



## **Academic Affairs Committee**

**December 6, 2019**

### **Minutes**

The meeting was called to order at 9:02 a.m. by Governor O'Brien in the Room BC at the McGregor Memorial Conference Center. Secretary Miller called the roll. A quorum was present.

**Committee Members Present:** Governors Busuito, Kelly, Kumar, O'Brien, and Trent; Brad Roth, Faculty Representative, renèe hoogland, Faculty Alternate Representative; and Farhana Aktar, Student Alternate Representative.

**Committee Members Absent:** Ali Fakh, Student Representative

**Also Present:** Governors Barnhill, Gaffney, and Thompson; President Wilson; Provost Whitfield; Vice Presidents Burns, Decatur, Lessem, Staebler, and Wright; and Secretary Miller

### **APPROVAL OF MINUTES, September 20, 2019**

**ACTION:** Upon motion made by Governor Kelly, and supported by Professor Roth, the Minutes of the September 20, 2019 Academic Affairs Committee were approved as submitted. The motion carried.

### **FACULTY DEVELOPMENT AND FACULTY SUCCESS**

Provost Whitfield introduced Annemarie Cano, Associate Provost for Faculty Development and Faculty Success, for a presentation on recent faculty development activities. Dr. Cano began by stating that the mission of the work is to create a culture of inclusion and success where all faculty and academic staff are contributing to the mission of the university and thriving through professional development opportunities, mentoring and recognition programs.

Faculty need to be provided with the tools to succeed and this process begins when faculty are hired. Working with the part time faculty union and the AAUP, the new faculty orientation program provides networking and the opportunity to meet other new faculty. Professional development programs are also offered. One example is a national center for faculty development and diversity providing online webinar support in terms of writing productivity and work life balance. The past year, 4,000 sessions were used by Wayne

State participants that included faculty, staff, administrators and graduate students, with 900 people activating their memberships. One of the most popular programs was a 14 day writing challenge, where faculty and staff committed to 30 minutes of writing daily to work on their research, which often involved students and an online virtual group for accountability. This past year, 453 individuals participated in the 14 day writing challenges. In addition to on-line offerings, in-person seminars for faculty and academic staff were offered on a number of different topics including building mentoring networks, collaboration networks, how to promote work in an authentic way, matters relating to promotion and tenure, and matters relating to culture within the departments.

Loraleigh Keashley, a local research expert in the department of communication, offered seminars on how to recognize academic harassment issues and workplace bullying. In the first year of offering this program, there were over 375 participants from across the colleges in different ranks and roles including part time faculty, full time faculty, clinical faculty, students, academic staff members and administrators.

Leadership development seminars for department chairs helped to promote the work of students, staff, and faculty. Chair chats were held twice a semester and the first leadership institute for department chairs was held last summer, where 37 chairs learned about their roles as stewards of department culture. Provost Whitfield and Ms. Cano penned a piece in Inside Higher Ed on why leadership development is necessary for everyone and developed an academic leadership academy which launched in August. This is a yearlong leadership lab for represented faculty and academic staff where they develop a leadership project that fits with the mission of the University. Topics covered include conflict management, negotiation skills, time management, and how to run meetings. This year there were 26 fellows, 15 faculty and 11 academic staff who were engaged.

To further disseminate leadership learning and create an overall culture of leadership there was an Empower to Lead podcast launched. Eight episodes were released in September and featured different faculty, academic staff and administrators and gave them the ability to share their own leadership journey. Season 2 will be launched in January. More than 2000 "listens" were recorded at the end of season one.

New processes are being established to eliminate gender and race biases that may have limited the recognition of faculty and academic staff, and rubrics utilized provide a more transparent process and limit those kinds of biases. This year a digital newsletter was launched and featured faculty doing international and global work. The goal is to disseminate as much as possible through multiple channels and that included a twitter handle for faculty and academic staff success, academic posts, emails and a website to provide more information to faculty and staff. Ms. Cano concluded her presentation by thanking the Board for supporting the faculty and academic staff at the University.

Governor Thompson asked how faculty learn about these opportunities, including the academic leadership academy, and whether there is programming specifically for

underrepresented faculty. In terms of how faculty learn about the leadership academy, an email blast is sent to all the faculty and academic staff, in addition to emails to the deans and the department chairs. Information sessions are also held prior to the application deadline. In terms of programming for underrepresented faculty, Ms. Cano and Chief Diversity Officer Marquita Chamblee are planning to offer an all day workshop in February called Solo Success, targeting underrepresented faculty. The national center for faculty development and diversity will be brought in to help provide that guidance. There is also a women and leadership reading group which attracts women of color and white women and provides women with an opportunity to talk about some of the challenges they experience in the academy. Other work done is open to all, but through an intersectional lens.

Ms. Aktar asked if the trainings and seminars are required, what percentage of faculty usually receive the training, and if there is diversity training. Ms. Cano noted the seminar is voluntary and 375 individuals received the training, a small percentage, but she hopes that number will grow. Ms. Aktar voiced concern for faculty who have a hard time dealing with students expressing different perspectives. Ms. Cano advised that the Office for Diversity and Inclusion does some of that work, and that her office works closely with them because faculty of color may also experience the same issue from their peers. Ms. Aktar then asked for clarification of the tenure term, and believes that strict tenure guidelines may prevent faculty from teaching their preferred courses. Ms. Cano noted that for a new assistant professor, it is usually 6-7 years. She added that the issue is part of a larger issue within promotion and tenure, and would be addressed in the faculty affairs area of the Provost's Office, through the union and other groups. Ms. Aktar asked whether this topic could be discussed in faculty success seminars as a required part of the training. Ms. Cano noted that it could be brought up through the faculty union and the administration. Ms. Cano hopes that working with the department chairs can help create a culture of student success and faculty success within their departments.

Professor Hoogland asked about the new award processes that seek to eliminate gender and racial biases, and the creation of rubrics. Ms. Cano noted that the goal is to at least limit the biases. Other award agencies and foundations have found that when the criteria are articulated and used to determine whether someone should win an award, the whole committee uses a common language. The rubric helps everyone speak a common language about what we think is important for this particular award and the rubrics are different for each award. Because there were different kinds of awards, a committee member needs to be able to articulate why they gave these different ratings on these different dimensions and it makes it more transparent for people applying. The rubrics are currently available, so individuals applying for awards will now have that information and hopefully reduce bias on the front end of applying and the backend of the selection.

**ESTABLISHMENT OF NEW PROGRAMS**

Governor O'Brien suggested the committee consider the two recommendations for establishment of programs as a single action. The following motion was placed on the table:

**ACTION:** Upon motion made by Professor Roth, and supported by Governor Trent, the Academic Affairs Committee recommended that the Board of Governors approve the establishment of the following two programs:

Establishment of a new degree program, the Master of Science in Environmental and Sustainability Engineering, effective fall 2020

Establishment of a Masters of Studies in Law Degree program in the Law School, effective fall 2020

Provost Whitfield provided some background information on these two proposed programs. The Master of Science in Environmental and Sustainability Engineering operates out of the Department of Civil and Environmental Engineering. It is a sub-specialty that expanded, in addition to earning national recognition while responding to challenges facing the state of Michigan. Governor Gaffney asked if the program is a replacement for another. Provost Whitfield advised that establishment of this degree is due to growth of the program from a specialty into a full master of science. Governor Thompson asked if the classes are appropriate for PhD candidates. Associate Dean for Academic Affairs, Jeff Potoff, agreed and noted that students working with faculty on their PhD earn a PhD in civil engineering. Governor Trent applauded the team and agreed with the importance of the program, citing the Flint water crisis and issues in Southeast Michigan. She noted the time is right to focus on that kind of work.

Richard Bierschbach, the Dean of the Law School, noted that the Masters of Studies in Law Degree program in the Law School is an opportunity for working professionals not intending to practice law to be educated in the law. Full-time study will be one year and the program will be delivered fully online. It will be beneficial for those non-lawyer professionals who work in industries where being able to navigate law would add to their professional trajectory and enhance their ability to do their job. Eighty law schools out of roughly 200 now have these types of programs. Loyola of Chicago law school launched an early program focused on professionals working in the health care industry which attracted between 200 and 400 students. Wayne State's program will focus on human resources, which intersects with the law.

Governor Thompson asked if the program could expand beyond human resources and whether there is any concern with the unauthorized practice of law by graduates. Dean Bierschbach advised that the program is designed to allow potential expansion beyond human resources. There will be a core of four introductory law classes taken regardless of the concentration, including Lawyers in the Workplace, Procedure and Dispute Resolution, Internal Investigation and Government Regulation. Added to these are

specialty courses. In the field of human resources those could include Employment Discrimination, Compensation and Benefits, or Hiring and Firing and these specialty classes could potentially wrap around the core. Addressing concern regarding unauthorized practice of law, one of the core classes, Working with Lawyers, will explicitly include modules about the unauthorized practice of law, ethical considerations and the limitations on what this kind of degree would enable one to do. Governor Kelly asked about the support of the law school faculty and the faculty's qualifications to teach non-lawyers. Dean Bierschbach noted full support of the faculty for the program and faith in his faculty to teach, as new students are non-lawyers.

Ms. Aktar posed several questions, expressing concern that the program was offered only online, about the demographic of the students and their technology skills, how the program would be administered and whether new staff would be hired. Dean Bierschbach advised that drawing on the experience of law schools, the ability to take asynchronous classes online as a working professional is critical to willingness to enroll. The desire is to make it as accessible as possible for working professionals and they would not necessarily be an older population. Close attention will be paid to whether deficiencies in the curriculum develop and whether gaps need to be filled. Advisors in the Student and Career Services Office are already integrated into the program. In terms of who would be teaching, the core courses will be taught by fulltime faculty. The more specialized courses could be taught by fulltime faculty who have expertise in these areas. Dean Bierschbach added that the program was created in response to changes in the legal industry, will provide a needed service in the market, and it will also diversify the revenue stream enabling the institution to better sustain itself long term. It is also very good for strengthening the connection between the university and the business community.

Ms. Aktar expressed concern about potential communication issues with online programming and faculty follow up responses through email. Dean Bierschbach noted that he is working very closely with the Office of Teaching and Learning and Instructional Design on best practices. There will be guidelines for faculty. There will be a faculty director, a program director, a non-faculty program director and a consortium of schools that will share best practices and information. On the issue of student/faculty issues, the faculty and program directors will have direct contact with the students. The Dean of Student Services will also be available to provide the same kind of academic support that is provided to JD and LMN students.

Governor Gaffney agreed that this program provides a good chance for multidisciplinary work, and asked if there is a business school connection. Dean Bierschbach advised that he is speaking to both the business school as well as the school of social work.

Governor Trent asked about the separation of the students from the JD students, and what will occur if a student in the program later decided to go to Law school. Dean Bierschbach advised that these courses do not count towards credit for a Law degree. Governor O'Brien asked about anticipated class size and affiliation with the Society of Resource Management. Dean Bierschbach indicated that the hope is to have around 25

students enrolled in order to address concerns about providing a quality experience for students. The overall enrollment for the program reasonably would be 100 based on observations of how other school's programs developed. There have been conversations with the Society of Resource Management in terms of marketing in the program, and in terms of designing the courses. There is also an advisory board. There are ongoing conversations regarding making the classes available to graduate students in the university who may want this type of training and exposure, including a separate program being currently being worked on with in the area of holistic defense that includes law and social work.

**ACTION:** At the conclusion of the above discussion, Governor O'Brien called for the vote. The motion on the establishment of two new programs passed unanimously.

### **PROGRAM NAME CHANGES**

Governor O'Brien proposed that the committee consider the two recommendations for program name changes as a single action item. The following motion was placed on the table:

**ACTION:** Upon motion made by Professor Roth, and supported by Governor Busuito, the Academic Affairs Committee recommended that the Board of Governors approve proposed name changes for the following programs:

Change in name of the Department of Geology to the Department of Environmental Science and Geology in the College in the College of Liberal Arts and Sciences, effective fall 2020

A Change in the name of the Department of Criminal Justice to the Department of Criminology and Criminal Justice in the College of Liberal Arts and Sciences, effective fall 2020

Provost Whitfield advised that the proposed name change for the Department of Geology to the Department of Environmental Science and Geology was driven in part from the change in the focus, expertise and composition of the faculty in that particular unit. It expanded from rocks to water quality, sea level and destabilization of continental glaciers and the faculty wants to change the name of the department to reflect that expertise.

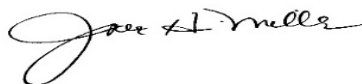
The Department of Criminal Justice wants to change their name to the Department of Criminology and Criminal Justice due to the growth in the field and the expertise of the faculty. There has become an overlap between what was considered criminology and criminal justice and there is a desire to have the department best reflect both the trends that are in the field as well as the expertise of the faculty within that unit.

**ACTION:** At the conclusion of the above discussion, Governor O'Brien called for the vote. The motion on the establishment of two new programs passed unanimously.

## **ADJOURNMENT**

There being no further business, the meeting adjourned at 9:46 a.m.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Julie H. Miller". The signature is written in a cursive style with a large initial "J".

Julie Hearshen Miller  
Secretary of the Board