

WAYNE STATE UNIVERSITY – ACADEMIC SENATE
Official Proceedings
December 4, 2013

Members Present: Margaret E. Winters, Provost and Senior Vice President for Academic Affairs; Louis J. Romano, President, Academic Senate; Robert Ackerman; Joseph Artiss; Ivan Avrutsky; Michael Barnes; Linda Beale; Paul Beavers; Jennifer Beebe-Dimmer; Frances Brockington; Victoria Dallas; Donald DeGracia; Heather Dillaway; Cheryl Dove; Maria Ferreira; Jane Fitzgibbon; Moira Fracassa; Andrew Fribley; Judith Fry-McComish; Nancy George; Ewa Golebiowska; Ellen Holmes; Avril Genee Holt; renee hoogland; Michael Horn; Zhengqing Hu; Maik Huttemann; David Kessel; Kafi Kumasi; Liza Lagman-Sperl; Lawrence Lemke; Stephen Lerner; Rodger MacArthur; Kypros Markou; James Martin; Jason Mateika; Howard Matthew; Boris Mordukhovich; Bryan Morrow; James Moseley; Patrick Mueller; Joshua Neds-Fox; Victoria Pardo; Charles Parrish; Philip Pellett; Alexey Petrov; Elizabeth Puscheck; T. R. Reddy; Robert Reynolds; Marsha Richmond; Brad Roth; Linea Rydstedt; Lobelia Samavati; Heather Sandlin; Mary Sengstock; Naida Simon; William Slater; Richard Smith; Ronald Thomas; Ellen Tisdale; Ricardo Villarosa; William Volz; Jianjun Wang; Jeffrey Withey; James Woodyard; King-Hay Yang

Members Absent with Notice: Poonam Arya; Abhijit Biswas; David Cinabro; Nabanita Datta; Karen Feathers; Jeffrey Grynawski; Willane Krell; Brian Madigan; Michele Ronnick; Thomas Simpson; Beena Sood; Harley Tse

Members Absent: Randall Commissaris; Richard Marback; Fayette Martin; Jeffrey Potoff; Andrea Sankar; Deborah Walker; Tamra Watt; Derek Wildman

Others Present: Robert Aguirre, Associate Dean, Liberal Arts and Sciences; Tyrone Austin, University Advising Center; Monica Brockmeyer, Associate Provost for Student Success; Joseph Dunbar, Associate Vice President for Research; Alan Jacobson, Office of Budget, Planning and Analysis; Tahrira Khanom, Office of the Academic Senate; Wayne Raskind, Dean, Liberal Arts and Sciences; Angela Wisniewski, Office of the Academic Senate

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

I. THE COLLEGE OF LIBERAL ARTS AND SCIENCES RETENTION AND GRADUATION INITIATIVES

Dean Wayne Raskind and Associate Dean Robert Aguirre of the College of Liberal Arts and Sciences spoke with the Senate about initiatives that CLAS has

adopted to improve their students' retention and graduation rates.

Dean Raskind explained that his interest in student retention began in the late 1980s when he was an instructor at another university. The number of students majoring in mathematics had declined precipitously in the late 1980s. At that time in 1988 calculus was taught the same way as it was in 1958. Mr. Raskind became involved in a project to increase the number of students. Later when he joined Arizona State University as the Director of the School of Mathematical and Statistical Sciences ASU did not have a good advising infrastructure. It was in the process of hiring academic advisors for departments. In his four years at the School there was a big increase in retention and in the graduation rate. In addition, there was an increase in math majors from 300 to 600 students. When Mr. Raskind applied for the deanship at Wayne State he was told that he would be expected to improve the retention and graduation rates. When he interviewed for the position, he met with students who were insistent that services needed to be improved.

Associate Dean Aguirre explained what CLAS has done to improve retention, what it is doing currently, and its plans for the future. In 2008 the University had a yearlong series of seminars, workshops, and meetings with faculty, students, and administrators. A key recommendation from that effort was the need to make a major shift in the way the University delivered services to students. To do that, advisors are being moved from the central advising office to departments. At the time the initiative was announced, CLAS had only 3 or 4 full-time advisors. With the help of the central administration, over the last three years, CLAS has hired highly qualified advisors. By the end of this academic year, no matter the major, CLAS will be able to tell students and their parents that there is a full-time academic advisor in their major department to help them with their course selections, their career goals, and plans for graduation.

Currently students go to the University Advising Center for general education courses and to the major department for their other courses. Under the new system, the advisor in the major department will provide all the services the student needs. The College is working with department chairs, associate chairs, academic advisors and academic services officers to build a college identity for advising. It is important that the advisors have a sense of meaning in their work and cooperation as part of a larger initiative. The advisors are working as a team. The advisors understand

general education advising and pre-professional advising.

CLAS has worked closely with Corinne Webb, the Associate Vice President for Enrollment Management. One of their key initiatives is the Graduation Action Committee, which identifies students who are near graduation, i.e., with 75 or more credits. An advisor contacts the students to work out a plan to complete their degrees.

Students have been assertive in conveying what they want and are major players in the initiatives. They are enthusiastic about some of the initiatives being rolled out. One initiative is an electronic appointment scheduling system, the Wayne Advising Management System (WAMS). Some departments have WAMS in place now, but in a couple of months every student in CLAS will be able to make an appointment to see an advisor with their smart phone.

As many excellent universities do, CLAS has published interactive four-year degree plans. Students, advisors, and faculty can see what a student who begins here as a first-time-in-any-college student needs to do to graduate in eight semesters. Having the plan to complete their degree in eight semesters is important. Our six-year graduation rate is low. If a student plans to graduate in six years it might take seven years or longer so students are encouraged to develop an academic plan by which they can graduate in four years. It is important for the University to have all degree plans on a four-year calendar.

As of winter term 2014, newly-admitted students will no longer be able to choose the category "no major" when they are to select a program of study. Following the example of some excellent universities, CLAS has designed 45 credit-hour exploratory programs. The view is that some students come to the University not knowing what they want to pursue. CLAS has divisions: humanities, social sciences, life sciences, and physical sciences. These are larger categories for the College's 19 programs and almost 45 majors. The exploratory programs have advising support so students who are leaning toward one area or another can receive guidance about which majors are suitable for them. They can receive help from faculty in those departments about choosing a major, understanding the careers that follow from their choices, and the requirements necessary.

Ms. Webb also worked with the College to establish a stricter rule for incoming transfer students. Any transfer student who enters Wayne State with more than 24 transferrable credits is required to select a major. This is meant to steer students toward graduating in six years.

Many students have asked what would happen if they wanted to change their major. For the last several years changing one's major has been a cumbersome three-stage process. CLAS is working with Chief Information Officer Joseph Sawasky to develop an electronic declaration of a major.

Mr. Aguirre spoke about projects for the future. The University needs a limit on the number of credit hours a student is able to take before declaring a major. The exploratory programs are addressing that for incoming students. But, 2,000 of CLAS's current 10,000 students have no major. This is not good because advisors are now in departments and are associated with majors. The students without a major have no advisor and have a limited departmental identity. There appears to be an aversion at Wayne State to placing holds on records if students do not select a major. CLAS wants to change the pattern so that students declare their majors at least when they have accumulated 45 credits. At Georgia State University, a hold is put on the student's record if he/she does not select a major by 35 credits. When the student selects a major, the hold is removed.

Georgia State has mandatory advising for all first-year students. WSU would like to require mandatory advising when all of the advisors have been hired. The first appointment for mandatory advising should be at orientation, with the second in the fall term, and the third in the winter term. We have not had mandatory advising because we have not had the staff, but by May we will have the necessary staff.

Faculty have asked for an integrated form of advising with the professional advisors, but we need to know what faculty think their role should be. Faculty would serve a mentoring role with students. Their role in advising will vary from department to department. The same would be true for peer advising. Some universities have developed advising programs where students who are advanced in a program assist other students. Some students may be more comfortable talking with an upperclassman than with a professor or advisor.

Students are comfortable with media and do not see a difference between meeting in person with an advisor and through FaceTime and Skype. Students may want to speak with their advisor outside of office hours. Liberal Arts and Sciences will explore with the advisors ways to accommodate these students.

Mr. Raskind mentioned that in the last ten years Georgia State University increased its graduation rate from the low 30s to the low 50s, a very good increase. President Wilson wants Wayne State to achieve that same graduation rate sooner than ten years. If one-third of our students were to graduate in four years,

one-third in five years, and one-third in six years or more our overall percentage would be better than it is now. The ACT scores of the FTIACS who entered this year are such that they should be able to finish in four or five years.

Mr. Aguirre and Mr. Raskind took questions from the floor.

Mr. Romano thinks the most powerful thing Georgia State does to improve its graduation rate is to use big data to target which students will need help, and that Wayne State will have to do that in addition to the program Mr. Aguirre described. Faculty, he said, must agree to do everything they can to assist students. The graduation rate affects the University's budget, its reputation, and the state appropriation. Students at GSU who are struggling in class (not attending, not doing the assignments, getting low marks on tests, not participating) are targeted by Georgia State faculty for one-on-one meetings and are sent to an advisor. Students, Mr. Romano said, must be helped in the first semester.

Mr. Raskind did not think faculty could be asked to get more involved in advising but they could weave more strength into the curriculum. Instruction cannot be delivered the same way that it was delivered decades ago. If faculty change the way they teach, they may get much better results.

Mr. Reynolds found the suggestions excellent but they are one-on-one methods. Other universities have developed networks of cohorts of freshmen that interact with each other and with upper classmen. Cohorts that guide students through the university are important.

Mr. Romano is an advocate for establishing cohorts where students take all of their first year courses together. They develop bonds and help each other. The learning communities we now have, he said, do not perform that function. Mr. Romano is supportive of learning communities but they have not increased the six-year graduation rate. Provost Winters commented that learning communities and cohorts of students serve different purposes and can be complimentary.

Mr. Avrutsky has observed that students in Engineering drop out because they do not see the general education courses as relevant for their future profession. Reconsidering the general education requirements might improve the retention and graduation rates.

Ms. Simon agreed that faculty play a key role in retention and graduation. She thinks minor changes in early academic assessment would help. When faculty give an EAA grade, they should tell students that EAA grades were given. Students do not regularly check

their WSU e-mail nor do they regularly go on Pipeline to check for EAA grades. In the winter term a survey will be sent to students who receive an EAA grade of C- or below asking if they took the steps they should to get help. At least 30% of the students who got a C- or below on their EAA grade got a C or better as their final grade. We do not know if the students sought help but they did take steps to improve their performance. The number of withdrawals have increased but they have not increased greatly. Mr. Aguirre said that CLAS sent reminders to faculty with suggestions to follow up with the students who received low EAA grades.

Mr. MacArthur asked how success would be defined, how it would be measured, and how often the measures would be made. Mr. Raskind said that although the six-year graduation rate is not the only measure, measuring rates of withdrawal is more difficult. There are times when students should withdraw and times when they should not withdraw. Withdrawal may be related to financial aid or to family circumstances. Changes have been made in the SMART check so it will be difficult comparing next year's data with last year's data. No one measure can be used.

Mr. Aguirre said that every time students see an advisor they will be asked to complete a survey to see if the changes in advising are producing good results. The number of students an advisor sees varies among departments. In larger departments an advisor might be assigned 300 students. In smaller departments the number could be much lower. The national standard is one advisor per 350 students. CLAS has aimed for well below that number.

Ms. Dallas congratulated the College on what it has accomplished. The plans of work, the emphasis on advising and moving students into majors and exploratory programs are making a difference.

Mr. Villarosa asked if the surveys students complete after an appointment with an advisor would impact the advisor's evaluation. Ms. Brockmeyer said that there is a difference between the evaluation of an individual advisor and the effectiveness of the advising program as a whole as well as of student learning through advising. The focus is on the effectiveness of the advising mission. The initial surveys are student satisfaction but they expect to move to micro assessment of student learning from the advisor's perspective. In that assessment such questions as the following would be asked: Did the student show evidence of being able to incorporate general education awareness into degree planning? Did the student show evidence of being able to incorporate career perspectives into degree planning? The surveys are not intended as an assessment of individual advisors.

Provost Winters thanked Mr. Raskind and Mr. Aguirre for their presentation.

II. APPROVAL OF THE PROCEEDINGS OF THE ACADEMIC SENATE

November 6, 2013

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of November 6, 2013.

Mr. Lemke asked for a correction on the second page of the Proceedings to clarify what the Provost had said about departments using faculty from other departments to do peer evaluations. The correction was made, and the Proceedings were APPROVED AS CORRECTED.

III. REPORT FROM THE SENATE PRESIDENT

A. Report and Announcements

President Wilson's Inauguration

Mr. Romano serves on the Presidential Inauguration Committee. President Wilson's inauguration is Friday, April 4. The events include an academic symposium with faculty presentations, poster sessions that will involve undergraduate students, graduate students, and post-doctoral fellows, and a concert.

Funding

Funding for the University is down drastically. This is true all over the country due to the sequestration and issues at the National Institutes of Health and the National Science Foundation, but the drop at Wayne State is much larger than can be attributed to this. WSU's state appropriation dropped from \$189 million to about \$140 million in fiscal year 2014.

President Wilson hired the Batelle Group to evaluate the University's research operation and how to re-organize our research efforts, the areas on which to target our efforts, and how to organize research into groups to work with faculty at other universities. NIH has always encouraged team efforts as they lead to more innovative work. The NIH has special awards called program project awards for that type of grant. Wayne State does not have one of these grants; the University of Michigan has 30. These grants are very well funded. If we don't get research support we lose the indirect cost money and we could lose our high-research Carnegie ranking.

A committee has been studying the recommendations of the Huron Consulting Group. A report is due from the committee. Mr. MacArthur commented that recently the final draft of the report was circulated to committee members and comments were solicited. The report is near completion. The report was discussed at a meeting of the Senate's Research Committee. Mr. MacArthur also reported that, at the meeting, Associate Vice President Heppner announced that, in NSF's most recent rankings, Wayne State dropped from 52 to 55 among public institutions and from 80 to 84 among all universities.

Multi-disciplinary Biomedical Research Building

Mr. Romano continued his report. The Research Committee met with the Vice Dean for Research and the Associate Dean for Research at the Medical School, Bonita Stanton and Daniel Walz, respectively, about the plans for the Multi-disciplinary Biomedical Research Building (MBRB). Some of the information they gave to the Committee does not appear to be entirely accurate. The plan is not to have current faculty housed in the new facility. It is Mr. Romano's understanding that only newly-hired faculty will have offices and laboratories in the new facility. The area of research that will be housed in the building has not been decided. He thinks Batelle and President Wilson will decide which disciplines will use the building.

B. Proceedings of the Policy Committee

The Academic Senate received the Proceedings of the Policy Committee meetings of October 28, 2013, November 11, 2013, and November 18, 2013. (Appendix A) The members' questions and the responses are below.

October 28, 2013

Referring to item #1 about WSU's participation in a university center on Schoolcraft College's campus, Mr. Martin asked whether the classes and programs at Schoolcraft would be open to all students. Mr. Romano and Provost Winters responded. The courses and programs will be open to all students. The purpose of the agreement with Schoolcraft is to create a pipeline from Schoolcraft to Wayne State. Schoolcraft students will be able to take courses at the University Center, which is across from the Schoolcraft campus, at the Oakland Center, and on our main campus.

November 18, 2013

Mathew Ouellett, Associate Provost and Director of the Office for Teaching and Learning; Monica Brockmeyer, Interim Associate Provost for Student Success; Rita Casey, Psychology, Liberal Arts and Sciences, and Adham Aljahmi, President of the Student Senate, met with the Policy Committee to discuss a draft proposal to release student evaluation of teaching (SET) data.

Referring to item #2, Mr. Roth asked what process would determine whether or not SET scores are released to students. Provost Winters said that the Agreement with the AAUP-AFT does not provide much guidance about the use of SET scores and the University does not have a policy covering this issue. A set of guidelines was issued in the early 2000s. The 2N Student Evaluation of Teaching Committee, which prepared the recommendation, continues to meet. Students have been added to the membership of the Committee. When the SET Committee makes its recommendations, the Provost will take them to the Policy Committee.

Mr. Romano noted that the Student Senate has been responsive to some of the comments the Policy Committee made about the release of SET scores. Policy Committee thinks that some of the metrics that are part of the SET scores are useful to students, such as, "How organized is the course?" But a student cannot necessarily evaluate whether a professor was very good, very bad, or mediocre. Sometimes students rate a professor well because they expect to get an A and not for reasons related to student learning. The Policy Committee made the case that student learning is why we are here and we should not hinder that by allowing students to grade professors so they change the way they teach and thus make student learning less of a priority. The Policy Committee will have a chance to see the revised recommendation. The SET scores are public records and students could file a FOIA request to get them.

Ms. Lagman-Sperl said that when she was a member of the Student Council, they almost filed a FOIA for the scores. A paper copy of the SET was published from about 1991-2002.

Provost Winters said that, as a result of the discussions at the Policy Committee, there was an understanding that there are appropriate questions that may not be part of the SET now but on which they might be helpful to judge faculty.

Ms. Beale stressed that one of the major problems with the current SET is the way the statistics are used. They are averaged, which is meaningless for the purposes for which the students use them. The fact that one-half of a class gives a score of four and one-half of the class gives a score of two does not make three. The lack of commensurability across departments or disciplines is a problem. Maybe we should not be averaging at all. She would like the committee that is revising the SET to consider this issue.

Item #4 states that "when a student takes a course that is not in the student's department where his/her major is, the credit for the course is attributed to the department of the major." Provost Winters checked with the Institutional Research Office and that Office confirmed that is the practice. She has started a discussion whether that is what should be done. Mr. Reynolds pointed out that that policy goes against the kind of collaboration that Mr. Romano talked about.

Mr. Lemke asked why the attribution of credit was important. Were resources based on this? Mr. Romano said that resources are not now allocated based on credit hours but there is a move to look at the funding model known as responsibility-centered management (RCM). One of the metrics used last year to determine the college budgets was credit hours. Provost Winters added that the procedure for allocating credit hours varies across universities. Sometimes they are attributed to the teaching department. As the University looks at budget models, this will have to be considered very carefully.

Ms. Fitzgibbon expressed concern for the faculty who teach online courses. Some faculty are told by their department that their scores are too abysmally low to use. Would the committee look at that problem? Provost Winters said that the committee is discussing it; it is part of their charge. Mr. Parrish added that the SET scores could be misused.

IV. REPORT FROM THE CHAIR

General Education

Associate Provosts Brockmeyer and Rankin and Provost Winters have been working on a framework for a process for reviewing general education. They are not working on content. They know how delicate the subject of the general education curriculum is. They are building in careful layers of consultation and participation. They want to be thoughtful about how

the process begins and therefore how change is made. Early in the new year, the Provost will have more information about the process.

Student Retention and Graduation

When Dean Raskind and Associate Dean Aguirre make their presentation, they mentioned Georgia State University's success in improving its retention and graduation rates. GSU's success has been a theme throughout the fall semester. Provost Winters attended the meeting of the Association of Public and Land-grant Universities (APLU). The universities in the Association are very high research and land-grant universities. Dr. Winters met the Provost of GSU who invited her to visit their campus. Provost Winters will take a small group to Georgia. She also wants to arrange for their Associate Provost to come to Wayne and hold a workshop or a series of workshops on what they are doing. They are working heavily with big data to predict individual performance. We need more information about how big data is applied and about the various policies. There has been a convergence, she said. The representatives of the Kresge Foundation mentioned Georgia State to the Provost, Mr. Romano has been talking about Georgia State, and the Chronicle of Higher Education had an article on what that University is doing.

The APLU is a lobbying organization as well as a networking organization. It has an initiative, the Student Academic Measurement (SAM), with which it is lobbying to change the way the completion rate of students is calculated. Currently the calculation is based on the six-year completion rate of full-time first-time-in-any-college students. That is not sufficient. It is not accurate as to what universities do. Wayne State is a member of the initiative.

Undergraduate Research

Provost Winters was a judge at the Undergraduate Research Forum in November. She was very impressed by the oral presentations and the posters. The work was excellent. She recommends that faculty who are not involved in mentoring undergraduates get involved. Involvement in research by undergraduates has a high impact on retention and graduation.

Senate members asked questions about the resources for research and commented on the programs available. The Undergraduate Research Opportunities Program (UROP) is run out of the Provost's Office. Mathew Orr, who works with the Program, can be contacted and Information is available at <http://urop.wayne.edu/about-our.php>. Fifty percent of the projects at this year's forum were funded through

the UROP and 50% were funded by other means, such as laboratory groups.

Mr. Romano noted that some majors require research as part of the curriculum. The Department of Chemistry, and likely the Department of Biology, has more majors than they can accommodate. He made a pitch for faculty in the Medical School to get involved in mentoring undergraduates.

The Provost mentioned that many Medical School faculty work with undergraduates and with high school students. Several Senate members mentioned the research opportunities of which they are aware. The College of Liberal Arts and Sciences lists research opportunities for undergraduates on its website and it has a fair where departments present the available research opportunities. Several funding agencies have training programs that support undergraduate research. The School of Medicine has programs for undergraduate research. They have a summer undergraduate research scholarship. The Department of Physiology offers a credit course that undergraduate students can take to work in laboratories in the Medical School. It was also mentioned that students' publishing articles is the next step; it awakens their excitement.

TravelWayne

The Provost has heard a great deal of complaints about TravelWayne. The system works better in the offices where an assistant who uses it often enough to remember how it works. She asked Gregory Egnatowski, the Manager of Travel, to write a one-page quick start guide for people to use who only travel a couple of times a year. The Provost is seeking comment about the guide from people who travel and submit their own travel expenses. Anyone who submits his/her own travel report can request a copy of the quick start guide from the Provost or from Mr. Romano.

ADJOURNMENT: The meeting adjourned at 3:10 p.m.

Respectfully submitted.



Louis J. Romano
President, Academic Senate