

**WAYNE STATE UNIVERSITY  
ACADEMIC SENATE**

**Official Proceedings**

February 1, 2023

**Members Present:** Mark Kornbluh, Provost and Senior Vice President for Academic Affairs; Linda Beale, President, Academic Senate; Heather Abraham; Leela Arava; Nicole Audritsh; Joan Beaudoin; Juliann Binienda; Pynthia Caffee; Stephen Calkins; Fernando Charro; Wei Chen; Chris Collins; Alan Dombkowski; Damecia Donahue; Paul Dubinsky; Sujay Dutta; Jessika Edgar; Brian Edwards; Jane Fitzgibbon; Ewa Golebiowska; Haidong Gu; Robert Harr; Marisa Henderson; reneé c. hoogland; Arun Iyer; Christine Jackson; Barbara Jones; Pramod Khosla; Christine Knapp; Shelly Jo Kraft; Jennifer Lewis; Abhijit Majumder; Cynthera McNeill; Cynthia Merritt; Georgia Michalopoulou; Bharati Mitra; Ramzi Mohammad; David Moss; Lisa O'Donnell; Rachel Pawlowski; Gil Paz; Shane Perrine; Sean Peters; Richard Pineau; Shauna Reeves; Robert Reynolds; Joseph Roche; Noreen Rossi; Brad Roth; Bo Shen; Gina Shreve; Cheryl Somers; Jennifer Stockdill; Elizabeth Stoycheff; Wassim Tarraf; Ellen Tisdale; Stephanie Tong; Ricardo Villarosa; William Volz; Le Yi Wang; Jeffery Withey; Hossein Yarandi

**Members Absent with Notice:** Suresh Balasubramanian; Erin Comartin; Erica Edwards; Daniel Golodner; Michael Horn; Satinder Kaur; Nasser Lakkis; Tamme Quinn-Grzebyk; Ali Salamey; Naida Simon

**Members Absent:** Stephanie Chastain; David Edelman; Neena Marupudi; Carol Miller

**Guests:** Marilyn Kelly; Laura Lynch; Mary Paquette-Abt; Sarah Schrag; Karin Tarpenning

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 December 7, 2022. PASSED.

II. ELECTION OF POLICY COMMITTEE MEMBER TO FILL 2023 VACANCY

An election was held to fill the 2023 vacancy on the Policy Committee due to Michael Barnes' resigning to take on an administrative position. Jane Fitzgibbon (CFPCA) was elected to the position.

III. GREETINGS FROM MARILYN KELLY, MEMBER OF BOARD OF GOVERNORS

Kelly appreciated the opportunity to speak to the Senate. This is the beginning of her second term on the Board of Governors (BOG): she enjoys working to help the university thrive and grow stronger. She noted her pleasure that the BOG is now functioning harmoniously, and she has every reason to believe that will continue with the addition of Danielle Atkinson, who was elected to her first term on the BOG.

Kelly's professional life has revolved around two things: education and the law. She started out as a French teacher in the Grosse Pointe Public Schools and then taught for three years at Albion College and three years at Eastern Michigan. She learned much about education and the law in eight years on the State Board of Education during the period after a new Michigan constitution had just gone into effect. She became interested in the law and attended Wayne Law for her J.D. degree, enjoying a welcoming experience at a time when women were generally not so welcome in the profession. Having practiced law for 17 years, she transitioned to serve as a judge on the State Court of Appeals and the Michigan Supreme Court for a total of 24 years, with her last two years as chief justice in 2009-10. She left the court in 2010 because the Michigan constitution requires judges to retire at 70. Rather than go back into law practice, she joined Wayne Law as a distinguished jurist in residence and has taught a class called Access to Justice for 11 years. That class studies our legal system's successes and failures in providing equal justice under the law to everyone. She was first elected to the BOG during this time. She relates to many of our students because she grew up in Detroit and was the first in her family to go to college. Having been a member of the Federation of Teachers, the MEA, and the American Association of University Professors, Kelly also is familiar with unions and greatly respects them. Wayne honored her with an alumni award in 2005, an honorary doctorate in 2012, and mention on the Law School Wall of Fame in 2018.

The biggest item on the BOG agenda at this time is the presidential search. The national search firm WittKieffer is assisting a search committee comprised of sixteen diverse members. A website ([bog.wayne.edu/presidentialsearch](http://bog.wayne.edu/presidentialsearch)) has information about the status of the search and a section for comments on the search and desired characteristics of the new president. The website also includes the profile developed of the kind of president we seek: a visionary leader who will continue our commitment to providing an excellent and affordable education led by a superior faculty. Kelly wants someone who can put the finances

of the university in perspective, weighing the importance of the colleges and the university activities. Kelly indicated that it is important to find someone who can understand the complex financial problems in the medical school operation and who, if he or she does not already have intimate knowledge of such things, is able to recruit advisers who do have that knowledge, because that information has not always been available to the BOG. It is also important for the new president to be experienced and deeply interested in raising money from both inside and outside the university. She noted that BOG members, and members of the various school/college Boards of Visitors, should also be significant contributors to the university. For example, she used the proceeds from the Supreme Court retirement dinner and additional annual contributions to fund a law scholarship for students interested in public service work. Kelly also noted the importance of having a president who fosters the university's engagement in the broader community on issues related to health, criminal justice, anti-racism, and other things. The new president must be someone who sees the university as a resource for research in medicine, social sciences, law, public health and the arts, who understands the benefits that the city, state and nation derive from that research and our community engagement, and who ensures that the university tells the story about those benefits to the general public.

Candidates are asked to submit their resumes to the BOG by March 13th. The search committee members will undergo anti-bias training in early March. Initial candidate interviews will take place in mid-April, and then the search group will cull that list to a few finalist candidates. At the end of that culling process, the finalists will be advanced to the BOG for interviews and final selection. Kelly noted that she favors having public meetings with those finalists to the public prior to the BOG's final selection, to provide an opportunity for the university community to hear from them and for them to hear from the community. Over the years, she has appreciated input from the faculty on matters that have come before the BOG. She recognizes that there can be a problem attracting candidates if they fear revelation of their candidacy to the entire academic community could create problems at their current positions. She thinks it will be possible to find an intermediate solution between those competing interests of a public search and of protecting candidates from unwanted publicity at home. Accommodations can be made, and she is hopeful that her colleagues on the Board will agree.

During a time of transition, it is sometimes hard to move forward as a university and make changes. The downside is the tendency to defer decisions until the new president comes in. The upsides are that we now have the opportunity to make needed changes, get fresh talent and energy, and recognize areas that need to be addressed in the university. Most recently, the Board discussed the expenditures required for a new School of Medicine/Karmanos Institute research building. The legislature has shown a willingness to appropriate \$100 million for that purpose, and the rest of the expenses would be raised by the university and Karmanos. It will require a significant bond issue of \$150 million and additional monies from philanthropy if built to the scale that many wish. This is a major agenda item the Board will consider at the March 8 meeting.

Kelly shared several other concerns the Board has discussed, such as the university's deteriorating infrastructure from deferred maintenance. We have often had to make budgetary cuts that have eliminated money for maintenance of the infrastructure, and that is a practice that cannot continue. She is hopeful that the Board will follow recommendations to set aside part of our budget for the maintenance and improvement of infrastructure, regardless of the other demands. Perhaps we will be able to raise additional monies and also find the legislature friendlier to Wayne State than it has been in recent times. There is also concern about the general public's perception of higher education and the generally low esteem in which many people seem to view universities. The shrinking numbers of people graduating from high school also has caused more competition among the existing higher education institutions and a threat to the future existence of some. Another concern is how to improve the financial drain on the university from the medical school and how to strengthen the medical school. We also need to tell our story to the public better in marketing the university and our achievements to the general public, donors and prospective faculty members and students, and we need to raise more money from the government, from philanthropic sources, and from within the university itself. We must somehow maintain the quality of Wayne State's educational offerings while keeping tuition down, a subject that comes up every time the Board considers the university budget.

Mohammad (Medicine) asked if the location of the School of Medicine/Karmanos building has been

determined. It is Kelly's understanding that the committee working on this has narrowed the possibilities down to several sites that we own, so it is not a matter of buying property, but we do not yet know where that building will be located.

Edwards (Medicine) stated that the School of Medicine has declined significantly since President Wilson took over. Is the Board open to an internal candidate and what characteristics are being sought in a new president that President Wilson lacked? Kelly said the Board is open to internal candidates. Regarding characteristics, the topic is complex and she respects President Wilson's work, knowledge and experience in medical areas. She recognizes the school has suffered repeated crises during this period, but she believes the focus of the Board and the president needs to continue to be on the medical school so that necessary changes can be made. We will need expert advice in doing that.

hoogland (CLAS) commented regarding the state and national problem of decline in high school graduates and the related shrinking numbers of first-year students at Wayne. It is not only a problem in Michigan, but across the nation and she asked whether the university will band-aid this problem by creating more online programs. Her concern is that such an approach will diminish the quality of our campus culture and the quality of students' experiences. Kelly reported the Board has heard good suggestions about better marketing of the university to prospective students, getting into the schools to let people know about the opportunities at Wayne, making financial opportunities available to students through scholarships and grants so that an offer from Wayne is as good as an offer from another school. She has seen the initiatives underway and is open to suggestions about these issues.

Shreve (ENGG) visited the website for the presidential search but was not able to locate the university's strategic plan for 2022 to 2027. Kelly confirmed the strategic plan had been passed and is available on the university's website. (See the following link: <https://president.wayne.edu/strategic-plan> .)

#### IV. FACULTY HIRING PROGRAMS

Provost Kornbluh discussed the faculty hiring initiatives. He was hired after the Black Lives Matter movement began. Part of what drew him to this university was the

university's Social Justice Action Committee and our plans for moving forward. In the hiring process, he discussed with the president and other leaders a university commitment to faculty hiring. As a result, the provost and the president have committed to a cluster-hire program to recruit and retain scholars who are focused primarily on issues and experiences of the Black community, racism, racial justice and racial inequality. It is three parts because it is aimed at different stages in people's careers.

The Pathway to Faculty program, which has already been launched publicly, is a slightly broader program to build an inclusive curriculum. It brings in post-doctoral faculty with a plan for appointment to the tenure track. The cluster-hire program is focused on hiring assistant professors beginning on the tenure track but also on bringing in senior scholars in their fields as professors at the associate and full professor level who can serve as mentors to more junior faculty. Over the last decade, the university hired more faculty who are interested in these social justice areas, but many of these faculty have left, so it is important to hire new faculty at all stages of their careers.

The goal is to build a more inclusive research university and to add emphasis to our curriculum, research agenda, student-support network and community engagement around issues that support the African American community. We are the largest majority-Black city in America. According to the Chronicle of Higher Education, Wayne State has the third most diverse tenure-track faculty in the country among R1 universities: only Rutgers and CUNY are more diverse. This is an area of strength, but it is also an area where we can enhance our strength. The cluster-hire is designed around thematic research areas. We seek faculty members whose research centers on the Black experience and who are committed to building an inclusive curriculum. In teaching, we are looking for faculty members who excel in supporting a diverse student body with a commitment to engaging with diverse students and—reflecting the question about our strategic plan for the next five years—we seek faculty members who want to engage with the city of Detroit. The cluster-hire will be comprised of a diverse group of people—not all will self-identify as Black, but their research, teaching, engagement with students and the community will have the Black community as a central focus. The goal is to hire across the entire campus, in contrast to previous cluster-hires. We are not building a

center to put people in one place; rather, every school/college/department will have an opportunity to hire as part of this cluster-hire.

Kornbluh noted that academia has over the last decade, especially in the humanities, come to understand issues around slavery, race, inequality, injustice, and fighting for justice as central to all aspects of our disciplines. In graduate school, he trained with the first generation of American historians who denounced slavery. Previous generations of professional American historians romanticized the South with studies on the Lost Cause. The historians he trained with focused on civil rights and the outcome of the Civil War and Reconstruction as important, so the curriculum changed to reflect that. Every history department now teaches a course on the Civil War, Reconstruction and civil rights. What did not change was the fundamental narrative of American history society and politics. In the last decade, contemporary research has moved forward in a very different way. If you want understand law, politics and society, you must have an understanding that slavery was at the origins of this country and that racism has been a continuing part of our story. This cluster-hire initiative will bring in new faculty who are interested in curriculum reforms that reflect this new scholarship. This is true in other disciplines as well. In literature, for example, the academic canon included few authors of color. Later generations have added some but without changing the idea of a canon. Now that idea is being challenged—and we need to transform the curriculum to recognize that. It is perhaps easier to see the change occurring in the humanities, but it is also an important change occurring in the health sciences. Some of the most important research in the last decade has emphasized health inequities and injustices and how disease is rooted in social processes. There are similarly new fields of urban engineering, for which Detroit is a perfect example. The city was built to segregate by destroying neighborhoods and building freeways to separate people. Today, civil engineering recognizes the need to undo the past mistakes. A recent issue discussed at Policy is the role of AI. We can see now how racial biases and programming can carry over to computer programming, which requires a new sensitivity. The goal is to hire faculty that are interested in these issues across the entire campus as part of our commitment to moving forward.

Kornbluh described the impact of the grant from the Mellon Foundation, noting this is more money than the

foundation has ever given to a single university. Foundations have different divisions and generally give grants of set amounts. This is out of Mellon’s normal realm because they recognize that Wayne State is a special place in the city of Detroit with the commitment of our faculty, the commitment through the Social Justice Action Committee across campus and our strategic plan. This money will be start-up funds that allow us to build new faculty into our budget four and five years from now. It is important to get the imprimatur of this elite organization, which usually funds Harvard, University of Michigan and other top universities. In some ways, this proposal is a model how to build a more diverse, equitable and inclusive university in a changing legal environment, at a time when the Supreme Court is moving away from affirmative action, away from even considering race as a factor. The intent is to leverage this grant for additional support: we will ask STEM foundations to follow Mellon’s lead to put money behind this effort in health and medicine.

The deep engagement of the social justice committees has been important, but we must also recognize that our history of bringing individuals into a predominantly white institution who then have not felt welcome and are quickly recruited elsewhere. The goal for this program is to build a strong network: a cluster-hire will build a critical mass of people who support each other. We will not build an African American Studies Department of 50 faculty but rather make hires across the entire campus. We will try to build a community and build mentoring. Noting the importance of leadership in the effort, Kornbluh pointed to Melba Boyd who has long been a leader of Black Studies on this campus. We recently hired a new Coleman A. Young scholar, Professor Rhonda Williams, who will be joining us from Vanderbilt in the fall. Professor Rema Vassar joined the College of Education in fall 2022. Rema will bring a national conference on Black youth education to the university.

Kornbluh indicated that the university initially asked the Mellon Foundation for \$5 million, informing the Foundation that a second stage was planned for creating a research center. Given Mellon’s interest in the center idea, the request was increased to \$6 million to move ahead with creation of a Detroit Center for Black Studies on Wayne State’s campus. This center would support interdisciplinary work, bringing together scholars from our healthcare colleges, engineering, business,



humanities and the social sciences to collaborate and also connecting them to scholars who work in these areas at the University of Michigan and Michigan State and other local universities. At the end of the current grant, the university expects to pursue additional philanthropic money to endow this new center, with a commitment for the university to raise matching money. The goal is to raise a level of funding that will support graduate students and faculty research. The proposal we gave to Mellon purposely left open the details of the center, so the existing faculty in this area and the faculty we hire over the next two years will help shape the Detroit Center for Black Studies. The center's development will be in the latter part of the grant so that it can be a faculty-led initiative. The goal is to take advantage of the university's strengths, which include the Reuther Archives—one of the best, most important archives on civil rights in the entire world—as well as our health care environment committed to community health.

Paz (CLAS) questioned how many faculty are envisioned in the cluster-hire. The Mellon Foundation grant supports 30 faculty (10 Pathway to Faculty Fellows (post docs), 10 assistant professors, 10 tenured professors) in the humanities and humanistic social sciences (including education). This will be a part of a planned hire of 50 new tenure-track and/or tenured faculty, with the 10 Pathways to Faculty fellows matched by another 15 across the campus—so a goal of 50 tenure track faculty members and 25 postdocs (positions guaranteed to convert to faculty positions if they satisfy certain criteria), yielding 75 new faculty lines. University budgets have money, building an incremental budget on past budgets. Money is set aside for hiring initiatives in each of the schools/colleges, for the president and for the provost. In the past decade, this has been used to hire faculty, build research centers and encourage interdisciplinary research. The President and Provost's office (and hopefully to be supported by the new president) are making a budgetary commitment for the future to build strength in these areas.

Paz asked if this was in addition to the usual process of replacement positions when faculty retire. When there are cluster hires, he noted, there are usually hires of both senior and more junior people to build a group, rather than hiring the same number of random people. Kornbluh confirmed this cluster-hire program is in addition to the usual replacement of retirees as needed: the goal is to hire people whose research interests

broadly focus in areas around the Black experience, culture, race, racism and the movement for equality. There will be senior and junior faculty in different departments with an impact across the whole campus. The Detroit Center for Black Studies will provide a place for people to come together. As noted, the goal is a large endowment that will support research broadly and build a broader community.

Somers (Education) questioned whether the search process and application are centralized out of the Provost's Office. Kornbluh responded that this requires a negotiation with deans and faculty and a varied search process, asking departments and colleges about their priorities. Where would you hire to make a difference in philosophy or in Black feminist thought? We may have a central group that compares the potential areas of hires, but it is designed to be distributed broadly. There will also be some target hiring. Some hires this year have been in departments who recognized an unusual opportunity and asked to hire a person who could make special contributions. He expects a national advertisement to include specific disciplines and will begin discussions with the deans and the Policy Committee moving forward. These will be departmental and college hires, not research center hires.

Golebiowska (CLAS) asked when the provost anticipates a formal job ad. He responded that it will likely run in July/August listing all the schools/colleges and fields, but there will also be more specific ads. If anyone receives an inquiry, share the names and the information with department chairs and encourage them to talk to the deans.

McNeill (NUR) thanked the Provost's Office for pushing forward these initiatives as well as the support in publishing the open access resource about urban health and the practical application to practice. There are implementation scientists on this campus, not just researchers, that have expertise in implementing evidence-based practice that takes seven to 10 years on average before research reaches our communities. How is the program incorporating the implementation scientists and clinical doctorates to ensure that the impact reaches the patient/communities in a timely fashion? After the individuals are hired, after we have these conversations and we open the center, how will the program engage clinical doctorates and practice implementers? Kornbluh stated that is an important next step. The senior administration has provided 5 positions

to the School of Medicine for people who focus on health inequities and the social impact of health. There is also currently a university-wide committee in the School of Medicine working with the departments that raised the same question. This is important on the clinical side, so he expects there will be a practitioner clinical initiative. He encouraged McNeill to email him with ideas and suggestions.

V. REPORT FROM THE SENATE PRESIDENT

As this is the first meeting of 2023, Beale wished Senate members a good year. Everyone is extraordinarily busy with multiple workload demands from classes to committee meetings to meetings like this plenary session. That said, the Policy Committee will be calling on some members for more work that needs to be done. We will need two Senate representatives for the Budget Planning Council that meets in March (not during the break) over multiple sessions to make recommendations on the allocations of funds in the FY'24 budget. As previously mentioned, we need to establish very soon a Senate Bylaws ad hoc group to work on updating our bylaws to cover a variety of topics, including adding the DEI standing committee as well as updating election procedures and functions of committees. Anyone interested should email Beale or the Senate office. There has been continuous discussion in Policy about various programs that allow students to cheat or plagiarize, such as Chegg, BartlebyLearn and most recently ChatGPT: one suggestion has been to create an ad hoc committee to think about what the Senate might say or do about that, whether it is something that can be added to the syllabus or to the academic integrity module. That decision should take place soon.

The Policy Committee proceedings from November 28th through January 23<sup>rd</sup> cover a variety of issues. Beale highlighted the extensive discussion with Tim Stemmler (Interim VPR) about the use of the indirect cost recovery (ICR) and F&A funds dedicated to research stimulation. There has been considerable lack of information about how those funds are used on campus, in part because we do not have clear communications and transparency around that issue. Stemmler is interested in ensuring that the office is more forthcoming and provides more visibility regarding uses of those funds. This discussion at the November 28th meeting included detailed information about how the research simulation funds

have been used. Clearly, the decision to move more ICR funding into OVPR was made with the goal of encouraging more of those large collaborative research projects that characterize R1 university: that has generally been a successful endeavor. Another push has been to create internal funding support mechanisms such as the various bridge funding programs and the \$100,000 fund to support humanities research—the latter being something that Policy had pushed for several years. The data reveal a worrisome decline for corporate funds and for clinical trials, partly related to the fact that we have brought in new faculty and then lost a number of those that had significant grants and partly related to the loss of the pediatrician practice group and the related Children's Hospital clinical trials. Hopefully we will move forward as we emphasize the importance of research.

Beale recognized the herculean effort of Pineau (CLAS) for working over eighteen months on an academic integrity module that faculty could use as they see fit online or in class. A letter went out from the Senate in December to all faculty informing them of the availability of that module. It is a helpful module because students need to understand how cheating or plagiarizing is a detriment to their own education, to the reason they are here.

Senate members are encouraged to take advantage of the website that the BOG has created for any input or insights they would like to share with the search committee and the Board about characteristics important for the presidential search. As noted in prior discussions, there are relatively few faculty on the search committee, so input is particularly important.

Beale informed the Senate members that she met one-on-one with President Wilson for the first time in several years. She considers that a refreshing change that perhaps opened some lines of communication between the Senate and that office that had been closed in the past.

Over the last few months, the Policy Committee has spent significant time reviewing centers and institutes under the BOG statute and trying to understand why so many delays in charter renewals have taken place or why some organizations that appear to be centers (i.e., the Translational Neuroscience Initiative under David Rosenberg that was set up as an initiative rather than a center institute) have never gone through a chartering

process. When organizations function like centers without a charter, the oversight, accountability and even certainty about what funds are expected and what grants are possible get thrown by the wayside. For example, the Translational Neuroscience Initiative had done good work but was not set up as a formal institute at the time, even though it was essentially functioning as one, making it hard to have continuity when persons in office change. The discussion has been around the oversight role that Policy has on centers and institutions and how to ensure that takes place in a regular and methodical way that benefits the faculty involved in those centers and the university.

Paz commented that after more than 10 years at Wayne State, this was the first time he had seen numbers for the allocation of ICR funds. It was helpful, and he suggested they be shared more often. They did appear slanted towards health-related disciplines. Beale explained that transparency in the use of ICR funds has been something that Policy has emphasized for several years. It was refreshing to see Stemmler's willingness as interim VPR to follow up on our questions to help the faculty (and deans!) understand how those ICR funds have been spent. Going forward, we can expect more transparency and, ideally, an annual report that will allow somewhat more input into prioritization of projects. One of the concerns emphasized in Policy's discussions with the VPR has been that research funding should not solely be focused on STEM but also available to assist faculty in the arts, humanities, and social sciences.

VI. REPORT FROM THE CHAIR

Enrollments and recruiting students.

At every Senate meeting, Kornbluh has discussed enrollment and the importance of teaching more students because that is our revenue stream. Last fall, national experts were brought in to look at different areas of enrollment and financial aid. For the most part, we use our financial aid well and yield similar numbers to peer schools. They recommended a few changes (i.e., Gold Scholarship changes, increasing the transfer scholarship). We received similar feedback from the admissions consultant as well as recommendations to spend more money to increase marketing specifically about our academic excellence and about specific academic programs. This is not a story of a university that has failed to attract students; in fact, our freshmen

class this year is within a hundred of the largest freshmen class the university has ever had. The decline of students at Wayne State is not in first-year students but rather in part-time students, which have declined nationwide with community colleges across the country experiencing much larger declines, and in students at the master's level.

We also hired a national firm to survey admitted students who chose to go elsewhere and compare them to admitted students who enrolled here. Those who went elsewhere mostly went to the University of Michigan (i.e., three times the number that went anywhere else) or MSU (two times the number that went elsewhere). Other choices included Grand Valley (ninth on the list), University of Michigan-Dearborn, and Oakland. Good students apply to us, Michigan State and the University of Michigan. Because MSU and Michigan are reaching deeper into their applicant pools than before, we are losing some students. In the last five years, the University of Michigan has grown its freshmen class more than any other top research university in the country. Michigan State has taken more domestic students to make up for the loss of Chinese students.

The university is a member of the National Student Clearinghouse, which allows us to review each student applicant and where they enrolled. This data was collected for four years and when available, the results will be shared with the Senate. If any colleagues are interested in looking at this as part of their academic research, please contact the provost. One of the first pieces of data that was shared looked at African American students who applied to Wayne. Four of the top five majors were in engineering, with computer science the top major. This will help us know where to focus strategically.

This is, of course, a story of a limited resource environment, yet Wayne State as a place of opportunity resonates with many students. Our yield is therefore higher than the national firms expected. There are fewer 18-year-olds, and we compete for them with two other major research universities in the state. We need to understand how different populations make those choices. For instance, the honors college has many students from the suburbs of Detroit, but almost no students from the Grosse Pointes. We need to understand why that occurs. It is clear, though, that we are competing for students with the right group—the R1 institutions.

Stockdill (CLAS) agreed. She found it interesting that our comparison schools are Michigan and MSU because that is how the Department of Chemistry has always viewed it. Too often in the past, the administration seemed to think that comparing Chemistry at Wayne State with Toledo or Grand Valley was appropriate. The students view us as a peer of Michigan and MSU, and that is the standard to which we should hold ourselves.

Kornbluh added that he will give a report later about behavioral data. He attended a national conference for the APLU, at which Virginia Commonwealth (a peer R1 university) indicated that many of their admitted students simply did not go to college. We need to understand how many of our admitted students do not attend any college and how to reach them to bring them into the university. We are recruiting in local majority Black schools and majority Latinx schools to emphasize the value of coming here. The Michigan legislature approved \$5500 to every student whose estimated family contribution is below \$25,000, and we are consolidating our scholarship programs so that it is easier to focus on them in our materials. It will be called the Wayne Guarantee: we want to be able to say that families will pay no tuition or fees for a student if the family income is below \$70,000 and its assets are below a threshold amount. We have modeled this and found it can be nearly revenue neutral. Other universities' promises have used lower income levels of \$50,000-55,000, so ours will be \$70,000. Some students go to community colleges because they think it is cheaper than going to Wayne State, but it often takes them longer and is ultimately more expensive. We are trying to hone the message for those communities to see Wayne State as a doorway to opportunity.

Calkins (Law) commented that many of his Northville neighbors send their kids to Grand Valley and Wayne County Community College rather than Wayne State. Looking only at data of people who applied here may miss part of the story. Kornbluh explained this same data set will show the percentage of graduating high school students from each school applying to us. It is not self-evident that it is better for us to work in the schools from which we currently have a small percentage of applicants as opposed to focusing on the schools where we can share narratives of students from those schools who succeed at Wayne State. That allows us to engage our students in recruiting new students. For that reason, the Provost's Office is supporting the schools/colleges in

using student interns to assist with recruiting. There are advantages to building on strengths as well as looking at places where we do not perform well. We will, though, need to look at raw numbers of students at these individual schools from which we get few applicants.

#### Students at risk.

We continue to work on building a stronger support system for students at risk, an issue addressed by Laurie Clabo (Chief Health Officer) at a Senate meeting last fall. The problem dates to universities' *in loco parentis* approach of the 1950s. By the 1970s, the legal framework was established that gives 18-year-olds independence and limits universities' power over students. On the medical side, HIPAA rules promise confidentiality; and on the educational side, FERPA rules also promise confidentiality. In the last five years, universities across the country have recognized that we have moved too far away from *in loco parentis*: we do have a moral responsibility for the well-being of students, especially regarding the mental health issues seen in students. Wayne State is building a support network that will satisfy legal requirements while following national best practices of moral responsibility. We have a behavioral intervention team (BIT) that looks at students at risk. The team involves experts from various areas that affect students' lives, including representatives from counseling services, health services, advisors, housing, athletics, police and university communications. It considers students who are either having a problem themselves or a problem with someone else and makes recommendations based on interdisciplinary expertise. We have had a BIT for a long time, but it had been limited to recommending that a student go to counseling. Yet there is no feedback from counseling because CAPS is HIPAA-protected. Therefore, academic caseworkers have been hired to stay in touch with these students. In addition to referring students to CAPS, a caseworker will be assigned to check in with the student each week to evaluate their status and ensure they are attending counseling and taking any necessary medications. We are also building an automated system for the CARE reports that will link to our probation system. That means that if we tell a student they cannot go back to school the next semester because they failed three semesters, we can also have a BIT discussion about that student and ensure that a caseworker talks to that student. In most cases if necessary for a student's health and safety, we can inform the student's parents of the exclusion. The same



increased attention to the student will apply to financial holds. If a student wants to go to school and has a financial hold because of \$100 due, receiving a letter from the Bursar is no longer sufficient: the university needs to reach out to that student. There needs to be this type of regimented protocol of what to do when students show evidence of distress. The Senate can expect to hear more about this in the months to come. We plan to consult with the National Behavioral Intervention Team Association to set up best practices in this area.

Rossi (Medicine) agreed that adding the case managers is a big step forward. Also, with more remote classes and less contact with faculty and staff, she urged Senate members to be aware of individuals that they perceive as being at risk and to file a CARE report or contact the BIT.

McNeill shared another approach to address mental health and mental health stigma and equip faculty, staff and students to identify issues within their colleges. The College of Nursing recently received mental health first aid grants to implement evidence-based intervention and to train faculty, staff and students on how to identify signs and symptoms of mental health distress, providing them with the needed skills to get the help they need. Senate members should be on the lookout for the training sessions that will be offered. Stockdill reported she was the only faculty member at a mental health first aid session offered a few years ago, and she then encouraged other faculty to participate. She did not realize the sessions were still being offered. McNeill noted the Office of Teaching and Learning recently sent out an email announcement offering a mental health first aid course. The two-part workshop is being offered via Zoom on February 3<sup>rd</sup> and 17<sup>th</sup>. If those dates do not work, she encouraged Senate members to watch for more announcements from the College of Nursing regarding mental health first aid.

Kornbluh considers this work an important partnership with Clabo, who is providing leadership and support. The commitment is to increase support and knowledge. He noted the creation of the Sexual Violence Prevention Education Center that will soon be offering bystander workshops for faculty, staff, students in that area as well.

Moss (Law) recently received an email that appeared to be from a case manager regarding a student who had been identified as receiving academic support services from the university. The email sought information about

whether the student was attending classes, having difficulties and the like. He was unsure about the program generating the message. Faculty need to know whether they can answer such questions. He is a law professor and teaches about FERPA but did not know who the letter was from (no person's name was connected to the emailed letter) or whether he was authorized to release information on the student to that person. Kornbluh indicated he would check and noted that communication needs to be improved.

Harr (CLAS) questioned how faculty would know, or should know, if there are students in their classes who are being advised by the BIT. Kornbluh indicated that the BIT could be invited to speak to the Senate at a future plenary. To make best practices work here, the circle must be closed. If faculty are worried about a student falling asleep in their class or a student who is not attending class, it is important to provide feedback.

## VII. NEW BUSINESS

Paz questioned if the university has a policy about retention of faculty. The only information available is from the report concerning the use of the ICR and it was not broken down between start-up and retention. It seems that all the ICR retention funds go to the School of Medicine. His department lost three senior faculty this year. Does the university have a policy or something to offer faculty in these cases or is the policy to just let them go?

Kornbluh responded that there is a policy in place to retain faculty. In some of the cases Paz mentioned, the retention issue moved up to deans or chairs who made retention offers. The process involves a department chair talking to a dean, who then talks with the provost regarding spending school funds or getting assistance from Provost's Office funding to retain the faculty member. Deans usually do this when someone has an offer, but they can also do this earlier in the process when they worry that a significant faculty member may leave. Both the Provost's Office and OVPR have funds that may be spent on retention.

The meeting adjourned at 3:30

Respectfully submitted,

*Linda M. Beale*

Linda M. Beale

President, Academic Senate