

ACADEMIC AFFAIRS COMMITTEE

December 4, 2015

Minutes

The meeting was called to order at 10:44 a.m. by Governor Dunaskiss in Room FGH in the McGregor Memorial Conference Center. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Dunaskiss, Kelly, Massaron, Pollard, and Trent; renée hoogland, Faculty Representative and Jane Fitzgibbon, Faculty Alternate Representative; Arielle Martin, Student Representative and Abdul-Rahman Suleiman, Student Alternate Representative

Also Present: Governors Nicholson, O'Brien and Thompson, and President Wilson, Provost Winters; Vice Presidents Decatur, Hefner, Johnson, Lanier, Lessem, Lindsey, Staebler and Wright, and Secretary Miller

APPROVAL OF MINUTES, September 25, 2015

ACTION – The Academic Affairs Committee unanimously approved the minutes of the September 25, 2015 Academic Affairs Committee meeting.

PRESENTATION: COLLEGE OF EDUCATION

Interim Dean Russell Whitman provided an overview on the College of Education. The College of Education is a divisional college, with four divisions, each of which offers different programs. The Theoretical and Behavioral divisions offer graduate courses in a number of counseling areas: school counseling, rehabilitation counseling and doctoral programs in educational psychology, educational evaluation and research, which prepares graduates with fairly high-level research methodology and quantitative methods that trains them to do research evaluation in both universities and institutional settings.

The Administrative and Organization Studies division has two graduate programs, one in Educational Leadership & Policy Studies and the other in Learning & Performance Studies. The Educational Leadership & Policy Studies prepares principals, superintendents, and educational leaders for state departments of education and for some corporations that, in fact have large contained educational systems.

The Learning & Performance Studies system trains graduates to design and evaluate whole educational systems, not only for school systems, but for industry as well. The Kinesiology, Health & Sports Studies division has programs at both the undergraduate and graduate level in Exercise & Sports Science and Physical Education Leadership, produces coaches, athletic directors and

leaders in other sports fields. In addition, there is a Masters in Sports Administration that will become part of the core program being developed toward the MBA program in Sports Administration with the Business School.

Finally, the division of Teacher Education prepares pre-K through 12 teachers with the appropriate certifications to be specialized in areas that the state requires, such as mathematics, science, reading, language, literacy, and Special Education. There are a number of programs that permit teachers to add additional endorsements in other areas of specialization, and the college has a Master's in Education program as well as a small doctoral program specializing in Reading, Language, & Literacy, and more Special Education.

In terms of student population, the college had 2683 students in the fall of 2015. Among the undergraduates, comprising 44% of the student population, students were divided into the two Teacher Education and Kinesiology divisions. Sixty-seven percent are enrolled in Teacher Education. At the graduate level, students were more evenly divided amongst the four divisions. Only 16% of graduate students are in the doctoral classes.

A close look at the distribution between part-time and full-time students reveals that 53% of the college's students are part-time. They are working students, teachers, and they have family obligations. In the fall of 2015, the college enrolled 11% of Wayne State students, 7% of WSU's undergraduates and 20% of WSU's enrolled graduate students.

The ethnicity of the college mirrors Wayne State's distribution except that the college has a higher proportion of African American students enrolled in its programs.

Six-year graduation rates overall for new students matches fairly well with that of the entire university. Dean Whitman acknowledged that the challenge is FITIACS have a much lower 6-year graduation rate. There are a number of initiatives that have been implemented to improve the graduation rate including the Morris Hood program, which provides intense mentoring, as well other peer mentoring programs. Additionally, Dean Whitman reported that over the past six months, the college has engaged in intrusive advising. If one of the college's FITIACS misses a class, he/she is likely to receive a call asking them to come in to discuss any potential issues.

In terms of full-time and part-time faculty, there are about 50 tenure-track or tenured faculty, 77 full-time faculty, which is nearly 4 to 5% of Wayne State's full-time faculty. Fifty-two percent of faculty are part-time and 48% are full time. About 95-plus% of those part-time teachers are practicing professionals or recently retired professionals. The 50 research faculty, in a 5-year period, are averaging submissions of about 35 proposals a year. In that 5-year period, they have been averaging about 30 grants, not new grants, annually between 2010-2015 totaling about \$3.2 million.

In terms of research accomplishments, in fiscal year 2015, the College of Education was awarded grants totaling \$4.46 million and were P.I.s on \$4 million of those grants, a 64% increase over fiscal year 14. Nearly 1 in 5 of the college's faculty who receive funding pay anywhere from 10% to 100% of their salary off of that funding. There are 30 faculty members serving ON professional journals or editorial boards. Over the past three years, those faculty have published 331 papers, 97 book chapters and 13 books.

In terms of community engagement, over the past 3 years, the college totaled about \$7 million in funding for large range community engagement activities, many of these related to research in programs such as *TeachDETROIT*, *GO-GIRL* and the *High Five Literacy Program*, just to name a few. Dean Whitman highlighted another program, the Center for School Health, which comes out of Kinesiology Sports and Health Studies. For fiscal years 2014 and 2015, the Center for School Health brought in almost \$3 million to support a wide range of community activities. There are athletic programs for autistic children, and summer camp programs for Detroit children. The college has programs that measure the effects on both cognition and emotion for school children in the Detroit schools.

The college experienced a 75% increase in philanthropic donations. Dean Whitman said that the major challenge for colleges of education around the country is a nationwide drop in students entering the teaching profession. The dean cited additional challenges which include accreditation agencies, licensing boards and state requirements that limit the ability to reduce programs or modify them substantially.

Dean Whitman stated that over the past 6-12 months, the college has engaged in a number of enrollment initiatives including faculty outreach to students who have dropped out, learning communities, workshops and seminars for students, summer programs to prepare for exams, open advising and a peer advising program, among others.

The college is working with Marketing and Communications to expand their web presence and develop new print and video media. To date, the college has a newly redesigned homepage, a career blog and increased engagement on social media.

The dean shared a very compelling video presentation of College of Education students sharing their experience at WSU, which, in the dean's words, reflect the best of all four divisions of the College of Education.

During the question and answer period, Governor Pollard said that he had the opportunity to speak to the students in the Morris Hood program and added that the College of Education has the most enthusiastic students he's met. Governor Pollard said that the students were very engaging and passionate about going into teaching. He further reported that when he met with the students in the program, he met many African American and Hispanic males, both of which are currently lacking in classrooms in the city of Detroit and across the state. He acknowledged the dean's efforts as well as the efforts of the college.

Governor Dunaskiss inquired about student placement in jobs following graduation. Dean Whitman discussed the success of recent job fairs held at the college and indicated that there is going to be a trend that is going to increase the need for hiring of teachers. Aside from that, the college is developing a series of videos of students in various programs which will be targeted to school districts, counselors, etc. to attract students from area high schools to the college. Visits to high schools are being planned, also, in an effort to encourage students to consider the college of Education and the teaching programs available.

Governor Dunaskiss asked what method is used for feedback place student teachers are placed, specifically with regard to the preparation they have received. Dean Whitman said that Leah van Belle, Director of School Partnerships and Clinical Experiences, was hired to place the teachers

and work with the schools and the senior mentors in the schools that are working with the students. Additionally, the TeachDETROIT program, which Assistant Professor Jennifer Lewis runs, is a funded program that places students in Detroit schools with senior experienced teachers. The teacher education division is shifting much of its programs toward earlier and earlier involvement in the schools.

Governor Nicholson asked for an explanation about demand for programs that the University can't meet. Dean Whitman commented that the counseling programs require accreditation by accrediting agencies, and accreditation standards require certain ratios of faculty to students. The counseling program is also limited by the training clinic. There can only be so many students in the training clinic and then the required ratio of faculty to student has to be factored in. The dean said if there were more faculty to meet the appropriate ratios, the numbers might very well increase by 10% or 15% a year, per year.

Likewise, in teacher education, more faculty are needed in several areas. The other resource challenge that Dean Whitman mentioned is that the college is spread out in 5 different buildings, and that there is a need for a very helpful donor to build one huge building.

Governor Dunaskiss asked the remaining recommendations on the agenda be taken in a group and advised that each has been through full review by faculty and college administration.

ESTABLISHMENT OF A BACHELOR IN FINE ARTS WITH A MAJOR IN DESIGN

Provost Winters commented that the Bachelor of Arts with a Major in Design is a very good move. It collapses four separate majors in the name of efficiency, and it's better for students because they can take some basic design courses and then decide where their love is, where their talent is, rather than having to decide on which of the specialties they want.

This program provides a new, more contemporary and efficient curriculum for the four design disciplines currently offered in the department, three of which are on the BFA-Art degree. Fashion Design, Graphic Design, Industrial Design, and Interior Design are the four concentrations that share core Design content courses. The new degree will enable the department to better market, recruit, and enroll Design students.

ACTION: Upon motion by Governor Trent and supported by Governor Pollard, the Academic Affairs Committee recommended that the Board of Governors approve the establishment of a Bachelor of Fine Arts degree with a major in Design in the Department of Art and Art History and the College of Fine, Performing and Communication Arts, effective Fall 2016. The motion carried.

ESTABLISHMENT OF A JOINT MASTER'S DEGREE PROGRAM IN NUTRITION AND FOOD SCIENCE AND PUBLIC HEALTH

The joint program offers students in-depth training to be proficient in the area of nutrition and food science as well as in the public health arena. Instead of two separate programs, the joint

program will save students time and tuition while maintaining the rigorousness of each individual program.

ACTION: Upon motion by Governor Trent and supported by Governor Pollard, the Academic Affairs Committee recommended that the Board of Governors approve the establishment of a joint degree program leading to the Master of Arts with a major in nutrition and Food Science (MA-NFS) and the Master of Public Health (MPH), effective Fall 2016. This joint degree program will be offered through the Department of Nutrition and Food Science, College of Liberal Arts and Sciences, and the Department of Family Medicine and Public Health Sciences, School of Medicine. The motion carried.

DISCONTINUANCE OF THE GRADUATE CERTIFICATE IN SCIENTIFIC COMPUTING

Since the Graduate Certificate in Scientific Computing was originally an interdisciplinary program, it was originally housed in the Graduate School. A few years ago, this program was moved to the Department of Computer Science in an effort to revitalize it. Unfortunately, this effort was unsuccessful.

The discontinuance of this program was approved by the faculty in the Department of Computer Science, the College of Engineering faculty Committee, the Interim Chair of the Department of Computer Science, the Dean's Office of the College of Engineering, the Graduate Council, and the Office of the Provost.

ACTION: Upon motion by Governor Trent and supported by Governor Pollard, the Academic Affairs Committee recommended that the Board of Governors approve the Discontinuance of the Graduate Certificate in Scientific Computing. The motion carried.

CHANGE IN THE NAME OF THE MASTER OF SCIENCE WITH A MAJOR IN MEDICAL PHYSICS

Recently the name "Radiological Physics" has caused confusion for applicants who are unsure if Wayne State's program provides actual training in "medical physics" and if so, whether the degree title is acceptable to the American Board of Radiology for future board certification.

As the field has matured, the term "Medical Physics" has become almost universal, and graduate education for trainees became well prescribed.

ACTION: Upon motion by Governor Trent and supported by Governor Pollard, the Academic Affairs Committee recommended that the Board of Governors approve a proposal from the School of Medicine to change the name of the Master of Science with a major in Radiological Physics to the Master of Science with a major in Medical Physics, effective Winter 2016. The motion carried.

REVISION OF BOARD OF GOVERNORS STATUTE 2.43.61.050

Provost Winters reviewed several proposed statute changes with the committee.

The honor point average cut-offs for each college are established for the subsequent year based on the GPA distributions of the previous year's senior class. Community College students can transfer in to WSU up to 64 credits, leaving some students 4 credits shy of the currently required 60 credits needed for graduation with distinction. A change in the minimum number of credits in residence from 60 to 56 required for graduation with distinction would allow those community college students transferring in 64 credits and graduating with 120 credits (the minimum number of credits needed to graduate from WSU) to be eligible to graduate with distinction, assuming their final Wayne State University cumulative GPA falls within the top 20% of graduates in one of the colleges.

The proposed revisions have been approved by the Council of Deans, the Policy Committee of Academic Senate, and the Office of the Provost.

The text of the proposed revision is as follows:

2.43.61 Graduation with Distinction

Proposed revision to section 2.43.61.050:

2.43.61.050 Criteria for Graduation with Distinction include:

(a) A minimum of 56 credits in residence at Wayne State University. Under exceptional circumstances, the President or his/her designee may grant an exception to the residency provision.

(b) Minimum honor point average (as established above) on all work at Wayne State University completed by the end of the term of graduation. (For notation in the Commencement Program, the honor point average on all work completed prior to the term of graduation will be used.)

ACTION: Upon Motion made by Governor Massaron and supported by Governor Kelly, the Academic Affairs Committee recommended the Board of Governors approve the revision of the statute section 2.43.61.050 to amend the criteria for Graduation with Distinction, effective immediately. The motion carried.

REVISION OF BOARD OF GOVERNORS STATUTE 2.34.04.150

This proposed revision has been approved by the Office of the University Registrar, the Office of Admissions, and the Office of the Provost.

The text of the proposed revision is as follows:

2.34.04 Transfer Students

Proposed revision to section 2.34.04.150:

Grades below "C"

WSU will accept individual courses for transfer where the grade of "C" or above is earned, provided the cumulative grade point average earned by the transfer student meets admission standards. The grades will not contribute to the Wayne State University grade point average. A transfer student shall have the same opportunity as a native student to repeat a transfer course for replacement credit by substituting an equivalent Wayne State course, with the earlier credit replaced by the Wayne State course.

The proposed language will clarify, not alter, current transfer policies.

Section 2.34.04.150 should be revised to reflect the policy change that courses with grades below "C" will not be accepted as transfer credit.

ACTION: Upon Motion made by Governor Massaron and supported by Governor Kelly, the Academic Affairs Committee recommended that the Board of Governors approve the revision of statute section 2.34.04.150 to amend and clarify the language to bring this statute into compliance with our transfer policies, effective immediately. The motion carried.

REVISION OF BOARD OF GOVERNORS STATUTE 2.34.09.040

This proposed revision has been approved by the Office of the University Registrar, the Office of Admissions, and the Office of the Provost.

The text of the proposed revision is as follows:

2.34.09 Admissions; General Undergraduate

Proposed revision to section 2.34.040 Transfer Applicants

A transfer applicant may be admitted, without consideration of high school work, upon completion of at least twenty-four (24) semester hours of transferable college-level work from an accredited college or university with an overall Grade Point Average of 2.5. If the applicant has fewer than twenty-four (24) semester hours of transferable college-level work, the applicant may be admitted provided provisions 2.34.09.030 are met, subject to a holistic evaluation of each student's record. Individual courses with grades below "C" will not be accepted for transfer.

The proposed language will clarify, not alter, current transfer and admission policies.

Section 2.34.09.040 should be revised to make it clear that the 2.5 GPA requirements apply to the admission decision and the grade of "C" or better applies to a single course transfer decision. The current phrasing was introduced when Wayne State changed the admission requirements in

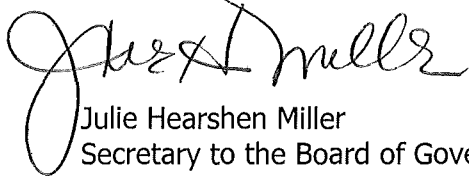
2012. However, as currently stated, this section can be interpreted to read that WSU will not admit students whose transcript indicates any courses with grades below "C" in courses which are transferrable for credit. What should be stated is that students need a cumulative GPA of 2.5 or better in previous coursework and that courses with grades below "C" will not be accepted for transfer credit. The proposed phrasing makes this clear.

ACTION: Upon a motion, the Academic Affairs Committee recommended that the Board of Governors approve the revision of statute section 2.34.09.040 to amend and clarify the language to bring this statute into compliance with our admissions policies, effective immediately. The motion carried.

ADJOURNMENT

There being no further business the meeting adjourned at 11:14 a.m.

Respectfully submitted,



Julie Hearshen Miller
Secretary to the Board of Governors