Members Present: Keith Whitfield, Provost; Louis J. Romano, President, Academic Senate; Robert Ackerman; Jocelyn Ang; Leela Arava; Linda Beale; Paul Beavers; Scott Bowen; Stephen Calkins; Margit Chadwell; Pamela Dale; Victoria Dallas; Alan Dombkowski; Kelly Driscoll; Brian Edwards; Jane Fitzgibbon; Moira Fracassa; Nancy George; Lance Heilbrun; Carolyn Herrington; Billicia Hines; renee hoogland; Peter Hook; Michael Horn; Barbara Jones; Donna Kashian; Mahendra Kavdia; David Kessel; Fayetta Keys; Christine Knapp; Todd Leff; Sarah Lenhoff; Katheryn Maguire; Kypros Markou; Aaron Martin; Santanu Mitra; Rayman Mohamed; S. Asli Ozgun-Koca; Charles Parrish; Rachel Pawlowski; Alexey Petrov; Richard Pineau; Michele Porter; Robert Reynolds; Brad Roth; Heather Sandlin; Naida Simon; Richard Smith; Amanuel Tekleab; Ronald Thomas; Ricardo Villarosa; William Volz; Jennifer Wareham; Jeffrey Withey; Jinping Xu; Fu-Shin Yu; Hossein Yarandi; Yang Zhao

Members Absent with Notice: Poonam Arya; Cathryn Bock; Tamara Bray; Krista Brumley; Susan Davis; Susan Eggly; Andrew Fribley; Ewa Golebiowska; Smiti Gupta; Christopher Lund; Bharati Mitra; Victoria Pardo; Izabela Podgorski; T. R. Reddy; Beena Sood; Ellen Tisdale; Robert D. Welch; Xin Wu

Members Absent: Daniel Golodner; Jennifer Hart; Nirupama Kannikeswaran; Kristen Kaszeta; Karen MacDonell; Bryan Morrow; Anne Rothe

Others Present: Thomas Anderson, Liberal Arts and Sciences; Nathan Chavez, Computing and Information Technology; Rachael Clark, University Library System; Christine Hartman, Office for Teaching and Learning; Alan Jacobson, Office of Budget, Planning and Analysis; Sara Kacin, Interim Director, Office for Teaching and Learning; James Quinn, Office of the Academic Senate; Karin Tarpenning, Liberal Arts and Sciences; James Van Loon, University Library System; Angela Wisniewski, Office of the Academic Senate

CALL TO ORDER: Provost Whitfield called this regularly scheduled meeting of the Academic Senate to order at 1:35 p.m. The meeting was held in the Bernath Auditorium in the Undergraduate Library.

I. RESULTS OF THE 2017 STUDENT SURVEY

Lyke Thompson, the Director of the Center for Urban Studies, made the report. The University carried out surveys of students in 2012, 2014, and 2017. There were 5,945 respondents to the 2017 survey for a

response rate of 23.4%. That was higher than the 20.3% response rate in 2014.

The purpose of the survey was to gain an under-standing of students' views of the University in terms of its reputation and the service it provides in order to guide our efforts to improve service. A committee of faculty, administrators, academic staff members, and students developed the 2017 survey, using the 2014 survey as a starting point.

First-year/semester students indicated that the availability of their desired academic programs, convenience of attending, financial support, cost of education, and reputation were important reasons for selecting WSU. Consistent with the 2014 results, peers influenced students' decisions to attend. Students identified the following as strengths of WSU (listed in order of ranking): diversity of students, quality of research, campus safety, number of transfer credits accepted, and quality of faculty.

In 2017, 42.6% of the respondents said they definitely would recommend WSU to others, which was signifi-cantly higher than the 38.7% in the 2014 survey. The top five reasons students would recommend Wayne State are the quality of education, diversity on campus, the urban setting, the variety of academic programs/courses, and the quality of teaching/faculty/instructors.

Three hundred sixty-eight students said they would not recommend WSU. Their chief reasons were quality of teaching/faculty/instructors, cost of education, parking, quality of education, and quality of student services.

Asked if they seriously thought of leaving WSU, 22.3% of all respondents to the survey said yes and 77.7% said no. The top five reasons for their thinking of leaving were financial, transfer to another institution, faculty/staff, academic quality, and parking. When asked if they plan to earn a degree from WSU, 2.6% said no and 97.4% said yes.

Students indicated that they want options in course offerings, particularly online courses and hybrid courses.

The services most used by students were: parking, Library System, financial aid, Blackboard, Academica, e-mail system, academic advisors. Students were asked to rank the quality of the services. Public Safety received the highest rate of satisfaction. The School-craft Center in Livonia was second and the Advanced

Technology Education Center in Warren, the Oakland Center, and the Fitness Center followed. Comparing the satisfaction ratings of the 2014 and 2017 surveys, the ratings of all but one service, i.e., Counseling and Psychological Services, increased.

Sixty-seven percent of the respondents said that they are employed. Asked the average number of hours worked per week while attending WSU, the mean in 2017 was 27.1, the median 25.0, the mode 40.0. The mean for undergraduate students was 24.8 and for graduate students 31. The median for undergraduates was 24 and for graduate students 36. The mode was 20 for undergraduate students and 40 for graduate students.

Mr. Thompson answered questions. The survey's responses are broken down by college and upon request of the Dean, they will be given to the College.

Mr. Edwards asked if the survey provided information about services that would help the University improve its six-year graduation rate. Mr. Thompson said that some responses indicated areas that could be improved, but he could not determine if such improvements would affect the graduation rate.

Mr. Petrov thought that with the recent focus on changing the general education requirements students might have been asked about their experience with and their impressions of the program. Mr. Thompson replied that no one had suggested that general education be included in the survey. Mr. Romano remembers that questions about general education had been included in past surveys. Students had been asked if they thought the program was worthwhile. He mentioned that Engineering students had been supportive of the program and liked taking humanities courses and fine arts courses. Mr. Romano suggested that the topic be included in the next survey.

Ms. Simon, who co-chaired the 2017 Student Survey Committee and who served on the Student Survey Committees since their inception, commented. In 2012, the Committee decided that students who were new to the University and general education did not mesh. The Committee wanted to ask similar questions on subsequent surveys to compare results. If the next survey of students is carried out in 2019, questions about general education could be asked. We'll have students who took general education under the old program and students who followed the new program.

Mr. Calkins asked if the survey revealed what students disliked about parking. Mr. Thompson said that an earlier survey on parking revealed two major issues: the cost and the distance students have to walk to class if they use low cost parking options.

Mr. Ackerman thought it likely that the students who respond to the surveys are those who have a favorable view of the University. He asked if there was a statistically reliable way to compensate for that. Mr. Thompson did not agree that the people who respond to surveys are those who have a favorable view of an institution. He thought it more likely that people who are dissatisfied would respond.

Ms. Simon said that incentives were offered to students to complete the survey. Each week students were offered Warrior Dollars to purchase food on campus. The names of two students were drawn from all the students who completed the survey. They received iPads that were donated by Business Operations.

The Senate thanked Mr. Thompson for the presentation.

II. CANVAS LEARNING MANAGEMENT SYSTEM

Daren Hubbard, Chief Information Officer and Associate Vice President, Computing and Information Technology, and Sara Kacin, Interim Director of the Office for Teaching and Learning (OTL), gave an overview of the process that led to the purchase of a new learning management system (LMS), details about the process for migration, and the training and other development opportunities as the University transitions to the new system.

In fall 2015 the support team for Blackboard began gathering data and researching alternatives. They contacted faculty who were heavy users of Blackboard to find out what they liked and disliked about Black-board and what elements they would like in a new or replacement system. In winter 2016 C&IT collaborated with the OTL in surveying the faculty who were using Blackboard. Over half of the faculty who responded encouraged them to look for alternatives. They wanted a more modern easier to use system.

A review committee composed of faculty from every school and college, C&IT, OTL, the University Library System, the Academic Senate, and the Student Senate was formed and began the process of writing the request for information (RFI) to the vendors who had learning management systems at that time. The review committee identified the list of requirements for the RFI and then evaluated and tested each system that responded to the RFI.

The request for proposal was issued in 2017. Three companies responded: Blackboard; Desire to Learn; and Instructure whose product is Canvas. After extensive testing and discussion, it was decided to purchase Canvas. The migration began in fall 2017.

Twenty instructors were early adopters of the system. About 1,000 students participated across different class sizes and different class structures, some were large lectures and some were small seminars. They tried to find out how the system worked across different modalities. The feedback from the early adopters was included in the training sessions. C&IT also worked closely with Dr. Geralyn Stephens, who is an award-winning Blackboard instructor over multiple years and had experience teaching in Canvas, to develop training and communications for faculty and to work with the OTL to devise and develop recommendations for faculty as they move their courses from Blackboard into Canvas.

Five schools and colleges have agreed to move en masse to the Canvas platform in winter 2018. Anyone interested in moving to Canvas now can contact C&IT.

In spring 2018 all new courses will be offered in Canvas. Blackboard will remain as a content or reference system until it is decommissioned at the end of summer 2018. Blackboard will no longer be used for teaching activities, but instructors will have access to the data if for some reason all the data were not moved to Canvas. As of fall 2018, all courses will be on Canvas.

Sara Kachin, Interim Director of the OTL, explained the resources that are available for students and faculty. Canvas is intuitive and Dr. Stephens has created a course for students to learn how to use Canvas. It is built with pedagogical strategies to help students acclimate quickly to Canvas. They took a holistic approach with instructors. Canvas representatives were on campus in mid October. The first campus basic face-to-face sessions were November 2. The basic sessions were strict click by click training. After the sessions instructors were given handouts with step by step instructions and a comparison sheet of the features in Blackboard and the features in Canvas. Sandboxes were available in Canvas for instructors to practice. Ms. Kacin mentioned other new resources available in Canvas.

Asked about supporting online classes, Ms. Kacin said that Canvas has more features than Blackboard had. It was designed for hybrid and online courses as well as face-to-face courses.

Ms. Driscoll asked if Canvas would be taught in the Advisor Training Academy or in another form for advisors and academic staff. Ms. Kacin said that the sessions are open to anyone.

Mr. Hook commented. Three faculty in the School of Information Sciences were early adopters of Canvas; their feedback has been positive. The faculty had

found some difficulties with the system that they gave to the OTL. He mentioned them to Senate. Elaborate course rubrics will not transfer; a lot of work will need to be done to rebuild them. Reddit discussion board capability is not available on Canvas. An add-on might be available. The Library Information Science program is mostly online and they have a lot on discussion boards. He understood that with Canvas the University is buying into a cloud information storage package. Mr. Hook's PowerPoint presentations often are more than a megabyte. It is his understanding that the default storage is only about a gigabyte. He will easily exceed that.

Mr. Hubbard addressed the thread discussions first, which is a concern at other universities also. If Canvas cannot address the problem, C&IT will look at alternatives. When they looked at the current storage that faculty use, the gigabyte limit was not a problem overall. C&IT will work with faculty who need more storage capacity.

In response to a question, Mr. Hubbard said that Canvas has made strong inroads into both small and large universities. The feedback from users has been positive and the performance of the product has been consistent.

Ms. Dallas encourages students to save their work so they can chart their progress and growth. Is there, she asked, a mechanism in Canvas for them to keep their work and to access it? Mr. Nathan Chavez, Associate Director, Student Applications at C&IT, said that when a student submits an assignment to an instructor, a copy is put in the student's file area.

Mr. Romano raised another issue. He has been receiving very sophisticated phishing emails that appear to be from a University office. He identifies them as phishing schemes by hovering his mouse over the link, which shows the address to which the reply would go.

Mr. Hubbard said that institutions of higher education across the U.S. are being targeted by individuals who lurk in our network and our website to see our official communications. They try to tailor their messages to look like our official communications. To combat these attempts, C&IT has had to ramp-up our perimeter firewalls and their ability to search for and delete the messages. Mr. Hubbard said that the greatest assistance employees can provide is to do what Mr. Romano described, i.e., hover over the link to see where it leads. Users should delete the message or report it to C&IT, which cleans them out of our network. A lot of the attacks come from students opening such links. C&IT is increasing its training so students do not open these links. C&IT applied for a grant with Microsoft, which has an anti-phishing service that uses

artificial intelligence to grab phishing attempts before they are delivered to mailboxes. People should forward phishing messages to the security email team at abuse@wayne.edu. The Help Desk and security staff can check through the entire email environment and infrastructure and remove phishing messages before other people open them. People also should forward phishing emails that are delivered to their junk mailbox.

Mr. Romano praised the speed of the two factor authentication system. Mr. Hubbard said that there have been no compromises of Academica after the system was put in place. He thinks email traffic might be more secure if two factor authentication were used.

The Senate thanked Mr. Hubbard and Ms. Kacin for their presentations.

III. APPROVAL OF PROCEEDINGS OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of November 1, 2017. PASSED.

IV. REPORT FROM THE SENATE PRESIDENT

A. Report and Announcements

1. The general education reform program that the Senate approved on November 1 was submitted to the Administration. The Administration submitted a recommendation to the Board of Governors that required students to take only one science course rather than two science courses as approved by the Senate. The Administration's recommendation did not include the First Year Inquiries and did not address transfer students.

The Senate pointed out to the Administration that all Michigan public universities except one require students to take two science courses and that the Michigan Transfer Agreement requires students to have two science courses. Some people might see our requiring only one science course as our having lower standards than the other state universities.

The second issue the Senate raised was our limiting general education credits to 32. That is fewer than the other state universities. The next lowest number is 34, and all other universities require more credits than 34.

An amendment was made at the Board of Governors meeting to increase the general education requirements to 35 hours and to add a

second science course. The Board approved the revised general education program as amended effective fall term 2018.

2. At its meeting of December 1, the Board of Governors approved the sale of the building commonly known as the Criminal Justice Building located at 6001 Cass Avenue to developer Peter Cummings for $2 million. The University will pay $2.4 million for the developer to build an art museum on the first floor to display the University's art collection. We will also pay $1.1 million to move utilities buried in the ground around the building. This results in the University paying $1.5 million for the development of the building. The rational for the sale is the University's interest in developing the north end of campus.

As the faculty representative to the Board of Governors Budget and Finance Committee, Ms. Beale argued against the sale but it was approved by the Board. In essence, Ms. Beale said, the University is giving away the building and spending money to get an art gallery fairly far from the main campus and the use of some of the parking lot. The issue was on the agenda for the December meeting because the developer had additional demands that were not in the original memo of understanding.

Mr. Tekleab mentioned that there is a cost to the University's maintaining the building. In response to a question from another member, Mr. Romano said that the Board does not consult on the purchase or on the sale of buildings because publicity might result in a bidding war.

B. Proceedings of the Policy Committee

The Academic Senate received the Proceedings of the Policy Committee meetings of October 23, 2017, October 30, 2017, and November 6, 2017. They are attached to these Senate Proceedings as Appendix A.

October 23, 2017

Referring to item #1, Mr. Reynolds asked what was meant by "departmentally-owned classrooms." Mr. Romano said that they are rooms that departments have spent substantial funds to equip for their specific instructional needs. Policy Committee wanted to insure that such classrooms would not be included in the normal scheduling process, that the departments would be consulted about the use of those rooms. The draft policy is being revised and it will be returned to the Policy Committee.

Mr. Reynolds asked about the process for rehiring lecturers (item #5). Mr. Romano responded. Because of budgetary constraints, schools and colleges often do not know if they will be able to rehire lecturers for the following academic year. The Dean's offices send letters to lecturers telling them that they will not be rehired, but, when the budget is known, they rehire the lecturers.

Provost Whitfield said that if we scheduled classes earlier, the Deans might know at the time that contracts expire which lecturers they will need to teach the following year.

V. AMENDMENT TO THE BYLAWS

Mr. Romano introduced the proposed amendment to the Bylaws. In voting for the revisions to the general education program, Senate members noticed an inconsistency in the Bylaws regarding the use of a secret ballot. Article VII, Section 9 reads as follows:

Unless otherwise specified in these bylaws, a majority of those present and voting shall be sufficient to pass motions. Voting shall ordinarily be viva voce or by a show of hands, but at the discretion of the Chair or when requested by two or more members, the Senate President shall poll the members present and record each individual's vote or take a secret ballot. Any member who has not explained a personal position in the debate prior to voting shall be permitted to do so after all the votes have been recorded and before any new matters are considered. Such statement shall be reported in the proceedings upon his/her request.

All that is required to vote by secret ballot is that two members make a request. That is inconsistent with Robert's Rules but it is acceptable. However, the Bylaws also states that two people could request a roll call ballot. Voting would be impossible if two groups asked that both methods be used at a meeting.

The Policy Committee recommended that Section 9 be aligned with Robert's Rules, which requires that a majority of the members present request a secret ballot or a majority of the members present request a roll call ballot.

The Policy Committee submitted the following amendment. The change is italicized.

Section 9. Voting

Unless otherwise specified in these bylaws, a majority of those present and voting shall be sufficient to pass motions. Voting shall ordinarily be by voice or by a

show of hands. *At the discretion of the Chair or, following a seconded motion, by a vote of a majority of the members present, the vote may be taken by a secret ballot. Similarly, on a seconded motion, by a vote of a majority of the members present, a roll call shall be conducted and each individual's vote shall be recorded.* Any member who has not explained a personal position in the debate prior to voting shall be permitted to do so after all the votes have been recorded and before any new matters are considered. Such statement shall be reported in the proceedings upon his/her request.

Mr. Romano explained the procedure for adopting amendments to the Bylaws. Proposed amendments must be distributed to the membership and may be discussed at the meeting at which they first appear on the agenda. The vote cannot be taken at that meeting. The vote shall be taken at the next regular meeting. Discussion may occur at the second meeting. An affirmative vote of a majority of the Senate member-ship (not a majority of those present) shall be required for adoption.

Mr. Calkins spoke in his role as Parliamentarian. Robert's Rules states "that except as otherwise pro-vided by the bylaws, a vote by ballot can be ordered by a majority vote." Robert's Rules does not say that a body has to have a majority vote. It states that if the bylaws are silent, a body needs a majority to vote by secret ballot.

Mr. Hook suggested that the threshold for a secret ballot might be lower that for public balloting.

Mr. Ackerman thought that requiring a majority vote for either a secret ballot or for a roll call ballot did not resolve the fact that they are warring concepts. The Senate, he continued, is a representative body and there are good reasons to have votes on the record. If there was concern about coercion, intimidation or recrimination, requiring a majority vote for a secret ballot might not protect against such actions. Perhaps the number of people required to ask for a secret ballot should lie somewhere between two and a majority.

Mr. Romano said that an amendment to the proposed Bylaws amendment could be made at the next Senate meeting. If an amendment were made at the next meeting, the vote would be tabled until the following meeting. Ms. Simon, who chairs the Elections Committee, asked that, if anyone were to propose an amendment, they send the wording to her and to the Senate Office prior to the meeting so ballots could be prepared with the wording.

Mr. Romano said that in his 21 years on the Senate, he had never seen an issue that required a vote come before the Senate that would affect someone's career.

Mr. Parrish has never seen a situation where people appeared to be intimidated in speaking at Senate meetings. He thought the Senate was exemplary in its representation of faculty and academic staff. Members of any representative body should be able to speak on an issue and people should be able to understand whether or not they are representing them.

This concluded the discussion.

VI. <u>REPORT FROM THE CHAIR</u>

Provost Whitfield updated the Senate on the searches for the Dean of the College of Liberal Arts and Sciences and for the Dean of the School of Social Work.

The review of the College of Liberal Arts and Sciences and the review of the College of Education are underway.

The Innovation and Entrepreneurship Hub was launched November 15, 2017. It is designed to coordinate our various entities and activities around innovation and entrepreneurship to better advertise and highlight them to the local community and to the state of Michigan. One of the activities was the STEAM (science, technology, engineering, arts, and mathematics) Challenge. A steering committee will plan future activities.

Provost Whitfield wants students to have more opportunities to work at paid internships. The Provost, Career Services, and others are contacting companies to secure such positions. Quicken Loans has given the University 25 dedicated internships for the summer in such areas as marketing, finance, and computer science.

The Provost thinks we need to think about the importance of coding; it may be critical for all graduates. Many tech companies want employees who know coding.

VII. <u>NEW BUSINESS</u>

There was no new business.

<u>ADJOURNMENT</u>: The meeting adjourned at 3:12 p.m.

Respectfully submitted,

Louis J. Romano
President, Academic Senate