

WAYNE STATE UNIVERSITY --  
ACADEMIC SENATE  
Official Proceedings  
March 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; Steve Calkins; Leah Celebi; Wei Chen; Susan Davis; Richard Dogan; Alan Dombkowski; Kelly Dormer; David Edelman; Brian Edwards; Tom Fischer; Jane Fitzgibbon; Wanda Gibson-Scipio; Daniel Golodner; Siobhan Gregory; Xiaoyan Han; Lance Heilbrun; Marisa Henderson; renée hoogland; Michael Horn; Arun Iyer; Barbara Jones; Thomas Karr; Thomas Killion; Mahendra Kavdia; Fayette Keys; Christine Knapp; Manoj Kulchania; Jennifer Lewis; Wen Li; Karen MacDonell; Krishna Rao Maddipati; Georgia Michalopoulou; Ramzi Mohammed; Ekrem Alper Murat; Nicole Pagan, Christie Pagel; Charles Parrish; Rachel Pawlowski; Thomas Pedroni; Shane Perrine; Sean Peters; Richard Pineau; Avraham Raz; T.R Reddy; Shauna Reeves; Stella Resko; Robert Reynolds; Joseph Roche; Noreen Rossi; Brad Roth; Krysta Ryzewski; Ali Salamey; Berhane Seyoum; Bo Shen; Naida Simon; Jennifer Stockdill; Elizabeth Stoycheff; Neelima Thati; Ellen Tisdale; Ricardo Villarosa; William Volz; Clayton Walker; Jennifer Wareham; Jeffrey Withey; Hossein Yarandi

**Member Absent with Notice:** Ewa Golebiowska; Sandra Oliver-McNeil

**Members Absent:** Almufarrej Faisal, Samiran Ghosh; Peter Henning, Satinder Kaur; Justin Long; Scott Tainsky; Santanu Mitra

**Guests:** Amanda Bryant Friedrich, Dean of the Graduate School; Mary Paquette-ABT; Nancy Welter; Karin Tarpenning; Rohan Emmanuel Vijaya Kumar

Provost Clabo called the meeting to order and introduced the Dean of the Graduate School

I. THE CHALLENGES AND OPPORTUNITIES FACING THE GRADUATE SCHOOL –Amanda Bryant-Friedrich, Dean of the Graduate School and Professor, Eugene Applebaum College of Pharmacy and Health Sciences

Dean Bryant-Friedrich thanks the Senate for inviting her to speak and noted that prior to the meeting’s start President Beale had talked about the importance of communication. Bryant-Friedrich is pleased to communicate what it is that the graduate school is considering these days and how the pandemic has impacted who and what the school is and shown what is needed in the future.

First, the Dean shared something of her background with the Senate. Her purpose is to open doors to an inclusive, welcoming and supportive environment that fosters success for all who have the ability and desire to participate in the academic enterprise. That thought weaves throughout everything she does, as she runs the Graduate School and works for the students. She shared a picture of a small clapboard house in the south, noting that it looked very much like the one she grew up in—a house with a dog, a front porch, only four rooms (none for herself), no indoor plumbing, no telephone—none of the things we take for granted about our homes today. It was at the end of a dirt road in North Carolina. What she knows, she said, is that if access is provided, then many people can find their way from a beginning like the one she had to the place where she is now with four functioning bathrooms. She always thinks about her start, because that start is what led her to North Carolina Central University, a historically Black college in Durham where her academic career started. NC Central welcomed her with a full scholarship for undergraduate studies. She

learned that chemistry was interesting—it was fundamental to creating drugs, which she wanted to do so that the medications could make people feel better. This was important, because her mother had been bedridden from the time she was in fourth grade until her graduation from high school. She received medications, but they did little to help her. Then Bryant-Friedrich did a master’s degree at Duke, and she recognized what it means when access is limited. Even with access, she learned, your preparation may not allow you to take full advantage of access. At Duke she was told she would need support and was given that support, but she was not truly comfortable there. She left to the University of Heidelberg in Germany, with the man who has been her husband for 30 years. There she felt welcomed—not for those that she knew but because of her talent. That experience has guided everything she does and made her believe in global access. Students from around the world merely want to take advantage of an education that will allow them to move from a home with no restrooms to one that has restrooms.

So why did she come to Wayne State in August 2020 in the middle of a pandemic? She was quite comfortable at the University of Toledo, but the students at Wayne State drew her here. There are 6000 students in graduate programs (including both Ph.D. and master’s students) and they make up 25% of the student body here. The racial mix is interesting: 60% are white, 15% Black or African American, 4% Hispanic, 1% Native American and 12% non-resident international students who seek access here at Wayne State. Although the 15% Black student population is about the same as the percentage Black population nationally, but Detroit has a much higher Black population. It would be nice to see the numbers increase to better reflect the city of Detroit and metropolitan area.

Bryant-Friedrich said she wanted to consider an important question. Does Wayne State need the Graduate School? When she first visited the

campus, there were some who said that they did not think a graduate school was necessary.

First, she noted that the Graduate School processes about 15,000 graduate student applications annually. Without the school, each program would have to do the entire processing themselves. The Graduate School makes a rudimentary decision whether the application fulfills requirements set by the program and the program makes the final admission decision that the Graduate School communicates to the student. That is one of the areas where she believes the School can facilitate an easier and better process.

The Graduate School also administers about 350 tuition scholarships and 100 or more graduate fellowships each year. Holding those funds centrally, there is an opportunity to ensure an equitable allocation to different programs. The school also provides graduate student assistants to staff campus-serving units across the campus that would otherwise find it difficult to provide all the services they provide.

Furthermore, the Graduate School advocates locally, nationally and internationally for graduate education. She noted that it is her job as dean to ensure that she understands the global trends in graduate education and that each of the programs receives the most up-to-date information possible. If the Graduate School is not providing faculty and programs with appropriate information, then something is wrong.

The Graduate School is also an important conduit of information on the Board of Governors statutes covering graduate education and ensuring that programs remain in compliance. Graduate students here should have the kinds of preparation in our graduate programs that prepare them as well as or better than any graduate programs elsewhere. They should leave the program “career ready.”

The Graduate School also supports postdoctoral students. Not every institution has such an office, and the office here is important to the postdoc experience. The Graduate School provides opportunities for postdocs to present research, on campus and externally. It also provides a Graduate Student Research Symposium, taking place during the week of this meeting.

In addition, the Graduate School also works with pipelines. There were various existing pipeline programs when Bryant-Friedrich arrived, including Rebuild Detroit, the KCP program. The newest program is SURGE. That program brings master's students from socioeconomically disadvantaged backgrounds in Wayne's undergraduate population into two masters programs. The idea is to demonstrate that graduate education can help them get to their career goals and increase their ability to move socioeconomically. Graduate School oversight of these programs is important, because they need to adequately prepare our students for entry to any field of graduate education. So it has been an additional challenge to run those programs, but it has informed her about what is needed to recruit the students that the graduate faculty and the Graduate School need.

The Graduate School supports the entire graduate student lifecycle. If there were no Graduate School, every program would have the responsibility of doing all of these things. It does require work, there are many graduate student needs, and someone needs to oversee the relationship between graduate advisors and students. There are frequently situations in which the Graduate School must intervene.

Additionally, the graduate faculty is very important. It is important to have the voice of the graduate faculty involved in all the decision-making at the Graduate School. At the end of the day, the Graduate School provides a service, and if the faculty needs specific services, the Graduate School needs to hear that from them. Thus, the graduate faculty and Graduate Council

representing the various graduate programs are very important to the Graduate School.

Bryant-Friedrich added that she wanted to address what the Graduate School has learned from the pandemic about our graduate student, about the institution, about graduate education and about the future of graduate education. The pandemic showed us our vulnerabilities as an institution and how vulnerable our graduate student populations are. Having students from around the world makes the pandemic impact on each one different depending on whether or not they know that their family is nearby or across oceans, whether or not they'll be able to see them. We also learned that our graduate students are courageous. They are the ones who go out on the frontlines and stand in front of classrooms and actually talk to students in ways that some of us don't have to. They are teaching classes and running labs. They have shown that they have incredible abilities, such as to shift to online education. We need to recognize their abilities and give them the resources that they need. They can play a much bigger part in how we deliver education. We recognize also that there are social injustices that afflict the world. We've seen the impact of that social injustice. Often that social injustice has impacted graduate students in ways that we can never understand, unless we ask them. The country's division is also something that affects them, as they may sit on different sides of that divide. And it is important to recognize that no two disciplines are the same. Whenever we talk about what the university needs or what the students need it will almost always depend on the individual department.

That brings another question. How can we use that knowledge to advance graduate education post-pandemic? Clearly, we need new models of mental health services because our students are struggling in ways we didn't recognize beforehand. The Graduate School needs to consider how to deliver mental health services to these individuals who live in the divide between being a faculty member and being someone who instructs undergraduates. We also need to focus

more on career preparation and recognize the changes that are going to occur outside of the institution when it comes to career so that we can prepare our students to be ready for that change. That also means considering the programs and how they prepare students for alternative careers outside the academy. We can provide new pathways through the academy. Some will show up on our front doorstep as freshmen, but we can support them to get a master's degree or doctorate. This will require us to be nimble, to think broadly, and to find different ways to do that across the different disciplines.

Another subject to consider is what Bryant-Friedrich termed “*restorative inclusive excellence*.” She worked with others across campus to write a grant proposal to the National Institutes of Health to recruit new faculty members in biomedical sciences. A part of that grant considers how to create an environment that is welcoming to all no matter their socio-economic background or culture or religion. Bryant-Friedrich thought that “*restorative inclusive excellence*” describes what is needed. Inclusive excellence means creating an environment where everyone has access and can do their best. But for an institution like Wayne State, it is important to add the notion of restoring that inclusivity. There have been incidents that harm people throughout the history of this area. For us to get to a point where we can include everybody we must recognize that harm and find ways to heal.

The university has been reliant upon international graduate student enrollment for a long time. That is not just Wayne State but something seen across the country. New enrollments of international graduate students have plummeted, falling by 39% in the fall 2020 term. Although there were indications of changes, this large decline stems from the pandemic and the federal government's severe restrictions on entering international graduate students. The institution needs to be better prepared by diversifying our student population and not relying completely on international graduate students to ensure strong

enrollments. We need to continue to recruit international graduate students because they add immensely to the institution. But we have to diversify our graduate student population. There are ways to do that, and they vary by discipline. We cannot, however, simply make a case for recruiting students from one country, say Korea, and then expect a huge population of Korean students. We have to be more nimble in being clear on what we can provide to students and what students will want from us.

A second emphasis for the Graduate School is on *being welcoming*. The pandemic caused us to lose the community of people—those whose faces we saw every day. That community kept us balanced. Although the effort put into making sure that this campus was a healthy place was herculean, graduate students felt that their health didn't matter as much as others' health. Graduate students also sometimes live in situations that don't allow for them to continue to be able to do the work that they need to do. Many reached out to the Graduate School to ask for spaces where they could work during the pandemic. They indicated that they felt there was no one listening to their needs. Something we can learn from that is that the university requires new models of community. There has been an effort to facilitate online communities for students who cannot come together in person. We need to continue to facilitate different models of community and health care delivery for graduate students. We need to make sure they have workspaces, such as co-working spaces since not every student has their own little cubby. We learned that improved communication was key. The town halls have been very successful, so we need to continue to talk in this way.

An ongoing project, Bryant-Friedrich said, is to ensure there is *clarity of responsibility*. Anyone who comes to the Graduate School should easily find the right person to talk to. That is an ongoing project.

*Money* is, of course, an issue. Education in the United States is expensive. When the Carnegie

study asked “how confident are you in being able to afford graduate education” 40% answered they were not at all confident. Our prospects are in the same situation, so we need to start to think about how we can make graduate education affordable to them. That is a part of the communication that we have to do because we have to appear accessible from a financial perspective. We have to understand as well where our students go when they leave without finishing and why did they leave. We need to bring them back home. The Graduate School has developed a group of graduate student ambassadors at the doctoral and master's levels, who provide us with information on what the students need. They are the voices for the Graduate School who can interpret so that students understand what is available. Nonetheless, the Graduate School must work to ensure that we have a supportive environment, and funding is a beast in the graduate education world. Students need to balance their lives financially in order to do graduate education, so we need to find a level of funding that supports each student on individual basis. We also need to do student tracking and outreach.

Another area of intense interest is *online graduate education*. At the beginning of the pandemic most institutions were not prepared to deliver online content, but now 82% of institutions say they will deliver more graduate-level online content post-pandemic than they did before. If we don't jump on board, then exclusively online universities like Walden, Western Governors and Capella will continue to increase and provide graduate education to students that should be in our classrooms. Many underrepresented students are ending up in these large online graduate programs. But when we seek faculty, we don't tend to look at a doctorate from Western Governors university in the same way that we look at one from Wayne State University or Georgia Tech. We have to do more online, but we have to do it well.

Bryant-Friedrich noted that she speaks often about master's programs because if master's enrollment is not strong, the university will not be

able to pay for its doctoral programs. The master's programs need to grow, but the growth should be in areas that serve students' needs so that they can move into professions that will help them move forward. Bryant-Friedrich also noted her personal interest in the role of the Graduate Council and graduate faculty in decision-making. She has taken delight in the increased input from Graduate Council colleagues on all these topics. Ultimately, the Graduate School needs to increase diversity, ensure equity, and strive for inclusion. The university will need to increase its online programs. The university must be innovative and can make a huge impact on the workforce in our country. It's also important to ensure that graduate teaching assistants are trained well in online teaching and remote. We need to use our graduate students better on campus, since they are here to train. We need to support research and of course we need to promote our national rankings that will help us to get the best graduate students to fill our classrooms in our laboratories. That, she said, is her vision.

Brad Roth thanked Bryant-Friedrich for the various ideas she had presented and asked about graduate faculty standards, noting that a prior dean had worked to increase the requirements for graduate faculty status. That struck Roth as troubling because it was a one-size-fits-all set of criteria across radically different disciplines. It potentially imposed problems for departments trying to customize Ph.D. committees for students. Ultimately, there has been a substantial amount of flexibility in the implementation of these criteria. He asked for her perspective about these criteria and how they would operate going forward. Bryant-Friedrich noted that she has appointed a graduate faculty status task force. There did not seem to be enough breadth in the categories of graduate faculty membership. The Graduate School needs to make sure that there are faculty available to ensure students have the committees they need for their work. Accordingly, she would like to see broader categories. The task force is looking at

representations from all the colleges, including different levels of institutional appointment such as clinical, affiliated and similar categories. The task force is doing a phenomenal job of looking at what the institution needs in the realm of graduate faculty membership status. One of the questions people asked was about revoking membership. Bryant-Friedrich noted that she doesn't see a need to start taking away membership but rather to bring more people to the table to ensure there are the diverse perspectives needed.

Brian Edwards noted that a nephew suggested to him the importance of internships as a vital preparation for employment. Bryant Friedrich agreed, noting that job training as part of the university experience is essential. An internship is a phenomenal way for people to get experience. She suggested that the Graduate School needs an advisory board to help create relationships with external entities such as companies and hospitals to create internships. Not every doctoral student wants to become a professor. She welcomes suggestions on how to move forward with more internship possibilities.

Noreen Rossi piggybacked on that discussion to add that she sits on a board of alumni advisors at another university. Many of those alums work in high positions at large companies and take a significant role in creating such internships. A paid internship could also help address the debt that sometimes keeps both undergraduates and graduates from finishing their degree programs. There could also be more paid internships for students working under faculty. Bryant-Friedrich agreed. She thinks internships are particularly important for masters students who need additional support.

Beale noted a comment in the chat regarding a handbook prepared by the HR Restart committee last summer about internships. The comment suggests that the Graduate School might want to review that handbook to see how it could be adapted for the Graduate School.

Jenn Stockdill thanked the dean for the presentation and noted that one problem with current online arrangements is that students who live outside the state have to pay higher out-of-state tuition for those graduate programs. This is also a problem for fellowships, such as when an international student is on a Rumble fellowship, the department has to cover a large amount not covered by the Rumble. It also means that they are not an employee and that creates the out-of-state tuition cost. Thinking about defining in-state and out-of-state for graduate students may be an important issue. Students from outside Michigan are not likely to be willing to pay the higher tuition for an online program. Bryant-Friedrich noted that online programs typical charge a flat cost rather than having the regular in-state or out-of-state tuition rates apply, so that is something that will need to be investigated.

Provost Clabo thanked Dean Bryant-Friedrich for her thought-provoking presentation and noted the mention of developing a domestic pipeline of graduate students and also building a pathway to graduate school for our own undergraduates. Bryant-Friedrich noted that undergraduate students are often first-generation students for whom graduate school seems far distant. Now the Graduate School is developing a pilot project called "SEARCH" that will visit undergraduates and talk about what comes next, presenting graduate school as an option, discussing financing, showing them how to get a jumpstart through programs like AGrade that allow them to get graduate credits as undergraduates. The Graduate School is also working on an HBCU initiative to recruit by bringing students here to do graduate work. Bryant-Friedrich has strong relationships with HBCUs and thus has access to students, but we have to make sure that our programs are ready to bring those students to campus.

Beale noted that Bryant-Friedrich had mentioned how important funding is for graduate education, and noted a variety of possibilities, such as having a flat rate instead of the in-state versus out-of-state rate or having paid internships. What

process does she see going forward to find the best ways to increase financial accessibility? Bryant-Friedrich responded that the Graduate School has begun a review of all the funding mechanisms currently in use. This has shown that there is money left on the table in some programs because it is not used effectively. Some goes to students who do not need it. Also, the recruiting scholarships and fellowships need to be used strategically to recruit those students the program really wants to come, but in some programs they are not used in that way. There seem to be many complications to the various funding that the Graduate School provides, so ultimately she will want to ask the Graduate Council to find the best way forward. Stockdill mentioned that they found the same problem in the Chemistry department. They realized they could use recruiting fellowships specifically to encourage underrepresented minority students to come. Bryant-Friedrich added that it is clear that the Graduate School needs funds to use for completion, since doctoral degrees can take anywhere from 3 to 10 years. It isn't clear how each program is using the Rumbles, but it seems that the various uses may have reduced the prestige of the Rumble. She thinks it is important to make it clear that the Rumble is going to the program's top candidate, so that it is something added to the resume as a prestige item.

Jenn Lewis added that many of the students in Education are part-time. Doctoral students are working in a school district and have no plan to enter higher education teaching. It may hinder recruitment if scholarships only go to those who are working full time and planning on academic careers. Bryant-Friedrich noted that was an important point. She saw that about 60% of our master's students are part time. It isn't clear whether they are part-time because they simply cannot afford to be full time or because they are involved in something like a job that limits their time.

Provost Clabo closed by noting that a privilege of serving as interim provost has been the opportunity to work with Dean Friedrich, who is

bringing new vision and leadership to the Graduate School.

II. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of February 3, 2021. PASSED.

III. SENATE STATEMENT ON THE PROPOSED ADMINISTRATIVE DEI COUNCIL

Brad Roth introduced the resolution regarding the DEI Council that is a recommendation from the Social Justice Action Committee created by President Wilson. The issue here is consultation and the Senate's role in shared governance. The Policy Committee is very strongly supportive of the efforts to increase the university's emphasis on diversity, equity and inclusion. One way the Senate has moved on that is to create a new ad hoc Academic Senate DEI Committee, with a plan to make that a standing committee of the Senate during the Fall 2021 term, to address those issues. There is, however, a tendency by the administration to look elsewhere when it seeks representation of faculty and staff from the university community. This is evident in the DEI Council proposal as it currently stands: it would have 41 members, including 26 faculty and academic staff not selected by the Academic Senate and only two Academic Senate appointees.

One of the major concerns of the current DEI Council proposal relates to the issue of "implementation." It is quite appropriate for a group like the Council to study the various aspects of diversity, equity and inclusion. But when it comes to the actual implementation of measures, that brings into concern the jurisdiction or statutory competence of the Academic Senate, as laid out in the Board of Governors code that is quoted in the resolution document. The Policy Committee considers it necessary to make a

strong statement to the President and the Board of Governors on the part of the Senate that the Senate cannot be circumvented on these issues. We are the elected representatives of the university's faculty and academic staff in the project of shared governance as provided in the Board of Governors code. Therefore, the resolution includes two key points: first, that we give our full enthusiastic support for the enhanced efforts to further diversity, equity and inclusion; and second, that we insist that any proposal from the DEI Council for changes in educational policy or on any matter affect faculty rights and responsibilities can be implemented only after the Senate's full participation in review and consideration. This is necessary under the fundamental principle of shared governance and the specific provisions of the Board of Governors statutes establishing the Senate's jurisdiction. That is the motion that is before you from the Policy Committee.

Beale called for questions and comments regarding the Policy motion. There being none, the vote was called. The resolution was passed unanimously with no nays and no abstentions. Beale thanked the Senate for their support of this important resolution.

#### IV. REPORT FROM THE SENATE PRESIDENT

Beale indicated that she would highlight the issues considered by the Policy Committee since the last Senate plenary session and covered in the attached Policy Committee proceedings. There was an extensive discussion at the February 22 meeting regarding the university support for childcare and what steps the childcare committee had taken to move the issue forward. Beale suggested that members read those proceedings if interested in the details. Regrettably, there is still no real movement towards meeting the needs of students and staff through on-campus childcare possibilities, but there is some renewed discussion with childcare providers about partnerships that could serve some of the needs.

#### 1. The DEI Ad Hoc Committee and the Future of Higher Education Charge to the Standing Committees

These initiatives continue to be discussed. Committees must nominate potential members to the ad hoc DEI committee. It is hoped that the ad hoc committee can be appointed by mid-April and actually begin to do some work over the summer. Similarly, the strategic planning regarding the 'future of higher education' will require committees to break into working groups around specific topics and work in those groups through the summer to develop key ideas on the topics for their reports.

#### 2. Campus Safety Advisory Committee and Michigan Statute regarding Campus Policy Oversight Committees

Policy invited Jennifer Wareham and Bonnie Wu, Senate representatives on the Campus Safety Advisory Committee and the Social Justice Action Committee (SJAC) Policing Subcommittee, respectively, to speak to Policy about issues related to their committees. One concern that resurfaced is the BOG's designation of the existing Advisory Committee to serve as the Oversight Committee even though it does not satisfy the criteria set forth in the Michigan statute for an elected oversight committee of 2 faculty, 2 students and 2 staff. The statute does not provide for police representatives as members for the oversight responsibility. Both Senate representatives noted that the current Campus Safety Advisory Committee has functioned passively as recipient of presentations from Chief Holt: it has been run by Michael Wright, President Wilson's chief of staff. Beale had hoped that the SJAC Policing Subcommittee would make a clear recommendation that the university should establish either an Advisory Committee subcommittee or a separate committee that satisfies the Michigan statute oversight committee criteria. Apparently, there was some discussion but no clear



recommendation. In fact, the members of the SJAC Policing Subcommittee had not even received a copy of the final report that was submitted; accordingly, Bonnie Wu could not say whether the group's comments on the draft—which included comments to provide a recommendation about oversight—were taken into account. This relates to the problem of lack of consultation generally at Wayne.

3. Senate Ad Hoc Anti-Bullying Committee

As members are aware, the Senate established an ad hoc anti-bullying committee after the Climate Survey revealed that bullying and intimidation are major problems on the campus for faculty, staff and students. That committee had done considerable work to define bullying and develop potential approaches to bullying misbehavior when the University of Michigan settled a case out of court regarding its (poorly written) bullying policy. As a result, Wayne State's General Counsel has taken a risk-averse position that Wayne will not adopt anything more stringent than Michigan has in its policy after the settlement. Accordingly, if bullying involves groups that are protected under the Equal Protection clause of the Constitution (e.g., gender, race, ethnicity), then bullying can be pursued under those discrimination protections. But bullying of a male faculty by another male faculty or of a female student by another female student can only be dealt with informally. That has led the committee to conclude that there needs to be considerable training of administrators around bullying and how to intervene, as well as education to encourage a change in culture that does not accept such bullying.

4. Fall 2021 Scheduling of Classes

The Policy Committee discussed at several meetings the frustration of faculty in various schools and departments, as relayed to multiple members of Policy, regarding the lack of clarity around fall scheduling. In particular, some schools seemed to be demanding that faculty agree to teach in-person classes no matter their vulnerability to the ongoing pandemic, at a time when schedules have to be determined but much uncertainty remains for the fall. After much discussion, including at Policy and at the Academic Restart Committee, the faculty and academic staff subgroup of Academic Restart drafted a flier with clearer information about the use of the TR modality at this time. We hope that was helpful but believe that there will still be some confusion if classes indeed continue to require social distancing arrangements. The administration appears to believe that platooning/using "pods" of students and teaching some in person while simultaneously teaching a majority online will be an alternative for classes in that case. Many faculty will have reasonable grounds for stating that teaching in a platoon or pod arrangement is simply not possible for their area of expertise.

5. Consultation—or Lack Thereof

Regrettably, university administrators continue to treat shared governance as an afterthought most of the time. In almost all cases, the Policy Committee is very supportive of the ideas behind the actions they take: what the administration misses out on by not consulting is the opportunity to have the experience and insights of faculty and academic staff improve the outcome of their projects and the building of support at ground level. One clear example, of course, is the way the administration has planned to determine the faculty and staff membership in the DEI Council rather than turning to the elected Senate members for service there and the idea that the DEI Council should "implement" educational policy without consultation with the Senate. This was the basis for today's resolution and is but one example of

the administrative failure to consult appropriately with the Academic Senate. Beale suggested 3 items that have been announced recently that illustrate this lack of consultation—what we have often called the “Wayne Way”.

a. **The WSU Global Fellows Academy**

This announcement of the Global Fellows Academy came from Ahmad Ezzedine’s office. This sounds, from the announcement, like a productive program that will benefit our faculty. It is apparently supported by several grants (not clear which office received them, or what the long-term possibility of continuing grant support is) and serves a commendable objective of assisting our faculty in engaging in international research and service. It is, however, an “educational policy” clearly within the jurisdiction of the Senate, and there are aspects where Senate input might have led to a different result—the announcement provides for the deans to select the first ‘fellows’ with no indication of input from faculty within a department or school or from the Senate. Further, it provides no substantive information on how those nominees/applications will be judged suitable. This process, of course, opens the field for bias. Our deans have many responsibilities, and certainly being aware of the interests of their faculty is within their purview. Yet this is the kind of selection that can and should be made by faculty peers within a unit. Faculty, not administration, is qualified to judge comparative value of proposals. So, too, if there is to be any further winnowing of candidates put forward by deans (which was unclear in the announcement), that should be done by a Senate-appointed committee of peers as well. Yet there was not a single word about this idea to Policy from Ezzedine’s office or the Provost’s Office prior to the announcement.

b. **The Reconnect Transfer**

This program, announced quite recently, provides \$4000 scholarships for transfer students. Everyone in the Senate is supportive of finding ways to make the university more accessible to

transfer students. That is bound to be an important way to maintain enrollment as demographics reduce numbers of entering freshmen and colleges compete for student credit hours. Nonetheless, the Senate Budget, Curriculum & Instruction and Policy committees should have been consulted. For example, it is not clear whether these programs will cost considerably more in financial aid. When Policy sought information about Reconnect Transfer, the Provost stated that it would not increase the financial aid budget but would amount to a reallocation of funds currently within the Financial Aid budget, but that we would need to speak with Ahmad Ezzedine’s office for more information on how it was expected to impact enrollments and budgets.

c. **The Frontliners Forward Scholarship**

This program was announced in the Michigan Chronicle the day before the plenary session as a program for essential workers transferring into Wayne. Clearly, all of us support the idea of making education more accessible to those who currently find it difficult to get a bachelor’s degree, and financial aid and workable class schedules is surely a part of that. Ultimately, the budget for this would seem to be taken into account in the statement regarding reallocation to support transfer student financial aid amounts and eligibility. But Dawn Medley is quoted in the announcement stating that this scholarship for essential workers should attract them to Wayne because flexible class schedules are offered to help ease work-school balance and Wayne has incredibly flexible schedules. The idea of what constitutes a workable class schedule and to what extent that should impact timing/modality of classes is an educational policy issue that likely merits some discussion of how best to accommodate any influx of transfer students with those needs, within the pedagogical demands of different fields, the practical needs of faculty, and the teaching resources available. The “flexible class schedules” statement appears to assume some substantial changes in the way we currently

schedule most undergraduate classes, since it would likely require more online, as well as more night or even weekend classes—i.e., scheduling of certain kinds of classes with essential workers in mind. Again, no discussion took place with the Academic Senate about what accommodation of needs in scheduling might entail and how it might best be accomplished.

Consultation is a way to make the university's programs work better from the beginning. Faculty and staff ask questions that raise issues that can resolve problems before they occur, and we often have perspectives based on our teaching and interaction with students that are different from the administration's perspectives. Yet the administration again and again neglects to get the faculty's perspective and acts with hubris that assumes that the administrators know all that needs to be known about a matter. We as Senate representatives are a link from for our faculty, our peers within the units we represent, to the administration. It is important that we communicate both ways—i.e., that we share with our peers and our departments the matters being discussed in the Senate, and that all of you as representatives of your departments and units bring issues you are aware of forward to the Senate Committees that you serve on for discussion. Or if the matter is not within the standing committee you serve on, bring it to Policy's attention. The goal is for the Senate to consider these issues early and hopefully create a more consultative format moving forward.

V. REPORT FROM THE CHAIR

1. Update on Health Issues.

The campus metrics continue to be good, with a campus positivity rate about 0.5% in the last week. The city of Detroit has a positivity rate of 2.7%. Both of those are the lowest we have had since the start of the pandemic. Numbers of new cases on campus continue to decline, with a seven-day rolling average of one new case per day. Given our size, that's dramatic improvement.

In February, we moved some courses back to socially distanced face-to-face participation on campus. These were Bio and Chem labs and some of the clinical courses or health professions. That transition was not associated with an increase in new cases.

The university is also mandating random testing for folks participating in those classes, both students and faculty. Apparently some have received notices who have not been on campus. If that occurs, the person should respond to the sender of the email at [phc@wayne.edu](mailto:phc@wayne.edu). A regular random sample of those who are present on campus is important to make sure that we continue to be a healthy campus. Clabo noted that she has spoken with colleagues elsewhere who have said that the pandemic fractured the relationship between the campus and its surrounding community. Many have seen emails from other college presidents talking about how much their campuses have contributed to the spread within their local areas. We have not contributed to the spread in Metro Detroit; if anything, we've made conditions better by careful contact tracing. Clabo thanked the experts on the public health committee, the President and others who have listened to that wise advice and implemented policies to keep our campus safe, and faculty, staff, students who have all, for the most part, done the right thing, continued social distancing, stayed away where possible, and become much more universal in mask wearing.

Last Friday Clabo sent a note regarding the readiness to vaccinate on campus whenever there is vaccine. On the day of the plenary, a supply of Moderna arrived at the Campus Health Center. It will be used to finish the 1A category and then move to essential workers. If the supply continues, the Health Center will be able to vaccinate the campus, including as of Monday anyone over the age of 50. The vaccine is a sub allotment of the Detroit Health Department. We must clarify with the Health Department that we will be eligible to provide vaccine for anyone over 50 . A notice will go out as soon as possible, and then individual emails will provide people

the opportunity to schedule an appointment at the Campus Health Center to receive the vaccine. This, combined with the news that President Biden has invoked the defense production act and that Merck facilities will now be producing the J&J vaccine, adds to the university's ways to fight the pandemic. The President suggests that there will be enough vaccine produced by the end of May to vaccinate every adult in the United States. He was very careful to say there will be production, not delivery into arms. But we are very hopeful that we will be able to vaccinate the entire campus. And as soon as we have a reliable supply of vaccine, we will announce plans for mass vaccination sites, much more than we can manage at the Campus Health Center right now. But again, we have vaccine this week. Hopefully it's the start of a reliable pipeline of vaccine.

2. Fall Enrollment

Clabo noted that our deposits for fall are 11% lower than they were at the same time last year. There is a changing demographic in the city of Detroit, with fewer high school graduates, and our traditional freshmen pipeline is much narrower than it used to be. There is no question that the pandemic is contributing to those concerns. The university must consider robust ways to recruit a transfer population of students into our university as well as some of the things we were talking about with Dean Friedrich earlier today about recruiting a local pool of graduate students.

Clabo also thanked those members of Senate standing committees who are participating in discussions around planning for the post-pandemic college. We know that higher education will look much different. Our old norm will not be our new norm. Clabo indicated that she is aware that members of the Senate have been presented with some complex questions for consideration and study. That work will inform and shape the future of a post-pandemic Wayne State that is responsive to a changing landscape

in higher education while distinctively an urban-serving research university.

VI. NEW BUSINESS

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

Brian Edwards noted that Sharon Lean had provided information on deferring public release of a thesis for more than a year, which would benefit many faculty members. This is possible if there is an agreement between the student and the faculty member. Jenn Stockdill asked at what point the deferment for multiple years can be agreed upon. Edwards thought it was at the point right before the end of the first year of deferment. He will forward the agreement to the Senate office for sharing.

2. Confidentiality agreement in a waiting room for Zoom.

Beale asked whether there had been any more information about the possibility of having a confidentiality agreement sign-in in a Zoom waiting room. Edwards noted that Tom Cavalier had provided a draft, but he pointed out that it cannot be generic but very specific to the situation. There has been no further information on whether Zoom has created any kind of confidentiality form to be used in its waiting room.

The meeting adjourned at 3:30 p.m.

Respectfully Submitted,



Linda M. Beale  
President, Academic Senate

**Wayne State University Academic Senate  
Resolution on Shared Governance and the  
Relationship between the Academic Senate  
and the Administration's Proposed DEI Council**

WHEREAS shared academic governance is the fundamental principle by which Wayne State University ensures that the institution appropriately takes into account faculty and staff perspectives, through early consultation on tentative administrative policy positions affecting the educational enterprise and discussion of their supporting rationales, in order to reach better decisions that support the long-term sustainability of the institution;

WHEREAS the Academic Senate is the university-wide shared governance organization at Wayne State University that is comprised of faculty and academic staff representatives who are elected by their peers—the faculty and academic staff of each school, college and division—in proportion to their numbers and thus includes a diverse cross-section of tenured and tenure-track faculty, clinical and research faculty, lecturers and academic staff from many offices across the campus;

WHEREAS the Board of Governors Code clearly establishes the shared governance role of the Academic Senate, as stated in (but not limited to) the following provisions of Section 2.26.04:

The Academic Senate is the instrumentality by which the faculties of the University can express to the President of the University and the Board of Governors their considered opinion and judgments upon matters of educational policy affecting the University community. ...

This Senate has authority and responsibility for the formulation and review of educational policy affecting the University as a whole  
....

The President will be expected to secure the judgment of the Senate upon any proposed change in educational policy or any matter affecting faculty rights and responsibilities, except in those matters subject to collective

bargaining, before taking formal action thereon. ...;

WHEREAS the Wayne State University administration proposes to create a Diversity, Equity and Inclusion (DEI) Council with as many as 41 members, only two of whom will be chosen by the Academic Senate;

AND WHEREAS this DEI Council is envisaged to “develop implementation strategies,” with a dedicated subcommittee specifically charged as follows:

To ensure that initiatives recommended and prioritized from the [administration's Social Justice Action Committee] are implemented effectively. These activities may result in working groups that are focused on specific initiatives and allow content experts to join. ...;

NOW BE IT RESOLVED THAT THE ACADEMIC SENATE hereby expresses:

1. Its full and enthusiastic support for enhanced efforts to further diversity, equity, and inclusion in all aspects of Wayne State University's operations; and
2. Its insistence that any proposal from the DEI Council for changes in “educational policy or any matter affecting faculty rights and responsibilities” be implemented only after the Senate's full participation and review, as required by the fundamental principle of shared governance and the above provisions of the Board of Governors Code.

*Approved Unanimously by the Academic Senate in  
Plenary Session March 3, 2021*

WAYNE STATE UNIVERSITY  
ACADEMIC SENATE  
PROCEEDINGS OF THE POLICY  
COMMITTEE  
March 1, 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 22, 2021**  
The proceedings for February 22, 2021 were approved as amended.

**2. Report from the Chair:**

- a. Campus Virus and Vaccine Status. Provost Clabo said that the campus positivity rate is quite low while testing between 1200 and 1300 per week. There were five confirmed cases this week with another seven presumed. There has not been a significant increase even with the movement of lab courses back to campus. On the vaccine front, it appears that there will be a vaccine supply, a diversion of about 300 doses from the TCF allocation. She still encourages everyone to get vaccinated wherever possible.
- b. Student Mental Health Stress. Clabo said that she continues to get increasing information about students suffering ongoing mental health stress. It is not clear whether it is just fatigue, concern regarding the remote and variable workloads, or added work compared to normal times. The staff will continue to monitor this issue. Beale mentioned that during the pre-class chats with students, one noted that he is tired of being in a 10X12 room in his

parents' house under his parents' 'nose' all day. He feels frustrated and stressed by being on Zoom and not being able to work outside the home. Without work, there is not enough money to move out, so it is a vicious cycle. Clabo added that she has heard many students say that they are experiencing exactly those kinds of situations. If they live on campus and have mental health issues, they can easily reach out to CAPS or drop in there. But if they are in a family home with limited privacy, it is more difficult to do so. Beale asked about Clabo's statement that perhaps faculty were giving more work to students and whether the deans were aware of this concern. Clabo indicated she had asked chairs to try to find out the situation. Hoogland noted that her asynchronous part of her synchronous class has to do short written assignments and they may not realize the assignment time is substituting for the class meeting time.

- c. Commencement. Students have let it be known that they are disappointed to have a virtual commencement. They do not understand that we cannot book a venue now because of uncertainty and cannot book a venue later because of insufficient lead time. There is a plan to have a 2022 spring ceremony at which people who would have walked in earlier commencements can participate as well as that year's group. It would likely be at Ford Field and less formal than commencements in the past.

**3. Report from the Senate President:**

- a. Budget Planning Council (BPC). Beale indicated that the Senate representatives have asked why there has been no notice of an initial meeting of the Budget Planning Council. This is concerning, since

that initial meeting is the point at which the BPC can have input into the template and scheduling of meetings. Clabo responded that Rebecca Cooke is scheduling two meetings, one of which will be the Provost and CFO with the BPC and the other for the two with deans and division heads. She also indicated that the two had an initial discussion about the template since it is unlikely that there will be any increase in state appropriations this year. The template will focus on the financials.

- b. Ombuds Committee. This is another committee for which Senate representatives have been named but no meeting has been called. Clabo indicated that the meeting to charge the committee will be scheduled soon.
- c. Bold Moves. Beale stated that there have been several meetings of the Bold Moves steering committee, resulting in a list of between 20 and 25 that will likely move on to the second stage. The finalists will be asked for deeper proposals, based on feedback from the review of the steering committee. There are 4-6 in that group of 25 that are rather sketchy. There will be some time before the full proposals are then reviewed for inclusion in the campaign. Other proposals are not necessarily dead but will likely be used at the school/ college/ division level for fundraising rather than as university-wide Bold Moves targets.
- d. Foundation. Beale reported on the Foundation's meeting in the week prior, in which a principal topic was the appropriate type of investment advisor. The one selected three years ago has underperformed its benchmark for essentially the entire three years. Some of the members of the Board (myself included) supported going with a less active manager but it appears that we are

going to go through the same process of trying to emulate the huge funds like Harvard et al. The question remaining is how fast can we move. The proposal before the Board was to hire a consultant to review our investments for six months and then help us pick a possible new manager. Beale indicated she had raised a concern about that at the meeting—that timeline seems somewhat absurd for this small an endowment and set of investments. The group pushed for a shorter timeframe so that the bids could be in much earlier.

- e. National Center for the Study of Collective Bargaining in Higher Education. Beale announced that there are a number of interesting panels that will be a part of the conference in mid-May and suggested that committee chairs consider attending on their own if at all possible, as part of the strategic planning charge on higher education. Those topics have relevance for shared governance.
- f. School of Medicine. Beale reported that she had met with the School of Medicine's Executive Committee last week to talk about shared governance. She encouraged the Committee to facilitate a better reciprocal flow of information—from the Med School people who are on the Senate back to their peers in the Med School and from the Med School peers up to the Senate leadership. It was a helpful discussion as far as it went, but obviously we need to reach out more directly to Senate representatives to encourage them to see their roles as acting as a conduit from their units to the Senate and from the Senate back to their units.

Parrish commented that the Dean of Medicine held a town hall at which

he announced a plan to have a new building to replace Scott Hall at the corner of Woodward and Warren across from the Welcome Center. Parrish considered this a 'pie in the sky' idea, saying that he had not heard that discussed at any point and that it was not part of the strategic plan.

Beale countered that the recently completed Master Plan process included an extensive discussion of a replacement building for Scott Hall: the final plan pointed to several potential sites for a new building, including the Warren and Woodward site. The Dean also spoke at the Foundation Board meeting mentioned earlier to say that the President and Board had approved the Warren/Woodward site for a replacement building. As you know, the President and Board treat those types of decisions on real estate development as Executive Session matters, so presumably that was a result of one of those sessions. Clearly the current building situation is untenable: either Scott Hall must be completely renovated—likely at a higher cost than building anew—or a new building must be constructed. As mentioned at the Executive Committee meeting at the Med School that Beale recently attended, some folks like the convenience of walking between DMC patient visits and Scott Hall labs; however, given the current relationship with the DMC, it isn't clear that convenience should drive the location of the Med School's research and office building. Having it closer to the main campus could also be a positive development in terms of interactions

among the researchers in medicine and researchers in engineering, chemistry or other STEM sciences. Beale noted that it would be ideal if this were something that Roy acknowledged should be brought to the Senate for consultation, but he has made explicit statements at BOG meetings against that process. Clabo added that Dean Schweitzer has also talked about having the first floor of the new building be a student-run clinic, so the possibility of bringing it closer to the main campus will increase opportunities for interprofessional education and contemporary healthcare delivery education.

Noreen Rossi added that a problem beyond the cost of renovating Scott Hall is the way Scott Hall is built—it is not an ideal structure. Even if it were renovated, the Med School would require a temporary place to put people and that could put a stop to research, which no one supports. It seems that, more than anything, the announcement at the town hall caught people by surprise because they were not expecting the move. Ultimately, the building in the proposed position would easily be within walking distance and not so remote as i-Bio, for example. Parrish continued to object to the plan and suggested that it is unlikely the dean will be able to do the fundraising necessary to make it possible. Beale suggested we should wish him luck because we do need the building.

Rossi added that the design alone would likely take a year, especially if it includes both research and a first-floor clinic. It will be important to



ensure that the needs of the investigators are taken into account: the open lab format of i-Bio is unworkable for many types of research. Beale suggested that at some point we might again invite the dean to Policy and suggest an advisory committee somewhat like the one we established for State Hall devoted to that design question. She asked Noreen to alert the group when it might be appropriate to invite Mark back for that purpose.

4. **Mid-Term Grading Policy.** renee hoogland noted that there had been a change in policy without discussion at the Senate to require all faculty to enter midterm grades for all students rather than just those students who were in danger of failing. That is considerable additional labor, and the demand came with no explanation. For faculty with large classes, it is a huge demand on time and fraught with potential for error. Naida Simon added that the switch to Banner 9 removed many of the customized systems that had been developed before. The notifications that have been done in the past were eliminated. The saving grace was that faculty were supposed to be able to download a gradebook to excel and then upload it to the system. Parrish noted that faculty were told they could upload their grades, but it was not easily done and the instructions were not clear. Simon added that another problem is that the default in Academica is to enter final grades. Brad Roth added that he had considerable trouble finding the right link for entering the mid-term grades. Beale suggested that when there is this kind of an update or change to the way we handle these sorts of processes, it would be helpful if (i) the

information came to Policy for discussion well before it was announced and (ii) an announcement from the Provost's Office explained to faculty both why the change is necessary and how to navigate the change. Clabo indicated she wasn't clear whether people just didn't read the instructions or the instructions themselves were not sufficiently clear. Beale responded that sometimes people who are very agile with computers are not so good at writing instruction on how to use a computer system for those who are not into computer programming. This is an example of some of the ways that the Academic Restart Committee in the past has been able to improve the way things work, with just a bit of consultation.

hoogland asked whether a customized patch as existed in the past could be developed. Beale noted that the move to Banner 9 was intended to use the off-the-shelf version of the system as much as possible. But if it is not meeting the university's needs, then there may need to be a customized bolt-on for the system. Simon added that this problem is supposed to be resolved by Fall 2021 when the updates are fully online, according to Monica Brockmeyer. Beale asked whether FSST or ISMC has discussed this, and Jane Fitzgibbon indicated that there had been no update in the last three months. What they tend to say is that there is no major change, but then when faculty learn of what has been changed, it is significant. Beale suggested that the changes that had been made to ISMC were not working as well as they should be and that there was less consulting now. She urged Fitzgibbon to be somewhat

more aggressive in pushing the C&IT folks to consult with faculty about how things are going to work. Beale said that Policy should see PowerPoints and information they are using to describe what is happening.

5. **Statement on the DEI Council.** Beale noted that drafts of the proposed resolution had been shared via email and asked if everyone was now comfortable with the final version for putting before the Senate on Wednesday. There was consensus in support. Beale asked Roth if he would present it, and he agreed to do so.

6. **Liaison Reports.**

- a. **FSST.** Simon reported that the committee met on the seventh to discuss various items.

- 1) The *waitlist process* was piloted in the fall with Library and Information Science and Social Work and then applied in full for Winter 21 for any class that wanted to use it. Problems included the ability of a single student to waitlist on every single section. Beale suggested limiting the number of different sections in which you can be waitlisted would be important—possibly to no more than 2, in order to allow everyone to settle on a schedule within a timely framework. Ricardo suggested that deleting a successful student out of other waitlists once accepted onto one might work better. Beale noted

that the problem is that some students will be reasonable by signing onto a waitlist only for the class they really need, while others will sign onto every single section in order to game the system. It seems unfair not to limit all to no more than a small number of section waitlists. Ricardo argued that it would be better not to limit the number of sections on which a student is waitlisted, but Fitzgibbon noted that each department decides how many students can be on its waitlists. She had used 10 for the winter term but will reduce that to 5 in the next term because of these problems. Parrish noted that he just admits students as needed, since there is little difference for a remote synchronous class with TA support between 150 or 200. Beale suggested that might work for some classes, but not for others. Simon added that there was also a vendor problem, in that there were students on a waitlist who were notified that they were eligible to register who could not actually register. Apparently they were 'kicked off the list' before they could register and then prevented from registering. [After the meeting, Jane Fitzgibbon confirmed that the Registrar's

Office was able to get those students into a class.] The university will work with the vendor on that for future semesters. Simon also noted that students in their last semester can 'jump' the waitlist with an override by either the faculty member or an advisor.

- 2) The *strategic planning post-pandemic higher education charge* was also discussed. The group considers that online teaching takes more work but that more online education is clearly expected in the future. The student member noted that students do not like the discussion boards, because they don't find them engaging. They do like videos. Medicine uses synchronous classes with a chat function as well.
- 3) Daryl Pearson from *Sustainability* also spoke to the committee. They are considering ways to improve the amount of recycling. Pre-pandemic, the university had 1476 tons of waste annually, so they want to make the recycling program more visible. In the fall there will be two learning communities on sustainability, a regular one and a living-learning community.

- b. CIC. Roth noted that CIC discussed the State Hall renovations with Ashley Flintoff

and Shaun Campbell. There was discussion about smart classroom technology and how to configure accessibility. The estimate, which they acknowledge is not precise, is that a full shutdown of State Hall will be only 9-12 months, which is more optimistic than earlier statements. The CAPS director also visited. Nationally, about 30% of college students have diagnosable disorders. Wayne's statistics are slightly higher, though we have fewer instances of drug abuse. The drop-off in use of CAPs here has not been as much as at comparable institutions. By 2018, CAPS was seeing about 1400 clients per academic year and now it is still seeing about 1200 whereas other schools have dropped by 30%. Beale asked what the reason is for that difference, assuming it was likely more outreach. Roth indicated it was not clear. Being a commuter rather than a residential campus may be a factor. He added that the service has been handling demand fairly well, with alternatives such as Education's clinic and the Psychology Department clinic. Although there remain waiting lists, people whose situations deteriorate can jump the queue. There is a hotline available, and now there is a website which has all the different resources in one easy-to-find place, something that Roth had pushed for.

- c. SAC. Fitzgibbon noted that Student Affairs had expected to have Monica Brockmeyer but she postponed. The committee held a first discussion about the strategic planning for post-pandemic education. Many of the concerns mentioned elsewhere

came up here. Student frustrations are a real issue, in particular.

Beale raised a concern that none of the committees seemed to have done anything further than have a general discussion of the post-pandemic education issues. At some point, the committees need to determine the topics that they want to pursue and set up working groups on each of the topics. Initial discussion is good, but the chairs need to take an active role in pushing this forward to establish working groups on the topics. Probably each committee should have at least three or more topics, each with a working group of 2-4 people. This is really a way to participate in strategic planning. It is a cumbersome process, but it is important that we do it. The chairs need to take the lead, since otherwise there will be nothing really done to progress on the topics. It will be necessary to have working groups and continue working over the summer, like the Restart and Social Justice Action committees did last summer. This should be viewed as a piece of strategic planning that needs to take place.

Clabo agreed that the sooner we address these issues, the sooner we can start to make progress. This is a significant undertaking, and so it might be useful for the committees to also consider which of the topics are more short term and which are longer term, in prioritizing what they

want to consider. Beale agreed, but reiterated that the chairs will have to take a real leadership role in ensuring that this happens. She asked Noreen Rossi if the research committee was now ready to meet. Rossi noted that she was arranging a meeting for the week of the 15<sup>th</sup> of March.

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Approved as amended at the  
March 29, 2021 Policy  
Committee meeting

**WAYNE STATE UNIVERSITY**

**ACADEMIC SENATE**

**PROCEEDINGS OF THE POLICY  
COMMITTEE**

**March 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. Report from the Chair:**

- a. Campus Virus and Vaccine Status.  
Provost Clabo announced that the vaccine supply for the week has arrived and there are a full slate of appointments Tuesday through Thursday. Anyone over 50 with a chronic condition is now eligible. There is a plan for vaccinating students and so Clabo is hopeful we will be able to do that soon, but do not yet have support from the Michigan Health Department to do so. Clabo expected that there would be Moderna and Pfizer and possibly even J&J vaccines available. Beale

asked whether the booster, if any, would need to be manufactured by the same company that made the original vaccination that a person received. Clabo indicated that would likely be so, because their versions are slightly different. Parrish asked how being vaccinated or not might affect teaching in the fall. Clabo responded that the Public Health Committee is working on metrics for meetings at this point, since various groups are asking for information on holding actual meetings. There will be a recommendation from the Public Health Committee regarding the metrics on vaccinations or natural immunity before in-person meetings are allowed but that is not yet decided. Parrish noted that some will refuse vaccination. Clabo indicated that if herd immunity (around 80%) is reached, then those who are not vaccinated should not pose a risk to those that are, though they may pose a slight risk to each other. It's like the flu, where vaccines are about 60% effective and about 40% of the population gets the vaccine each year, so those without the vaccine do pose some degree of risk. The important thing to recognize is the need to get as many vaccinated as possible to help restrict the development of new mutations that may be more resistant to vaccines. Rossi added that even those who have had COVID should get the vaccine because they will have a better antibody response. Clabo noted that it isn't clear how long natural immunity will last. Another uncertainty is whether a vaccinated person can spread the virus. It appears less likely that they can transmit because they would have much less disease in their oral and nasal pharynx. Parrish asked whether there will be a record of which employees are vaccinated,

and Clabo noted that there is a State record for every immunization (Michigan Quality Improvement Registry) showing type and lot number used on the identified person. Public Health is considering whether to ask campus personnel to upload a copy of their vaccine documentation to the Campus Health Center if they received the vaccine elsewhere. That would allow us to know what percent of our population is vaccinated. We will likely make it voluntary. Simon suggested it would be a good idea just to send out a link, assuming the decision is made to request voluntary documentation. Most would be willing to do it but shouldn't have to search for the link on the website. Clabo added that another type of data that would be useful is information about people who have had COVID-19. We have contact tracing for cases that occur on campus, but not for those who have been away from campus and have not filed the daily screener.

Clabo noted that unlike many campuses mentioned in the New York Times article last week, Wayne State has not been a COVID spreader but was noted in the article as an exemplary campus.

- b. Enrollments. Clabo reported that fall enrollments are a concern, and the university has received fewer applications at this point than at the same time last year. Dawn Medley's team is assessing the data, and it appears that the largest drop-off is students from Detroit Public Schools. The number of applications is down about 20% and the number of deposits is down about 11%. Rossi asked if seniors were taking a gap year because of the pandemic. Clabo noted that

once students do so, there is only about a 30% chance that they will return to school. Beavers asked whether community college transfers will make up some of the slack. Clabo responded that their enrollments are down double digits as well. Parrish suggested that unemployment may also be impacting enrollments. Clabo agreed, noting that there are a number of complex variables playing off each other. It makes the issue about the future of higher education that the Senate is starting to discuss even more important. Clabo noted that enrollment efforts will continue to work to recruit a strong FTIAC class, but since that pipeline is diminishing, we will also need to step up the effort to recruit transfers and to recruit our own students into graduate enrollment. If we don't move the talented students to graduate education and even doctoral research, they will not have as good a chance to be a meaningful part of the workforce. Enrollment concern must look beyond just our FTIAC enrollments.

On that topic Simon noted that there have been complaints from graduate students who have found that classes they need are not being offered in the summer. Parrish added that has been a problem for a long time, because it costs more to teach graduate courses and no one has addressed that issue from the budget side. Clabo suggested that we need to think about this group of graduate students as having different needs. Many of our graduate faculty are on nine-month contracts so they can do scholarship in the summer. Some schools have addressed the problem with alternate teaching

schedules—let the graduate faculty teach in the summer and take the winter term off from teaching, for example. Beale indicated that it is a competitive problem as well. The Law School was talking with Windsor about some joint LLM programs, but they teach classes full time through the summer and graduate students are expected to have courses they need in summer, whereas here we cannot do that.

**2. Report from the Senate President:**

- a. Faculty Relatives' Deaths in Nursing. Beale announced that Sandra Oliver-McNeil's father had died last week and indicated she would send a condolence note on behalf of the Policy Committee once she locates a home address for her. She had informed Beale right before the Wednesday plenary session. Clabo added that Margaret Campbell, a highly funded researcher in the College of Nursing, lost her husband a week ago quite suddenly as well. Beale stated that those kinds of losses are especially difficult to deal with in the midst of a 'regular' semester when folks are isolated. Clabo said that these were two truly significant losses within the College of Nursing.
- b. Microsoft Hack. Beale noted that the press had covered the Microsoft hack, but it wasn't clear whether there had been an impact on Outlook or other systems at the university. Microsoft had just done an update on her system and several features, such as the ability to save emails as a PDF document, disappeared. Law's IT person is going to restore those missing functions after this meeting. It was not clear whether that was related to the hack or just a weird result of the Microsoft update. Clabo was not aware but indicated she would

check with Rob Thompson to see what the status is. Beale noted that an update would be helpful since queries have come to the Senate wondering whether there is anything that they should be doing. Fitzgibbon said that one of the C&IT people is preparing a statement to send out but that they do not see any impact on the university.

- c. Tribal Statement. Beale reminded Policy that last year they had worked with the Student Senate and Stuart Baum on a tribal statement to be used at university events acknowledging that the university is built on land historically belonging to Native American tribes. Recently, she was informed that the administration had discussed the matter again with the Student Senate and rejected the tribal statement in favor of some other indication of respect, but it is not clear what that is. Clabo responded that the revised proposal is currently at the Student Senate and should come back to Policy once they have finalized the new proposal. She indicated that the question is whether the statement must be verbally presented at all public meetings or whether there are other ways to make it available, such as publishing it in the commencement booklet or creating a permanent marker on campus. Beale indicated that she had received an email from a tax faculty member in Oregon that had a tribal statement incorporated automatically at the end of the email. It seemed very reasonable and respectful.
- d. Brockmeyer Data. Beale noted that Policy has still received none of the various pieces of data that Monica Brockmeyer has promised to provide us, on cohorts through the various programs, on test-optional admissions processes, and other items. Clabo said that Monica had

given her permission to share that she has had COVID-19 but is now ready to come back and present the data upon an invitation. Beale asked why she cannot just send the data to Policy, because most of it should be presented in charts anyway. Clabo said that would be fine if that is what is desired.

3. Academic Senate Plenary Agenda for April 7. The presidential election will take up the first 30 minutes or so of the agenda. Beale suggested that the other major issue to cover is the FY'22 budget planning, with Rebecca and others from her shop. Since that material was not covered in the Academic Senate Budget Committee meeting that morning, Beale suggested that the school/college and divisional Budget Advisory Committee members will not have information in time to push for any consultation with their unit heads, which is a problem. There will be a meeting on March 22 for the Budget Committee, but normally we would have held a meeting for the BAC members in mid-March so that they are well-informed about the budget process and expectations. That makes it important to cover the budget issues at the plenary session. Beavers asked the provost's office for the list of BAC members so that the joint meeting of the ASBC and BACs can be set up. Beale noted that hopefully this year the College of Education members will have been elected rather than appointed as they were last year, which is in violation of the contract.
4. Schedule for PC Meetings in March and April. Beale shared a draft schedule of PC meetings, noting a plan not to meet during the Spring Break week. If there is no business, it might also be reasonable to take off Monday April 19, since that is the last week of classes when everyone

tends to be pressed for time so we will tentatively plan to cancel that meeting if possible.

5. **Board of Governors Documents.**

Beale indicated that there was not much to be said about the Board documents this time. The Academic Affairs committee will approve the course fees, which increased significantly, almost doubling in many instances. Beale asked the Provost whether these large \$500 fees were expected to make it hard for any students to make payment. Clabo noted that they had reviewed the fees and took out proposed increases for covering personal protective equipment, which is covered by the CARES funding. The remaining fee increases were for inflationary costs of expendables. Many in the health professions relate to software required for standardized testing and accreditation. Clabo and Ellis reviewed the list to keep it as low as possible. Beale noted that Pharmacy had a substantial increase in costs and asked whether it was expected that those extra fees could be covered by cost of attendance and thus result in substantial financial aid funding increases. Clabo said that the highest fees for course materials go to students who move into the highest paid professions and the fees will be included in cost of attendance, but she thinks it's a small percentage of the budget overall.

Beale noted that the budget documents discussed were primarily the audit and investment reports, the capital projects, and the purchasing exceptions. Beavers noted that our questions provided some additional information on the use of funding to hire consultants. Villarosa noted that he was not able to attend the meeting because of some family obligations.

The final document of interest was the Strategic Plan Overview Document.

Once again, Beale was disappointed that the document on how the next strategic plan will be developed made not a single mention of shared governance and the Academic Senate's role. Clabo noted that it isn't a plan but a discussion of the process and progress to date. Beale added that President Wilson had made no response whatsoever to the Senate's DEI Council resolution, even to acknowledge that he had received it. This is concerning, as it shows the disdain in which he treats shared governance.

Finally, there are various reports, such as Ned Staebler's on economic development. Many of the projects he undertakes have nothing to do with the faculty at Wayne: he neither uses faculty expertise nor relies on faculty to participate in projects. It would be helpful if he would begin to incorporate more faculty in his work.

6. **Centralization of C&IT.**

Beale shared with the group the message that Law faculty received, which demonstrates the cluelessness of the C&IT staff about how faculty work. They fired our backup person (in the first part of the layoffs to remove staff who cannot bump others, no matter what their function) and then claimed that centralization was an advantage because it provides a backup! Similarly, CFPCA has noted significant concerns. The school uses specialized Apple equipment, and the technician they had was familiar with the needs and the faculty. Now that person is not necessarily available and the people who respond aren't knowledgeable about their needs. Again, the result rewards those who had done poor planning: the result better meets need of some places on campus that were not handling their own needs well while sacrificing the quality of schools that had planned well to address their own needs. The ticketing process is a nuisance that takes



considerably more time and yields less satisfactory results, as well as more useless emails in the service recipient's inbox. Like Travel Concur, what seems to be an efficient result for administrators is a more complicated and less satisfactory result for faculty. The change of the backup from dedicated personnel to someone who knows nothing about the faculty or the particular needs of the unit is problematic.

Clabo indicated that she had followed up on concerns that she had received and found Rob to be responsive to people's needs. Parrish added that there are some very deep concerns that were expressed in the joint letter that was distributed in the packet of materials. It will have a big impact on teaching. Beale asked whether Clabo had spoken with Rob about the technical support for Apple systems in CFPCA. Clabo indicated that there was a backup plan, but that she would bring this issue up with Rob during her meeting with him this week to clarify how it is working. Beale added that the letter from C&IT talks about a 'service agreement' as though individual faculty would know what the terms of that agreement are. That is quite absurd. For example, when the problem with Outlook occurred, Beale received a series of third-party emails from the outsourced group that handles the 'response' to a ticket. Those are mostly cluttering inboxes, because they tell you nothing that matters. The people who are the techs at the recipient end of the ticketing system don't know as much as the people that actually work on the problems and they don't always send the ticket to the right place. And each item goes through this third-party outsourced notice system as well. The more intermediaries you put in a process, the more time it takes to fix a problem and the more time is wasted on telling people

what stage the process is in. Beale noted that she personally disliked the new arrangements, but obviously that doesn't matter to those who have decided that this reorganization will save money. She indicated that for Law Misbah had worked out a lot of customization, and he was required to turn over everything to the central C&IT office and then to teach them everything that he knew so that they could take it over. Something that met our needs is now in the hands of someone who has no knowledge about the unit. Fitzgibbon said that one advantage is that now there is backup. Beale replied that Law had backup before, but the backup person was one of the people that C&IT fired. Parrish reiterated that the issues were all in the long, joint letter. If Clabo discusses that with Rob Thompson, perhaps we can get an update at the next meeting. We all have anecdotes about these problems.

7. **Career Insight Bot.** Beale had distributed information on the Career Insight third-party online testing system for students to receive information about possible career paths based on their responses. Apparently the bot is on the admissions website and on many different departmental websites. Andrea Sankar wrote a telling letter about the absurdity of the bot's answers (sending students to cosmetics). Various standing committees (SAC, FAC, CIC) will discuss this, but it represents once again the problem of administrative failure to consult with the Senate before acting on an idea that turns out to be horribly inadequate.

Parrish noted that this was discussed at the CLAS faculty council last week. Some young administrative assistant was apparently empowered by the dean of CLAS to institute this. Beale noted that it is not just being used in CLAS since

Admissions also has it on the website, which is especially problematic. This software is essentially designed for for-profit institutes training people to be car mechanics or cosmetologists. Fitzgibbon noted that she did the test five times and not one of the times did it direct her towards a degree in the right department but rather said that she should be an administrative assistant. Beale suggested it was designed for lower-level jobs where people have a single skill, which makes it completely out of place at a university.

Clabo said that she became aware of this from the discussion and materials shared for this meeting. Her understanding is that it originated in CLAS. She has asked Dawn Medley for a full debriefing on how this got implemented and who tested it. She has also asked that it be amended immediately to remove things like the cosmetology certificate and similar options. She will dig into it and let the Senate know what she finds. Beale noted that this is a constant problem here. Someone starts planning something and does it without any consultation, whereas if they had mentioned it to us, we would have tested it and identified the absurdity. Simon noted that such programs are usually not free so wondered what the cost was here. Clabo indicated she would find out what the cost was and how it was funded. When she finds out it will make it possible to avoid doing the same in the future.

8. **Ad Hoc Academic Senate DEI Committee and Higher Education Planning.** Beale asked for information on nominees for membership in the DEI committee and working groups on the Higher Education initiatives. Simon noted that she does not think there is much that SAC can do on either this spring. Higher education is on the agenda for both the

March and April meetings. Beale said that it would be preferable to start up the DEI committee, at least organizationally, before fall. Beavers indicated he would send out a letter on Budget asking for volunteers and nominees. The meeting on the 22<sup>nd</sup> will focus on the post-pandemic planning issue. Beale suggested the questions about how RCM should work is one topic Budget should consider. Clabo noted that the plan is still to move forward on RCM but not until there is a new VP for Finance. That person may have it in a slightly lower priority so there may be further delay. Hoogland added that FAC will meet on Wednesday with a discussion of the GEARS project and then of the strategic planning around higher education's future. She will also try to get a subcommittee in place to work on Emeritus Status. FSST will similarly try to focus on these issues at the next meetings. Beale suggested that the chairs stress that this is part of strategic planning. If the Senate doesn't do it, it will be done elsewhere. It is important to get our ideas into the process so that we have a voice on prioritization in the next strategic plan. That is the critical reason why we are doing this. Rossi announced that Research will meet on the 18<sup>th</sup> with the Graduate Dean and then will discuss the issues on post-pandemic higher education. She will push to break into working groups to develop a vision. Beale agreed that the chairs will need to force workgroups to develop; if they wait for those to develop on their own, it will not happen. Rossi noted that there are people who do undergraduate laboratory research, those with wetlabs, some with databases and social research. There will need to be plans for those several different strategic areas. Roth noted that CIC is set to discuss the higher education issues on the 31<sup>st</sup> and suggested Beale remind the CIC Chair about the DEI nominees.

9. Liaison Reports.

- a. Student Code of Conduct Subcommittee. Roth noted that the committee met with the school/college associate deans who work on academic misconduct. It was encouraging because there was no pushback to the idea of codifying constraints on what they do. Some of them did not seem to have a framework for how they handled complaints. Heather Dillaway contacted Roth after the meeting to discuss ideas. Hoogland added that many of the deans with smaller programs just let the one with the most experience handle things. Dillaway had to deal with a big issue last year in Chemistry. But it was good that they all seemed agreeable to the process we discussed. Hoogland noted that Dillaway said at the meeting that it would not occur to her to proceed with anything along these lines without consulting with the faculty member, but it needs to be in writing somewhere rather than relying on good faith on the part of whatever administrator fills the position at the time. Roth noted that the one college that has had significant problems with this matter is Engineering, and that college has not responded to the Subcommittee's contacts. Beale added that Engineering was the college in which two professors found a cabal of students clearly cheating together and the dean's office overrode their decision and let the students off.

Parrish added that the union has a problem when an associate dean overrides a faculty

member, throwing the faculty member under the bus in order to please some students. That is the problem and it is political, when the dean interferes to support that approach. Beale suggested that if Engineering doesn't participate in these discussions but there is a new policy, they will just have to deal with it. Beale said it is problematic when there is proven plagiarism that is simply excused.

- b. UROP Subcommittee. Roth noted that the UROP subcommittee met with Matthew Orr from Brockmeyer's office regarding the processing of new applications. In the past, there were ratings that were done by various people and all the decisions stemmed from the ratings. Now, the rating process will be supervised by the subcommittee.
- c. It is a more labor intensive but more coherent process. The Subcommittee will also meet with Matt on a regular basis, including over spring/summer.

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Approved as amended at the  
March 29, 2021 Policy  
Committee meeting

WAYNE STATE UNIVERSITY  
ACADEMIC SENATE  
PROCEEDINGS OF THE POLICY  
COMMITTEE

March 29, 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. Approval of March 1 and March 8 Proceedings.

Members suggested a few edits and typo corrections. The drafts were approved as edited.

2. Report from the Chair:

a. Campus Virus and Vaccine Status.

Provost Clabo announced that the metrics for campus had worsened significantly. Cases have ticked up to 48 presumed/confirmed last week, while the campus positivity rate has gone from less than 1% to 4.7%. Similarly, the City of Detroit has increased from 6.2% to 10.2%. This is throughout southeast Michigan. The northern part of the state is even worse. Michigan, New York and New Jersey are experiencing a significant increase in cases. Since 47 of the 48 cases last week were in students, this is likely an impact of Spring Break from students traveling to Florida who brought the disease back with them. renee mentioned the crowded conditions she has noticed in sports bars nearby. Clabo agreed that a factor is St. Patrick's Day parties and pub crawls and the increase in indoor dining. Those affected were a mix of undergraduate and

graduate students, more or less proportional to our student population. Most of the cases are asymptomatic, but the hospitalization rate has also increased in Detroit for those 40 to 49 and 10 to 19. Beale noted the concern is heightened because the more contagious variant from the UK is in Michigan. Clabo said that the Public Health Committee will monitor the situation, and it may be necessary once again to take targeted closing actions. The university continues to conduct random testing, and that has helped measure the status of the campus.

The Campus Health Center is now distributing to people 50 and older and then on April 15 it will be open to anyone 16 and older. The Center has received a significant increased allocation of vaccine—the second doses of Moderna to those who got the first dose several weeks ago and also 600 doses of the Pfizer vaccine. A similar allocation or more is expected in coming weeks. The campus center will be used for distribution.

Rossi noted a concern that many people will be visiting family for the religious holidays, and it will be important for them to be careful. Many people seem to think that once they have gotten a single dose of vaccine they are safe, but it takes two weeks after the second dose before the full protection kicks in. Mask-wearing and hand-washing remain very important, to avoid being a spreader. We do not yet know how possible it is for those vaccinated to spread the virus. Clabo agreed those points were important. Even when people are

fully vaccinated, it is still possible to contract the disease, though it seems that the vaccine will prevent hospitalization and serious illness. Spring holiday travel could be very concerning.

- b. Commencement. Clabo has received many comments from students and families who are disappointed to have learned that the university plans a virtual commencement this May. Clearly, that walk is important to students and families, but it would be irresponsible of the university to hold an in-person commencement at this time: it is not safe or realistic. The concern is not just students and families but also the people in the facility who provide lighting and audio and video. The idea is now that the university will provide a formal event next year in which those who were unable to walk this year will be able to walk and celebrate. Hoogland commented that Miami of Ohio is planning an in-person commencement with family members coming to a college town, packing restaurants: that seems completely irresponsible. Beale mentioned that the Law School added a “Paws” commencement—a pet photo “ceremony” with statements read—to add a more personal flavor and specialness to the event. Rossi noted that for many of our students this may be the first person who has ever graduated from a university, which makes it even more difficult for them not to be able to celebrate. It will be very important to provide that opportunity when possible next year.
- c. Enrollments. Clabo reported that fall enrollments continue to be a concern, with deposits from FTIACs

down 13%. Applications from Detroit are sharply down (about 30%), and those students have tended to be about 20% of our entering class. These may be students who have not had access to reliable wi-fi service or have counselors who are not reaching out to them in the same way as in more advantaged populations. The enrollment team is considering the possibility of having mobile units that take wi-fi to students and allow them to interact with someone from Admissions on site to complete an application. The office is also putting a strong effort on transfer students. Villarosa asked whether the Admissions office was coordinating with the GIRO program that is embedded in many of the area schools.

- d. Town Hall on Fall Planning. Clabo noted that a town hall will be held soon to address questions about fall planning. The goal is to do it before the nine-month faculty and students are gone. One thing for certain—there will be mandatory testing for students prior to move-in. There will be rapid testing through the Campus Health Center. Students who test negative can choose to go back home for quarantine or move into quarantine housing on campus. There will also likely be random mandatory testing for in-person classes in the fall, since that provides an insight into the health of the campus. It will be necessary to monitor metrics as we are doing now. Faculty meetings or other types of gatherings on campus will not be possible until there is a larger percentage of the campus community vaccinated. Simon noted that the new CDC guidelines say that 3-foot social distancing is acceptable for K-12 and asked whether that will apply for fall here

as well. Clabo responded that it isn't clear, but she expects that their guidance will include that for higher ed as well. It is also possible that the campus will be near the 75% vaccination rate by fall so hard to predict how it will be.

- e. Pharmacy Dean Search. Clabo expects to have an announcement very soon on the search but it is not quite finalized yet. The new Provost will start on July 1, and he has accepted the Senate's invitation to visit the plenary session on May 5 to introduce himself. Clabo has interacted with him a good bit over the last few weeks and is excited about his coming to campus. Parrish asked whether the lines of authority are clear regarding the VP Health Affairs and how the Dean of Medicine reports. Clabo responded that it is very clear. Beale, Rossi and Clabo were on the search committee, and this question was thoroughly addressed. The Dean of Medicine reports to the Provost on academic matters and to the President as VP Health Affairs on the clinical matters relating to Medicine, Pharmacy and Nursing. Those complicated reporting relationships have worked out well, with the collaboration enhancing the clinical placements and opening new avenues for each of the three colleges.
- f. Ombuds Task Force. Roth brought up the question of the task force that has been appointed but has still not had a meeting. Clabo responded that she plans to get a charge out to the task force this week. Roth had learned that there was a proposal at least informally put forward from other sources for a broader ombuds office that would include coverage of faculty and staff. Clabo responded that she wants the task force to look at the student-facing

role of the ombudsperson as it has been implemented in the past. She views these as two separate issues that require different skill sets. The question is what is the appropriate structure to support those functions—an individual or a unit or some other approach. The committee will need to look at a variety of models that exist and what other universities have done to find a more contemporary approach. Roth asked whether the task force would address the faculty and staff issues or solely the student ones. Clabo indicated that the task force will just address the student issues.

3. Report from the Senate President:
  - a. Senate Secretary. Beale announced that Simon, Wisniewski and she had read over the many applications, selected a group of six potential candidates and ultimately interviewed three of them. We provided the information to the HR group that were running the search, and they completed the analysis and made the offer. So we have a new Senate Secretary who plans to start April 12, assuming all the paperwork can be completed in time. Her name is Amanda Powe. She has a graduate degree and is currently a financial aid officer at Madonna.
  - b. Senate Plenary May 5. As the Provost indicated, Beale invited the new Provost Mark Kornbluh to give remarks at the Senate plenary session on May 5 and he has accepted. In fact, he sent me an email saying that he plans to attend the entire meeting and looks forward to introducing himself to the Senate. He did note that he does not plan to talk about any specific ideas or visions for Wayne but about his background and why he is interested in coming here.

- c. DEI Resolution. President Wilson has sent no response whatsoever to the receipt of the DEI Resolution that the Senate passed at the March 3 plenary. Nor has he confirmed a time for the first-quarter one-on-one meeting that he agreed to last year.
- d. Facilities Planning. Beale met with Rob Davenport to discuss planning and restructuring of the division to better deal with addressing needs. One of the things that surprised me was his statement that the technicians in the past1) have not had their tasks coordinated so that they would be handling all the current tasks in a given vicinity; and 2) have not had the kind of mobile 'tool carts' that allow them to carry the tools they need from place to place with ease. Those are two problems that are being directly addressed and will lead to much quicker response time to repair calls. Davenport would be willing to come to the Senate on May 5 if we can find 10 minutes on the agenda for that. Fitzgibbon asked about the ventilation problem in Scott Hall. Beale noted that one of the sticking points that Davenport had mentioned was the need to order parts specially for each project since that can slow down any needed work.
- e. Tribal Statement. Beale spoke with Riya Chhabra about the current status of the tribal statement that the Student Senate and Academic Senate supported last year. Chhabra indicated that the administration had approached them to ask that they consider some alternatives. Beale shared with her the statement that Oregon uses on emails and suggested that might be one alternative. Chhabra will let us know when the Student Senate has reached a decision and we will then have to take it back to the plenary in the fall.
4. Academic Senate Plenary Agenda for April 7. Beale suggested that the agenda as developed seemed to be sufficient (with the presidential election at the beginning and the main part of the meeting devoted to a discussion of the FY '22 budget planning). Since no one had additional suggestions, that agenda will be the final one.
5. Academic Senate Plenary Agenda for May 5. Beale shared a draft for the May 5 agenda, which includes the reports from Senate standing committee chairs, the new Provost's remarks, and the regular reports from the Senate President and Senate Chair. Beale noted that the committee reports should be held to 4 minutes with no more than 1 minute over that and suggested that Manoj Kulchania be asked to serve as timer again to ensure that we don't go overlong, given the other items on the agenda. Simon agreed to check with Kulchania regarding serving again as timer. Members discussed whether to have Mark Kornbluh's remarks follow the committee reports or move that to precede President Wilson's remarks. There was consensus to have Kornbluh's remarks come early in the meeting as currently drafted since interest would be high in hearing from him. Members suggested the Senate be told the time limit for questions so that it doesn't go too long. Rossi suggested asking people to put questions in the chat. Simon noted that many people have complained that there was no town hall to introduce him as a finalist, leaving Policy as the only group of non-administrators that met with him. Beale noted the new item added—remarks from the two newly elected Board of Governor members Shirley Stancato and Terri Lynn Land—and asked for members' views. Members thought it was a good idea, especially since the usual swearing-in ceremony

had not been held this year. Parrish suggested that it was unlikely that members of the Board would accept and that they wouldn't have anything of substance to say. Beale also had the possibility of having Davenport present his restructuring of facilities planning, but members thought there was already too crowded a meeting to add that in. Instead, Davenport could be asked to attend if the two Governors decline.

6. Student Code of Conduct Subcommittee Report. Roth reported on the meetings of the subcommittee, noting that the work has been quite complicated. There will likely be two separate reports: the first will deal with suggestions on improving the process that can be easily handled. That includes gearing up for the Wayne Experience courses in the fall to include academic misconduct in the curriculum and making data available to departments about the level of cheating within those departments so that people are aware what is happening around them. Richard Pineau, Roth noted, has done a good job of mapping out these issues so we are nearer to having a report on those matters. The second is the more complicated area of how to amend the Code of Conduct on these different tracks. The categories (10.1(a) and 10.1(b)) are quite different: 10.1(a) covers the faculty determination of a penalty within the scope of the course and the question of how appeals from those decisions should take place. That appeal is different from grade appeals not related to academic misconduct: each school has its own rules for grade appeals and those take place on the basis of very limited criteria so there should in principle be extraordinary deference to the faculty member in those cases. But these cases are different, since there needs to be due process notice to the student and the process of appeals from the penalty is different. As it currently stands, the department chair

(or dean in non-departmentalized schools) deals with the appeal without any guiding standards and without even a guarantee that the faculty who imposed the penalty will be consulted. That was our primary concern. The subcommittee considered that one approach could be to have a faculty panel deal with these issues and cut the chair out of the process. This seems like a sound approach in principle, but it also puts a burden on faculty at the worst time in the semester. Further, it will be necessary to handle the matter expeditiously and that's more difficult if it is a committee of faculty peers. There may also be animosities among faculty members that could come into play in that situation. There was one suggestion to have an academic staffperson on the committee rather than just faculty, though this would make the process even more cumbersome. Another approach was to allow the unit head to make the decision and then allow the faculty member to appeal it. That, too, is difficult, because it vests the faculty member with some rights and the Student Senate may mobilize against any possibility of that approach. We haven't run these issues by the General Counsel but will need to do that, too. Regarding 10.1(b), there is the issue of the student's choice between an informal process or a full hearing. The students elect to avoid a hearing and take the informal process with the dean or dean's appointee nearly 100% of the time. So the question is whether we should try to impose a faculty panel in those cases, and if not, how we should try to cabin the dean's discretion. Faculty panels pose the further problem that in a school like CLAS that encompass a range of methodologies, the cheating might be on a quantitative exam and the members of the panel might be from English. So that too is complicated.

hoogland agreed that the group has not yet arrived at a solution. The response of



the Student Senate is worrisome, because they tend to have more say in this than faculty do, though the subcommittee is trying to find fair and necessary procedures. There are cases where students just make a relatively small mistake of not quoting appropriately or not providing a proper footnote. But there are clear examples of cheating and plagiarizing where there is not really ignorance about what is correct. Most students know full well when they do something that they are not supposed to do. There needs to be an effort to education students that life is full of adversity and a first problem does not mean that all is lost. Students could ask for extra time to work on a paper and do their own work, rather than cheating, and it would be fine. Another problem is the attitude that students have that they expect to get an A in the first week of a Gen Ed class. Hoogland tells students that if you were an A+ student in the first week, then you are likely wasting your time and money in the class: the idea is to learn. The Wayne Experience class needs to have more substance to it to prepare students for these concerns. It would also be better to have faculty involved in the teaching of academic ethics. So we need to deal with the Code of Conduct but we need to look at the larger picture as well. What sense of honor do students have today, hoogland asked. Thinking about these larger issues may be one of the more productive outcomes of these, in some respects, inconclusive discussions in the subcommittee.

Simon suggested that the group reach out to Angela Sickler from Academic Success Center if they want faculty involvement in the WE course to teach about plagiarism and academic ethics. She would be quite willing to encourage

those teaching to schedule that on a particular day of the course. Beale thanked Roth and hoogland for their report and the description of the shorter-term and longer-term considerations of the subcommittee.

7. Reports from Standing Committees on DEI nominees and Future of Higher Education discussion. Beale asked the chairs on Policy for an update on the committees' discussions on higher education issues. She noted that it is likely going to be necessary for the chairs to push the groups to form working groups on particular topics. It would be good if at our next meeting the chairs can discuss what topics each committee has decided to work on. If there is overlap or if there are areas left unaddressed that should be addressed, we will need to press further on those areas. hoogland noted that it will be very hard to get faculty to do this over the summer. Most are exhausted from online teaching and training, and feel like they are "crawling to the finish line" of this semester. Fitzgibbon agreed that faculty are "drowning" at this point and not willing to take on more. Rossi noted that the Research Committee is somewhat different, since most are 12-month appointees anyway. Research had its first meeting with Bryant-Friedrich to talk about graduate education and research. She plans to form 3 or 4 working groups and try to spread the 9-month people across the groups so that they can participate if they feel they can do so but the 12-month people can make progress on the issues. Big issues include the foreign graduate students; how the research-intensive masters and doctoral programs will need to change; and the DEI issue—especially with regards to attracting more diverse individuals to the faculty. One of the items that came up at the meeting was the inability for someone to get tenure if they do not yet have a green card. Clabo responded that those

people who meet all the criteria will face a hold on promotion and official awarding of tenure until they have permanent residency status. Hoogland added that the university works with them to expedite that status. Hoogland noted that she was hired on a temporary contract until she got a green card. Rossi added that faculty from some countries like India and China have apparently been waiting 15-20 years for permanent status. Clabo thought it was not likely that faculty here would have to wait that long because the university does work with them to expedite the process. They don't lose their position in the meantime.

Committee can invite Dawn Medley to a meeting to address the issue.

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As approved at the April 5, 2021  
Policy Committee meeting

Beale agreed that everyone is fatigued with the pandemic and Zoom and too much work, but nonetheless we need to figure out ASAP which topics matter to each of the committees and try to pick working groups that can perhaps get started now and do some work over the summer as well as be ready to start up full force in the fall to work on the topics. It will otherwise be administratively mandated from above.

Beavers commented that both the higher education topics and the DEI nominee process have been difficult at the Budget Committee. Beale suggested that the chairs may need to pick four topics and ask specifically for people for each topic's working group. She urged each of the chairs to continue working on this so that we can make some progress on these topics.

8. New Business.

- d. Scholarship Awards. Fitzgibbon indicated that she would like to know how much had been awarded in the scholarship programs for this academic year. Perhaps the Policy