departments complain they do not receive funding, but they do—it is spread out across the university. A department may not receive OVPR funding one year, but the next it may receive twice as much funding as the ICR funds brought in.

III. POLLING ON THE WAYNE EXPERIENCE REQUIREMENT FOR GEN ED

Ellis (AVP) addressed the General Education (Gen Ed) Wayne Experience course proposal. Gen Ed decisions come to the Policy Committee for review and comment and to the Senate for an official vote that will be transmitted with the proposal to the Board of Governors. The Wayne Experience course was introduced in the 2017 Gen Ed changes implemented in 2018. Even at the time, there was significant concern that the course might not be ideal for all Wayne State students and that it would be difficult to implement. It was delayed until 2019, but after several years of experience with the course, there continue to be logistical and academic issues (finding enough sections, finding a home for sections, finding support in the academic units for the requirement, and related issues). The proposal seeks Senate support for suspension of the requirement pending a review and development of recommendations that might support eliminating it entirely, allowing college/school units to create college-specific

substitutes, or developing a feasible way to offer the course consistently on an ongoing basis. The review over the next year would involve the Senate and the General Education Oversight Committee, who are mentioned in the Gen Ed statute as the primary source of these sorts of recommendations, as well as consulting with the academic units. Kornbluh clarified that the vote is to suspend the *requirement* for a period of time, not the class. Faculty can consult which existing courses that had been developed to fulfill the requirement might be continued or eliminated. The expectation is to offer the Wayne Experience to select groups of students next year, but it would not be a graduation requirement for any students. Currently, there are a large number of seniors who have never taken this course and need individualized waivers for the Gen Ed requirement in order to graduate.

The Senate plenary approved the suspension of the Wayne Experience requirement, with poll results showing 91% in favor; 7% opposed; and 2% abstaining.

IV. PRESENTATION ON THE WSU
GENDER EQUITY ADVANCES
RETENTION IN STEM (GEARS)
ADVANCE PROJECT

Professors Brumley (CLAS) and Gerring (WSU-GEARS Project Coordinator) shared the results from the WSU-GEARS data collection efforts and the initiatives designed to address some of the issues raised. For interested Senators, Brumley noted that a full report and a recording of the October townhall is available on the GEARS website.

About 20 years ago, the NSF started an ADVANCE initiative that awarded several different kinds of grants to broaden the implementation of evidence-based systemic change strategies that can promote equity for STEM faculty in academic workplaces and in the academic profession outside of the academia. In August 2020, Wayne State was awarded an adaptation grant that adapts successful programs from other ADVANCE campuses. The goal of the WSU-GEARS initiative is to develop evidence-based strategies and resources to eliminate barriers that allow us to hire, retain and advance women and underrepresented minority faculty members. There were three barriers identified in the proposal submitted in January 2020: i) work/family/life strains, ii) unequal and hidden workload, and iii) the

toxic work environment. The quantitative data is from the year 2 survey (the baseline survey was issued in 2021 and the year 2 survey in 2022 went out to all full-time faculty), as well as information from the first-time focus group. All of the female, full-time faculty on Wayne State's campus were invited to participate in the focus groups.

For each of the three barriers, Brumley presented the overall data, taking a deep dive into the intersection of rank and gender, and Gerring presented the corresponding qualitative data. To measure the work/family/life strains barrier, Brumley examined work interfering with family, family supportive supervisor behaviors (your chair or another leader directly reported to), family supportive organizational perceptions (colleagues), and work-family blurring (i.e., when you don't really know where work ends and family begins). The results suggest that women report high levels of work-related interference with their non-work life and women report lower perceptions of support from both their departments and their supervisors. However, women and men are reporting similar work-family blurring. For each one of areas, the wider gap between women and men was chosen for close review. The widest gap was on support from the direct supervisor. Women at the associate and full ranks have lower perceptions of support from their supervisors for their non-work and work lives, while there is only a slight difference in perceived rank at the assistant level.

The first theme Gerring found related to work/family/life strains was that the administration of Wayne State policies may not fully support resources to encourage work, family and life balance for everyone. The second theme that emerged was childcare and paid leave. Faculty expressed confusion, frustration and anger about the university's leave policies and processes. In response, the Faculty Advocacy Network was created to provide faculty with work/family/life resources including a comprehensive manual and at-a-glance policy and resources list. In terms of labor support, they called for applications for faculty family advisors to serve as confidential, peer-to-peer resources for other faculty members on campus (30 applications were submitted from around campus and seven were chosen). The grant supports those faculty advisors with stipends, and the grant was matched with provost funds to expand the program beyond the 23 departments of STEM faculty to include the School of Medicine and the health sciences colleges as well.

A second initiative Brumley discussed is the job candidate pilot program launched this year to support work/family/life. It will span the 2022-2023 hiring cycle for TT positions, since that emerged as an issue in. The pilot program is trying to build a more inclusive, family-friendly and attractive campus that will support hiring a more diverse faculty. All of the approved hires (for all searches, not just STEM) were split into two groups (a control group and an experimental group). The control group job candidate finalists receive the written materials (at-a-glance list and comprehensive manual on all resources, support, and policies at Wayne State). Those in the experimental group receive the written materials as well as a confidential 30-minute meeting with one of the seven family faculty advisors, providing a time to ask questions about work/family/life at Wayne State. So far, the feedback has been positive.

The second barrier is the hidden workload burden dealing with segmentation preferences (work vs. non-work), segmentation supplies (support for separating work from non-work), gender discrimination, time pressure, constraints and job security. More women reported higher levels of time pressure, gender discrimination and constraints such as lack of job supportive resources. Additionally, more women report high preference for separating work and non-work, but fewer women report perceptions of support for doing so. For the rank analysis, they focused on time pressure as then factor with the largest gap between women and men faculty. Women of all ranks report higher levels of time pressure. In fact, at each higher rank, the gap *widens* between women and men.

Gerring discussed the focus group analysis related to the hidden and unrecognized workload barriers faced by STEM women. Three different themes emerged in the focus groups: i) unrecognized work, in that there are many kinds of service work and teaching/advising work that faculty do that may not be credited or formally recognized by the department, college or university, ii) lack of formal methods or transparency when it comes to recognizing or giving credit for different kinds of work at Wayne State, something that is especially apparent in differences in rank, and iii) types of service that yield low recognition or little promotability value.

In response to this, Brumley reported the workload pilot project launched last year focused on the 23 STEM departments (including 11 volunteer departments) with a

total of 90 faculty (78 either tenured or tenure-track faculty). Teaching, advising and service work information was collected from their professional records and analyzed by gender and rank for the full sample. Each department that participated received individual, aggregate, anonymized information to help them consider changes they may consider making. The pilot project has concluded, but boutique services are being offered and WSU-GEARS will collaborate with any department or unit interested about workload.

To measure the toxic work environment barrier, the project examined factors of abusive environment, department inclusion, culture/climate, inequality and work incivility. Women report higher levels of witnessing abuse and experiencing incivility, and they report lower levels of inclusion, collegiality and equality within departments. Brumley explained this pattern suggests that the experiences of women faculty are different from the experiences of their male counterparts. Looking more closing at differentiation by rank, the focus was on equality within departments: women at all ranks report lower equality within their department compared to men. The first theme that emerged regarding a toxic work environment was that there are subtle and direct forms of sexism and racism that may affect the work of faculty. One action to address these issues is offering different types of bystander leadership programs (links are available on the website). Another action is promoting networking and community building—not only professional community building and professional relationships among faculty, but also helping women in STEM get to know each other and reduce the isolation that many have reported they feel. The weekly blog Wayne Women in STEM is a way for us to get to know each other and make the atmosphere more collegial. It has included about 85 different profiles so far.

Core measures span all three of the barriers and look at cynicism, emotional exhaustion, professional inefficacy, and peer support. Women report higher levels of peer support but also higher levels of emotional exhaustion compared to men, suggesting that they're experiencing higher degrees of burnout. Women at all ranks report higher levels of emotional exhaustion compared to men.

A common theme that emerged across the barriers was great variability in the way that chairs deal with policies. Gerring explained that chairs have considerable discretion in handling modified duties and family leave.

Rank was another theme that emerged. As rank goes up, there are fewer women, and this means there may be limited opportunities for women to move into leadership roles at Wayne State.

WSU-GEARS launched the Associate to Full Workshop in partnership with Sara Kacin (Asst. Provost, Office of Faculty Development and Faculty Success) and 55 associate professors (women and men) on campus are participating. There is also an internal advisory board and a chair advisory board that meet regularly.

Chrisomalis (CLAS) commented as a chair of a department doing tenure-track hiring this year that the job candidate program was an excellent recruitment tool. Calkins (Law) asked for the overall percentage of participation and percentage of men and women. Brumley said the year two response rate was about 28.5%, which is about 400 of our full-time faculty. However, the subset data sample sizes are a little bit smaller (mid 300s) because there are only three ranks of faculty.

hoogland (CLAS) asked what will happen with all this information. She is concerned about the serious outcomes, such as the climate at Wayne State where sexual harassment ends up in the box, to make it go away. These things happen on a departmental level and a unit level but ultimately, they end up on a higher administrative level and that is where the real problem lies. A cost-benefit analysis leads to no action taken. Brumley has had numerous conversations within the team and with the provost about how to institutionalize some of these programs. When the grant funding ends, the project should not just go away. WSU-GEARS is in year three so she anticipates doing a no-cost extension in year four to work on the sustainability element. They are also working on the website to make it more user friendly. For other activities, it is up to the faculty and their interest in doing this. She has spoken with numerous faculty who are not satisfied with the work. To take it to the next level has been difficult, so faculty need to take hold and do some of this work. WSU-GEARS will support them as much as possible while not leaving aside the administrative part: without support of the administrators across the board, change is difficult. As a work scholar reviewing the work culture literature, Brumley noted it is difficult to make cultural change within work organizations. Leadership must be willing to take steps to improve the environment, make the changes and put resources behind it. Resources can be

money or other support. The group has submitted a partnership grant with Michigan State University and Ohio State University. If that grant were to come in, it will address leadership and how we can work with our leaders to make some of these structural changes at Wayne State that are needed to keep faculty.

Kornbluh said the Provost's Office is hoping that Brumley will stay involved and provide leadership in this area, and resources will be provided for her to do that. It was exciting to see so many faculty participate in those workshops, and he believes that will make a difference over time. Secondly, on sexual violence and sexual harassment, the university recently funded the much-needed Office of Sexual Violence Prevention and Education. It will have a faculty advisory board, but it is primarily directed to students and will provide education programs across the campus. One of the items on the administration's agenda is the need to do a much better job with Title IX on this campus. Finally, at the top of the provost's agenda is the issue of promotion from associate to full. That promotion should be on the same calendar as promotion from assistant to associate and understood in a different way than it often is understood at Wayne State. His goal for the 3N P&T Factors Committee, which is currently working on the university factors, is to issue strong statements and guidelines and much more support on moving from associate to full professor.

V. SCHOOL OF SOCIAL WORK UPDATE

Dean Kubiak provided the Senate with an update on the School of Social Work. Renovations have been made to the building, and she encouraged Senate members to stop by and see the new group rooms, classrooms and community space. The Master of Social Work (MSW) degree has moved up in rank in the U.S. News and World Report to #36 this year—the highest ranking the school has ever had.

Kubiak addressed the misconceptions about social work. It is important to recognize what interdisciplinary work involves. Social workers are not only involved in individual practice but are also interested in the societal context. When you think about a person-environment philosophy, you are thinking about the family context, neighborhood context, laws, oppression, racism and discrimination that people experience. Social workers are constantly working on both an individual and a

societal level.

Much of the focus is on behavioral health (substance use disorders and mental health). A few of the current projects include an inter-university project with the state around the opioid settlement dollars. The School of Social Work is leading the efforts for Wayne State and working with different disciplines at Michigan and Michigan State to develop a technical assistance plan for best practices. In the opioid settlement, different municipalities received funding to implement best practices. They are looking at everything from harm reduction strategies like needle exchange to treatment to hospital emergency rooms to crisis response. The school also received a state appropriation this year to do crisis response training for mental health professionals. There has been action in the state and nationally in the Defund the Police movement to move public welfare checks and calls from police to mental health professionals: about 50% of police calls have to do with someone who has a mental health or a substance use issue. There are also several interdisciplinary training grants across the college so that students are trained by faculty to be practitioners. The students get about \$10,000 each when they participate in one of these training programs.

Another area the School of Social Work has focused on is inter-professional education, working across colleges. There is a new Social Work Family Clinic co-location at 400 Mack focused on pediatrics. The Pediatric Clinic has expressed need and concern, and Social Work has expertise in both perinatal mood disorders as well as infant mental health. They are also a part of the Medical Examiners Project in which social workers do grief work and crisis work with families and loved ones of people who show up at the medical examiner's office. Additionally, they will be assisting the medical examiner's office with the Association of Crime Victims Unit in the prosecutor's office beginning in the fall. This year social work is involved in the Area Health Education Scholars (AHEC) program for the first time as part of the interdisciplinary teams that are working in underserved areas across the state.

Kubiak is passionate about criminal legal reform and the college has gone in that direction, partnering with the Law School to stand up the Holistic Defense program to allow law and social work students to be available at the time of first appearance and throughout litigation. The main purpose is to mitigate the consequences someone might experience in a criminal legal system, in an alternative setting where treatment might be a better

option. They are working with judges and mental health professionals across the state to develop an assisted outpatient treatment toolkit. That treatment begins usually within probate court—it is not a criminal court, but it does involve the court to influence treatment so that people do not end up in the criminal legal system because of some behavior when they are not functioning at 100%. Much work is done within Wayne County, and the school staffs a behavioral health advisory group that includes the chief judges from probate and criminal courts, the county commissioners, chief of police and the chief of jails to look for alternative solutions. The Behavioral Health Unit through the probate court was started this year as another resource to provide other alternatives. Often times law enforcement takes individuals to jail because it is the only option. Emergency rooms are not generally the place that people get long-term treatment or even a continuation of care. This is something that has been well received within the county so the project is collecting data to determine how well it works in keeping people in treatment and out of jail.

The Center for Behavioral Health and Justice is an arm of the School of Social Work with 40 full-time staff working at the intersection of criminal, legal and behavioral health. The focus is on trying to help 28 counties throughout the state and navigating what the gaps are in their systems, trying to prop up those alternatives (not only diversion from jails, but also reentry and treatment ecosystems). They have successfully implemented six medication-assisted therapy programs in jails across the state: if someone is on methadone in the community, they can be continued on those medications in jail. They hope to expand that to all the jails, because people who leave jail or prison are 40 times more likely to die of an opioid overdose than someone in the general community.

The Center for Social Work Research has two functions. One is facilitating community engagement, working with nonprofit organizations to help them on evaluation or other projects. It is a reciprocal arrangement because this is also where we can help support faculty research. Second, the center is a resource to our faculty by continually employing and training student assistants in research and research methods so they can help faculty with everything from transcriptions to coding to data entry to literature reviews.

There are many exciting things going on in the school,

but we are especially working to decrease student debt. Social workers do not earn high salaries, but are needed and there are vacancy rates across the state. To help decrease debt, the school is working with the state on a Title IVE Funding for Child Welfare, providing stipends of \$10,000 per academic year to students and training them in child welfare work so that hopefully they can be retained here.

The school is increasing its global outreach with more international programming—possibly a student exchange through a \$100k gift to support international social work student efforts. There has been a strong emphasis on DEI work to create a healthier school, bringing in external facilitators for restorative practice trainings. Research activity for faculty has been increasing, largely because of the supports provided within the research center and faculty innovation to reach out to collaborators, not only within the university, but also across other universities and within the community. This is a staggering number, but the amount of money committed in research dollars during the 2021-22 AY was \$24,903,585.

Since 2017, part-time faculty have decreased from 86 to 57 individuals, while full-time faculty has slowly climbed. When Kubiak came to the deanship role in 2018, two thirds of the master's level credits were taught by adjunct or part-time faculty. Her goal was to move that to no more than half of the credits. In a budget tightening move, she is looking very closely at the classes to find out which classes are not filled so low enrollment classes can be eliminated, thus reducing numbers of part-time faculty. Despite that effort, in 2019 there were 184 master's-level sections with only 38% taught by full-time faculty. It improved to 42% in 2020. This is similar at the bachelor's level. In terms of hiring, the number of positions that are clerical and executive decreased in order to increase the research staff, who have also picked up some of the roles of the clerical staff or the managerial staff when they can.

When Detroit experienced flooding in 2021, FEMA approached the school out of concern about denials of many people in the city of Detroit who submitted FEMA applications. The school partnered with FEMA and the United Way (who provided student stipends) to create a model to train student volunteers (with appropriate confidentiality agreements) and assign them to contact individual households to assist in completing applications to receive funding. As a result, the school

has the FEMA data, the number of visits and the difference it made, and this has been presented nationally. In this period of climate change affecting the city, this will not be the only time something like this happens, so the school is working with people on campus to think about how to use university resources to help the community to develop a model that is beneficial for students to respond to crises. Kubiak is encouraged that the school can be this bridge and that their scholarship is applied in a way that is making a difference in the lives of the people in our communities.

VI. REPORT FROM THE SENATE PRESIDENT

One of the functions of serving as an Academic Senate representative is to improve communications among faculty and staff, especially within and across each of the schools/colleges/divisions. Just as interdisciplinary and interprofessional collaboration is critical to the university's intellectual life, it is also critical to the decision-making processes of shared governance. Everyone has complained about websites and emails that are not clear, so whenever we can do something as the Senate to help create greater transparency and information sharing, to help both people within our units get that information and help the Senate as a whole get information from the unit so that we have better cross-unit collaboration because of that, it is really important.

The presidential search is fully underway, with meetings of the BOG-appointed search committee taking place. It is hoped that a description of the position and the ideal candidate for that position will be finalized in a few weeks. As a member of the committee, Beale stressed again that there are relatively few academic representatives on the 16-member committee, which makes comments and suggestions about desired presidential characteristics from the academic perspective particularly important. She urged members of the Senate to go to the BOG presidential search website and submit (anonymously or not) their ideas about the importance of shared governance, academic freedom, open and transparent communication, fundraising abilities and other factors the committee should emphasize. That will be one more way to get more academic input into this process.

The Policy proceedings provide an in-depth discussion of the adult learner efforts undertaken in the Provost's

Office. One that may be of particular interest is the continuing discussion of First Year Interest Groups (FIGs). It is clear that these groups provide a significant opportunity for students to develop communities of peers, and Beale hoped that more faculty will find a way to collaborate with additional FIGs.

There has been ongoing concern about declining enrollments and the impact on campus life generally—from the quality and variety of Aramark foods to the lower occupancy of campus housing. It is important to provide whatever support we can to help increase enrollment.

An issue that the Policy Committee has discussed at various times over the last several months is the imperfect application of the chartering and charter review process under the BOG statute for centers and institutes. The Policy Committee began this discussion in reviewing charter proposals and in talking with Stemmler about the initiatives under OVPR and expects to continue it moving forward.

VII. REPORT FROM THE CHAIR

The Board of Governors met last week and passed a resolution supporting the principle of moving to block tuition for undergraduates. A tuition dollar amount will be set in the spring. Almost all undergraduates who are full-time will pay one price that will cover 12 to 18 credits. There are a few programs that are designed to be part-time such as Mortuary Sciences and the Bachelor of Social Work, so specific rates will be determined for those programs to avoid disadvantaging students. There will be ongoing communication about the implications of block tuition—most immediate is the need for the fall schedule to be quickly established. If this is to work, student credit hours will increase anywhere from 15 to 20% to bring our students up to full-time. That means we have to offer more seats in classes and, in some cases, offer more classes. The Provost's Office is working with the deans and chairs to ensure there is sufficient funding where needed for part-time instructors

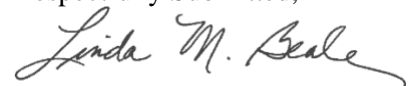
or extra graders.

The main cause of our declining enrollment is the improved graduation rate. We have moved over a relatively short period from a 26% graduation rate to a 60% graduation rate. The ten-year programs are gone, and a quarter of our students now graduate in four years. More students are also graduating after five years. The numbers of students are down in part because they are succeeding: that is an achievement. As Beale said, however, that represents a financial challenge for the university. A task force is reviewing spring/summer classes to determine how best to serve students and encourage students to take those classes. The overly complicated and incomprehensible revenue-share model for spring/summer will be eliminated, with a percentage direct return to the colleges and the departments so that money can be spent directly at the level where the teaching is done. He urged Senate members and their departments to think about what is most useful for students to take in the spring and summer.

Like all universities, we have a debt threshold over which students have a financial hold: if they owe us money, we do not let them pile debt on top of debt. The threshold, however, is being raised from \$1500 to \$2500 to remove some of the financial holds. It is especially important to enroll students for winter, so Kornbluh asked Senate faculty members to remind their students and Senate advisors to continue reaching out to get students registered. Having students enrolled is essential to our financial well-being, though he thinks it is unlikely that the university will avoid budget cuts for the next fiscal year. It is important to acknowledge what we face and to make decisions collaboratively through shared governance.

The meeting adjourned at 3:30

Respectfully Submitted,



Linda M. Beale
President, Academic Senate