

**WAYNE STATE UNIVERSITY –
ACADEMIC SENATE
Official Proceedings
February 3, 2021**

Members Present: Laurie Lauzon Clabo, Interim Provost and Senior Vice President for Academic Affairs; Linda Beale, President, Academic Senate; Leela Arava; Poonam Arya; Paul Beavers; Juliann Binienda; Timothy Bowman; Tamara Bray; Pynthia Caffee; Leah Celebi; Wei Chen; Susan Davis; Richard Dogan; Alan Dombkowski; Kelly Dormer; Brian Edwards; Tom Fischer; Jane Fitzgibbon; Samiran Ghosh; Wanda Gibson-Scipio; Ewa Golebiowska; Daniel Golodner; Siobhan Gregory; Xiaoyan Han; Lance Heilbrun; Marisa Henderson; renée hoogland; Michael Horn; Arun Iyer; Barbara Jones; Mahendra Kavdia; Fayette Keys; Christine Knapp; Manoj Kulchania; Jennifer Lewis; Justin Long; Karen MacDonell; Krishna Rao Maddipati; Georgia Michalopoulou; Santanu Mitra; Mohammen Ramzi; Ekrem Alper Murat; Sandra Oliver-McNeil; Christie Pagel; Charles Parrish; Thomas Pedroni; Shan Perrine; Sean Peters; Richard Pineau; Avraham Raz; Stella Resko; Robert Reynolds; Joseph Roche; Noreen Rossi; Brad Roth; Krysta Ryzewski; Salamey Ali; Berhane Seyoum; Bo Shen; Naida Simon; Jennifer Stockdill; Elizabeth Stoycheff; Scott Tainsky; Neelima Thati; Ellen Tisdale; Ricardo Villarosa; William Volz; Clayton Walker; Jennifer Wareham; Jeffrey Withey; Hossein Yarandi

Member Absent with Notice: Thomas Karr, Rachel Pawlowski, Shauna Reeves

Members Absent: Almufarrej Faisal, David Edelman, Peter Henning, Satinder Kaur, Wen Li, Carol Miller, Nicole Pagan, T.R Reddy

CALL TO ORDER: Due to a conflict for Chair and Interim Provost Clabo at the beginning of the meeting, Vice Chair hoogland called this regularly scheduled meeting of the Academic Senate to order at 1:36 p.m. The meeting was held via Zoom. Only Senate members were admitted for the first item on the agenda; after the election, the public was admitted to the meeting.

I. ELECTION OF A POLICY COMMITTEE MEMBER TO SERVE THE REMAINDER OF PROFESSOR EMERITUS DAVID KESSEL'S TERM

Two members of the Senate were nominated to serve the remainder of David Kessel's term: Professor Avraham Raz and Professor Noreen Rossi, each from the School of Medicine. Christine Knapp ran the election and called for additional nominations from the floor. There being none, the two nominees were called in alphabetical order to give a three-minute presentation on their interests in, and qualification for, Senate leadership on the Policy Committee. After the speeches, an anonymous polling of the Senate membership was launched, allowing six minutes for the membership to vote on one person to serve. Manoj Kulchania served as timer for the election. Professor Rossi was elected.

II. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of December 2, 2020. PASSED.

III. ACADEMIC SENATE DEI SENATE COMMITTEE INITIATIVE

Vice Chair hoogland asked Senate President Linda Beale to introduce the DEI Senate Committee Initiative. Beale noted that the Policy Committee is moving this initiative forward based on prior discussions at the December plenary and within the Policy Committee. She called on Professor Roth to speak to the rationales for the Senate initiative for an eventual ByLaws change to ensure that the Senate standing committees continue to focus on diversity, equity and inclusion (DEI) issues in addressing educational policies within their areas of jurisdiction.

Professor Roth noted the renewed focus at the administrative level on improving the university's actions on diversity, equity and inclusion, including the creation of a Social Justice Action Committee (SJAC) with a DEI subcommittee. That SJAC process has proposed the creation of a DEI Council: a very large body that has very

limited Academic Senate representation (2 of 41 members). While it is reasonable for the Chief Diversity Officer to have an advisory committee to assist in evaluating DEI ideas, the Policy Committee is concerned that the charge to the proposed DEI Council includes both devising and implementing various solutions to DEI issues without proper consultation with the Senate. Every standing Academic Senate committee has clearly pushed for more diversity, whether it is the discussions in Faculty Affairs about hiring and retention and the Climate Survey's evidence of the way bullying/intimidation harms faculty retention or the Policy, Curriculum & Instruction, and Student Affairs committees' work to ensure student success programs consider the data that demonstrate particular types of hurdles. Nonetheless, in order for the Senate to be seen as fully worthy of its role on educational policy DEI issues, Policy considers it important that the Senate be *explicitly* organized to direct our energies to DEI questions to an even greater extent than we have been doing.

For that reason, we are proposing a new committee that will be a standing committee of the Senate structured somewhat differently from our current standing committees to ensure collaboration among the committees. We currently have six academic standing committees other than Policy: Budget, Research, Facilities, Student Affairs, Faculty Affairs and Curriculum & Instruction. What we propose here is a standing committee that will have broad representation and liaise with all of those committees to focus energies on DEI questions. This committee will deal with the widest range of issues, including, of course, concerns for hiring and retention of faculty and administrative staff, educational and curricular programming, assessment of school/college and departmental progress on DEI issues, and a whole range of other matters similar to those that have engaged Policy and the other standing committees over the last decade as we have pushed for more attention to these concerns. The goal is to have a committee that will incorporate representatives from the other standing committees, with a structure that will ensure that different categories of members of the Senate will be appropriately represented. The proposal calls for six faculty members and three academic staff members. Of the six faculty

members, there would be four tenured or tenure-track professors, one lecturer, and one clinical/research faculty with each drawn from one of the standing committees. We also proposed that the Associate Provost for Diversity and Inclusion Marquita Chamblee be invited to join Policy as it selects committee members, as an observer to ensure that diversity, equity and inclusion concerns are fully considered and to begin the development of a collaborative working relationship with the part of the administration that is devoted specifically to these kinds of issues. The proposal also calls for the usual liaisons, such as student senate, graduate student union, graduate council, AAUP-AFT, and administration. For this committee, however, we also add a liaison from the coalition of unions so that those who are not part of the AAUP-AFT-represented faculty and academic staff will also be able to participate and share perspectives in these discussions. In order to make room for this special kind of standing committee, which will incorporate faculty members who already have commitments on other committees, there will need to be a change to Senate bylaws. We are putting this before you now so that you are fully informed about the direction in which this is intended to develop.

Beale added that the ByLaws changes are expected to be approved by the end of the Fall 2021 term, to make this an official Standing Committee. In the meantime, we hope to appoint an hoc DEI Committee so that we can start discussions. That will require volunteers from the current committees who are interested in participating in the ad hoc committee. That is important, since it demonstrates that the Senate considers DEI an even more important issue than it has been in the past. We have, as noted, dealt with these issues in each of our standing committees. Policy has consistently pressed for appropriate metrics to evaluate the student recruitment and "student success" programs. Faculty Affairs, in fact, was the key committee that worked to develop the Campus Climate survey and then to respond to the problems evidenced by the survey. Policy created the ad hoc Senate Anti-Bullying Committee and charged it to address some of these issues. But it is also very important to have a broader DEI Standing Committee.

Charles Parrish commented that, as he had said in Policy, he is in favor of treating this like any other standing committee. He has reservations about inviting an administrator to participate in selecting members. He noted that he likes Marquita Chamblee, who is trying to do a good job but thinks that membership of that committee should be wholly chosen by the Senate. hoogland responded that the members will be chosen by the Senate, since Marquita Chamblee would be invited as someone versed in diversity, not to participate as a member of the committee in selecting members. Roth further explained that he had stated that Chamblee would be invited to observe and comment, the intent being that Policy would appreciate her input in respect of perspectives that we should include on the committee. Frankly, he noted, the purpose is also to build confidence in her role of furthering the project of diversity, equity and inclusion. She would not have a veto power or anything of that nature. Stephen Calkins agreed with Parrish's comment, suggesting that he had "been at these meetings where participation is by commenting" and thus it is inappropriate to invite her to participate in the discussion. Scott Tainsky agreed with Calkins in the chat. Jennifer Lewis commented that she thought inviting Marquita Chamblee was a good idea. Rather than always treating the administration in opposition, the Senate should build a more collaborative model: this proposal does that. She thanked Roth and the Policy Committee for including this approach in the proposal. David Merolla and Neelima Thati agreed with Lewis's comment in the chat. Thomas Pedroni noted that Marquita is an asset whose professional expertise on committee composition would be a "win-win". Lewis also responded in the chat to Parrish's comment by noting that she would want people from a range of occupational, institutional, personal and academic perspectives to add their voices and work together.

Naida Simons added that there is precedent for having an administrator present, since the Associate Provost for Faculty Affairs is invited to attend when Policy chooses the members of the Article XXX committees. When Policy members have some uncertainty about choices, they may ask for the Associate Provost's comment.

Calkins also asked whether there is a vote expected today. In response, Elections Committee Chair Naida Simon noted that the creation of a new standing committee would require a presentation of the ByLaws change at one meeting and a vote on the change at the next meeting. Ricardo Villarosa reiterated Beale's original statement that the issue before the Senate today is informational, regarding establishment of an ad hoc committee that can be done without a ByLaws change, with the idea of a formal ByLaws change in Fall 2021.

Paul Beavers and Villarosa each commented to object to having Marquita Chamblee present during selection of committee members since this is not an Article XXX committee and Policy does not ordinarily include other administrators when conducting committee selection in the fall.

Kelly Dormer reminded Senate members that she works for disability services, which is at the center of DEI issues. People with disabilities are often left out of the discussion when DEI is raised, so having Marquita Chamblee there would provide a broader perspective regarding areas that are not always at the table and not always included. There is nothing harmful in inviting her to observe and comment, and it is a good opportunity to work more collaboratively.

Parrish reiterated his objection that administrators have different perspectives and there are no administrators present when Policy appoints members to committees, other than the Provost, who does not "really" participate. Beale responded that we are suggesting the same role for Marquita Chamblee here: in fact, the Provost *does* sometimes comment, especially if we ask a specific question about ensuring diverse perspectives. While we do not invite each of the administrative liaisons to observe, this committee is somewhat different. We are starting out by asking for volunteers for the ad hoc committee and starting it before we have a ByLaws change for a standing committee. It would be helpful to include Marquita Chamblee, for the point that Kelly Dormer made: we do not want to overlook a constituency that we should include in starting this committee. This is slightly different from the way we've done the standing committees in the

past, which is with the provost, the members of policy, and with the Policy Committee's AAUP-AFT liaison (Parrish) all present and participating. Beale indicated that it would be worthwhile to do this one in the expanded way. If it does not seem to work out, the ByLaws amendments can take that into account. Jane Fitzgibbon agreed that this is a special case, and at this point it is an ad hoc committee. It's important to get it right at the start. Jennifer Wareham suggested that perhaps the Diversity Officer should be made an ex officio member when the ByLaws are drafted. She noted that the University of Texas diversity officer recently acted to create roadblocks for their diversity committees. Beale responded that the Diversity Officer is not being assigned to the committee, though the person in that position as well as the Provost would be included as guests, just as the Provost is invited as a guest to Budget Committee meetings. Clay Walker agrees that collaboration is important but that it is also important, as Parrish noted, to protect the Senate. For the standing committee, it may be important to consider at that time what to include in the ByLaws. Parrish again spoke to say that the Senate cannot depend on the administrators but must maintain an independent voice to protect the role of the Academic Senate in academic governance. Beale noted that Parrish's comment in support of academic governance was interesting, given his statements with the opposite sentiments at Monday's Policy meeting.

Beale clarified that the informational proposal before the Senate today describes the ad hoc committee that the Policy committee will establish. We would like to invite the Diversity Officer to be present when we select the members of the ad hoc committee. Ultimately, there will need to be a ByLaws change that comes before the full Senate for approval. The membership of the committee and charge to the committee as in this proposal could well be adopted in that ByLaws amendment, but the amendment may also capture what is learned from having an ad hoc committee. The ByLaws amendment will come to the Senate with notice at one meeting and then for vote at the next meeting, as Simon noted. Policy's experience with inviting the Diversity Officer to attend when Policy selects members for the ad hoc committee would help inform whether to include that in the

ByLaws for the Standing Committee. At this point, it is important that the Senate demonstrate that we are interested in working on DEI issues because some within the administration apparently think that we don't care about diversity. The recommendations for hiring and retention of faculty that Boris Baltes shared at the last meeting suggest that the administration thinks faculty don't work to hire diverse faculty. That view of faculty is distorted and is not based on the discussions the Faculty Affairs Committee has had about increasing diversity or what many departments do to recruit and hire diverse faculty, but it makes it important for the Senate to make a statement about our role in DEI initiatives by creating the ad hoc committee.

Neelima Thati asked whether the Senate is voting on the membership, since she would like to see more faculty. Beale responded that the Policy proposal started out with a very large group but concluded that we want to have a workable number, especially since these members are serving on two standing committees. We know that recruitment, hiring and retention of tenured faculty is a major issue that will be discussed, but we wanted to include clinicians and lecturers who also have special issues, without having too large a committee. That's what is included for the ad hoc committee being discussed today. Villarosa added that the Senate does not need to vote on ad hoc committees since Article 8 allows their creation by Policy. He asked whether Beale was calling for a vote. Beale responded again that the presentation today is informative since Policy is establishing the ad hoc committee, but that feedback is important to the process. If someone is interested in serving or has an issue that they are uncomfortable raising at this meeting, she invited them to email the Policy members about the issue.

Calkins then said he was unclear about this discussion, since Policy can create ad hoc committees. There is no vote needed on that, as several have indicated. As far as feedback, he continues to be opposed to including in the ByLaws provision for an administrative officer to be invited to observe the selection process. Nonetheless, if Policy chooses to invite someone, that can be done and maybe it's a good or a bad idea. Beale reiterated that the current proposal

describes the ad hoc committee, with the expectation that ByLaws amendments will be voted on in the Fall 2021 term. Nonetheless, she considered it inappropriate for Policy to move forward with the ad hoc committee without a discussion at the Senate plenary. Roth agreed that moving from an ad hoc to a standing committee allows us to consider various questions as they arise. Villarosa's suggestion in the chat regarding inviting the Diversity Officer separately from appointment of the ad hoc committee can also be considered.

[Interim Provost Clabo arrived and took over as Chair from Vice Chair Hoogland.]

IV. ACADEMIC SENATE CHARGE TO COMMITTEES ON THE POST-PANDEMIC FUTURE OF HIGHER EDUCATION

Beale introduced the next topic, the charge to standing committees to consider issues related to the post-pandemic future of higher education. She noted that this is again an information item requesting feedback on the charge and the list of questions that each standing committee should draw from in considering what issues are of particular interest to that committee. Showing the charge on screen, Beale reminded members that she had raised this in her report at the December 2 meeting. The pandemic of course has forced us to move entirely online except for a very few courses, such as science and performing arts labs, some clinical courses, and some small-section classes. What have we learned from that experience? What do we want to keep? What do we want to throw away? What is normalcy after the pandemic ends? These are questions we're asking in connection with the pandemic about all the life that we knew before, but it is particularly important in thinking about the identity of the academic enterprise at Wayne State University. As we've seen, there has been a tendency to corporatization of the university: in some ways, the pandemic has worsened that. We know that there are many initiatives within our different schools and departments. Many questions are being asked nationally about the future of higher education, given demographic changes, the reach of multinational enterprises into job training programs and certification of skills, etc. There are studies that suggest that most universities should

just get rid of regular degree programs and have various groupings of credits that could, if desired by the student, add up to a degree. What do we think about those issues as the elected members of the faculty and academic staff who should be considering these questions?

Beale noted that the charge shared with the Senate describes the reasons it is necessary to take this on and the procedure of asking each of the Senate's standing committees to review the broad list of questions set out here (and/or others the committees think important). Some will be shorter term and need answers fairly soon for the winter semester. Others are longer term and may wrap into strategic planning for the university. Either way, the Senate should have an early voice in thinking about these questions. The plan, therefore, is to charge each of the standing committees to undertake this task. Each committee will determine which questions it should consider in depth. Each committee should approach these topics intensely over the next months, through research, internal consideration, discussion with administrators, and talks with peers on other campuses. Committees may want to form small working groups to work on particular topics. The Provost's Office is interested and is arranging for the committees to have copies of two items on the future of higher education—one from the Chronicle and one from Inside Higher Ed. The charge lists just a few initiatives that have appeared recently in national discussions, and questions gleaned from a variety of sources around this topic. It will be up to the committees to determine what issues they focus on.

Beale informed the Senate that she spoke with President Wilson about this topic in mid-December after the December 2 plenary session at which it had first been raised. President Wilson indicated that he thought it important that the university consider what changes it might want to incorporate post-pandemic from the increased digital presence we had created in response to the pandemic. He agreed that it was appropriate for the shared governance mechanism of the Senate to be used as the way to start this conversation. Although President Wilson and Senate President Beale have disagreed in the past when administratively created and controlled committees are established to develop

recommendations on issues within the Senate's educational policy jurisdiction, Beale was appreciative that in this instance, Wilson indicated he valued the contribution from the Academic Senate on these questions.

The questions listed in the charge are gathered, as noted, from multiple sources. There is no sense that every committee has to consider each of these questions, or that these questions are the only ones that committees can consider. The idea was to provide questions that would spur the committees' discussion and lead to a decision within the committee about the topics the committee wishes to take on. For example, there has been considerable discussion about preparing undergraduate students to think about pathways to success, and similar discussions within the Graduate Council for graduate students. The university has focused less on non-matriculant students or pre-college students or adult learners who are coming back, not for a degree but just to acquire some knowledge. In those contexts, Beale noted, we may need to consider different standards for credentialing, grading, and standards. There is a great deal of discussion about "competency based education" and other ways that state legislators tend to suggest public universities should focus on jobs and career training: the Senate should consider what role that ought to have, if any, in our view of what a liberal arts education should be. Multiple questions relate to remote learning (online asynchronous, synchronous, hybrid). Ultimately, the university needs to consider what its commitment is to international students, study abroad, the role faculty of faculty in international expansion, and research. All of these questions impact facility needs. This is just a suggested series of questions, and if Senate members have particular ones that should be added, they are invited to speak up here or in their respective committees.

Beale summarized that the idea is to send this document to each of the committees and ask them to take on this endeavor—to think about where we are going in the future as a university committed to higher education, research, teaching and service engagement within the community. Beale then opened the floor for discussion.

Susan Davis commented that there was not a separate section for professional education, but it would be interesting to see how these questions might apply to the professional degree programs. Beale suggested Davis send a question on that topic that could be shared with the committees.

Paul Beavers asked whether the standing committees can accomplish this work by the second month of the fall 2021 term. Beale agreed that the timeline is difficult. The assumption is that committees will develop working groups that will work and talk over the summer, rather than hosting full meetings of the committees throughout the summer. Steve Calkins noted that he is somewhat perplexed by the long list and worries that this will require conversations with the committee chairs to ensure that there is some manageable project out of this effort. Beale agreed that the chairs have an important role in shepherding this to an end-product but noted that many of the chairs are members of Policy, and Policy also has liaisons to the committees to assist in the discussion. Calkins added that the questions do not include discussion of the resource issue, which is a huge problem for higher education. Beale responded that it was difficult to include a specific resource question since the resource issue colors all the considerations, but if Calkins has one in mind, he should forward it for inclusion.

Brian Edwards commented that elite schools seem to be consolidating online education (courses at Harvard or Stanford) and that may mean that what should happen locally is more 'hands on' work—lab courses, arts, or in-person classes permitting discussion. That means that too strong a focus on undergraduate education, as appears to be the current case at Wayne, may be problematic. He noted that undergraduate students as consumers led universities to think that they would want local education during the pandemic, but it isn't clear that was so. It's a question of understanding the market. Beale responded that attempting to corner some of that online market is certainly part of the thinking behind those pushing online classes, badges, certificates and better outreach to adult learners, along with expansion of graduate and professional programming. There are likely not

easy answers to these questions: it is clearly a big issue that does factor into how the university markets itself. But this is an issue that the Senate should be considering if we can in any way that's productive.

Several commenters in the chat, including Juliann Binienda, Sandra Oliver-McNeil, and Clay Walker, noted the importance of the Senate engaging in this discussion. Others expanded on the discussion about some post-pandemic increase in online education. Noreen Rossi thanked Brian for mentioning an issue that underlies how we move forward. Pedroni noted that the current shift to online has reaffirmed for students the value of in-person classes while also allowing faculty to see that more can be done online than they expected. That might mean a larger move toward some type of hybridity without abandoning face-to-face classes. People can already do Harvard entirely online if they wish. Jane Fitzgibbon noted that her students miss the ability to get to know people in the classroom setting, to build human connections. Oliver-McNeil agreed that students enjoy face-to-face but want more flexibility and that will likely lead to a mix of face-to-face and hybrid online. Beavers and Rossi agreed. Tim Bowman pointed out that companies like Google and Microsoft are developing their own free online courses and certificates that they see of value for employment and may begin favoring those job seekers that have a Google or Microsoft educational experience. Pedroni reminded members that a decade ago, many were convinced that MOOCs would demolish face-to-face education, but it hasn't. Dormer noted that online education in a pandemic and in 'normal' times as taught by faculty who prefer to teach online are very different experiences. Online also creates access for people who may not be able to adjust their lives to be on campus for nine-to-five classes. Roth thought that distinction was especially important.

Jenn Stockdill added that she had submitted a Bold Moves proposal related to many of these questions, so she is interested in participating through the standing committees on this issue. The Bold Moves proposal was a way to address the resource issue, which is a huge one for considering how to accomplish some changes.

Trying new modes of instruction will be a challenge, and it may be that some departments or schools will want to pilot the Bold Moves proposal. Before designing what a certificate would have as its coursework, it is important to contact local industry in that field to see what kind of training they think recruits need or even their current employees. It would be good if the university can design programs that work for the local community here. We cannot ask our undergraduates for higher and higher tuition, but perhaps we can provide a certificate with 4-6 courses that allow them to get a local job. That is potentially a way to provide value that would be more enticing than a Harvard online course. Beale suggested that Stockdill raise this idea for discussion in her standing committee.

Beavers reiterated his pleasure in seeing that Senators realize that finances are at the core of much of this discussion. Villarosa noted that this seems to be an additional piece for committees that overlays others underway but contrasts with the Restart Committees that were designed top-down without Senate representation until pressure was put on the administration at the May meeting. If the Senate does this properly, it provides more systematic involvement. There will likely be administrative structures that are looking at these things as well.

Parrish commented that the Senate President had drafted the proposal, noting that "these were just interesting questions that occurred to Linda." Even more questions could be added, as noted in the discussion today, but, he said, the resources of the committees are limited and it is unreasonable to expect that committees should take on this endeavor without research assistants. For example, consider the question of funding research. Since World War II, the federal funding supports direct costs of research but not the research infrastructure. Universities like Wayne have relied on support from the states, but the states are now cutting taxes rather than funding higher education. So now the university relies on tuition, particularly from undergraduates. That isn't politically responsible. A key question is whether we are going to continue to have undergraduates who fund the research infrastructure and the medical school.

Parrish doesn't think the Senate committees have the resources to examine these questions.

Berhane Seyoum asked about the quotation in the document from the Forbes article about "going to a job to get a college degree" and how that relates to Wayne State. Beale responded that she does not agree with that perspective, but it represents ideas being pushed in the media. The point in including it was to show that these different perspectives are out there that may need to be considered. That is the competency-based degree idea that some schools are promoting: they give credit for what you have already "learned" on the job. There are both positive and negative ideas mentioned in the document. As Parrish noted, Beale drafted the original document, which was available for comments over several weeks from Policy before bringing the charge to the plenary session for discussion. She considers it critical for the Senate to address what is being said about where higher education is going and think about what is key for this university. Resource limitations are an issue. The budget committee can perhaps focus on that aspect of the various questions raised. The research committee might also. The Senate may not be able to write a 200-page monograph on this topic, but we should at least think about things that we consider critical before administrative action is taken *without* considering our perspective or ideas develop through the upcoming strategic planning process *without* Senate input. The Senate should not be reactive: to the extent possible, the Senate should be proactive in thinking about where we think the university should be going and why. This is very similar to the difficult questions around Gen Ed reform that we dealt with several years ago. We need to determine what makes sense for us, and we need to take positions on the ideas that we think should move forward.

Jenn Stockdill noted a recent conversation with a statistics teacher whose students are not college bound. She was excited to hear about innovative certificates and shorter degree options, especially if the students could receive training for skills they do not learn in high school. These would not necessarily result in a BS or BA degree but would provide something more than their high school diploma. Brian Edwards added that it

might be possible to reduce administrative needs if the campus has a larger online component. Beale responded that perhaps the FSST, Research, and C&IC should consider that question. The university has provided laptops and mobile hotspots to students taking zoom classes, and software and licensing costs have also increased. That expense perhaps is less than maintaining some classroom space that would no longer be necessary.

Siobhan Gregory asked whether the idea is that the committee discuss the document and develop recommendations. Beale answered that the document will go to each standing committee chair as a charge to the committee. There should be an initial discussion to determine what issues each committee will focus on. The committees may decide to break into work groups on specific topics. Gregory noted that she is also wondering how and at what point to engage her department in this conversation. Beale responded that Senate members are elected to represent their peers. Anytime the Senate is working on an issue, unless it is stated to be confidential, members should engage their departments or schools/colleges or other units in the discussion. It could be a presentation at a faculty meeting, for example. Ideally, each committee would seek input from members' peers about the topics that the committee is investigating. She thanked Gregory for making that point, because it is very important to the way the Senate works. Stockdill mentioned she had shared the document with the department, and many are excited about it. Beale agreed: this is an exciting topic, and we can do much with this. You should all engage in discussion soon within your standing committees and with your peers on these issues.

V. REPORT FROM THE SENATE PRESIDENT

Beale began by thanking Senators for the work they do, both by attending plenary sessions and through the standing committees, in the face of zoom fatigue and pandemic restrictions. Many have served on new university-wide committees created by the administration since the pandemic began as Senate and union representatives, including Restart and Social Justice Action Committees, and many have also served over the last 18 months on Senate ad hoc committees,

such as the Transparency Committee, the Anti-Bullying Committee and the Student Code of Conduct Revision Committee. This work is critical to shared governance.

1. Provost Search

Beale reported on the status of the search for Provost to replace Keith Whitfield. She could provide only limited information because the search committee and anyone meeting candidates during the second “virtual campus” stage remained sworn to confidentiality, even though it appeared that the semi-finalist candidates’ home campuses were fully aware that they are involved in provost-level searches. The search committee selected 12 candidates from the pool for virtual airport interviews held some weeks ago. Based on those airport interviews, the committee selected five “semi-finalists” to be brought to a virtual campus interview. At this point, it is not clear what groups will be included, but Beale urged that both Policy and the Graduate Council be included since the Provost is the primary officer dealing with faculty and academic staff. Regrettably, Wayne State’s practice in this area has been sporadic: in the last Provost search, the Policy Committee was not included in interviews of semi-finalists, and only one finalist (Keith Whitfield) was brought to campus for open town halls and interviews, which is when Policy met him. One would not think that it would be necessary to request that the Policy Committee be included in the “semi-finalist” stage interviews, but the request did result in Policy being given a 30-minute interview slot with the semi-finalists over the next eight days. After that, presumably the search committee will meet to decide which semi-finalists should be forwarded to the President as finalists. It is not clear whether the President will conduct a series of open meetings including a town hall for faculty with the finalist candidates that he is seriously considering for the position, though Beale has urged that be done.

2. DEI Ad Hoc Senate Committee and Future of Higher Education Initiatives

Beale shared with the Senate members a summary of the most important issues that Policy has addressed over the holiday and beginning of the semester (with a few needed breaks).

Obviously two major issues were the proposal for a Senate ad hoc (and, after ByLaws changes, new standing) DEI committee and the charge to the standing committees to consider what higher education changes the university should support. Policy has also addressed a few other issues that are covered in the Policy Committee’s proceedings.

3. Emeritus Status

A key issue that has returned to Policy is the university’s policy for granting emeritus status to faculty and academic staff. Policy first addressed this issue through a series of meetings in 2013 that led to a proposal to remove the P&T-like process through administrative channels that allows petty biases to prevent emeritus status for long-term faculty and purports to attach a requirement of substantial contributions to the university. Although Policy members thought there was agreement with then Provost Margaret Winters to adopt the 2013 proposal, it was not adopted. The issue has again been discussed over several meetings, with the materials from the 2013 discussion reviewed and the recurring concern that a P&T-like process is inappropriate for a title that carries few “percs” and almost no cost to the university. Provost Clabo asked that there be a more extensive review, so the Faculty Affairs Committee will review the materials and make a recommendation to the Policy Committee.

4. School/College Reviews

Policy has discussed with both Interim Provost Clabo and Provost Whitfield its concern that school and college review reports should be shared with the school/college faculty and staff and with the Senate. Although there has been ostensible agreement, the Policy Committee has yet to receive the most recently completed reports from the Provost’s Office. Policy expects that the soon-to-be-completed reports for Engineering and Pharmacy will be shared quickly internally and then with the Policy Committee in accord with the agreement. Provost Whitfield had also agreed that the Policy could select one Senate representative of the three representatives that the Provost’s Office appoints to review committees. Regrettably, both sides originally missed the need, under the collective

bargaining agreement, to have those appointees come from outside the school being reviewed. That policy has now been established for all future school/college reviews.

5. Ombuds Role

Another issue is the Ombuds role at the university. There has been an Ombudsperson for students, located in the Student Center, with primarily a “navigator” role—helping students identify the right office for their concerns. That person has retired. For the immediate future, Darin Ellis and Dean of Students David Strauss, with the assistance of Naida Simon in the Provost’s Office, will fill the role. Provost Clabo wanted to have a more thorough consideration of the student Ombuds role, and Policy—based on inquiries received from some faculty in Medicine and elsewhere—considered it important to think about an Ombuds role for faculty and academic staff that did not deal with areas within the collective bargaining agreement but would provide a neutral perspective for discussion and navigation on arising concerns at an early stage. Three of the standing committees--Curriculum & Instruction, Faculty Affairs, and Student Affairs—will provide three appointees (one each) to serve on a committee. That committee will begin its discussion regarding the Student Ombudsperson, but eventually think about a broader Ombuds role that would address faculty and staff issues.

6. Faculty Hiring Protocols

Following the last plenary session, Policy invited Boris Baltes to provide a more detailed presentation about the SJAC recommendations for hiring and retention of faculty. There are some very good ideas there, but Policy noted that there seemed to be a lack of understanding of what departments already do to try to hire and what some of the structural impediments are. In some ways, the SJAC recommendations, developed by the administratively appointed committees with very limited faculty involvement, appear to have assumed the problem arises with (presumably uninterested) faculty, rather than ascertaining the actions taken by faculty to recruit and investigating the differences in fields in terms of the number of graduating PhDs of color. Senators should review the Policy minutes on the issue. A

concern of Policy was that a goal of the SJAC recommendations is to make opportunistic hires /less possible, even though they often represent the most successful means of recruiting a lateral hire from diverse groups not currently represented in the department and a stronger likelihood of retention of an underrepresented minority faculty member. It requires funding and authority to open the position. Making that an even larger hurdle will make hiring of underrepresented faculty even more difficult.

7. Approval of Centers under the Board of Governors Statute

Policy has spent time at several meetings this year discussing the mushrooming of centers without the proper review and charters as necessary under the Board of Governors statutes. It appears that even centers that were given temporary one-year charter approval several years ago have *not* come back for full consideration. There has also been considerable looseness recently in allowing “centers” that are acting to bring together faculty to talk about interdisciplinary ideas and grant/foundation/corporate funding sources to be created *without* going through the approval process under the Board of Governors statute. This also relates to Policy’s interviews with Ned Stabler regarding the various efforts under TechTown and Economic Development and Tonya Matthews regarding the STEM Innovation Learning Center. Policy has asked the Provost’s Office for a full listing of school/college and university centers and a historical record of charter and budget approval processes. This is an ongoing topic that awaits, at this point, the Provost’s Office summary of existing centers and historical data regarding approval and charters.

8. Student Data

The Policy Committee invited both Dawn Medley and Monica Brockmeyer to discuss issues about recruitment and longitudinal cohort data that we have sought for several years to inform us about success (or failure) of various programs undertaken to entice more students—and particularly, diverse cohorts including persons of color—to come to the university. It is important to understand how well students brought into the university through programs like Apex, Warrior

VIP, Warrior Way Back, Kickstart, Heart of Detroit and others succeed and what the hurdles are to success, as well as the costs of successful programs for underprepared students. Policy has also requested information and data on the test-optional admission process, especially how such a process will determine how to place students in support programs that they may need. Brockmeyer indicated that she now understands the data that Policy has requested better than after multiple previous meetings and requests for information. She has said that she will provide it. Beale indicated that Policy had been told by others that much of the requested data already exists, so members are somewhat concerned that it has still not been shared with Policy. This is a key area of educational policy that is central to the role of Faculty Affairs, Student Affairs, Curriculum & Instruction and Policy Committee oversight of administrative actions.

VI. REPORT FROM THE CHAIR

1. Senate Ad Hoc DEI Committee and Charge to Standing Committees on Future of Higher Education

Provost Clabo began her report by commenting on the plenary session's two action items. She has followed the discussions at the Policy Committee and considers these two items to be important steps in shared governance and in the role of the Academic Senate. She commended the Academic Senate for the establishment of an ad hoc DEI committee. Further, she noted that the charge to Senate standing committees around post-pandemic higher education would move the university forward. She stated that the university had been fairly effective in managing through the pandemic using the Restart Committees. In contrast, the charge to the Senate's standing committees discussed today is an opportunity to take a step back to think about (1) what is the future of higher education writ large and how it changes as the university moves back to a more normal life after the major impacts of the pandemic have passed and (2) what is distinctively Wayne State in that new future. There are many things that make this university unique and provide opportunities to recruit students to an urban-serving research university and to make sure that they have opportunities to provide service in our community and to

participate in the generation and the dissemination of knowledge. She was thrilled that members of the Academic Senate are taking on that discussion and grateful to President Beale for her leadership in getting this process started and to the Policy members. She looks forward to seeing the results and expects months of robust discussions.

2. Status of Issues Related to the Virus and Vaccines

The university brought a limited number of courses back to campus, effective February 1. Those are all courses that were approved to be on campus but that were paused when the governor issued a new pandemic order in early December. They are largely performance classes, labs in the sciences that involve shareables, health profession clinical courses and a few others. The university requires mandatory random COVID-19 testing for students and faculty who are in these on-campus classes: a random sample of 10% across sections will be a good indicator of the health of a campus and allow catching anything that may be brewing before it turns into a full storm. The Campus Health Center has rapid testing capacity that we will use for some of that testing, and others will be traditional PCR, the most reliable testing available.

Clabo noted that she continues to receive many emails about vaccine distribution. She encouraged members to watch a vaccine townhall about two weeks ago that is archived on the university's coronavirus website at wayne.edu/coronavirus. It highlighted an excellent Wayne State graduate's role in the development of messenger RNA vaccine technology. Although the Campus Health Center began vaccinating about four weeks ago, the allocation received was diverted from the allocation to the Detroit Health Department to the university as a major employer of residents of the city of Detroit and people who work in the city of Detroit. At this point, however, there is less robust distribution and the Center has not had additional doses to administer (other than second doses already received). It is likely that the J&J vaccine will be approved soon, and its availability (as a single shot without cold storage requirements) may make distribution expand more rapidly than

with the Moderna and Pfizer vaccines. Meanwhile, the university continues to talk with the city's health department and MDHSS to try to get doses to the Campus Health Center. Last week there were no new doses for the university or many area hospitals. Nonetheless, those who received the first dose at the Center will receive their second doses at the Center. The second dose is available.

Another series of questions is about the ability of individuals farther down the original distribution list now being eligible for vaccination. This is true, but there will be some delay until there is a better supply of vaccine to distribute. Nonetheless, people in the university community should register wherever possible to get the vaccine, including with individual providers, local health departments or other venues. At this point about 1000 students from the College of Nursing, the med school, and pharmacy are participating in vaccinating Detroit citizens at the TCF Center, in nursing homes, and in homeless shelters. The hope is that as national distribution improves, the state distribution will also improve and distribution to the university will improve.

Beale noted that a question in the chat asked whether random testing would likely continue through Fall 2021. Clabo responded that the university will do as it has done throughout the pandemic—be guided by the science. If positive rates tick up, there will be more robust testing. If positivity rates go down, testing may decline. The desire is to achieve a careful balance between restrictiveness and maintaining a safe campus. The university has been an outlier in a good way: it has managed to keep the level of infection down on campus as well as in the campus neighborhood. Wayne State is one of very few universities that have not been a source of spread to surrounding communities. The MDHSS director has recognized the university as a positive exception. This has been achieved with the help of the talented people on the Public Health Restart Committee and faculty, staff and students committed to following public health guidelines.

Beale noted another comment in the chat suggesting that the Senate thank the Campus Health Center for the work it has done. We

recognize the value for all the faculty, staff and students. Beale suggested that the Provost relay that thanks to the Center and indicated she would follow up later with a note of thanks. Clabo noted that the people working at the center will appreciate the thanks: they are “unsung heroes.”

VII. NEW BUSINESS

1. Hearing Panel Election

Naida Simon announced that members of the Senate will receive an email from the Senate's graduate student assistant, Rohan E.V. Kumar, asking them to participate in the election of the academic staff and faculty hearing panels. The election will begin Tuesday February 9 and be open until February 23 (unless extended further). There are eight nominees for each panel from which four members will be selected. Each Senate member has four votes for each panel. Faculty and staff vote for both panels. The votes will be done electronically through the Get Involved system.

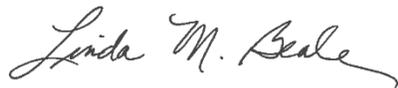
2. Proprietary Information Developed by Research Faculty Used by Students in Public Presentations

Brian Edwards noted a problem that had arisen in his department, when a faculty member who developed valuable proprietary information regarding treatment for prostate cancer that was used in submitting a grant to NIH but recently discovered that a competitor in Europe had somehow obtained the information. Edwards is concerned since journals require students to do public presentations of their research and they also must do thesis defenses, but sometimes there is included information that is not yet published and is valuable to the supervising research faculty. It is not clear how to balance those two needs. Edwards spoke with Thomas Cavalier in General Counsel's Office and with Nathan Chavez who handles much of the internet connectedness on campus, and Associate Dean Sharon Lean in the Graduate School, but there is apparently no good resolution to the problem. Edwards suggested two possible solutions. One would be to have a service add-on to Zoom that would allow a presenter to require attendees to sign a confidentiality agreement (not to share or distribute information received) in the 'waiting room' prior to the presentation. Surely there are

companies that need such a confidentiality waiver, so one would think it would already be available in a Zoom license. Another would be to consider delaying publication of a thesis that includes such data for perhaps one year, along with a private presentation of the chapter related to the data for the Ph.D. defense. This may not arise often, but for people who are working in highly competitive fields to produce something that has potential real value to the university, it is perhaps something that the university should address. Beale added that there had been a similar issue five or so years ago, in which the student's published thesis included data that was derived from the faculty member's grant, jeopardizing the faculty member's own research. She suggested that Edwards discuss this issue with OVPR.

The meeting adjourned at 3:35 p.m.

Respectfully Submitted,



Linda M. Beale

President, Academic Senate

WAYNE STATE UNIVERSITY
ACADEMIC SENATE
PROCEEDINGS OF THE POLICY
COMMITTEE
February 1, 2021

Present: L. Beale; P. Beavers; L. Lauzon Clabo; J. Fitzgibbon; r. hoogland; C. Parrish; B. Roth; N. Simon; R. Villarosa; Rohan E.V. Kumar

1. PC Proceedings December 7, 2020, January 11, 2021, and January 25, 2021

The proceedings for December 7, 2020, January 11, 2021, and January 25, 2021 were approved as amended.

2. Report from the Chair:

a. Partial Return to In Person Classes.

Today is the date to which remote instruction was extended, with the expectation that in February a limited number of courses that were scheduled for face-to-face could resume in person classes. This is taking place, and the university will conduct mandatory random testing across all of those sections, for both faculty and students. Individuals will receive notice from the campus health center to book an appointment within a one-week timeframe. This is essential to continue our good record on COVID-19 handling. The University has a 0.95% positivity rate, and the city of Detroit a 5.1% positivity rate. Compare that with MSU that has a positivity rate today of 13.1%. Members discussed the problem that occurs when other university insist that students come back to campus (often for residence hall revenues) even when classes are online, or require faculty to teach in person when the situation isn't suitable. Wayne State University is "leading with the science" and the results show. Our housing occupancy rate is at about one-third.

b. Vaccine. Vaccinations on campus have slowed because of a lack of new doses. This week, the Campus Health Center will give second doses to those who received their first dose a few weeks ago. We did not get additional vaccine to administer last week and we expect that we will not this week. The Michigan Health Department's doses are going to nursing homes, homeless shelters and the TCF Center for Detroit residents over the age of 65 rather than to us. A message will go out soon encouraging the Wayne State community to sign up for vaccination wherever possible, through your personal provider or through the local health department.

3. Report from the Senate President:

a. Board of Governors Committees. Beale noted that the Board of Governors had established the committee assignments for Board members, including re-election of Marilyn Kelly as Chair and

election of Mark Gaffney as Vice Chair. The Bylaws Review Committee started a few years ago by Sandy O'Brien will continue, but it is unclear whether there has been any progress on a variety of issues. This list includes an Advocacy Committee, which appears to be something new. It is not clear what it will cover, though one presumes it would be advocating on behalf of the university to the State. The Senate does not have representation on a number of the committees—advocacy, bylaws, health affairs oversight or the two subcommittees of the Board. We only have representatives on Budget, Personnel, Student Affairs, and Academic Affairs. Perhaps we should ask for a representative on the Advocacy Committee.

- b. Bold Moves Proposals. Beale provided an update on the Bold Moves process. The committee received a list of about 60 proposals. Beale considered that there were ten that stood out and perhaps five others with potential that might be combined with other proposals. Many of the proposals were unclear and vague and contained a lot of jargon but no clear statement either of the problem intended to be addressed or the means by which the proposal meant to address it. The discussions have been fairly good, though Susan Burns and some of the Development staff sometimes have favorites that have not made sense to the two faculty on the group.
- c. Child Care Committee. Loreleigh Keashly has asked to come to Policy to discuss developments in the university's childcare committee. We will try to schedule that for the eighth or the fifteenth. We do not have anyone from Policy serving on that committee, so it is unclear what kind of proposals they are working on at this time.
- d. Fundraising Levels for Faculty Titles. Another issue we need to bring back to Policy is the question of Development's commitment to raise funding for a larger variety of faculty titles. Susan Burns had told us she was amenable to expanding the university's rather rigid policy (high endowments required) but that she wanted to finish the capital

campaign first. We are through the capital campaign and are in the silent phase of the next capital campaign, and she is again deflecting discussion with claims that we do not need to do anything differently. At the Budget Committee on Development last fall, for example, she indicated that our peer universities do not have any more than we do, so she doesn't think it is an issue. Note that she was claiming CMU was a suitable peer university—which is ludicrous for either the Law School or the Chemistry Department. Benchmarks have to be in terms of specific fields, not entire regional Michigan schools. She also continues to say that it is "hard to get donors interested." Beale noted that whenever she has talked to potential donors, they have liked the idea. Beale suggested that we should bring her to Policy so that we can have another discussion. This is an important reputational issue when Wayne faculty speak at conferences, and it is a recruitment issue—especially for faculty of color—when we try to entice faculty to come to Wayne. Provost Clabo agreed that we should continue the discussion with Burns. Beale suggested that perhaps Policy should draft a new proposal for additional types of titles with somewhat different criteria than the proposal put forward by us several years ago. We may want to bring that proposal to the full Senate for a vote to give it more substance.

- e. Centers. Beale noted that she continues to be concerned about the lack of review of Centers. We have now gone some time with no CIAC I or CIAC II reviews, and there seem to be a number of instances of the use of "center" when there has been no charter process. At Bold Moves, one that was included in a proposal was Engineering's IndustryX Center, for which a website exists. This is a proposal that curricula be developed with industry consultation for specific career needs within an industry—one would think that idea should receive discussion at various levels before a center to expand that method is approved. Beale noted that she has

asked for a list of all currently chartered school/college or university centers and the schedule for 5-year reviews.

- f. Henry Ford Health System Agreement with Michigan State. Beale mentioned the various news stories about a deal being reached between Henry Ford and Michigan State. This could have a significant impact on the School of Medicine, especially if we lose additional medical student slots currently at HFHS. The description of the deal appeared somewhat different from the original proposal with Wayne State, including different levels of initial funding.
 - g. Spreadsheet on Faculty Data. Beale asked whether there was more information about the spreadsheet that Charlie Parrish brought to our attention at the last meeting. Clabo indicated this was voluntary data collected as part of the [GEARS grant](#) to increase equity among female and underrepresented minority STEM faculty. Clabo indicated that the committee that developed the data collection project has AAUP-AFT representation. She suggested that Parrish speak with Boris Baltes about the nature and purpose of the data collection.
 - h. February 8 PC meeting. Beale noted that the candidate that had caused a shuffling of the time for the February 8 meeting had withdrawn so we will meet at the regular time.
4. Ombuds Committee: Policy discussed the need to finalize the membership for the special Ombuds Committee. We have two representatives selected from Curriculum & Instruction and from Student Affairs. The Faculty Affairs Committee needs to name an appointee to finalize the committee makeup. renee hoogland added that the committee would meet on February 10th.
 5. Budget Planning Council. Beale noted that it is time to select the two Senate representatives to the Budget Planning Council (BPC) in addition to the Senate President and Budget Committee Chair. Last year, John Heinrichs (Business) and LiWay Lee (Economics, CLAS) served. LiWay has taken early retirement and John would prefer

not to serve again this year. The committee agreed on nominees. Beale will contact them to see if they are willing to serve.

6. Emails Regarding Security Training: Brad Roth had shared a PowerPoint from a colleague demonstrating how the emails being sent to faculty to urge them to undergo email security training appeared to clearly be phishing emails. The emails are generated by a third-party contractor, and mistakenly say—in multiple emails sent to goad faculty to undergo the training—that the training is mandatory when it is not. Beale noted that she and many other faculty likely simply deleted the emails as spam or sent them to C&IT to alert them to the spam! It is irritating to get multiple repeat emails all saying that faculty must complete mandatory training when it is not actually mandatory. It is also frustrating for C&IT to arrange for emails to be sent that are so poorly written: that ensures people will ignore them now and in the future. Naida Simon added that there is another problem with the way the C&IT spam alert works: people send emails asking if they are spam, but never get a reply from C&IT to let them know. Beale noted the contrast when she contacts Law's IT person who always responds to let us know. Paul Beavers described the training, which he took to make the nagging messages stop, as "awful, not relevant to the academic experience, and designed for industrial employees." Fitzgibbon agreed, noting that it was difficult to pass because it treated it as important to learn the names of the various types of spam, even though we do not need that information and it does not increase the security of our emails for us to know those names. Even a woman who works for a large IT security firm took the training and failed it twice! Clabo agreed with all the comments and apologized for the problem. The C&IT team will try to prevent this kind of thing occurring again. Beale asked that they be alerted to create responses to people who send abuse@wayne.edu a query about an email. If we do not hear something back, we still do not know whether to open the message or not. Beavers suggested that people crafting emails asking anyone on campus to take particular actions need to think about how the email will look to someone unfamiliar with the office that is sending it. A similar email arrived about

changes to the travel cards and asked recipients to click on a link on the Wayne Travel webpage, but there was no such link. These people need to be instructed how to avoid the errors of appearing to be a phishing message.

7. Ad Hoc DEI Senate Committee Initiative. Beale noted that we seem to have reached consensus on a version that everyone accepted and that we can present to the Senate for Senate feedback. She asked Roth to present it at the Senate plenary session and he agreed.
8. Charge to Standing Committees on the Future of Higher Education. Beale noted that in the three weeks this has been out, no one has provided any comments on the text or issues that they think their committees will be interested in. Beale will present it, and again the idea is to get feedback from Senate members, including any specific ideas they think should be included in the set of questions, or even volunteers who want to serve on working groups on particular subjects. Simon added that she will address this with her committee on the seventeenth and again in March. Beale noted that it may be important for committees to break into subgroups on particular issues, so that some can do research or check with peers, etc. She added that she had edited the wording about the resources, because the Inside Higher Ed article provided by the Provost's office makes some rather derogatory suggestions about the faculty. She indicated that she had gathered questions from various reading she had done and discussions she had participated in on listserves. The questions try to cover a range of issues—types of students, unconventional degrees, badges and certificates, the idea of “competency-based degrees”. Some of this goes against the foundational idea of a university: we don't exist merely to award people a piece of paper providing a credential for a job that they held before they came to the university. But we likely need to address these issues, or they will bubble along and be put forward by the administration.

Parrish suggested that the charge is too ambitious an undertaking for the Senate committees to be assigned. People will

“wander off into all kinds of different things with extremely uneven responses. I don't even know what you mean.” Beale noted that no committee is being “assigned” any specific part of the topics: the charge is saying that this is something that the Senate should do as the voice of the faculty and staff on educational policy. She had raised it at the December 2 plenary session because it had seemed important to be considering these issues, and then after that President Wilson had called to say that he wanted to ensure there was some process for thinking about what direction the university should take “post-pandemic.” If the Senate does not take this task on, there will be another group, like the Restart or Social Justice Action Committees, that will be assigned the task and have only minimal Senate representation. This is the kind of issue that the Senate should be considering—how courses are delivered, what our students should get out of their education, what new groups of students we should be reaching, etc. These are all within the question of what our educational policy should be. Parrish objected, noting that he hasn't seen any ideas from President Wilson, and even if the Senate does all this work, why should Beale think the President will give our work consideration. Beale responded that it is important that the Senate be a collaborative body on this issue. The President has now specifically asked for our thoughts on these issues, so we should be responsive: that is what we have asked him to do. Parrish continued to suggest that we wait to see what the President is going to propose. Beale responded that would run counter to everything we have said about the importance of consultation: it would make no sense for us to encourage the President to seek input from some other group, instead of the Senate.

Fitzgibbon noted that it is important that we should develop some thinking on these issues rather than leave it to the President to develop proposals through some other route. Hoogland added that it seems reasonable to try to collaborate with the President on this issue. It is important that the Senate makes

sure it has input on what happens post-pandemic. If there is an opportunity to do so, we would be foolish not to. Fitzgibbon added that she would not like to be told “we are going to do this and that,” without having had any input in the development of the ideas. Parrish suggested that if there is something specific, we can react to it. Beale countered that it would be foolish to merely be reactive to whatever Roy or the administration suggests. Roth agreed. If we do not take the lead on this issue, we will be accused of simply not being willing to consider doing anything differently: that just gives the administration an opportunity to impose their ideas on us. There is clearly no way we will consider every idea that is on the charge document, but it serves to orient the discussions that take place within the committees. Those discussions are going to take place, so it is worth having some guidance about what issues to consider. We create a record indicating that we have been discussing these ideas in committees and these are the kinds of proposals that make sense to us. We have to be ready, he suggested, for the onslaught that we are going to face.

hoogland commented that it would be helpful if the document could be sent to all the standing committees, so that each can focus on the issues that are particularly relevant for it and start thinking about it. Policy cannot do this—this is work at the Standing Committee level. Because not all these issues are relevant for every committee, we should get the charge out to get the discussions started. Beale agreed. This is not a charge to Policy but to each of the standing committees. Simon noted that she would send the document with an agenda, for discussion. Her committee is primarily academic staff, while renee’s is primarily faculty. Each group will likely have different perspectives. There are some ideas on the list that most of us are likely opposed to, but we need to begin discussing it. Clabo added that these kinds of questions are clearly within the purview of shared governance. The President has done exactly what the Senate has requested by reaching out to ask that the Senate consider

major issues around the structure and delivery of academic programs that will face post-pandemic pressures to change. This is an opportunity for the Senate to bring forward their best ideas about what’s important. Essentially this is asking each of the committees to develop a position paper on the topics that seem most important to them.

Beavers suggested the document should tell the standing committees to consider what issues to make important statements about. Beale noted that the document is intended to provide some overview to our diverse group of members in a diverse group of standing committees. It asks the committees to talk about the issues that matter to them and see what they think is truly important in their area. The idea is to provide some long-term recommendations by mid-October (though Beale indicated to the President that might be too early to be doable). We have typically given committees charges that we expect them to consider during the year. We did not do that this year. This is a bigger issue than any one of our committees could handle alone.

Villarosa agreed that we shouldn’t be reactive, and that this charge to the committees put the Senate in a better position than, for example, it was in on the diversity issue, where we had not taken any action on the record and now are making a substantial move by creating an ad hoc DEI Senate committee, with the aim of creating a standing committee. Is the President planning a process for an administrative ‘restart-type’ committee as well and do we know the timing for that so that we can be sure we are aware what is going on? Beale responded that the discussion with the President was about the Senate’s committees taking this on as within the Senate’s jurisdiction. He was supportive of that. Now, it would be expected that the Council of Deans might be holding discussions about similar issues, but at least in the conversation, he agreed with the suggested Senate process. Villarosa noted again that there might be some parallel administrative conversations going on that

we would need to connect to. Beale responded that we have administrative liaisons on the committees to help ensure that such dialogue occurs.

The group then discussed the timing issues, noting that there are some shorter-term issues and some that are longer term. Hoogland suggested that she would like to have a rough picture by the beginning of the summer, and that there is nothing in the document that prevents communicating some ideas earlier. Clabo agreed that there may be tactical decisions about the fall that need to come sooner and longer-term issues that will tie into the next strategic plan.

Beale noted that she would like to share this with the plenary at the February 3 meeting so that all the members have an idea of the issue being brought to their committees. Policy agreed to make an explicit mention of short-term and long-term considerations in the document.

9. Reports from Liaisons.

- a. FSST. Simon reported that FSST met on January 20 for a discussion about STARS 2.0 and the SLATE update. STARS stands for “student tracking and retention system” but the person presenting from C&IT, Heather King, did not know that. They want to create a one-stop shop for undergraduate, graduate, and medical students with centralized advising notes. Beale asked whether everyone who is advising a student would see all the notes that any adviser has taken. Simon said yes, noting that currently it is frustrating to advise a student but be unable to know what they have been told by other advisers. Another change is to align it with the “student journey model.” SLATE is third-party software that was supposed to make undergraduate (LAB) and graduate (GAB) admissions simpler. Graduate Admissions people hate it. It runs in the Amazon Web Services cloud. Beale noted that as Graduate Studies Director at the Law School until this year, she was quite dissatisfied with the old system.

She asked Clabo whether there had been many complaints about the SLATE system. Clabo noted that there are always grumblings when there are changes, but she will watch to see if complaints mount. Beale added that she understands that the SLATE platform is supposed to help units communicate more frequently to students who are in the pipeline. One problem with that is those communications can come across as impersonal.

- b. Elections. Simon also reported on the elections committee. The plenary session will elect a replacement for David on policy. The hearing panel elections are also coming up, but Rohan has to be able to work with the DOSO person who runs the software. The plan is to run the hearing panels starting in mid-February and then run the at-large election right after that. Villarosa added Rohan to the group and will help him to the extent possible. Beale noted that Angie has agreed to help if there are questions.

Parrish asked who the nominees for the PC position are, and Simon responded that at this point they are Noreen Rossi and Avraham Raz. She has informed both to prepare a three-minute talk. After some discussion, it was agreed that Christine Knapp would run the election and Naida will ask one of the other members of the committee to serve as timer for the speeches and the election poll. Rohan will be the one to launch the poll and show the results. Beale noted that in a practice with Rohan there was a glitch with zoom polling. She has asked Law’s IT person to stand by for assistance if that recurs during the meeting.

- c. Student Affairs Committee and Curriculum & Instruction Committee. Fitzgibbon added that the Student Affairs Committee met on the 20th with Michelle Bruner, academic

success, and Amy Cooper, student learning communities. Michelle updated the group about students in the first-year seminar (the Wayne Experience), for which there were 60 sections last fall and 21 sections this winter, with two sections for sophomores. They have hired and trained 48 instructors. There was some concern that transfer students should have an opportunity to take the course if they want to. The learning communities have been around since 2006 but have had a flat budget. There are 37 and one in the School of Medicine. There are 45 faculty and staff coordinators, 212 peer mentors and 6000 students involved. These students tend to achieve better results in courses and have a sense of being supported. The communities have been creative in pulling students together in this online environment. It was impressive. Roth noted that C&IC met jointly with Student Affairs for that meeting so there is nothing to add on that.

- d. Student Code of Conduct Revision Subcommittee. The group held its first meeting and named Roth as chair. The group will invite David Strauss and Nikolina Camaj to the next meeting and work from there.
- e. UROP. Roth added that the UROP subcommittee has met with the folks who were part of the vetting process, but this time there was enough funding to fund all of the applications so the only issue was whether any should not be funded. All were funded. They are working to revise the applications that should go live very soon for the next round (possibly February 12). Beale asked whether Lanier provided funding for UROP. He did not, since he claims that his position is that his funding is only if there is insufficient funding otherwise. Beavers noted that we need to follow up on this lack of funding. Beale suggested that the Budget Planning Council will be one place to do so.

10. New Business.

- a. Faculty Reimbursement for Online Teaching. Members asked whether there was funding to reimburse faculty who spend their own funds for supplies necessary to enable their online teaching. Clabo indicated that the CARES Act funding did not cover that, but she will check. It is likely that it is being handled on a school/college basis. Beale said her understanding was that various supplies would be reimbursed if people submit receipts, but maybe some schools/colleges are not doing that. Clabo will check with the deans.
- b. Plenary. Clabo noted that she will not be available for the plenary until about 2:20 or 2:25. renee will substitute, as Vice Chair.

Approved as amended at Policy on February 8, 2021

WAYNE STATE UNIVERSITY
ACADEMIC SENATE
PROCEEDINGS OF THE POLICY
COMMITTEE
February 8, 2021

Present: L. Beale; P. Beavers; L. Lauzon Clabo; J. Fitzgibbon; r. hoogland; C. Parrish; N. Rossi; B. Roth; N. Simon; R. Villarosa; Rohan E.V. Kumar

1. PC Proceedings February 1, 2021

The proceedings for February 1, 2021 were approved as amended.

2. Report from the Chair:

- a. Wilson Announcement about Student Death. Provost Clabo noted that the announcement to notify the campus of a student's death was a sensitive issue and reflected an attempt to be

respectful of family's wishes. The announcement was necessary to correct inaccurate chatter on social media. Beale noted that she had intended to mention this in her report, because it seemed very poorly handled: it came across as the university trying to excuse itself rather than a simple announcement of death and condolences for the family. Roth stated that he understood the intent, but that it did not work; in fact, it would have been better to have a statement of condolences. It did not actually correct the record because it could not, but it fed speculation about rumors that most people had not heard in an attempt to state that the university is not at fault. It was a PR failure, and not the first time in a similar situation.

- b. Classes. Clabo noted that the university has now had limited in-person classes for a week with the positivity rate remaining low, at 0.54%. The university is conducting mandatory random testing across all of those sections, for both faculty and students. The city of Detroit has a 3.8% positivity rate. There remain concerns about the two variant strains.
- c. Vaccine. Meanwhile, the Campus Health Center is providing second doses of the Moderna vaccine this week but has no new doses to offer. Beale asked why the Michigan Department is not providing any vaccine to the campus. Clabo responded that they believe they can manage mass vaccination efforts in the large centers. She suggested that people should register wherever they can as soon as they can, since the supply is unpredictable for everyone. The situation may be better when the J&J vaccine is approved, since it is a single shot that need not be kept super cold.
- d. Centers. Clabo indicated that she is working on producing a list of the university-and school/college-chartered centers and institutes, along with a historical record of reviews. Beale said that would be helpful: there were no CIAC I or CIAC II reviews in the last year, and there are some centers that appear not to have undergone the appropriate charter process.

- 3. Report from the Senate President:
 - a. Childcare Update. Beale indicated that Loreleigh Keashley will likely be scheduled for 2/22, given some conflicts in arranging it earlier.
 - b. One Health Call for Proposals. Beale noted that she was surprised to see this, since it is one of the Bold Moves items. OVPR has sent out a call for pilot proposals, but it is unclear where the funding is coming from. Clabo suggested an inquiry to Steve Lanier at OVPR to find out the status.
- 4. Fall 2021 Class Scheduling. The Policy Committee held an extensive discussion about the information that has been shared with schedulers and faculty about scheduling classes for the Fall 2021 term. Some departments are telling faculty that the schedule must be set up as in Fall 2019, with most classes as "traditional" and no consideration of social distancing in assigning rooms. Other departments tell faculty that the schedule should be set up as traditional, but only where the class can appropriately be socially distanced if need be. Some faculty are being told that they must teach face-to-face even if they feel that it is inappropriate for them. Provost Clabo insisted that the plans are clear that we expect to have more in-person classes but that they may be moved to remote classes. The terminology is "traditional, conditions permitting" and the "conditions permitting" language covers the lack of availability of an appropriate classroom space if socially distanced classrooms are required. Many members of Policy expressed frustration with this approach, since it will actually make it harder to plan, if there are circumstances (which the increasing evidence of variants of the virus suggest there could be) in which social distancing is necessary. Many faculty are expressing concern, since their class sizes have been increased (often doubled) in the remote setting, and if they are expected to handle the same class sizes in person that may not be possible with current classroom availability, especially given State Hall construction.

5. Senate March 3 Agenda. Beale noted some uncertainty regarding appropriate items for the March 3 plenary session. She suggested that we invite the Graduate Dean to talk about the challenges and opportunities for the Graduate School. Policy has met her and gotten a sense of her vision for the Graduate School, but the full Senate has not. Policy members were agreeable that Beale should reach out to the Graduate Dean to see if she would be willing to talk to the plenary session. Beale also suggested that it may be a good idea to have Loreleigh Keashley present on the childcare committee's ideas. We will hopefully have a chance to talk with her in an upcoming meeting and can decide at that point.
6. Lecturer Non-Renewals. Beale noted that this topic is primarily a Union one, but worth having some discussion here regarding the seemingly punitive use of non-renewal notices. The CLAS dean intends to issue non-renewal notices to all lecturers. Last year, we discussed this problem with Provost Whitfield, and he took action to ensure that there were limited non-renewals rather than a blanket approach intended to give more leverage and more flexibility, which is an inappropriate way to deal with lecturers, since the non-renewal notice in the contract is intended as a protection, not a hammer. Non-renewals should only go out to those that may be let go if there are not enough registrations. They should not go to every single lecturer, including key personnel who consistently do a good deal of administrative work (including over the summer) and are essentially guaranteed to have substantial students. Provost Clabo disagreed, saying that the contract requires notice if the university is not going to renew and that the university "cannot predict with great certainty who will not be renewed." She supported the practice as normative for various schools such as CFPCA and CLAS. Parrish reinforced the idea that this is a bankrupt personnel policy. Beale noted that these schools have data and they have a sense of the regular need: accordingly, it looks like administrative laziness not to do the work they should do to predict enrollments and limit the need for non-renewal notices, while blaming the Union for their inequitable approach. Clabo objected that it isn't blaming the union since the process is described in

the contract. Beale countered that the contractual process is intended as a protection to ensure that people get sufficient notice to find another job. But if notice is given automatically to everyone, it merely serves as a threat to get free work and be able to fire whoever you want later. Clabo disagreed. Parrish noted that this will clearly be a topic of negotiation in this contract renewal cycle, since it is being used primarily for budget flexibility.

7. Charge to Standing Committees on the Future of Higher Education. Beale had distributed for the meeting a revision to the charge incorporating comments from Senate members after the plenary session discussion. Beavers indicated that he was in the process of determining whether the library could provide the Chronicle of Higher Ed item mentioned in the charge, rather than having individuals pay \$129 for it. Clabo indicated that the Provost's Office could support funding if needed. Beale suggested that she send the charge to the chairs so that they can begin considering, with their committees, how they want to approach the issues, which might include working groups that would continue over the summer. At some point after first meetings have taken place, it might be advisable for the chairs to meet to discuss how to proceed in areas where there is overlap in interests.
8. Ad Hoc DEI Committee Charge. Beale noted that the chairs of the standing committees should seek volunteers to serve on the ad hoc DEI committee. Perhaps if each committee provides two nominees, then Policy can select the ad hoc committee from that group in order to ensure diversity of perspectives, ethnicity, gender, status, etc. Committees can also go outside Senate membership for ad hoc committees, if needed to ensure adequate diversity and representation. We will have to work on the bylaws amendment draft later. Hoogland suggested that chairs may want to volunteer, which would be fine.
9. Liaison Reports.
 - a. Student Code of Conduct Revision. Roth will meet with the office of General Counsel tomorrow and

report back to us soon about that meeting.

- b. UROP. Roth noted that the existing funding was sufficient for all of the applications this time so that apparently Lanier was not pressed to contribute more funding. Beale mentioned that she had noticed a STEM-only research funding proposal for undergraduates that came out from UROP in the last few days. It appeared quite ambitious in terms of requirements for rigorous studies.

PC Proceedings for February 8, approved as drafted at Policy February 15, 2021

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1. Campus Safety Advisory Committee Update.

Professor Jennifer Wareham noted that the committee's last meeting took place in late November 2020. The committee typically meets twice a year, in the Fall and Winter semesters. There were additional meetings last year because of the Student Senate's interest in clarifying the way certain issues are handled. In a typical meeting, the Chief of the campus police (Chief Holt) explains any updates to procedures and provides a

statistics report. In November, Chief Holt informed us that people in the area objected to the process for handling complaints, because it seemed adversarial (the officer who responded to the call would go to their address and record their complaint in person). The response was to establish an electronic platform for filing a complaint and arranging for a person to visit to start the investigation process. The statistics show that there are relatively few complaints. This is especially true now because of COVID, though domestic violence issues have increased. This is something that Wareham's department has seen nationwide.

Beale asked about the issue that had been raised by several professors and students regarding the way the Board of Governors had approved the existing campus "advisory committee" as fulfilling the new Michigan statutory requirement for a "public safety oversight committee, for which the statute provides a specific membership and role, which are both different from the membership and role of the Campus Safety Advisory Committee. Wareham noted that she and hoogland drafted a recommendation for altering the procedures to make them more consistent with Michigan and Michigan State. During the summer they met with members of those committees and learned that their campus safety advisory councils serve as an oversight committee by not having the Chief or other administrator present or running the meeting. Here, the Chief and the President's Chief of Staff and marketing VP Michael Wright dictate the agenda, run the meetings, and control the discussion of the committee. Faculty and students are relegated to a role of listener. The Student Senate President Stuart Baum objected to that process. However, when the Social Justice Action Committees were established with one on policing, Beale and Wareham discussed how best to proceed and Beale suggested it would be reasonable to see

if the SJAC subcommittee dealt with the issue. Wareham shared the letter regarding the concern with Bonnie Wu, the Senate representative on the policing subcommittee, and with Brad Smith, a presidential appointment to the policing subcommittee. Beale noted that Bonnie Wu is scheduled to come to Policy on the 22nd to discuss this issue and whether the SJAC took into account the need to restructure—perhaps by having a subcommittee of the advisory council that adheres to the Michigan statute. Beale talked with President Wilson about this when the SJAC subcommittees were established, because he had not agreed to have a Senate representative on the policing subcommittee. He ultimately agreed given the discussion that had already taken place at Policy regarding the advisory committee and the Michigan statute. Beale had to miss one of the “umbrella” SJAC committee meetings that was scheduled in conflict with another meeting, so it is not clear whether the policing recommendations have been addressed. At any rate, Bonnie Wu will be able to provide us a more complete picture at the next Policy meeting.

Parrish asked what would be required to institute a change. Beale suggested it would likely require a Board of Governors statutory amendment, since they had resolved it in a way that does not directly comply with the Michigan statute. They simply took the existing campus safety advisory committee and designated it to serve as the policing oversight committee, without conforming to the membership and role provided in the statute. Parrish asked whether Policy had discussed it. Beale stated that she thought the issue had been discussed at Policy when Stuart Baum first raised it and again when Wareham raised it, which was at the time that the Policing Subcommittee had been established. Wareham added further that the campus police are supposed to be merely *ex officio* to the committee, but Michael Wright

attends as the representative for the Chief and actually serves as chair of the committee.

Beale added that the point of having this on the committee today and next week is to learn what the status of this issue is, now that the SJAC committees are finalizing their recommendations. With this update, it appears that the policing subcommittee did not even ask to speak with the campus safety advisory committee members, which suggests the issue was not dealt with. Parrish asked whether there was a request for any action from Policy. Beale responded that we will have to determine what the status is and then consider what action to take.

Fitzgibbon asked why Michael Wright is acting as chair of the campus safety advisory committee. Wareham responded that the committee had been part of the campus policy for years before the Michigan statute for an oversight committee was passed. But the committee did not meet regularly until a year or so ago. Wright is the one who had called the meetings, and there are no written charges with stated goals or procedures for the advisory committee. So Wright just runs the meeting. Wareham noted that she would prefer to see an agenda driven by someone other than President Wilson of the police chief’s representative.

Hoogland noted that the committee was just a passive presentation by the Chief without any input from faculty or students at all. That was a problem that the students pointed out. Even discriminatory events that happen on campus were dismissed by Wright as falsely presented or irrelevant. That led to a discussion about how the committee should function so that the meetings would be more meaningful. Baum pointed out repeatedly that the committee does not satisfy the Michigan statute. Many meetings would get cancelled by the administration. The committee members invited someone from University of Michigan at Flint to discuss.

Wareham added that one of the things the students noted was that an event sponsored by a minority student organization is required to have a larger police presence, for which the students foot the bill. To them, it feels discriminatory, though Chief Holt responded that he “wants more of [his] officers there just to make sure everything is good so that we don’t have any problems.” His policy is to add officers whenever there’s any type of altercation on campus, with multiple squad cars reporting to the incident. But for students, they get anxious when they see that, thinking something seriously violent must have occurred or someone has been killed. He says he does it because he wants more officers there to hold each other accountable. Villarosa added that from the perspective of student organizations—whether it’s for a step show late in the evening or the “crossings” celebrated in Gullen mall by the historically Black sororities and fraternities—there is a much larger police presence, which Dean of Students Office (DOSO) knows not from seeing it but from the charges to the student organizations or DOSO. Beale noted that if Black-sponsored events always get more police, that’s an effect that appears to come from an underlying assumption that those events are going to be more problematic, which clearly would strike students as discriminatory. Wareham said that the Chief claimed it was the time of the event and the number of people expected to be there. It’s possible that if you control for those aspects, the data would show it is not racial bias but it is unclear. Beale agreed that having data on whether the larger police presence was correlated with late night and large crowds would be helpful. Villarosa said all DOSO sees is the total bill with no breakdown: that would have to be provided by the police. Wareham noted that if there is a followup conversation with Chief Holt about this, the Criminology and Criminal Justice

Department could do a statistical analysis for them and maintain confidentiality. Villarosa suggested that Wareham could reach out to DOSO about this, since David Strauss had wanted to get that data. Beale asked Wareham if she would be willing to follow up with David Strauss: if the data show that there is a correlation with timing and size of crowd, that would be reassuring to those student groups. But if the data demonstrates discrimination, that would be a matter for further consideration.

Parrish asked whether the committee had discussed this matter with the Chief. Wareham indicated that a student raised it at the meeting and the response was as she noted earlier.

2. Academic Senate Ad Hoc Anti-Bullying Subcommittee Update.

Wareham noted that materials from the committee had been provided to Policy with the agenda. The process began last year, when Policy charged the ad hoc group to develop a policy with detail regarding definitions, who investigates, what action should be taken and similar issues. The group began with a review of the literature and existing policies at other four-year institutions in the US and, especially, in Michigan. Then the group discussed what they thought the policy should look like. They were aware of an issue at the University of Michigan with their definition of bullying. At a point when they felt they had established a reasonable working approach, Boris Baltes met with Lou Lessem, who discouraged any attempt to define bullying as anything different from Michigan’s definition after it settled the Speech First case against it. Michigan had a definition in its student code of conduct that Speech First challenged as a violation of First Amendment rights. Michigan settled rather than argue the lawsuit and changed the definition to the one used by

the State for K-12 education. Michigan also removed all mention of a disciplinary body or any formal action that had been included in its policy. The committee then met with Lessem and had a candid conversation. He implied that neither the administration nor the Board of Governors would support anything other than the policy that Michigan settled on. Accordingly, that is the current draft shared with Policy—a definition of bullying consistent with Michigan’s, removal of any formal procedures for how accusations of bullying should be investigated and of any potential disciplinary actions. Now the policy provides for informal discussions. Because Speech First objected to use of the term “civility”, the committee has taken that out of the Wayne State draft as well. The draft includes a Section Three that makes clear that a supervisor’s reprimand of a person under her authority is not bullying, since a supervisor needs to be able to tell subordinates how to do their jobs correctly. Excluded from the bullying policy is any situation protected by freedom of speech. There are also links to other policies that could govern a bullying situation, such as harassment or discrimination. Section Five provides an informal process for resolving complaints about bullying—people that a bullied person can speak to (a chair or HR representative). The committee would like to have the university create a website dedicated to bullying and provide more information and educational resources, links to training, and information about informal approaches to conflict resolution. Also important is for the administration to provide support for training, both in terms of financial support and personnel that can help with this. All of these needs stem from the Campus Climate Survey that indicated that bullying is a significant issue here and perhaps one of the reasons people leave Wayne State. The charge to the committee called for a final policy proposal by March, but the group may need an extension to complete this. Beale

indicated that the group should take the additional time needed.

Hoogland asked about the statement at the end that the right “cannot impair the Constitution.” Wareham noted that individuals are not necessarily protected constitutionally from bullying behavior. Bullying may be demeaning remarks, preventing someone from coming to a meeting, scheduling a meeting so that someone cannot attend (i.e., with intent to exclude). There are a variety of behaviors, and some of those are protected if there is a gender or race basis for the behavior. There, discrimination laws protect. But much of what we think about bullying is not constitutionally protected—i.e., the claim based on the Michigan settlement is that ‘freedom of speech’ permits bullying behavior unless laws about discrimination and harassment are implicated. This could apply to bullying behavior by faculty in a faculty meeting or by a student in a class.

Beale asked for an explanation of what the “informal process” means. It sounds like there could be considerable space for inconsistency and bias in handling such issues informally. Roth pointed out that the group had spent time trying to specify in helpful ways where the lines would be with respect to these questions, but the General Counsel’s office essentially shot down the effort for two reasons. First, there is substantial risk aversion as a result of the Michigan case, with a fear that anything added beyond what Michigan accepted in the settlement would put Wayne State in legal jeopardy. Second, the University of Michigan had a definition of bullying in its code that was poorly crafted, invoking the dictionary, which put it in a bad position from the start. Then it also had implicitly coercive interventions—not strictly punitive. As for the case, the only determination made was that Speech First had standing to bring the suit claiming the University of Michigan’s

bullying policy was a violation of free speech rights. There was no adjudication of the “chilling effect on free speech” claim, but Michigan’s general counsel decided to fold altogether—not only removing their own bad definition of bullying to claim that without the definition there’s no case, but also dropping the entire idea of any implementation of an anti-bullying standard. The settlement agreement just provides some support services. Roth indicated he was astonished that Michigan so thoroughly capitulated at the preliminary standing determination, but Wayne State’s General Counsel is not willing to step out any further than Michigan did. The committee is left with proactive measures against bullying like bystander education that can be enrolled voluntarily, support for people who are being mistreated, etc.

Villarosa added that the University of Michigan cannot even have a referral process to an office such as OEO that could help file a discrimination claim in some bullying cases. Parrish asked whether there will be a designated person. Villarosa noted that the initial committee draft had not been shared once the meeting with Lou Lessem made clear that substantial changes would be needed. The question now is what can be done from an educational and supportive standpoint, which is a different model than what had been discussed.

Beale asked that the group do the best possible and include the rationale in the report. She also suggested a hypothetical involving a department where a junior male professor makes it hard on a female professor whenever she says something in a meeting—a snarky comment or criticism of her material when she seeks academic advice. She discusses it with the department chair and the department chair says there is nothing I can do about it. What happens under your scenarios? Wareham responded that she should be able to make a complaint to HR

because that involves gender discrimination, if she can establish a pattern of gender bias. But if the two are the same gender, same sexual orientation, same race, same religion, it would not be a discriminatory action. In that case, there is nothing formally that can be done. The group had drafted some formal consequences, but now has its hands tied because of the General Counsel’s position. The union also constrains possibilities. The stance now is to focus on education and training, and development of a website. Peers within a department will hopefully start standing up for each other and advocate for the person being bullied.

Rossi noted that Beale’s hypothetical is a real situation that occurred in the medical school in August 2020. The answer given at that time by the General Counsel’s office was the same as what he has said after the Michigan case—that nothing can be done unless it clearly violates a constitutional protection. This has caused much consternation among faculty, particularly female and minority faculty. This is usually repetitive behavior, so the chairs and chiefs need to be educated and the culture needs to change. That requires education. There is a meeting coming up in the hospital on dealing with microaggression from patients and staff. If someone is in leadership, they should be required to take mandatory training to learn how to deal with bullies, whether at faculty meetings when someone is denigrated or their ideas are pushed aside or, worse, usurped by the other side. Clabo agreed, noting a time when Nursing had academic debate shift to “I’m smarter than you and your ideas are not worthwhile.” The dean and faculty assembly chair put the issue of civil debate and bullying on the agenda for a full discussion. Everyone felt awkward, but over time, the debate became more substantial and the behavior did change.

Parrish noted that chairs in the medical school seem to behave more egregiously in this way than others. There was a case where a female faculty member was followed around by an associate chair. This is an authority problem more than anything else. Parrish pointed out that another problem with the Michigan situation was that the first two times that the code of conduct was enforced were against African American students who had been involved in name-calling incidents with other students.

Beale concluded the discussion, noting that we are apparently left with the “risk aversion” approach. Educating will be helpful, but it is worrisome that when there are real instances of repeated bullying and intimidation nothing can be done if they don’t fall under constitutionally protected categories. She noted that bullying and intimidation are actually ways of chilling the free speech of the persons bullied, so it is rather ironical that the result of the Michigan case is that those who bully in order to prevent the free speech of the bullied will be protected by the First Amendment and allowed to bully, unless it constitutes unconstitutional discrimination.

Rossi added that the idea that it takes time to make a culture change will not satisfy the bullied person. You want it fixed now, but culture changes in behavior take time. This is where having an Ombuds might be useful—an office where faculty could at least share their concerns and seek advice about how to handle it. Beale agreed that would be useful and hopes that will be possible as part of the report coming from the committee.

Roth read paragraph three of the settlement agreement which indicates that the university could have a CCS that cannot impose discipline, cannot require participation, has a purpose only to support students, faculty and staff to connect to resources and to contribute to the maintenance of respect and

understanding among members of the university community.

[Prof. Wareham left the meeting.]

3. P.C. Proceedings February 8, 2021.

Beale noted that these proceedings are less detailed than some. It did not seem that it would be as useful to delve into the detail of the discussion, such as the student death announcement, as we have in some instances. The meetings were approved without amendments.

4. Report from the Chair:

- a. Public Health News. Clabo noted that the country has dropped below 100,000 for its 7-day average for the first time in three months. Positivity rates remain low, at 0.19%. The university is conducting considerable testing (1000-1300 a week), and cases are also staying in the range of 12-16 per week or about 2 a day. We remain one of the few institutions that has not contributed to a major community outbreak. The partnership with the health department has strengthened the relationship between the university and community.
- b. Vaccine. The country is providing 1.6 million shots a day. Campus Health Center, however, again has no new doses to offer this week. The university is in discussion with the Detroit health department, but they are still focused on the mass vaccination efforts in the large centers.
- c. School/College reviews. Clabo expects to have the final reports on the reviews of CFPCA and Engineering within the next month.
- d. Fall Scheduling. There will be a discussion at the Academic Restart meeting about scheduling for the fall. Parrish noted that it has been chaotic up to now, with considerable confusion about what the Provost Office has said and what it means. Clabo responded

that she is going to Restart to hear what people have to say. She has been to the chair chats, and people seem comfortable. Clearly, we are living in a pandemic that is fraught with ambiguity and it is impossible to predict exactly what the Fall semester will look like. We can only do the best we can. She hopes that the discussion tomorrow leads to some communication that helps to ‘close the loop’. She stated that the fall schedule has been pushed back. Members asked about that, since no one had seen a message changing the schedule after our discussion on that point on the 15th when the understanding had been that a message about the delay would go out that day. Clabo said she would make sure a message goes out today that extends the deadline.

Roth reiterated a point made last week: faculty need to understand what TR means and whether the rooms are intended to be allocated based on social distancing requirements or not. Additionally, if we expect normal TR usage of classrooms but are forced to do social distancing, faculty need to know if they will be allowed to remain in SYNC rather than engage in what for many will be an unacceptable modality of engaging with students in “pods” where the pods rotate between face-to-face but the faculty member is always face-to-face with one pod and simulcasting on Zoom with the other pods. People—both chairs and faculty—need to know if that is being contemplated. That is going to be a major issue for faculty, if by agreeing to teach TR they are letting themselves in for a situation where they might have to agree to the pod/simulcasting arrangement which is unlikely to work well for many fields. Clabo indicated that she would like to have that discussion at Restart.

Villarosa raised the issue again about room capacity and whether scheduling is supposed to take that into account. Beale noted that Provost Whitfield would typically invite Ashley Flintoff to attend to provide that information when we discussed these types of issues and suggested it would be helpful to do that for tomorrow’s Restart meeting.

5. Report from the Senate President:
 - a. OVPR TownHall on Research Cores. Beale noted the announcement sent out, which is the first time she has seen this. There have been significant complaints about the staffing of the cores and whether they meet the needs of researchers. There are about 13 cores, and this is a joint meeting that will discuss cores in general and then break out into separate meetings for particular cores. This seems to be an important informational exchange that should help faculty know what is available and perhaps provide Lanier some indication of the problems seen by faculty.
 - b. CFO. Although Rebecca Cooke had said she was retiring, President Wilson apparently persuaded her to stay on. Bill Decatur will not be filling in as interim after all. Presumably that will put her in the lead of the RCM Steering Committee if it starts up as Laurie had mentioned a week or so ago. Clabo responded that the RCM process had again been put on hold due to the transition back to Cooke as CFO. She indicated she would let Beale know for sure after her meeting with Cooke this week.
 - c. Reconnect Transfer and Behavioral Health announcements. Beale noted the recent announcement of yet another financial aid program for undergraduate students who transfer in from community colleges. This program had not been discussed in any way at Policy beforehand. She asked whether this requires additional funding and if so

what the source of the funds is. Additionally, Beale noted the announcement that came out of the Provost's Office regarding startup funds for projects in Behavioral Health. That is something that was included in the Bold Moves initiatives, so it was surprising to see that there was already funding from some source to cover this.

Clabo responded that Ahmad Ezzedine would be the best source of information on the Reconnect program. She understands that it represents a "rebalance" of financial aid, using some for transfer students that had previously been used for undergraduates. It is important because of the changing demographics and the shrinking pool of FTIACs. Beale commented that we had also been losing transfer students over the last few years. The question is what the ultimate impact on financial aid would be—the statement seems to be that this is not an increase in financial aid monies but a reallocation away from FTIACs to transfers.

Parrish asked whether there had been any planning in response to the governor's proposal to give free tuition to students attending community colleges. Clabo answered that this is in part a response to that. WSU has devoted most of its energies to recruitment of FTIACs, yet four-fifths of our Black students come to us as transfers. So we need to pay attention to those—not just those who go straight from high school to community college and then to us, but those that complete their community college degree that we can attract, perhaps to build a pathway to graduate school. We owe that to the City of Detroit and these young people, to help them increase their social mobility and create a path to professional degrees. Beale added that

Policy has been talking about the need to reach out better to transfer students for the last six or seven years. Clearly, our masters numbers have gone down. The Graduate Dean has been talking about that, and she has agreed to come to the plenary in March. Hopefully we will hear more about her ideas for reaching out and increasing graduate recruitment. Simon added that the AGRADE pipeline isn't well used and Clabo agreed. It is more a pathway than a pipeline because it is too clunky, under-marketed, and we need to do it better. Much of this is faculty dependent—letting students know that they can be successful in graduate school.

Beale reminded Clabo that the other question was about Behavioral Health. Clabo noted that this was a working group similar to the "Big Data" hires Provost Whitfield did. The idea is to provide some seed funding from the Provost's Office such as those Big Data hires received. This is funding that had already been committed for the next iteration of hires, which was to be in the field of social and behavioral determinants of health. Mark Greenwald chairs the faculty committee, and the RFP calls for small projects. Beale asked what the total funding available was. Clabo indicated that she thought it was less than 50 thousand.

- d. Mental Health Day Announcement. Beale noted that the announcement talked about employees and students but did not use the word "faculty" at all. Faculty in fact are feeling considerable stress at this point. Similarly, the announcement from the Provost's Office today talks about the role of the faculty in addressing student health, providing 'tips' for faculty to discuss.

That seemed somewhat worrisome, since faculty are often told to be cautious on giving personal advice, since they may exacerbate rather than help. This ‘tip’ sheet discusses three categories of stress, but it is not clear whether faculty can recognize whether something is in the mild versus moderate level. As LLM director, Beale noted she had spent many hours talking with individual students about their issues and concerns. Nonetheless, this seemed to lay a responsibility on faculty that many would be hesitant to assume. Clabo responded that the flyer had been developed by the CAPS program to help faculty know how they can help their students during the pandemic. But there is a slippery slope between providing support and not attempting to provide mental health treatment. It described referral accurately and some faculty are responding with thanks. Beale noted that Brad had discussed earlier the need for a website that had the information collected and in one place, and that clearly is helpful. The concern is whether faculty, who are not experts in the field, can appropriately categorize the students’ levels of stress. Hoogland added that it is very different when teaching SYNC: all you can go by is whether students submit work. You can ask “are you okay? are you busy?” but it is different from being in the classroom with them regularly and getting to know them well. In reading the flyer, Hoogland said, she felt concern that she was being asked to take on a large responsibility. It is one thing to email them and ask if they are okay, but if they don’t respond, it is not clear what the next step should be.

Clabo noted that it would be appropriate to submit a care report to DOSO. Villarosa agreed, noting that there isn’t a threshold for a CARE report. The CAPs information isn’t a charge to faculty to cross a line into professional

territory but to provide information for faculty. Beale protested, though, that the document included in a noteworthy place in the upper right-hand corner the statement “student mental health is your concern.” That was misleading compared to the actual content: it seemed to suggest that faculty are supposed to be doing mental health assessment as part of their job. It may well be concerning to some faculty to be told that. That is the issue that struck Beale on reading the document.

Roth applauded CAPs for this outreach since this is a big improvement over the way that office responded twenty years ago to these issues. Beale agreed that having the list of resources would be helpful. Villarosa added that the office also offers training for faculty.

6. Senate March 3 Agenda. Beale noted that the Graduate Dean had agreed to attend the plenary to talk about the challenges and opportunities for the Graduate School. She will come at 1:30. Amanda’s presentation will be useful. Some of the things we were just talking about in terms of transfer students and increasing the relationship between graduate school and the schools and departments for recruitment of masters, and even doctoral candidates, are things she’s been considering. At the last Graduate Council meeting they firmed up the committee to look at expanding graduate faculty status to allow people that have not been included before to serve on committees but that will not likely be finalized by this March meeting. Roth commented that he was happy to see the Graduate School moving towards expansion, since it had become more restrictive, which seemed problematic. Beale said that the Graduate Dean wanted it to be more inclusionary, so that students have more helpful perspectives for moving forward with their projects.

The draft agenda had suggested inviting Loreleigh on the childcare committee's ideas, but we will have to wait until after next week's meeting to decide if we think that would be helpful. The floor is open for other suggestions.

7. Lecturer Non-Renewals. Beale noted that we had discussed this topic last week, and at this point non-renewal notices have gone out to many lecturers who have never been non-renewed before—i.e., 100% of the lecturers in CLAS and a few other schools whose terms end this year, including senior lecturers that teach core courses required for Gen Ed, received non-renewal notices. Students were shocked to learn that Richard Pineau (Senior Lecturer in Math) had received a non-renewal notice: they created a petition that received about 1000 signatures in less than 24 hours. The petition calls it inappropriate for one of the best math teachers in the department to be cut. Again, we discussed this last year with Provost Whitfield, and he took action to ensure that there were limited non-renewals rather than a blanket approach used to create maximum budget flexibility. That's an inappropriate way to deal with lecturers, since the non-renewal notice in the contract is intended as a protection, not a hammer.

Parrish noted that these are being used to allow “flexibility” without any thought to the evaluation of the lecturers. It is only administrative convenience—a “meat axe approach.” Beale noted that it is unlikely that those with administrative responsibilities will work ‘for free’ during the summer once given the non-renewal. You cannot expect them to go beyond their contract in performance in this kind of situation.

8. Liaison Reports.

- a. Faculty Affairs.

Hoogland reported that Faculty Affairs (FAC) met last week. Ashley Flintoff provided an update

on State Hall, noting a two-year period for the renovation. The Board of Governors approved funding for the design phase at the January 29 meeting. The elevators are done, but it appears that the building will not be available for classroom use, unless perhaps the first floor area will be useable. The design work will focus on all but the fourth floor, but there will be some superficial remodeling there as well because those rooms were not satisfactory. Facilities will continue reviewing the renovation ideas with the State Hall Renovation Advisory Committee, which includes a number of Senate representatives (including Hoogland). Parrish reported that Dean Schweitzer announced at a School of Medicine town hall that they would build a new research building to replace Scott Hall in the area across the street from the Welcome Center. It isn't clear that there has been consultation and agreement from the administration on that issue.

Hoogland noted that FAC had also discussed the Ombuds office. Beale added that she had sent the names of the three Senate representatives, including Tom Pedroni for FAC, to the Provost's Office. FAC also briefly discussed the DEI ad hoc committee, the higher education charge to the standing committees, and the emeritus status issue sent to FAC for discussion and recommendation.

- b. Elections.

Simon announced that the Elections Committee is running two elections. The first is the hearing panels election. It will stay open until March 2. The at-large election will follow.

- c. Senate Higher Education Charge to Standing Committees.

Regarding the Senate's future of higher education initiative, Beavers added that he is trying to get copies of the Chronicle article on higher education, but it is not available to libraries at this time. They are hoping to make money on individual sales. Beale asked if perhaps the Provost would fund a copy for each committee

chair to have for the committees' discussions. Clabo agreed to do so.

d. Research Committee.

Rossi indicated that she is meeting with David Kessel the next day regarding plans for the Research Committee. She hopes to have a report for the next meeting.

PC Proceedings for February 15, 2021 approved as amended via email after the February 22, 2021 meeting.

WAYNE STATE UNIVERSITY
ACADEMIC SENATE
PROCEEDINGS OF THE POLICY
COMMITTEE
February 22, 2021

Present: L. Beale; P. Beavers; L. Lauzon Clabo; J. Fitzgibbon; r. hoogland; C. Parrish; N. Rossi; B. Roth; N. Simon; R. Villarosa; Rohan E.V. Kumar

Guests: Loreleigh Keashly, Tim Michael, Sharon Lean, Sarah Doyle, Anna Miller, Bonnie Wu

1. CAMPUS CHILDCARE COMMITTEE UPDATE

Associate dean Loreleigh Keashly thanked Policy for inviting members of the childcare committee to attend. The Academic Senate worked to have a substantial childcare survey done in 2014-15, which led to recognition of unmet needs and the university committee that currently exists. The committee conducted a second survey that provides information on pre-pandemic, pandemic, and post-pandemic needs. The focus of the presentation is post-pandemic data. More than 5000 faculty, staff and students participated in the survey, with a third of the

sample having children under the age of 18 at home. The committee focused primarily on families with children up to five years old, since that came out as a high need from the original survey and committee work. Families with older children, though, do have significant needs.

Beale noted that the slide showed percentages by each responding group, making it difficult to get a sense of the overall need. Keashly responded that the report from the Center for Urban Studies, which conducted the survey, is huge and has not been completed digested, but there are additional groupings of data that can be done. She indicated she would send the slide set to Beale for the Senate records.

Keashly noted that 17% of the sample were single parents, the majority of which are women (19% of student responders, 10% of faculty, and 18% of staff). There was also data regarding children with special needs, since they require more specific (and expensive) childcare options. Keashly showed slides reflecting the various kinds of care (home-based, after-school, drop-in, etc.) that each group wanted. Beale again found that difficult to assess as presented. It seems clear, though, that students are most interested in drop-in care. Keashly agreed. They found that what was in use before the pandemic and what people are interested in now has changed: there is increased interest in co-working spaces and drop-ins and in-home care. Beale asked whether the difference between own-home care and home-based care was that the latter is care provided in a relative or other person's home. Keashly said yes, often a parent or relative but also one of the home-based care sites regulated by the state.

Another question in the survey was what amount of childcare would be needed. The majority want full-day care, but after-school care remains a significant need as well.

Employees are also interested in evening and even overnight care. As for their biggest concern regarding childcare and returning to campus, several themes stood out: availability of affordable care; pandemic protection, managing responsibilities, quality care while learning virtually, flexibility of work schedules. The cost is clearly one of the most important issues. There are free programs, and students are the ones most likely to be aware of, and take advantage of, those programs. There are significant numbers of staff and students who do not know about the possible subsidies. Nonetheless, about a third of the respondents indicated that they did not anticipate having to pay for childcare. Presumably that is because they have somebody at home who can provide the care or they already have access to one of the free programs. The group has not yet analyzed that answer in detail to see whether there is a change from pre-pandemic or what kind of childcare that group is using. Nonetheless about 60% of students and almost 66% of staff said that managing the cost of childcare is difficult for them. Not surprisingly, student said if they had access to more childcare they would be able to spend more time studying and get their degree sooner, while staff said that they would be more comfortable working more and more likely to get promotions.

Emergency and sick care was another significant issue. Two thirds of respondents said that they stayed home if a child was sick, with employees using sick leave, vacation time, compensatory time or making an arrangement with a supervisor to make up the time. Students and staff both indicated days missed or late arrivals

because of this issue. That can be disruptive for them and for the institution.

The survey asked if people were aware of the various partnerships and initiatives on campus, but a sizeable proportion do not

know about these opportunities, from flexible spending accounts to Family Medical Leave Act to the employee assistance program. The university's "children in the workplace" policy is not helpful (<https://policies.wayne.edu/appm/3-0-13-children-in-the-workplace>). Most people do not know that the university has a policy. It was enacted in April 2016 and undergoes its five-year review this year. But it does not permit employees to bring children unless the day is specifically designated as appropriate for that purpose. There is a childcare resources website that is a direct product of the committee and is getting considerable traffic (<https://wayne.edu/childcare-resources>).

The survey also asked about Merrill Palmer Skillman and the College of Education's early childhood center program: about one-third knew of the former and one-quarter knew of the latter. This is not surprising, since each of these centers can handle only small numbers of children: the demand far outstrips the capacity. At this point, the committee is in conversations with the Woodbridge Neighborhood Development Corporations that owns a decommissioned Detroit Public school building. They are interested in including a childcare center in the renovated building. Tim Michael explained that the building is on Hancock--west of Trumbull, just one block south of Warren.

In summary, Keashly noted that there is a strong need for toddler (0-5) care and after-school care. The special needs children are an important consideration because of their unique requirements and financial cost. People always ask whether we are going to get a childcare center on campus, but that will not meet all the needs. Most do not have flexibility with infant care, because of the state regulations or for part-time schedules with drop-ins. Beale asked whether there are slots for children with special needs

requirements in the area at this time. Anna Miller responded that the main means of addressing those needs is through the public school system. If students come into a pre-school program, teachers may refer them to an assessment for an early special education program. Even if someone works at the university and has a child in a program near work but live in Macomb County, they must go to that school district for the evaluation of any developmental delays or disabilities. Helping parents navigate this is challenging. Beale added that if people think it is not being addressed, it could be because there are no appropriate resources or because they do not know how to locate them. Keashly noted that was a good question and the committee should identify those places with the greatest resources.

Beale noted that the original discussion several years ago at Policy was that there should be here, as on a number of other public university campuses of our size, a better childcare option for students and employees that would include drop-in, younger kids, and after-school. Have you given up on that idea or decided that it is not appropriate, or have you decided that it is not achievable? Keashly answered that people have different needs so one childcare solution will not solve all problems. Her goal is to provide information about the different options available. Clearly there are benefits of having a childcare friend/family supportive campus. The impact on employees and students is clear, and appropriate childcare would facilitate better engagement of university members.

The last slide covers next steps that the committee would like to bring about. First is revision of the children in the workplace policy, and the committee has set up a meeting with Carolyn Hafner at HR to discuss this issue. Before the pandemic, flexible work schedules were difficult, but now people have realized that folks can in fact do their jobs from home and want

choices about days of work. Villarosa noted the discussion in the HR Restart committee about those issues as well. Keashly added that concern for co-working spaces has grown in part because of the realization of changes that may be permanent. The College of Education has identified space to be opened as a co-working space, and Sharon Lean and Sarah Doyle are heading the co-working space working group. The group asked the Council of Deans to consider what possibilities for co-working spaces may exist in the spaces they control. That may be an early win in this area. Beale asked which groups are most interested in co-working spaces: she assumed it might be more a desire of graduate students and staff, versus faculty or undergraduate students. That was one of the problems with the data, which do not seem to distinguish between graduate and undergraduate students even though one would expect they have different needs.

A second step is connecting those with needs with those who can provide for that need. That is the purpose of the Childcare Resources website. The committee is also exploring with Rob Thompson of C&IT the creation of an app that can allow people to connect. Michigan has one called “family helpers” app that is only open to University of Michigan people. People can post services or offer arrangements for sharing. It may be best for the university to develop its own app. There is also another app called Komae, that facilitates connections among parents in a community. There are also care provider services such as cure.com, collegenannies.com.

Another recommendation is to create a childcare coordinator position that would be aware of funding options and community resources. There was such a position in the 1970s. It would signal that the university cares about these issues. Beale suggested that this kind of information would also be appropriate for an Ombuds role.

A further recommendation is to develop the partnership with Woodbridge if possible. Creating some funds to subsidize childcare is another recommendation, perhaps through reimbursement up to a certain amount annually. There is a Bold Moves proposal from Rebecca Sokol on that issue. Her vision is to raise sufficient money to provide free childcare for a pilot group of about 250 student families. Perhaps the union negotiations can also include some support for childcare in this way. Parrish asked whether the group had developed any budget “ask” along these lines for any of these recommendations. Keashly said not but understood that it would be helpful to develop a budget. Beale noted that if there isn’t information on the size of commitment needed, it is hard to get the university to focus. Simon asked whether the committee had considered that a childcare subsidy could reduce a student’s financial aid. Clabo agreed that it is important to quantify this so that it is not merely a statement of values but a specific request for a budget. Beale added that cost-of-attendance calculations will come into play for financial aid, but it might be possible to show that students with families have a higher cost-of-attendance because of their childcare needs. It is generally possible to customize cost of attendance. Fitzgibbon asked whether peer institutions have information about the impact of a childcare subsidy on financial aid. Keashly noted that an HR staff at Michigan has been helpful and that they have a reimbursement provision for some students. Beale thought it was a question of adequately establishing the cost of attendance. Villarosa suggested that budget modeling would need to consider students and faculty who want only a partial week.

Rossi asked whether there is any information whether students have dropped out because of lack of adequate childcare. That would be something that would attract donors, when

we are trying to create greater equity at the university. Keashly noted that there have been national studies showing student parents cut back, take longer to degrees, or stop altogether.

Lean added that she had been involved with the issue since the original committee that the Senate created and through Graduate Council. There has been a “budget neutral” mandate to the committee. Having a professional person as coordinator would help move this forward. The tasks would include navigation and maintaining the website, but also moving the ideas forward. Parrish suggested that President Wilson might be supportive but yet may not take the step of providing actual budgetary support.

Provost Clabo thanked the Childcare Committee members for their helpful presentation on the survey data.

[Members of the Childcare Committee left the meeting.]

2. SJAC POLICING SUBCOMMITTEE

Bonnie Wu served as the Senate representative to the SJAC Policing Subcommittee. She reported that the committee began meeting at the end of July and held weekly meetings for a few months, ending in November 2020. There were eleven members. The group was chaired by Victor Green, Director of Community Relations, and included Chief Holt, Senate representative Associate Professor Bonnie Wu, Chair of the Department of Criminology and Criminal Justice and Professor Brad Smith (appointed by President Wilson), a representative of the TRIO office, two community members, a representative from the Office of General Counsel, a Student Senate representative, and Marquita Chamblee, ex officio. A draft report was distributed to committee members for comments, but the final report was not shared with committee members, so it is not clear

whether the comments were incorporated. Accordingly, Wu's report is based on the draft rather than the final report. She added that there were parts of the draft report that had not even been discussed by the SJAC policing subcommittee.

The charge to the committee was quite broad: to examine current policies, procedures, practices of the campus police (quoting part of the charge as: "examination of current policies, procedures and practices of Wayne State law enforcement officers, exploration of engagement of the Wayne State police department with the campus community as well as the external communities surrounding the campus, and making recommendations for positive engagement with these communities"). That could take a full academic year to do, so it was not possible for the committee to evaluate every single policy. That led to the first recommendation that the campus police should undergo regular accreditation by the Michigan Association of Police Chiefs. Policing scholars tend to view this accreditation as a benchmark of police professionalism. Accreditation includes a review of departmental policies and procedures, to see if they comply with best practices and a visit every three years to determine if the police are abiding by their own rules and procedures, in order to ensure professionalism.

The second recommendation was to enhance and improve the role of the Campus Safety Advisory Council. Most people are not aware that the group exists or informed about its charge. The SJAC subcommittee recommended that there be information prominently displayed on the university's website about the Council and its duties. Further, the committee noted that the Campus Safety Advisory Council was designated by the Board to serve as the campus police oversight committee under the Michigan

statute passed in the 1990s. Nonetheless, it does not comply with that statute: the statute requires an elected membership comprised of two faculty, two students, and two staff and charges the group with oversight of complaints. The SJAC policing subcommittee recommended that the Board statute be revised to comply with state law and that the Council be expanded to include two community members, since the campus police patrol areas outside campus such as Woodbridge.

Beale noted that the Campus Safety Advisory Council includes various officers of the university that are not part of the campus police oversight committee under the statute. That creates a problem because the oversight committee was intended to be independent of the police and able to review complaints against the police. Beale had discussed this issue with President Wilson, when she insisted that the SJAC Policing Subcommittee needed to have a Senate representative, which Wilson's and Wright's emails had originally not included for Senate representation. Beale had raised this issue with Jennifer Wareham who spoke with Wilson's faculty appointee to the committee about it and the importance of the subcommittee addressing the issue. Wu noted that was one of the questions she raised about the final draft, because the Campus Safety Advisory Council does *not* have police oversight in its charge. The policing subcommittee, regrettably, did not engage in well-organized discussion, and that issue was particularly unfocused. Much of the discussion was unproductive and meetings were mainly information-sharing about what the department does. Then the report was drafted in a rush to satisfy the deadline, without satisfactory comments and review. Hoogland added, as a member of the Campus Safety Advisory Council, that Chief Holt had been explicit in stating that the Council does *not* have an oversight function. He objected

vehemently when Student Senate President Stuart Baum said that the Council had been designated by the Board as the oversight committee under the Michigan statute (which is accurate). As Bonnie notes, Hoogland continued, the Council just passively listens to reports from administrators and has no say in any way about the way that the campus police operate. Villarosa provided a link to Northern Michigan's "legislatively mandated" oversight committee (<https://www.nmu.edu/policedepartment/oversight-committee>), and Hoogland noted that was similar to what exists at University of Michigan at Flint.

Parrish asked who chaired the Advisory Council. Clabo reminded the group that the discussion was about the SJAC subcommittee's policing recommendations and should not confuse that with the oversight committee. Beale noted that there is no actual oversight committee. After the Michigan legislature enacted a law requiring one, the Board of Governors passed a statute that simply had the existing Campus Police Advisory Council (that had not been meeting, apparently) take on that role, even though it did not comply with the membership required under the Michigan law and did not have a charge to conduct oversight.

Wu added that the policing subcommittee recommended that the Campus Safety Advisory Council hold at least quarterly meetings and that its name be changed to the Campus and Community Safety Advisory Council in consideration of adding community representation. But that Council does not have oversight responsibility, so that issue still remains. Beale indicated that she had hoped the SJAC policing committee would recommend creation of an oversight subcommittee of the Council with the appropriate elected membership as required in the statute to which complaints would

come, without the participation in the oversight group of Chief Holt or other administrators not included under the Michigan statute. She and Stuart Baum had discussed this at some length in the 2019-2020 academic year.

Wu noted that the SJAC policing committee also discussed the citizen complaint process. The website is not user friendly and it is difficult to determine how to make a complaint. The recommendation is a redesign and include a flowchart detailing the complaint process. There should also be a link to the Office of Equal Opportunity for those who wish to file a harassment or discrimination complaint. The SJAC policing committee recommended the department continue to follow its "early warning system" whereby the department would identify problem officers and give progressive discipline and additional training. Beavers commented that without the mandated oversight group, the early warning identifications of problematic officers are a completely internal process of the police department, whereas a genuine oversight committee would provide more awareness about the issues. Wu responded that the Chief provides a report to the Council but it isn't clear how complete those reports are. As a person who is a policing scholar, she thinks that external oversight can be very effective, but internal oversight also can work fairly well because the people care about their supervisors and commanders and what they will think of their performance. There is thus no clearcut evidence that citizen oversight is effective. It is primarily the leadership that makes the difference: if the police chief is progressive, that will get the message across. Beavers agreed that oversight is a kind of "failsafe" that can at least create some awareness outside of the department about procedures and perspectives. Wu agreed that checks and balances are deterrents on police at different levels of managers. Beale worried

that the current process is without oversight and does not comply with the Michigan statute, since the Council just passively receives a report from the Chief.

Wu noted that another recommendation was enhanced training in implicit bias, de-escalation, and procedural justice. The report also recommended an evaluation of the depth to which racism has infiltrated the police department: there needs to be ongoing learning about culture and racial sensitiveness and there needs to be accountability and relationship building. The university's HR office should follow how well officers are progressing on those issues.

Another issue addressed was the turnover in the campus police personnel. The department is diverse in hiring and promotion of minorities and women, but many well-trained officers then move to other departments after a few years. Various members suggested there were insufficient data on this issue to include in the report, but it isn't clear whether this recommendation was retained or not. There were also hiring recommendations in the report—to increase recruitment of Detroit residents. Again, there is not sufficient information to know if this recommendation is needed (such as how many officers live in the city; how many lived outside the city when hired).

A final discussion was community outreach. The report draft praised the department for its outreach, including community activities, senior welfare checks, food box delivery, town hall meeting participation and interaction with the Union, Student Senate, Academic Senate, OEO and community groups.

Beale asked whether an issue (discussed with Jennifer Wareham last week) regarding campus police charges being higher for Black student organization events than for white

student events had been raised. Wu said there was no discussion of that issue, but the student representative missed some of the key meetings. Beavers asked about facial recognition technology, which is being used on campus. This is something around which the oversight role could be very important, as there is a growing movement against the technology in the United States. Wu agreed, saying there had been no discussion but as a person from China who has seen the use of cameras in public spaces, she is aware of how detrimental that can be in terms of surveillance. Beale added that makes the point about the need for a genuine campus police oversight committee even stronger, whether it is a subcommittee of the existing Campus Safety Advisory Council or a separate committee. It does need to be established as required in the Michigan statute. Beale suggested that the Policy Committee consider this further, perhaps with the goal of drafting a resolution to go before the Senate asking the President and Board of Governors to create a genuine oversight committee.

Provost Clabo thanked Professor Wu for her helpful report on the SJAC policing subcommittee's draft recommendations.

[Associate Professor Wu left the meeting.]

3. P.C. PROCEEDINGS FEBRUARY 15, 2021

The committee deferred approval of the proceedings of the 15th to email, since not all members had a chance to review the minutes.

4. REPORT FROM THE CHAIR

- a. Public Health News. Positivity in the city of Detroit is down to 2.9%. On average, in the last 10 days on campus, our positivity rate is less than 0.2%. Last week we had two confirmed cases all week and three presumptive cases.

This is the lowest number we've had in any week so things continue to be moving in the right direction. Again, our testing pipeline is wide open. We just got 32,000 antigen kits, plus we have the rapid PCR testing in 45 minutes on campus. There is no expense to faculty and staff and students. As for the vaccine, there is no change: we still have no new vaccine doses. This is happening elsewhere, as Dr. Schlissel sent out to the U of M campus yesterday saying, that they have none and do not expect any in the foreseeable future. The Detroit Health Department requests that university people go to TCF. At the moment, it is clearly not the city's priority to get vaccine to Wayne State: they are r focused on the mass vaccination efforts. Parrish asked if only Detroit residents can use the TCF. Clabo answered that students or those in clinical practice in Detroit can, but otherwise people should go to their county of residence. The governor did drop the age to 60 with comorbidity conditions.

- b. Funding for the Social and Behavioral Determinants of Health. Clabo noted that the funding in the Provost's Office from Provost Whitfield's commitments for small research seed grants is \$60,000 for 2021, \$50,000 for 2021 and \$50,000 for 2023. A few deans have added some additional money, bringing seed grants for 2021 to \$70,000.
- c. Centers. Clabo is meeting with each of the deans and checking websites to collect all references to centers and then make sure it is consistent with the definition in the statute. She added that her understanding is that centers that fall under the Board of Governors statute have an independent operating budget, so in her view a center of excellence within a school/college that does not have an independent operating budget doesn't fall under the statute. She agrees that it is important to follow the appropriate processes, so they are gathering dates of charters, last review,

etc. Beale noted the documents she had provided to Clabo regarding centers in 2011-12 indicating the establishment of staggered terms for the CIAC review committees, with three members appointed annually so that there would not be a need to establish an entirely new committee each time from which panels could be drawn. We need to restart those appointments, either this semester or for sure before the fall 2021 term.

5. REPORT FROM THE SENATE PRESIDENT

- a. STEM UROP Program. Beale noted that she had asked Steve Lanier for further information about the program he'd announced but had received no response.
- b. Commencement. The university plans a virtual commencement ceremony for May 5, but parts will be recorded in early March. Since they are only recording a single speech for all the groups, she requested that Brad Roth represent the Senate if he was willing: he will be known by more students. He has agreed to do so, if they will provide regalia and if the taping will be adequately socially distanced.
- c. Pay Gap Committee. The Senate representative to the committee has written indicating that Kim Morgan wants the committee to meet again. This discussion began at the Senate and union but was ultimately incorporated into a committee under the presidential Committee on the Status of Women. Beavers mentioned that there had been a Google poll: his sense was that Morgan planned to ask the committee to write a statement to go to the administration and the union for consideration during the contract negotiations. Policy members discussed this idea and concluded that it would be inappropriate for either the Senate representatives (and, according to Union representatives in Policy, the Union representatives) to participate in

such a statement at this time. The committee has already provided its recommendations, and both sides are aware of them. The Union representatives will make that clear if the committee does meet. Beale will write the Senate representative to be sure that he understands that this is the Senate's position on this matter as well.

6. Graduate School Grading Policy. Beale shared the document from the Graduate School regarding the plan to put in place for this winter term the same grading policy adopted for last fall. Essentially, they will receive a regular grade but have the option of taking a “no pass” if their program agrees to this approach. Beavers asked whether most programs adopted the grading policy. Beale said that she understood there were a few that did not, and relatively few students took the option. Law had a slightly different policy for LL.M. students, which apparently the Graduate School allowed. Villarosa asked what Law was doing about J.D. grading this term, and Beale responded that there has been no decision of which she is aware at this point. Her students appear to want grades rather than the pass/no credit mandate. The committee approved the grading policy unanimously.
7. Senate March 3 Agenda. Beale noted that the Graduate Dean had agreed to attend the plenary at 1:30 to talk about the challenges and opportunities for the Graduate School. Amanda's presentation will be useful. The draft agenda had suggested inviting Loraleigh on the childcare committee's ideas, so Beale asked what the committee's views were on that at this point. Most felt that the presentation of the survey information would raise more questions than it could answer. Clabo noted that the Childcare Committee received helpful feedback today about quantifying some of the requests and prioritizing. The group concluded that the item will not be retained for the Academic Senate plenary session agenda.

The other item for the Senate is a Senate statement about the DEI Council proposal. This is regrettably drafted in ways that make it appear as a substitute for the Senate on a range of educational policy issues that we deal with all the time—from hiring and retention metrics for faculty to recruitment, retention, graduation and underrepresented minority metrics for students. The worry is not any advisory capacity the Council may have, but rather the call for an executive committee and a variety of standing committees to “implement” recommendations and “develop” metrics that are clearly educational policy items. Beale suggested that the Policy Committee needs to draft a statement that can be presented and voted on at the March 3 plenary session. Beale asked members to consider what kind of careful statement we might ask the Senate to pass. The DEI Council will likely function as an advisory committee to Marquita Chamblee, though it may be too large and somewhat awkward to function well that way. Roth noted that the most worrisome idea in the proposal is that the Council would “implement” ideas. Beale agreed, adding that the “metrics” proposals were similarly worrisome to her, since discussion at the SJAC suggested that the Council would “establish” metrics—something which is clearly educational policy within the Senate's jurisdiction. The statement will need to reinforce the idea that educational policy issues must come to the Senate for review and recommendation to the President and Board of Governors.

PC Proceedings for February 22, 2021, approved at Policy March 1, 2021