

WAYNE STATE UNIVERSITY – ACADEMIC SENATE
Official Proceedings
October 7, 2020

Members Present: Laurie Lauzon Clabo, Interim Provost and Senior Vice President for Academic Affairs, Chair; Linda Beale, President, Academic Senate; Leela Arava; Poonam Arya; Paul Beavers; Juliann Binienda; Timothy Bowman; Tamara Bray; Pynthia Caffee; Stephen Calkins; Leah Celebi; Wei Chen; Susan Davis; Richard Dogan; Alan Dombkowski; Kelly Dormer; David Edelman; Brian Edwards; Tom Fischer; Jane Fitzgibbon; Samiran Ghosh; Wanda Gibson-Scipio; Ewa Golebiowska; Siobhan Gregory; Lane Heilbrun; Marisa Henderson; renee hoogland; Michael Horn; Arun Iyer; Barbara Jones; Thomas Karr; Satinder Kaur; Mahendra Kavdia; David Kessel; Fayette Keys; Thomas Killion; Christine Knapp; Manoj Kulchania; Jennifer Lewis; Justin Long; Karen MacDonell; Krishna Rao Maddipati; David Merolla; Georgia Michalopoulou; Carol Miller; Santanu Mitra; Ekrem Murat; Christie Pagel; Charles Parrish; Richard Pineau; Sean Perrine; Avraham Raz; T. R. Reddy; Shauna Reevers; Stella Resko; Robert Reynolds; Joseph Roche; Brad Roth; Krysta Ryzewski; Berhane Seyoum; Naida Simon; Jennifer Stockdill; Elizabeth Stoycheff; Scott Tainsky; Ellen Tisdale; Ricardo Villarosa; William Volz; Clayton Walker; Jennifer Wareham; Hossein Yarandi

Members Absent with Notice: Sandra Oliver-McNeil; Bo Shen

Members Absent: Faisal Almufarrej; Erika Bocknek; Xiaoyan Han; Peter Henning; Amanda Levitt, Wen Li; Rachel Pawlowski; Sean Peters; Ali Salamey; Neelima Thati; Jeffrey Withey

Others Present: Monica Brockmeyer, Office of the Provost; Darin Ellis, Office of the Provost; Rafael Fridman, Medicine; Mark Jackson, APEX; Diane Levine, Medicine; Noreen Rossi, Medicine; Maik Huttemann, Medicine; Patrick Mueller, Medicine; Mark Schweitzer, Medicine; Assia Shisheva, Medicine

CALL TO ORDER: Provost Clabo called this regularly scheduled meeting to order at 1:32 p.m. The meeting was held via Zoom.

I. SCHOOL OF MEDICINE PROGRAM AND BUDGET UPDATE

Vice President for Health Affairs and Dean of the School of Medicine Mark Schweitzer laid out his short-term, intermediate, and long-term plans for the school. He has four overarching goals. First is to insure financial stability. The school has operated with a large deficit for many years and cannot move forward until the institution is financially sound. Second is to increase the recognition of the school. He has set the goal of moving the rank from 77 to the top 30 to 50 in the U.S. The third goal is to increase the number of under-represented students and staff in the school because institutions should be representative of the community in which they are located. Thanks to the

leadership of Dr. Jack Sobel, former VP of Health Affairs and Dean of the School of Medicine, and Dr. Herbert Smitherman, Vice Dean of Diversity and Community Affairs, we are a reasonable way towards that goal, but should keep progressing. The fourth goal is the improvement of the physical plant. Scott Hall is out of date, the building leaks, and it is not conducive to the highest level professional work.

He further noted that he believes the School is on the road to being less reliant on the Detroit Medical Center. The plans to affiliate with the Henry Ford Health System did not go through, and it seems likely that Henry Ford will affiliate with Michigan State University. Although they have assured us that Wayne State's students in medicine, nursing, and pharmacy will be relatively protected, both VP Schweitzer and Provost Clabo are skeptical. He thinks Henry Ford will accept between one-third and two-thirds of our students. Accordingly, the medical school has reached out to other hospitals. It has formed a stronger affiliation with the Veterans Hospital that gives us the right of first refusal for all our sciences. We will be able to increase the number of students there but not by an appreciable amount because of its structure and bureaucratic operation. We are also increasing the number of students at Beaumont-Oakwood Hospital through a long-term quid pro quo relationship in which we place our students there and they get recognition. The Medical School's diploma will say Wayne State University – Oakwood Track or Oakwood Program and they will be able to call their residencies Wayne State residencies. There is a failsafe built in so there is some quality control by the School of Medicine. They will be paid, through the Medicaid enhancement funds, a relatively small amount of cash that will be used for teaching faculty. We will also get an institutional adjustment that outweighs the expenditure, which improves our financial stability. The Medical School has made a similar arrangement with St. John's Hospital and is holding discussions about similar arrangements with other Ascension hospitals, including Providence Hospital and Crittenton Hospital, Trinity Health sites, and McLaren sites, including McLaren Macomb, McLaren Pontiac, and St. Luke's near Toledo. This allows us to diversify our educational opportunities, limit the downside of losing affiliation with DMC or Henry Ford, provide some financial stability, and put a wall around the greater Detroit area for Wayne State in that we will have most of the teaching hospitals in the area. We will increase our resident sponsorships and affiliations so if we lose Henry Ford or the DMC we have an appreciable quantity of residencies with teaching at all the sites.

We had to move to other sites because of the risks in our current situation, but with every risk there is an opportunity. It may be possible to do something

unique at the sites, such as parlaying the geographic locations into intellectual locations and hiring some excellent researchers. For example, we might develop an environmental health track: the university is located in an industrial city but there is no environmental focus in the medical school's programming. In fact, no medical school in the country has an environmental focus. Maybe we should also consider formalizing a global health program. Both Provost Clabo and Dean Schweitzer have spent time in Canada so it may be possible that our medical students could spend two months in Canada and two months overseas. Further, we have a very active biomedical engineering program, so we might want to have a biomedical engineering/entrepreneurial degree. Maybe students in these tracks will want to get a second degree. Students in the population health track may want to get a MBA or a MBH. Students may want to get the LLM in law. Dr. Schweitzer emphasized that these are ideas at this point that would ultimately need approval by the Board of Governors before implementation.

The last stage is the university representing the community in which we are located. The problem is that we do not have adequate funding for scholarships for an under-represented student who has done very well and has choices of many medical schools. We are not competitive, not because of the quality of the education we provide but because we do not have adequate funding for scholarships. Dean Schweitzer noted that he considers it unlikely that we will have additional funding for scholarships. He came from an institution that started a three-year medical school that eliminated the fourth year and married the student to a residency from the beginning. He considers this a possibility here and has found support for guaranteed slots from each of our current residency program directors. Students would work an extra year at peak income because they finished school one year early, which is worth \$1 million actuarially. We may not be able to provide scholarships for these talented students, but if we offer them a three-year track and guarantee the residency they want that might encourage them to come to Michigan and, more importantly, stay in Michigan for the rest of their career since physicians tend to stay where they had their residency. They often do not stay where they attended medical school. This plan addresses the issues of diversity, financial stability, exclusivity or how desirable the school is.

Ms. Beale noted that in talking about financial stability, Dean Schweitzer mentioned the accumulated deficits that go back many years. Financial representatives from the medical school who attended Budget Planning Council hearings emphasized that medical schools and the research done in medical schools are expensive and universities with medical schools ultimately tend to subsidize them. What amount of funds from the university is appropriate and what amount should the medical school provide for itself? In talking about the longer-term plans to insure adequate teaching for the varied residency positions that would be created, Ms.

Beale asked Dean Schweitzer how he was engaging the shared governance process within the medical school in discussions about providing adequate teaching at the varied residency sites that would be created under his plan. She also asked him to expand on the intellectual process of creating more tracks for students and the long-term process of increasing diversity through the three-year residency program and the guaranteed residencies.

Dean Schweitzer said he believes that you play the hand you are dealt. Although our medical school doesn't own a hospital that provides funding to us to support medical education and we don't at this time have a profitable FMRE (fund for medical research and education) due to various clinical practice deficits, we do have a dedicated faculty and students who believe in the mission. We have a supportive administration. We have a better interaction of the School of Medicine with the overall university than the vast majority of medical schools and we continue to have PEPPAP dollars that provide additional funding support. We have loyal alumni who would like to do something for Wayne State and the institutions where they work, if given the opportunity.

Our faculty are at the very low end of average for the percentage of their salary paid off research dollars and at the mid end for the amount of research dollars they acquire by national standards. We are ranked 77 among medical schools and roughly 77 in NIH funding. We are a bigger medical school so the dollars are spread over a larger number of individuals, hence the percentage of each individual is lower than average. Historically, faculty were not encouraged to put a percentage of their salary on grants. Although that has changed in recent years, there are legacy issues.

In terms of shared governance Dean Schweitzer noted that he tries to attend every meeting of the executive committee and believes strongly in transparency. Members of the executive committee have praised him on multiple occasions for being the most open and transparent dean they have had in their careers. Ms. Beale wanted to know if he was engaging faculty across-the-board in the discussion about potential budget cuts. He responded that he has had seven town halls in his six months at the university. Four were for faculty and three were for students. Questions were submitted prior to the meetings and at the meetings. The town halls were recorded for those who could not attend. Anyone can call him or email him at any time. He has never turned down a meeting with a faculty member, a student, or an alum.

Ms. Beale also asked if he would explain his view of the source of the accumulated deficit. Dean Schweitzer explained that fifteen years ago, practice at the DMC spun off about \$110 million as a subsidy to the Medical School, but that went down by 90%. That is the accumulated deficit of \$90 million less each year that we would have been getting over a decade. Every

year a little bit more was cut and the budget never changed. There were some PEPPAP funds, but the so-called “dean’s taxes” on the clinical practice plans were not paid. This is undergoing change. We will now receive the dean’s tax from the Karmanos Cancer Institute starting October 1, and we will get the dean’s tax from Henry Ford as well. The School of Medicine has made reasonable progress in six months.

Mr. Parrish asked about the value of the deficit and to whom it is owed. Dean Schweitzer said the administration at the time moved money from one account to another account. A large portion of it was in FMRE which was used to pay salary expenses (to avoid use of General Fund monies) that should not have been covered by FMRE. Another deficit was the accumulated deficit from salary reimbursement dollars from the pediatricians that were not repaid as required under the contract. One step taken to correct that was to rejigger the clinicians’ salaries to pay them for teaching and for research so we would not continue to accumulate the salary reimbursement deficit. The LCME letter is due in 45 days so that had to be fixed prior to that time.

Mr. Parrish asked who would teach the students in the various hospitals. The Dean said the vast majority of teaching is done by residents. Wayne State faculty who are paid to teach will teach a formal lecture one-half day per week that will be Zoomed to all the sites. Wayne State faculty teach at the DMC now, but they should teach at all the sites. Dean Schweitzer is encouraging the Wayne health faculty to expand beyond the DMC both for financial stability and to allow them to do more direct teaching. The PEPPAP money that goes to the institutions is usually paid to those faculty to compensate for the inefficiencies in their practice by teaching. Mr. Parrish asked how much money faculty in the medical school would be paid for teaching. Dean Schweitzer responded that most of the teaching would be done by residents as part of their ACAG requirement, and part of the teaching will be done by attending physicians who have a voluntary appointment and are required to do a fixed amount of teaching per year for that appointment. The third part of the teaching outside of the DMC will be done by faculty members who will be paid by the hospitals from PEPPAP funds. The amount we’re paying the faculty at the DMC is in concordance with the vast majority of medical schools. In fact, it is more generous.

Mr. Raz noted the long-standing problem of poor infrastructure of the School of Medicine and the lack of support to the researchers and the school. Noting he is well aware of the problems in the physical plant, Dean Schweitzer said the school is actively fundraising to build two School of Medicine buildings, one mainly for teaching with some research and one entirely for research. Beginning before starting the job, the Dean spends several hours a week on development to build two state-of-the-art buildings with adequate space for

education and research. He thinks there may be two new buildings in five years.

Mr. Seyoum thanked Dean Schweitzer for his presentation, noting that the DMC is one of the biggest problems in clinical research or any activity, which is very discouraging and prevents faculty from doing many things. He asked how the Dean expects to solve the problem. Dean Schweitzer said that as a for-profit hospital, the DMC sees education and research merely as expenses. All we can do is hope that Tenet sells the DMC in January when the contract preventing sales expires, allowing us to establish a new relationship. The DMC will never support research and we can’t do anything about it. They say they will but they do not follow through.

Provost Clabo thanked Dean Schweitzer for the update on progress in the Medical School, and she wished him well as he moves forward.

II. TEST-OPTIONAL ADMISSIONS

Provost Clabo introduced Senior Associate Provost for Student Success Monica Brockmeyer and Associate Provost for Academic Programs and Associate Vice President for Institutional Effectiveness Darin Ellis. They were invited to inform the Senate about the science on test-optional admissions and the work they are doing to include that option for the 2021-2022 academic year.

Ten years ago, Ms. Brockmeyer said, there was the idea that enrollment management wanted a large class and student success wanted a smaller class of students because they would more likely be successful. Since that time the university has adopted a more appropriate view of the relationship between admission decision-making and the support of student success. The test-optional admission, Ms. Brockmeyer said, advances our student success mission. Ms. Brockmeyer noted that she and Associate Vice Provost Ellis worked with enrollment management to develop an approach to test-optional admissions that supports student success. We have been using a fairly simple approach to decision-making for undergraduate students based on buying lists with test scores and high school GPAs that allow us to admit or deny a student or, with other information, perhaps refer a student to APEX or the Warrior VIP program. This approach has been automated, which allows for rapid processing of admission decisions. Now, because of the coronavirus crisis, there is less availability of standardized test scores and most institutions are developing test-optional pathways. Some worry that we will have too little information, but a test-optional approach uses additional information from the transcript and the rest of the application. A high school transcript provides a GPA trend, the number of academic units, courses that have been completed, AP courses: none of this information is automated but can be scored as other evidence of academic success.

Furthermore, we have added to the application short essay prompts, letters of recommendation and a record of student activities and leadership experiences. The challenge ahead of us is to figure out how to use this information to make decisions that support our goals as an institution and to provide an additional review of students to be considered for APEX and Warrior VIP.

We have established a set of guiding principles, of which the first is *college access*. All students with potential to be successful in college with support should have the opportunity to participate in higher education. The second is to *consider the benefit to the student and to society*: we focus on admitting students whom we expect to be able to support to graduation, but more broadly every student who comes to Wayne State but does not graduate should be better off for that experience. Clearly, every year, students leave after the first or second semester: that is what we need to avoid in an admissions decision. A third guiding principle results from our tuition dependency. Since we rely on revenue from new and returning students, a class of students that have needs that we are unable to support as an institution and do not graduate also is lost revenue and reputational harm, so we need to *increase graduation rates, increase degree attainment and narrow our educational disparities*. We're striving to create an approach in which students will likely be as successful with support as recent entering cohorts, we have students that are at least as diverse as the current cohort and we're looking for a class about as large as we've had in recent cohorts and better given all the constraints we are under.

We are in a state of crisis unlike any other we expect to experience in life, affecting students, families and the institution. We understand that student success is a "pathway" through college. Our decisions are organized around predicting and informing the success of students in the first year, admitting students we expect will be able to finish the first year successfully, with the idea that a firm foundation, our support and their hard work we can boost our graduation rates and close educational disparities. The approach has sometimes been called "holistic evaluation" but that is more what is done in the health care profession. Here, we have basically two pools of information – the academic metrics and "psychosocial attributes and experiences". Our office is relying on the work of Sedlacek, who spent about 20 years developing these psychosocial attributes that he considers predictive of college success that can be used with or without tests in a way that mitigates racial and socio-economic biases of standardized test. This is the basis for the short essays, the prompts, the letters of recommendation and the activities that students provide: this information can be scored and evaluated.

The application comes in and each student chooses whether they want to be evaluated with or without the standardized test. For student applicants who come

on the test-optional pathway, we considered what could be done relatively quickly without deep analysis, so that admissions counsellors could provide a more thoughtful review of students where we are depending on more subjective data. The high school GPA is an obvious objective indicator. Of the expected 18,000 applications, about 2/3rd are test-optional, so we considered whether we could establish a GPA threshold to auto-admit students, given the variations in schools and in support they provide. We are establishing a GPA threshold "somewhere between 3.0 and 3.5 as an auto-admit level. Let me ask Darin Ellis to tell us about the institutional research analysis supporting that decision.

AVP Ellis noted that the group looked at data going back to the 2014 Graduation Rate Survey (GRS) used for I-PEDS reporting. It tracks first time in any college full time degree seeking undergraduates as well as race, ethnicity, retention in the second year and high school GPA. After experimenting with various methods, it seemed the best approach was to establish cut scores and consider what a successful first year looks like. From past years, we know that students who get a 3.0 and pass 25 credits or so in their first year are much more likely to graduate, especially if they take the early foundational courses. Obviously if you have a higher GPA you are going to have fewer auto admits; if you have a lower GPA for auto admit, you have the risk of admitting students who might not be successful. So we are trying to do this in a data-sparse environment. The key factor is how can we do the automatic review, with as many people as possible, versus the "hand" review. If we just use a 3.3 GPA, for example, based on recent history about 45% of our recent applicant pool would be admitted by high school GPA and we'd see about 80% or 87% overall retention and about 29 credits attempted with about 27 overall credits completed. That appears to be a good working number, but it has to be fine-tuned and may even need to change based on the people available to do secondary consideration of psychosocial factors and other experiences.

Ms. Brockmeyer added that they considered whether there should be a different threshold depending on the quality of the high school the student attended. The analysis showed that differentiating by high school provided very little information other than race and socioeconomic background: that is, clustering by high schools would constitute educational red lining and is not recommended.

Ms. Brockmeyer noted that depending on the threshold GPA, there would be a process of creating a score by admissions for the remaining 55% or so of applications that would result in referral to student success for additional review or denial. Student Success has already been doing such reviews for the APEX program: some students are not admitted to the university after we review the application and decide that they are not going to be well served by APEX. In

this review, the administration is not looking at scoring based on transcript, essays, letter of recommendation and activities or ability to write well and so on. We are looking for evidence of a student with ideas, tenacity, self-awareness, ability to seek help and so on that predict college success. We are also trying to establish replicability in the scoring and approaches to eliminate as much as possible any implicit bias.

Provost Clabo thanked Ms. Brockmeyer and Mr. Ellis for their presentation and they left the meeting.

III. APPROVAL OF PROCEEDINGS OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the Proceedings of the meeting of September 9, 2020. PASSED UNANIMOUSLY.

IV. REPORT FROM THE SENATE PRESIDENT

As we meet for the second time this year, there are a few key matters that I would like to bring to your attention relating to shared governance, administrative changes, and budgetary issues.

Shared Governance:

Shared governance is probably the most important of the issues. I noted at our last meeting that the Policy Committee has engaged in a continuing discussion with President Wilson regarding the role of shared governance and the Academic Senate in policymaking at the university. I noted then that we had made what we saw as some progress. We had an agreement from the President to meet regularly with the Senate President at least four times during the year. We have had a Zoom meeting and a couple of conversations, which have been fairly open and real discussions. We also had an agreement from Roy to hold at least two meetings each year between the President's Cabinet and Policy; and there has been some movement, less than I would hope, on understanding the role of the Senate in consultation and in selecting its own representatives to university committees.

The latter, selecting our own representatives, has resulted in the Senate appointing its representatives to the various restart subcommittees (except for finance, where President Wilson and Interim VP Cooke chose to seat their own choice rather than the Senate's choice), social justice action committees, and various committees at the provost's level. Our Interim Provost has continued Provost Whitfield's appreciation of the Senate's role in appointing our own representatives by asking us to select Senate representatives to the search committee for the Dean of Pharmacy and Health Sciences and to several school/college review committees. We also selected Ljiljana

Progovac, Professor, English and Linguistics; Christine Chow, Professor, Chemistry; and Naida Simon, Extension Program Coordinator III, Office of the Provost, to serve on the President's Provost Search Committee. President Wilson also asked me to serve on that committee by virtue of my role as President of the Senate.

That said, these gains still are limited by significant negatives. We held the first of the meetings of PC with the cabinet in more than three years on September 23. Regrettably, the President treated that meeting as non-substantive—by that I mean not as an opportunity for substantive discussion but, at least on his part, more as a “show and tell.” We had agreed to discuss two items each and have equal time on the agenda. The President arranged “presentations” that went on for 38 minutes, with no discussion invited around those presentations. Most was information we already knew and had no need to have repeated again, and our views were not invited at any point. I ultimately had to interrupt to say that it was time to address the issues Policy would like to discuss. We addressed shared governance and the worrisome status of research generally and as connected with the School of Medicine.

Professor Roth, a member of Policy who has been engaged throughout in this discussion about shared governance, raised a significant issue at the meeting with the President's Cabinet, noting that the President does not use the term “shared governance” and has not made statements in public settings about its value and his respect for it, much less acknowledged the broad jurisdiction given to the Senate under the Board of Governors statutes. That would have been a good opportunity for President Wilson to make that kind of statement at least to us that he does respect shared governance, that he values the wisdom of the body of faculty and academic staff, and that he believes that our input can make decisions better. Regrettably he did not take that opportunity.

Similarly, Naida Simon, also a member of the Policy Committee who has been involved in our long discussions about shared governance, made a statement at the meeting that she was disappointed that the President had made no public statement acknowledging the Academic Senate's 2019-20 censures of various administrators at the university for violations of academic freedom. The strongest of the censures dealt with the elimination of an email from a whistleblower about discriminatory practices within the Offices of Enrollment Management and Financial Aid. That email was not only eliminated from anyone who received it directly but from any one to whom it had been forwarded, including the Senate President. I had received it because people thought I should be

aware of it. The President's response to the statement of disappointment that there had been no public acknowledgement that the Senate had censured someone in his administration for a truly significant violation was that "I will not in any way publicly shame my hard-working administrators and I'm not convinced that they were really violations, anyway." That was shockingly negative and shockingly worrisome to Policy members. Contrast that response with the behavior of Mark Schlissel at the University of Michigan when there was a *failed* no-confidence vote in which a substantial number of faculty nonetheless did express no confidence in him: Schlissel responded to the failure of that vote to say that he wanted to improve communications. The fact that President Wilson did not see a need to at least state to us in that setting that he does want to be sure that all of his administrators understand the importance of academic freedom and that he did not respond with such a message publicly to all the university's faculty and staff was extraordinarily disappointing.

The President also continues to downplay the jurisdiction of the Senate as the institution under the Board statute to provide faculty and academic staff views to the President and the Board of Governors. He has begun to allow the Senate to appoint its own Senate representatives to committees (even while claiming that he should be able to choose among a much larger group of Senate nominees), but he maintains that there is a "presidential prerogative" to "balance" committees by allowing him to appoint his own faculty to serve on committees. If we appoint three he says he will appoint at least two. If we appoint four he intends to appoint three of his own "faculty representatives." Of course, he is appointing the entirety of the committee other than the Senate representatives, and his administrative appointees usually make up at least half of university-wide committees. By maintaining a prerogative to select half the faculty and academic staff appointees, he essentially ensures that the administrative view dominates and the Senate view is relegated to a minority position within the committee. That is inappropriate under the BOG statute and shows utter disrespect for the Senate and shared governance. Therefore, both the issue of jurisdiction and the issue of prerogative—views that derive from the Adamany presidency when he argued that he could dictate almost everything at the university, from what I hear—will continue to be a critical issue for the Senate. Past practice under an authoritarian like Adamany is not a good guide for what one would expect for a workable, consultative shared governance.

At the meeting with the Cabinet we also discussed research and the School of Medicine. President Wilson has said that we have increased our research from NIH and increased our corporate research numbers. I noted that we have increased research expenditures somewhat in the last four years, but that we have consistently *fallen in ranking* compared to other public research institutions—from 49th not so long ago to 64th in 2013 to 68th in 2017. Even Steve Lanier acknowledged that the small gains we have made have been outstripped by our peers. We had little time to discuss research in the School of Medicine, but we did note that the restructuring and the decisions on the treatment of clinical faculty could make it harder for them to submit research grants for clinical trials. We wanted to raise the concern that as restructuring is done there needs to be some way to ensure that clinicians will have time and support for initiating clinical trials. Dean Schweitzer did not answer directly, though he did state that at least three faculty who do significant research are being hired.

Administrative Changes.

As you all know, the Provost Search is now underway. The firm WittKieffer is assisting in the search, with hope of arriving at recommended candidates in early spring.

The College of Education faculty had grown concerned about various issues as handled by Dean Anita Welch and several faculty had approached both me (as President of the Senate) and Charles Parrish (as the AAUP-AFT President) seeking advice and assistance in dealing with the issues. I discussed these concerns privately with Provost Clabo and put an executive session discussion of these issues on the agenda for the Policy Committee on August 31. Our recommendation was that the Provost undertake a series of meetings with each of the college's faculty and staff groups. As a result of the attention of the Provost's office to the concerns, Professor Ingrid Guerra-Lopez, who recently served as interim dean of the Graduate School, is now serving as the interim dean of the college.

The FY2021 budget continues to be of concern. The state of Michigan did not claw back any of our FY2020 budget, as had been feared, and is giving us a hold-steady budget for FY2021. Even though we are in FY2021 already (as of October 1), the university is operating under the FY2020 budget until the Board of Governors approves a FY2021 budget. The question is to what extent the administrative push for layoffs and cuts in the schools and colleges should be honored in order to cover structural deficits, including \$8 million in financial aid [*increased after the meeting to \$13.5 million*], \$1.5 million in the Office of the Vice

President for Research (stemming from failure to cover certain payments to the Karmanos Cancer Institute as was arranged), and about \$500,000 for economic development under Ned Staebler (who has hired more administrators). The amount of the deficit has been predicted to be between \$23 million and \$30 million. Rather than taking the money from the schools and colleges, the AAUP-AFT has argued that the deficit should be covered for the short term by the contingent funding from the taxable bonds issued in May or some of the reserve funds.

Ms. Knapp asked if there was an update on the situation where students have to pay for parking at the Matthaei lot to access the Internet. Ms. Beale replied that the Policy Committee has raised the issue and asked that the Provost's Office ensure that students have the access to the internet that they had in the past. The Restart Committee addressed the issue. They talked about creating more indoor spaces where students could access the internet, since using it from a parked car may not be the best option for winter.

In closing Ms. Beale said that she is trying to put enough information in the Proceedings so members get a real sense of what was discussed, what issues are raised, and the information that the Policy Committee receives. She asked members to send her a message if they have questions.

V. REPORT FROM THE CHAIR:

Provost Clabo also responded regarding the use of Matthaei for internet access. She had asked the Division of Computing and Information Technology about that use. Their study showed that between early May and the start of the fall semester, only three students used the lot for internet access. A better approach is the offer of a free mobile hot spot, available for distribution to students at the W Pantry. The Matthaei lot was made available primarily for students who needed to quarantine who could do so by remaining in their cars, but we have expanded our ability to quarantine resident students on campus and the number of students who have had to quarantine off-campus has decreased. With usage of the parking lot being so low and the hot spots being available, it appears that it is not worth pursuing. There are currently 100 hot spots available at the W Pantry.

The Provost reported that our total headcount on census day was 26,251, which is a decrease of 2.2% from last year, considerably less of an enrollment decline than experienced by other schools in our region. The FTIAC class is the largest FTIAC class in our history, an increase of 5.1%. We are down in the number of transfer

students from community colleges, in graduate enrollment, and in enrollment of international students. Graduate student enrollment is down 18.8% or 295 students. Our international student enrollment is down over 20%. Both of those declines are related to federal policy and the impact of the pandemic. Community college enrollment is down double digits in all of the community colleges in our region. They are a significant source of our transfers. We are carefully watching the enrollment for the winter term.

Five percent of our classes are being taught face to face. That 5% includes largely laboratories where shareables are required, clinical courses in the health professions of nursing, medicine, pharmacy and health sciences, and a limited number of performance classes. Thirty-seven percent of our campus housing is occupied. The Public Health Restart Committee chose decisional metrics on which to base actions moving from continuing campus operations at our current state along a continuum that includes heightened alert, some targeted actions, and even at the severe end depopulating and closing the campus. They identified the trigger metrics in advance so we could act quickly if necessary. The metrics are reported weekly on Monday at noon with data up to the prior Saturday evening about testing and cases. Our positivity rate is down from last week to 2.02% with robust testing last week with what had been our first cluster. The cluster appears to have been contained and resolved. The work of our Campus Health Center and use of the campus daily screener was essential in identifying that cluster early in its development. We put 24 people who were close contacts of those who were infected into quarantine within 24 hours. That process allowed us to control that cluster much more quickly than has been done at other schools and colleges. We are very pleased that we continue to be reasonably well. The positivity rate in the city of Detroit is 1.7% so our rate of 2.2% is in line with our community.

The flu mandate is in effect. The target date is October 15 for submitting documentation of having the flu vaccine or a declination statement. As of yesterday afternoon the Campus Health Center had delivered 1,400 doses of flu vaccine. Some people have received the vaccine in locations off-campus. Provost Clabo thanked the AAUP-AFT and the Policy Committee for their support of the flu vaccine mandate. It is a responsible public health measure that will help us have a positive impact as we move forward this semester. While all of that is good, we are approaching flu season and the incidence of flu vaccine uptick in the state of Michigan is not very good, so we expect a reasonably robust flu season in the state this year. The Provost is very hopeful that the measures we

have taken will help to prevent that from spreading to campus. The Public Health Committee is also considering a plan for what our testing metrics will look like as students, faculty, and staff return from the Thanksgiving break. We likely will need a significant amount of testing available in the seven to ten days after we return from the break, knowing that it will be a critical time for travel.

For those who were unable to attend the virtual opening of the STEM Innovation and Learning Center last week, it is available at wayne.edu/live. It makes us eager to be back on campus and use that space effectively for the purposes for which it was designed.

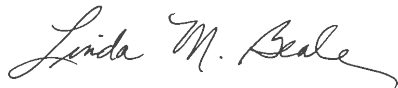
Provost Clabo also commented on Ingrid Guerra-Lopez taking on the role of Interim Dean of the College of Education. The Provost expressed her sincere thanks to the faculty and staff in the college for their forthright participation in discussions of issues and their identification of a preferred future.

VI. NEW BUSINESS

Mr. Pineau asked if parking for the winter semester would be free for faculty and staff as it is in the fall. The response was that the same policy would continue, so parking will be free.

ADJOURNMENT: The meeting adjourned at 3:30 p.m.

Respectfully Submitted,



Linda M. Beale
President, Academic Senate