



Academic Affairs Committee

May 1, 2020

Minutes

The meeting was called to order at 9:00 a.m. by Governor Gaffney. The meeting was held in virtual format and livestreamed at wayne.edu. Secretary Miller called the roll. A quorum was present.

Committee Members Present: Governors Gaffney, Busuito, Kelly, Kumar, and Stancato; Brad Roth, Faculty Representative, renee hoogland, Faculty Alternate Representative; Ali Fasih, Student Alternate Representative and Farhana Aktar, Student Representative

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

APPROVAL OF MINUTES, December 6, 2019

ACTION: Upon motion made by Governor Stancato, and supported by Governor Busuito, the minutes of the December 6, 2019 meeting of the Academic Affairs Committee were approved as submitted. The motion carried.

PRESENTATION: THE HONORS COLLEGE

Provost Whitfield gave a brief overview of the Honors College, which provides opportunities for some of the university's highest achieving students for programs of study that have been created specifically for them. He introduced Dean John Corvino for the presentation. Dean Corvino explained that the students in the Honors College also belong to other schools and colleges as well, and that the structure of the Honors College differs from other schools and colleges. Dean Corvino hopes to provide an overview of that structure and highlights of student achievements, and then respond to questions from the committee.

The College consists of approximately 2200 undergraduate students, chosen for their academic high achievement. The College creates and curates a rigorous, challenging academic experience for them that allows them to flourish and excel. The College partners with colleagues across the university to help match up these high achieving

students with great faculty all around the university so that they can make the most of their Wayne State education.

The Honors College includes students of two different types: university honors students who follow a 28 credit hour interdisciplinary curriculum, and departmental honors students, who take honors classes in their major area of study. Requirements for departmental honors vary from department to department, but typically include at least 12 credits of honor coursework.

The University honors structure begins with a foundation sequence, which includes a course in the Fall, Honors 1000, Changing Detroit. In the subsequent semester students can choose from a variety of different small foundational seminars, providing skills, lenses and bases through which the students can approach the rest of their education at Wayne State. Courses can include skills in writing, in research, and in community engagement. A field learning course is required of all honors students at some point in their curriculum. Historically students have chosen service learning courses for that, with flexibility to include other high-end practices. Opportunities include service learning, undergraduate research, Study Abroad, an internship, Co-Op or practicum. The concept is going outside the traditional classroom and exposes students to the world and community in other ways that will deepen their educational experience. All honor students take some type of interdisciplinary seminar taught by faculty from around the university, and students complete a senior research project. The amount of personal attention, and the alternate structure of Honors College, creates the feel of a small liberal arts college in the context of the large urban research university.

Dean Corvino then highlighted some recent student activities and projects. Students taking the basic Honors 1000 Course, called Changing Detroit, looks not only as ways in which Detroit has changed, but also at ways that the students can change the environment. Students can use things like political organizing, service projects, and others to make an impact on the community. Dean Corvino used an example of photographs of the city used in the course that looks at physical spaces and landmarks, and how they have changed over time. Students look at the image, or actually travel to the landmark, and see the impact of the changes in the city, the way actions over time have impacted those physical spaces - what a vibrant community looked like prior to the entrance of a freeway that now runs through it, for example. Communities are not just data points. They are neighborhoods and students learn about people and their stories, and what they can do beyond Wayne State. In the second semester, students can choose from a variety of foundation seminars, and some of the recent topics of those seminars include crime and media, doing well and doing good, race and sports and on epidemics what plagues Detroit, which this year was extremely timely. Students in that small seminar were able to take what is happening in the world right now as a case study for their course. Class sizes are small, usually fewer than 22 students.

Dean Corvino described examples of recent service projects, some of which require service learning courses. The Detroit Feedback Loop emerged from a Political Science honors course, where students determined that unused food could be recovered from large catered events and distributed to food pantries and other places of need around the

city. The program now works with a variety of catering operations and area restaurants. A nonprofit was formed out of this project. They have recovered more than 30,000 pounds of food in the years that it has existed and in 2019, won a national philanthropy day award for this work. The Detroit Fellows tutoring project is a service learning course taught through the Honors College. It involves students who tutor reading with students in kindergarten through second grade. Students have used this experience as a way of deepening their education and strengthening the ways they think about the impact they can have moving forward on their community.

The College is working on developing a civic engagement certificate that consists of theoretical grounding about social justice, in-service learning courses and experiences to prepare students, and more information about that certificate will be coming in the months ahead. All students complete a senior thesis project, many of them do other research along the way. The undergraduate research involves not only work in labs but in social science as well. Dean Corvino provided an example of one such project, where a student noted that many bus shelters in Detroit were underutilized. There were nice shelters built that no one was using, and there were also many places where people were standing out in the rain waiting for the bus. The student's study showed how existing structures could be repositioned and reorganized to serve people better. The student presented that research at the 2019 planning conference of the American Planning Association in San Francisco. Dean Corvino cited a few other examples of students working in a wide variety of community areas. Before concluding his remarks, Dean Corvino spoke briefly about the Detroit focus for the Honors College, and advised that Detroit is not the focus just because the University is located here - he affirmed that Detroit provides an excellent opportunity to explore the kinds of challenges that face not only the city, but the world as well. There are the challenges of a growing divide between the haves and have nots, and challenges of political polarization. Challenges that emerge from tensions that come out of racial and economic and religious diversity. The Dean feels that Wayne State is particularly well situated to prepare leaders for the future who face those challenges, and he is delighted to work with an amazing group of students who will fill those roles. The floor then opened for questions.

Governor O'Brien asked for background on the MedStart program, and the process for admission to that program. Dean Corvino responded that the program, now called MedDirect, is not technically part of the college, but its director is housed there, and they work closely together. There are 11 students coming into the MedDirect program in the fall, 9 of whom have joined the Honors program. Students receive a full ride of tuition and room and board; while honors students typically receive a university merit award, relatively few receive this type of full scholarship. The Dean has been spending significant time on fundraising and donor relations to find more financial support for our students because it allows them to focus more on their studies and to thrive as they prepare for graduate school or for work. Seventy percent of the college's graduates will go on to graduate school or professional work, many to medical school or law school, and about 30% directly into the work force. President Wilson added that the changes to the MedDirect program now include a direct commitment to attend Wayne State's School of Medicine, where previously students could complete their undergraduate studies here but go to medical school elsewhere. MedDirect is a little smaller, it is a financial commitment,

but these students are committed to going to Wayne State. In response to a question from Governor Busuito, President Wilson confirmed that these students have to take the MCAT for admission to the medical school. Governor Busuito thinks this is an important program and is glad these students are committed to attending Wayne, and the new Dean and Vice President for Health Affairs, Mark Schweitzer, also added positive comments about the program. President Wilson thanked Dr. Schweitzer for his comment, and formally introduced Dr. Schweitzer, and welcomed him to the University.

Governor Stancato asked Dean Corvino about the process used for selection of the topics for the foundational seminars and the research projects the students undertake. Dean Corvino responded that there are faculty throughout the university performing very interesting research on many topics that tie closely to work in the city, and these topics let faculty teach courses that are connected to that research. Faculty share their excitement about their research with the students. In terms of process, a call goes out to the faculty and concepts for the foundational seminars are identified. These seminars follow a certain structure, including writing assignments and research. Governor Thompson asked, given the impact of COVID-19 on Detroit and on the African American community, whether students are beginning to look at those issues. Dean Corvino advised that while it certainly was part of the discussion during the final weeks of the Winter semester, they will be spending a part of the summer working on both conversion of some of their Honors 1000 classes to the online format, as large lecture classes will likely be administered differently, and how the experience and impact of COVID, and the way it has affected of the city of Detroit, can be incorporated. That work is in development.

In another area, Honors has partnered with the alumni association in planning the Arthur L. Johnson Urban Prospective Lecture series. The concept they are considering is that rather than one big lecture this fall, holding a series of lectures as part of the urban perspective lecture series dedicated to COVID-19 and various issues: medical, psychological, and ethical, arising from the Covid-19 challenge. Further discussion on that project is forthcoming. Governor Thompson would be interested in hearing more about that when that program is fleshed out.

Governor Thompson asked about the background and diversity of the students in the college. Dean Corvino advised that diversity is a challenge he continues to work on. The college is religiously diverse, with a strong and visible Muslim population, Christian population, and Jewish population; racial diversity has been more of a challenge. He has looked at the university's FTIAC population, and found that less than 5% are African American and most of those are actually from the suburbs, not from the city of Detroit. He believes the Heart of Detroit pledge will help change that. They started a black affinity group to talk to the students and hear their concerns and from that learned that better outreach is needed to various communities to let them know about the Honors College right here at Wayne State University and that this is a place for them. They are trying to be more visible at recruitment events and more visible publicly. One of the college's new hires, Bryan Ellis, who has a PhD in sociology from Howard University, focuses his work on racial diversity. Professor Ellis has been working very directly with the Dean on mentoring, and with the black affinity group. They are reaching out on community

engagement projects, also in Latino/Latina communities in Detroit, and the community engagement manager is actively working in this area. The Dean believes the focus needs to be on making sure that the experience provided in Honors is strong, is positive, is inclusive, and is worthwhile for a wide variety of students. The college also has students who transfer into the college after arriving at Wayne, and about 13% of those students are African American. They have made some changes in the program, as originally, Honors was open only to FTIAC students, and now transfer students are welcomed as well. Strengthening diversity is an ongoing challenge and a commitment.

ESTABLISHMENT OF NEW PROGRAMS

Governor Gaffney introduced Provost Whitfield and suggested that the committee hear about the programs being recommended for establishment as a group, and then those for discontinuance as a group.

ESTABLISHMENT OF A NEW PROGRAM FOR THE BACHELOR OF SCIENCE IN WELDING AND METALLURGICAL ENGINEERING TECHNOLOGY

Provost Whitfield advised that this program connects the university with community colleges. Students take their first two years in welding at community college, something thought of as a very technical skill, and then they complete the upper two years Wayne State University. This program is going to meet the needs for advanced skilled workers, and contribute to areas such as Transportation, Aerospace, agriculture, agricultural and the defense industries. In response to a question from Governor Gaffney, students can apply to Wayne from any community college that has a welding program with an associate's degree.

Governor Thompson asked about what prompted creation of the program and whether there were positions available for the students who graduate from it.

Professors Potoff and Yaprak advised that community colleges have a high demand for their welding programs. Ferris State, the only other similar program to this one, has a two-year waiting list. The community colleges believe the students want to go on to get the 4 year degree. The Ferris State program is a 4-year program, not one that provides an option for transfer students. In terms of job prospects, Professor Yaprak commented that they have heard from alumni who are both in welding and metallurgical engineering that there is a workforce need for this training.

ESTABLISHMENT OF A MASTER OF SCIENCE PROGRAM FOR THE MASTER OF SCIENCE IN ROBOTICS

The Master of Science in Robotics is an interdisciplinary master's degree. It was developed from three major areas, industrial automation, intelligent control and smart control. A common 10 credit core course of requirements has been developed, and the rest of the elective requirements are offered by each department. There were no questions or comments on this proposal.

ESTABLISHMENT OF A MASTER OF SCIENCE PROGRAM IN DATA SCIENCE AND BUSINESS ANALYTICS WITH A STATISTICS CONCENTRATION

Provost Whitfield explained that there is an existing interdisciplinary master's degree between the College of Engineering and the Mike Ilitch School of Business. When the math department expressed interest in creating their own big data science or data science degree, the provost brought everyone together to discuss options. There was significant overlap between some of the elements of these programs, and rather than develop it as a standalone program, statistical science will join that group and be an additional important piece of this growing area.

Governor Gaffney asked why this is considered a multidisciplinary degree? Provost Whitfield advised that it is not a program where there is 75 or 80% overlap; this is nearer 25% overlap, allowing students from different perspectives to interact at some level. Students are strengthened by being able to interact with people with different perspectives.

Governor Gaffney then asked for a motion to approve the establishment of these three programs:

ACTION: Upon motion made by Professor Roth and supported by Governor Busuito, the Academic Affairs Committee recommended that the Board of Governors establish the following three programs:

- The Bachelor of Science in Welding and Metallurgical Engineering Technology
- The Master of Science in Robotics
- The Master of Science Program in Data Science and Business Analytics with a Statistics Concentration

The motion carried.

PROGRAM DISCONTINUANCES

Governor Gaffney asked Provost Whitfield to present those programs recommended for discontinuation.

DISCONTINUANCE OF THE UNDERGRADUATE CERTIFICATION IN CONTROL SYSTEMS

Provost Whitfield advised that this program has been in place for about six years, but is one where students have not enrolled. The main rationale to explain this is that the certification is not sufficient to be competitive in the workforce. With no students enrolled, the department wants to discontinue the program. The program assessment process is an important tool for departments and in this instance, helped them recognize that this certificate program was not effective. It was not drawing the students that were expected when it was established.

DISCONTINUANCE OF THE GRADUATE CERTIFICATE IN ORCHESTRAL STUDIES

In terms of the Graduate Certificate in Orchestral studies, Provost Whitfield advised that there has been a significant decline in enrollment in this program. Most students enroll in a masters in music program in performance, and not in this particular graduate certificate. The College believes it is time to discontinue this program.

DISCONTINUANCE OF A BACHELOR OF ARTS IN EDUCATION WITH A MAJOR IN LEARNING DESIGN AND TECHNOLOGY

Provost Whitfield advised that the College of Education offers two bachelor's programs with a major in learning design and technology. One is a B.A. degree, which has a foreign language requirement, and the other is a B.S., which does not include the language requirement. The B.S. degree program has a good number of students pursuing it, but the B.A. does not, and the College wishes to discontinue it. Governor Thompson asked for clarification on the student preference. Provost Whitfield added that learning a language is a good thing, but provides an additional challenge to students, and they are not selecting this option.

Governor Thompson asked about progress on the review of majors, identifying those that are duplicative or no longer have student interest. Provost Whitfield responded these reviews are occurring with the deans at the school/college level, and through program assessments, which occur on a regular cycle. Most recently, the Committee may have noticed that the College of Education has submitted a number of discontinuances, and that the College of Education is very actively looking at what they offer. Accreditation requirements also help these review cycles. Governor Thompson asked that the Board get an update on the review process, and Provost Whitfield agreed to work on that. Governor Gaffney added that these discontinuances reflect how education is changing, and are reflective on what is occurring throughout the world.

DISCONTINUANCE OF A MASTER OF ARTS WITH A MAJOR IN REHABILITATION COUNSELING AND COMMUNITY INCLUSION

The last of these discontinuances is for the Master of Arts Major in Rehabilitation Counseling and Community Inclusion. Rehab counseling is considered part of counseling as a discipline and nationally, these programs are beginning to merge. There's a new clinical rehab concentration within the master of counseling here at Wayne State and it replaces this whole program. It is not a separate major, but will be a concentration within the counseling major. This matches changes that are going on at the national level on how these different disciplines should be interacting and how students are trained.

Paul Johnson, Assistant Dean of Academic Services for the College of Education, added that the two accrediting bodies for rehab and for regular counseling have merged. That action was the basis for the recommendation before the Board today.

Governor Gaffney then asked for a motion to approve the discontinuance of the following four programs:

ACTION: Upon motion made by Governor Kelly and supported by Professor Roth, the Academic Affairs Committee recommended that the Board of Governors discontinue the following four programs:

- The Undergraduate Certificate in Control Systems
- The Graduate Certificate in Orchestral Studies
- The Bachelor of Arts in Education with a Major in Learning Design and Technology
- The Master of Arts with a Major in Rehabilitation Counseling and Community Inclusion

The motion carried.

REVISION OF BOG STATUE WSUCA 2.43.03.240: GENERAL EDUCATION PROGRAM

Provost Whitfield described the statute revision before the committee, which will revise the General Education statute, 2.43.03.240, to institutionalize student representation on the General Education Oversight Committee (GEOC). Currently there is no guarantee of student representation. The Provost expressed regret that this recommendation was not discussed in advance with the Academic Senate. This subject came up at a Board meeting earlier in the year, and came forward as a request from the Board. Not speaking with the Senate on this matter was an oversight. He then asked the Senate representatives on the committee if they had any comments on the suggested revision.

Professor Roth advised that the Policy Committee had a vigorous discussion on this issue, and wanted to be sure there was not precedent set by this procedure. He stressed that it is very important that in the area of general education the Senate be consulted before amendments to the statute are put forward. The Senate asked that the Provost put this statement on the record, that this oversight would not be repeated, and that in the future all such amendments would be submitted to the Academic Senate, well in advance. With that, the Senate will support this proposal.

ACTION: Upon motion made by Governor Kelly and seconded by Governor Busuito, the Academic Affairs Committee recommended that the Board of Governors revise section 2.43.03.240 of the General Education Program Statute. This section is related to the make-up of the General Education Oversight Committee. The new language is as follows:

2.43.03.240

The GEOC will be representative of the University community as a whole as follows: one (1) representative each from the colleges of Business, Education, Engineering, Nursing, Pharmacy and Health Sciences, and Social Work; two (2) representatives from the College of Fine, Performing & Communication Arts; six (6) representatives from the College of Liberal Arts and Sciences; two (2) representatives selected by the Academic Senate (one (1) tenured faculty member and one (1) ESS Academic Staff member); one (1) student representative selected by the Student Senate; and one (1) representative, ex officio, from the University

Libraries. The committee shall elect a co-chair from amongst the voting members, and the Associate Provost shall serve, ex officio, as a co-chair.

The motion carried.

COURSE MATERIAL FEES ANNUAL REPORT

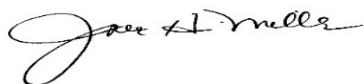
Provost Whitfield presented the annual informational report on course material fees. He reported that the university has cut fees for Spring/Summer, for courses that have consumables, such as beakers or sulfur, things that students would not use during this period of remote instruction. The university will examine this issue for the Fall, in terms of whether classes are remote or in person, but if labs are not held in person, the university expects to cut the specific fees for consumables for those courses. Governor Thompson asked for further clarification, as the informational report identifies fees to be increased. Provost Whitfield explained that there are fees that accompany a course, such as a software program, which students will be able to use whether the class is remote or in person. Other fees for lab equipment or consumables will not be charged if the class in question is held remotely. They will be reviewing all fees for the Fall semester.

A question was raised as to whether the university may be able to provide consumable supplies to students in classes where the university might receive a bulk discount, such as on art supplies, for students doing work at home. Provost Whitfield advised that this will be something they could look into in the Fall, working with the instructors for those courses, and once the decision is made on the mode of instruction. Consultation with the faculty is important, as faculty sometimes purchase their own supplies, and the Provost agreed that such consultation would take place. In this instance, however, the report before the Board is on fees levied on students.

ADJOURNMENT

There being no further business, the meeting adjourned at 10:05a.m.

Respectfully submitted,



Julie H. Miller
Secretary to the Board of Governors