



BOARD OF GOVERNORS

ACADEMIC AFFAIRS COMMITTEE

March 24, 2017

Minutes

The meeting was called to order at 10:43 a.m. by Governor Dunaskiss in Room BC of the McGregor Memorial Conference Center. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Busuito, Dunaskiss, Gaffney, Kelly, and Trent, and Student Representative Abdul-Rahman Suleiman

Committee Members Absent: Faculty Representative Naida Simon and Victoria Dallas, Faculty Alternate Representative

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

APPROVAL OF MINUTES, January 27, 2017

ACTION: Upon a motion made by Governor Gaffney and supported by Governor Busuito, the minutes of the January 27, 2017 meeting of the Academic Affairs Committee were approved as submitted. The motion carried.

PRESENTATION: ACCELERATING PROGRESS ON STUDENT SUCCESS

Provost Whitfield introduced Monica Brockmeyer for a preview of the full student success report to be presented at the next meeting. Ms. Brockmeyer began her presentation with a discussion of graduation rates, and advised that the rates have grown from 26% to 39% and noted that the university is on track to exceed its 41% goal for the coming year. The aim is to reach 50% by the end of the strategic plan. The University gained some national recognition for these improvements, and was recognized as a finalist for the APLU project pre-completion award. While there was a gap in graduation rates between black and white students, both saw rates increase by 10% over the last 5 years. The disparities were highlighted in a recent report by the Education Trust, however, the data used as the basis for that report was several years old and progress has been made since that time. In addition, goals have been set for increasing graduation rates for all students. A partnership with the Education Advisory Board is a new initiative launched to help achieve

these goals for student success. About a quarter of graduate students nationally had a relationship with the Education Advisory Board, a firm that works with colleges and universities across the country, does research into many areas of higher education, and works to make that research available in actionable ways for universities. The EAB partnership includes three technology platforms that will allow the university to focus, intensify and accelerate its gains in student success through reworking of business processes and communication and connection with our students. The first tool is a new advisor product, a tool that allows students to schedule appointments with advisors, allows advisors to complete advising notes in case management and includes a referral system for advisors, and provides support for items not available in previous advising tools. A new mobile application, coming live during the summer and into fall, will organize communication with students in ways that are more tailored individually to the students and more actionable by them.

The third technology will connect student data, HR data, and financial data to allow Deans, Chairs and Associate Deans to schedule courses in easier ways that benefit student success by making sure there is sufficient capacity in the classes that the students need to graduate.

Changing business as usual was a goal emphasized through a planned series of six action groups. At the center of each would be an inclusive excellence active team, placed there to ensure focus of efforts. All of the work is intended to allow the university to deliver academic and other kinds of support much more directly to students who need it the most. Each group will work for three years to develop awareness around an area of improvement and implementation in year one, with training, adoption and scaling the initiative for the campus. Then in years two and three, the cycle would be repeated. The teams highlighted include team Advising Excellence, whose goal is to create a coordinated advising calendar across campus so that advisors could work in coordinated ways to do outreach around registration, financial aid and academic support. The Student Communication team, uses the mobile application around registration, financial aid, bill payment etc. The Inclusive Excellence teams will work with the first two teams to provide accountability that the work of those teams supports the university's goals around equity and inclusion, and that the voice presented to our students is welcoming and supportive. They will work with focus groups of students, including students of color, to make sure that the university is communicating with students in a way that helps them receive the benefit of the help provided for them. Benefits from the initiative could be seen as early as fall. The Student Services Center will work with the other teams for the benefit of incoming and returning students. The Guided Pathways team will expand support for student progress to the academic realm by expanding use of 4 and 5 year academic plans to ensure that they will identify barriers to student progress and to address those with the Inclusive Excellence team. All teams will coordinate and report formally to the Student Success Steering Committee. A chart of the road map for the Inclusive Excellence team was presented and discussed as a key starting point to accelerate and deepen the University's culture of student success and for equitable delivery of financial aid. Ms. Brockmeyer noted that the Division of Academic Affairs has heard very clearly from the Board, the President and the Provost that reducing educational disparity between black

and white students is a moral imperative, and the division is taking strong action to address these issues. She thanked the Board, the President, the Provost, colleagues and senior staff.

Governor Trent asked for the national average for the six-year graduation rate for all students and for African Americans. Ms. Brockmeyer noted that overall it was about 54%, but was unsure of the number for African American students but ensured the information would be forthcoming.

Governor Thompson asked about the timeline for feedback from the Teams on the strategies for students. Ms. Brockmeyer advised that feedback would be noted during the summer, increased registration in winter 2018, outcomes in student behavior or registration in the fall, and retention rates in the 2018 school year. Regarding the strategies, they would include the mobile application targeting all students but designed to hone in on particular needs, the Warrior VIP program, Gateways to completion, course change initiative and the process around General Education reform and mathematics. Formal assessment is expected at year's end with a formal report of outcomes for year one.

President Wilson noted that the goal was to have no disparity by the end of the three-year plan in 2021.

Governor Trent noted Board support of the Administration and their initiative and goals.

ESTABLISHMENT OF A JOINT MASTER'S DEGREE IN SOCIAL WORK AND PUBLIC HEALTH

ESTABLISHMENT OF A DOCTOR OF NURSE ANESTHESIA PRACTICE PROGRAM

ESTABLISHMENT OF A GRADUATE CERTIFICATE IN ELEMENTARY MATHEMATICS SPECIALIST: INTRODUCTORY

ESTABLISHMENT OF A GRADUATE CERTIFICATE IN ELEMENTARY MATHEMATICS SPECIALIST: ADVANCED

ESTABLISHMENT OF A MASTER OF ARTS IN ARTS ADMINISTRATION

ESTABLISHMENT OF A MASTER OF SCIENCE PROGRAM WITH A MAJOR IN FINANCE

Governor Dunaskiss advised that there were several action items before the committee, and suggested that these be discussed as a group, and covered with a global action once all questions had been answered. She called on Provost Whitfield for any further comments on the items before the committee. He advised that the programs described in the recommendations address areas including job opportunities, changes in fields, and cross-collaborations across schools. Governor Thompson asked why the Doctor of Nurse Anesthesia Practice program was not coming from the nursing school. Provost Whitfield

noted that historically that that's where that kind of training had been offered. At Wayne State, it is offered in the Applebaum college of Pharmacy & Health Science.

After questions and discussion on these items, the following action was then taken.

ACTION: Upon motion made by Governor O'Brien and supported by Governor Trent the following actions were approved:

- The Academic Affairs Committee recommended that the Board of Governors approve the establishment of a joint Master of Social Work and Master of Public Health degree, effective fall 2017.
- The Academic Affairs Committee recommended that the Board of Governors approve the establishment of a Doctor of Nurse Anesthesia Practice program within the Department of Health Sciences in the Eugene Applebaum College of Pharmacy and Health Sciences, effective fall 2018.
- The Academic Affairs Committee recommended that the Board of Governors approve the establishment of a Graduate Certificate in Elementary Mathematics Specialist: Introductory (GCEMS-Intro) effective spring-summer 2017.
- The Academic Affairs Committee recommended that the Board of Governors approve the establishment of a Graduate Certificate in Elementary Mathematics Specialist: Advanced (GCEMS-Adv), effective spring-summer 2017.
- The Academic Affairs Committee recommended that the Board of Governors approve the establishment of a Masters of Arts in Arts Administration effective fall 2017.
- The Academic Affairs Committee recommended that the Board of Governors approve the establishment of a new Master of Science Program with a major in Finance, effective fall 2017.

REVISION OF ENGLISH PROFICIENCY POLICY FOR GRADUATE ADMISSION

Governor Thompson asked what prompted the proposed revision of the English Proficiency Policy. Ahmad Ezzeddine, Associate Vice President Educational Outreach and International Programs, noted that the University is pursuing accreditation for the English Language Institute, which has been very successful in helping students develop proficiency. The policy does not change the requirements for English Proficiency for the university but if a student completed the level 5 program, as outlined in the proposal, their proficiency requirement would be satisfied. The TOEFL remains an option for students. The question was raised, if the policy was solely for international students, will it negatively impact the University's ability to attract international students? Mr. Ezzeddine noted that it impacted only international students who did not have the 550 requirement to enroll at Wayne State University in an academic program, but who chose to take English preparation at the English Language Institute. It would not affect international students who were taking English at another institution. There were 75 students in the

English Language Institute and there were alternate programs to address heavy accents of graduate students who could be potential teachers. Governor Trent asked about those programs. Mr. Ezzeddine noted that there were core English courses for accent reduction and delivery and there is a graduate school requirement for any graduate teaching assistant. Ambika Mathur, Dean of the Graduate School noted that graduate teaching appointees had to fall under the 550 requirement for the TOEFL but waivers and appeals were possible.

President Wilson asked if the policy applied only to the English Language Institute. Mr. Ezzeddine said yes and advised that the English Language Institute was not within the English Language department but a stand-alone entity under the Office of International Programs within the Provost Office. The faculty are lecturers in the English Department.

ACTION: Upon motion made by Governor Trent and supported by Governor Kelly the Academic Affairs Committee recommended that the Board of Governors revise the English proficiency requirement for graduate admission to include the following:

Successful completion of the highest level of the Wayne State University English Language Institute (ELI) program.

The motion carried.

DISCONTINUANCE OF INTERNATIONAL STUDIES CO-MAJOR

Governor O'Brien asked if under the accommodations for current students who were taking the international studies co-major, if they had not completed their coursework by December 2017 were the students being advised to switch to the Global Studies minor. She asked how many students would be affected and whether they would lose credits or money. Mr. Ezzeddine noted that there were no students affected and the College of Liberal Arts and Sciences and ELI confirmed that they have contacted all students who might have been affected.

ACTION: Upon motion made by Governor Kelly and supported by Governor O'Brien the Academic Affairs Committee recommended that the Board of Governors discontinue the International Studies Co-Major, effective December 31, 2017. The final semester that students will be able to graduate with an International Studies co-major will be fall 2017. The motion was carried.

COURSE MATERIAL FEES ANNUAL REPORT

Governor Dunaskiss noted that the annual Course Materials Fee report is presented for information, and no further action is required on it.

Governor Gaffney asked for background information on course materials. Darrin Ellis,

Associate Provost advised that the fee structure has been in place for many years and he was not familiar with other school's similar policies. At WSU there is a student centered approach taken where the materials are priced out per student and the funds are not used for other purposes. While there was no mechanism to return an under used fee there is effort to keep the fees out of classes where students could get a better deal for themselves.

ADJOURNMENT

There being no further business the meeting adjourned at 11:23 a.m.

Respectfully submitted,



Julie Hearshen Miller
Secretary to the Board of Governors